

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 – Urban Promise Academy

Action Requested:

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



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Urban Promise Academy

6118657

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

Urban Promise Academy is a small Oakland Unified School District middle school serving approximately 300 students in the Fruitvale neighborhood of Oakland, CA. We are a small school-by-design, serving families within the Fruitvale community as well as students from throughout Oakland. As a school we have been in existence for ten years and have experienced improvements in our standardized test results since our inception in 2001. The student body is 87% Latino, 4% African American, 7% Asian, 1% multi-ethnic, and 1% White. 56% of our students are classified as English Learners while another 41% have been re-designated as Fluent English Proficient students. Approximately 90.3% of students qualify for free and reduced lunch and 7.2% of our students are identified as needing special education services.

VISION

OUR MISSION The mission of Urban Promise Academy is to prepare a diverse, 6th-8th grade student population for success in college by equipping them with the skills, knowledge, and habits of mind to become self-motivated, competent, responsible community members and lifelong learners. **OUR VISION:** UPA has? ? Engaging standards-based curriculum that is rigorous and relevant; An emphasis on critical thinking, investigation, and inquiry ? A culture of high academic expectations ? Collaborative and reflective teaching staff ? Supportive student culture ? Family involvement that increases student achievement **KEY PARTS OF OUR EDUCATIONAL PROGRAM** ? All students take daily blocks of English, Math, Science and History, and Physical Movement. ? UPA emphasizes inquiry based learning and arts integration, actively involving students in the process of learning through long-term projects, fieldwork experiences, and expositions of their work. ? All students are supported as individuals through a Crew system that maintains a 1-16 teacher-student ratio. ? All students have the opportunity to participate in an after-school sports and enrichment program. ? All struggling students receive intervention classes, either before school (AM Boost), during the day, or in our afterschool tutoring program. Urban Promise is a school that can demonstrate to our school community and other schools that all students can achieve at high

levels, and we have the ?will? and the ?skills? to make that happen.

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

In order to monitor progress to ensure strategies outlined in the CSSSP are implemented, Urban Promise Academy creates a calendar for each leadership committee to review and analyze data, reflect, and make corrections or additions to the implementation plan. This review of data happens at different times according to the charge of the particular committee. For example, the School Leadership Team reviews assessment data after each benchmark (2-3 times per year) to identify next steps and support needed to achieve the CSSSP's goals. The Student Focus Team reviews behavior and culture data every week, including number of office referrals, suspension, SARTS and SARBS. The SSC reviews and votes on budget modifications monthly as needed.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Urban Promise Academy

Principal: MARK TRIPLETT

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

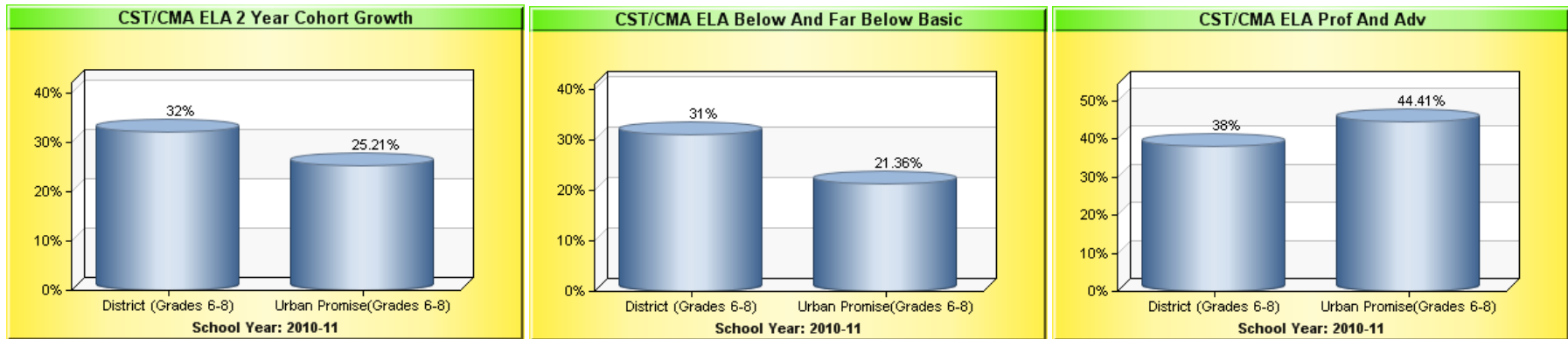
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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



School Data

- see SQR data report

Theory Action

- The Humanities Department will have three main foci: Common Core, ELD and Assessment and Intervention.
- A Common Core focus will prepare teachers and students for the transition to more rigorous, grade-level appropriate instruction. We will focus on Argumentative Writing and Text-Complexity Strategies as well as vertically aligning the standards.
- A focus on ELD will lead to students receiving the language instruction needed to become redesignated. This will include Morning Boost, emphasis on structured speaking opportunities and academic language development instruction.
- Our Assessment and Intervention focus will prepare teachers to provide differentiated instruction that meets the needs of every student. We will continue work on Formative Assessment and Response to Intervention and monitor progress through AIMSweb.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Constructing Meaning structure for addressing the needs of English lanaguage learners across content areas.	CELDT, CST, SELP	English Learners	Sept-June	School Leadership Team	5/18/2012	236SQI1A4681		N/A			0	\$0.00
HW detention to support students' academic success.	GPA and CST	All Students	Sept-June	School Leadership Team	5/18/2012	236SQI1A4680		N/A			0	\$0.00
Lesson design and unit design aligned to Common Core standards.	CST	All Students	Sept-June	ELA Department	5/18/2012	236SQI1A4679		N/A			0	\$0.00
Use of Response to Intervention (RTI) to identify students needs and develop supports.	CST, RTI	All Students	Sept-June	ELA Department	5/18/2012	236SQI1A4678		N/A			0	\$0.00
Use of structured student interactions (Kagan cooperative learning) to ensure equity of participation, and peer to peer	CST	All Students	Sept-June	Mark Triplett	5/18/2012	236SQI1A4677		N/A			0	\$0.00

learning.												
Sustained Silent Reading (SSR) to build a love of reading.	CST and RTI	All Students	Sept-June	ELA Department	5/18/2012	236SQI1A4676		N/A			0	\$0.00
CLOSE reading activities to support students to read complex text in preparation for the Common Core Standards.	CST and RTI	All Students	Sept-June	ELA Department	5/18/2012	236SQI1A4674		N/A			0	\$0.00
Book clubs, Literature circles, and RIF to support engagement in fiction.	CST, RTI	All Students	Sept-June	ELA Department	5/18/2012	236SQI1A4675		N/A			0	\$0.00
Reduce class size to give students more individual attention and support.	CST	All Students	Sept-June	Mark Triplett	5/18/2012	236SQI1A4161	Use QEIA funds to pay for teachers to reduce class size and offer students more individual support.	7400-QEIA		K12TCH0067	1	\$57,422.31
Reduce class size to give students more individual attention and support.	CST	All Students	Sept-June	Mark Triplett	5/18/2012	236SQI1A4163	Use QEIA funds to pay for teachers to reduce class size and offer students more individual support.	7400-QEIA		K12TCH0572	1	\$56,096.22
Develop intervention program for students who are intermediate language learners.	CST, SELP, CELDT, Benchmark	English Learners	Sept-June	Mark Triplett	5/18/2012	236SQI1A4173	Use funds to pay for teacher to create and support curriculum for intervention program which support English language learners.	7091-EIA - LEP		K12TCH1853	0.15	\$14,143.30
Develop intervention program for students who are intermediate language learners.	CST, SELP, CELDT, Benchmark	English Learners	Sept-June	Mark Triplett	5/18/2012	236SQI1A4175	Use funds to pay for needed supplies for intervention program (Boost) to support English language learners.	7091-EIA - LEP	4310-SUPPLIES		0	\$2,486.47

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Urban Promise Academy

Principal: MARK TRIPLETT

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

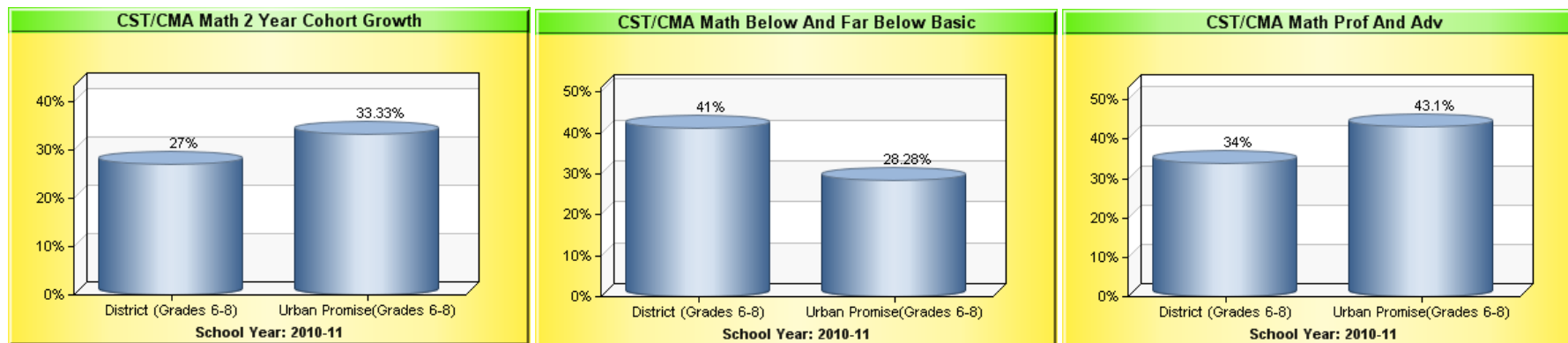
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

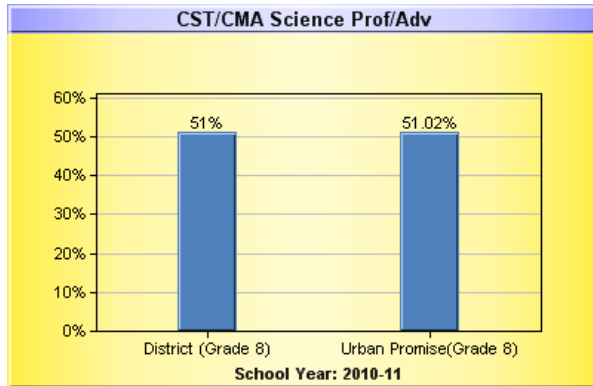
District-level Goals

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

School Federal and State Academic Achievement Goals:

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





School Data

- see SQR data report

Theory Action

- Best practices which includes: interactions, guided lesson structure, data visible and student creating and tracking goals additionally, we will calibrate as a department how and when to use interactions.
- Continue working with standards based grading, developing assessments, and progress reports focused on learning targets and students mastery.
- PLCs focusing on CCS Standards of mathematical practice with an emphasis on "constructing viable arguments & critiquing the reasoning of others," & "modeling with math"
- Math beyond our classrooms: family math nights, math competitions, mathletes, and the use of peer tutors to support all students and families in seeing math everywhere
- Pedagogy focused on academic vocabulary which is vertically aligned across entire department additionally, we will vertically align best teaching practices and strategies

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Math competition to support GATE students	CST	GATE	Sept-June	Math Department	5/18/2012	236SQI1B831		N/A			0	\$0.00
Preparation for transition to Common Core through PD and collaboration focused on problem solving and standards for mathematical practice.	CST	All Students	Sept-June	Math Department	5/18/2012	236SQI1B4672		N/A			0	\$0.00
Mathletes club to engage and support GATE students in math.	CST	GATE	Sept-June	Math Department	5/18/2012	236SQI1B4671		N/A			0	\$0.00
Reduce class size to offer students more individual support.	CST	All Students	Sept-June	Mark Triplett	5/18/2012	236SQI1B4165	Use QEIA funds to pay for teachers to reduce class size and offer students more individual support.	7400-QEIA		K12TCH0506	0.47	\$28,249.66
Reduce class size to offer students more	CST	All	Sept-June	Mark Triplett	5/18/2012	236SQI1B4166	Use QEIA funds to pay for teachers to reduce class size and offer	7400-QEIA		K12TCH0715	1	\$85,940.93

individual support.		Students					students more individual support.					
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Urban Promise Academy

Principal: MARK TRIPLETT

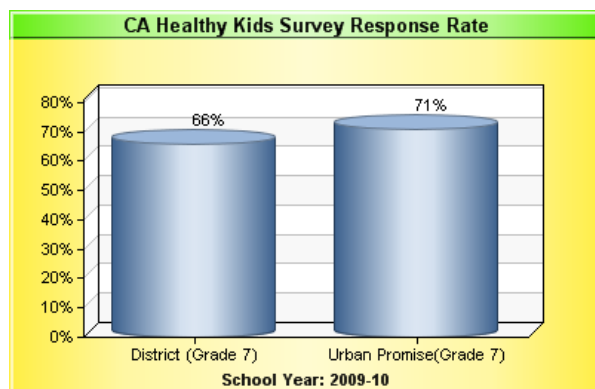
School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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



School Data

- see SQR data report

Theory Action

- At Urban Promise Academy we strive to support students transition into middle school from elementary, and likewise their transition from 8th grade to high school.
- We also prepare students both socio-emotionally, and academically, for college. This is done through our 6th-8th College for All program.
- Finally, we structure our grade levels to match the developmental level of our students, with 6th grade cored and students in cohorts. In 7th students

remain in cohorts, but we offer more flexibility in terms of coring.

- In 8th grade we prepare our students for the transition to high school by de-coring all subjects and eliminating cohorts so students do not have the same peers in their classes.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Career Pathways Curriculum in Crew.					5/18/2012	236SQ11C4670		N/A			0	\$0.00
College for All Program: 6th grade visits local community colleges 7th grade visits UC Berkeley 8th grade visits UC Santa Barbara, Cal Poly San Luis Obispo, and UC Santa Cruz.					5/18/2012	236SQ11C4669		N/A			0	\$0.00
Crew High School Options Process					5/18/2012	236SQ11C4668		N/A			0	\$0.00
High School Options School Visits and Fair		All Students			5/18/2012	236SQ11C4667		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Urban Promise Academy

Principal: MARK TRIPLETT

School Quality Standards relevant to this Strategic Priority

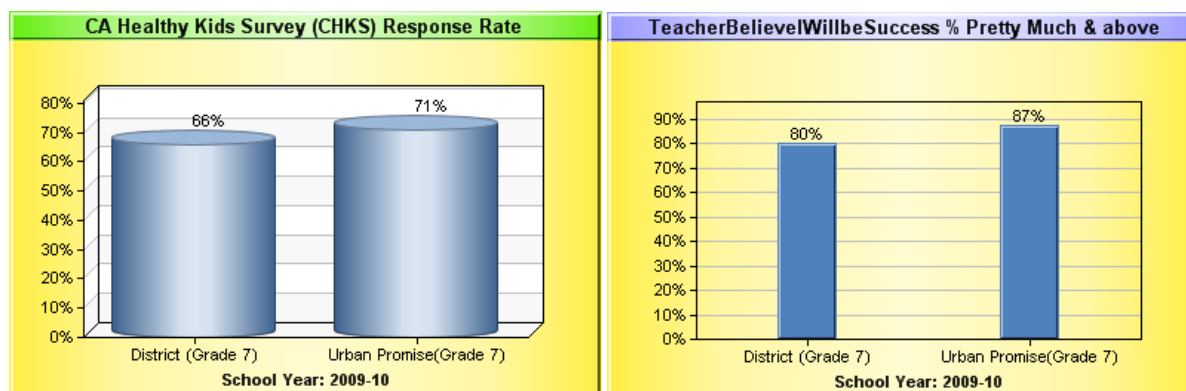
A quality school...

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

From OUSD Strategic Plan:

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

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



School Data

- see SQR data report

Theory Action

- At Urban Promise Academy we believe students must be exposed to college experiences, a variety of career options, and a sense of service to the

community. This is primarily done through our daily Crew program.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
College for All Program					5/18/2012	236SQ1D4169	Use funds to pay for needed supplies for College for All exposure and experiences	7400-QEIA	4310-SUPPLIES		0	\$1,263.89
College for All Program					5/18/2012	236SQ1D4202	Use funds to pay for unexpected expenses that arise during the Colege for All trips.	3010-Title I	4399-SURPLUS		0	\$577.00
Service Day Program					5/18/2012	236SQ1D4666		N/A			0	\$0.00
Crew Leadership Development Curriculum					5/18/2012	236SQ1D4170	Use funds to cover costs as they arise for Crew class.	7400-QEIA	4399-SURPLUS		0	\$2,552.00
Crew Leadership Development Curriculum					5/18/2012	236SQ1D4171		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: Urban Promise Academy

Principal: MARK TRIPLETT

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

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

School Data

- see SQR data report

Theory Action

- In order for all UPA students to reach their potential, we provide a wide variety of wrap around supports and interventions that meet the individual academic, emotional and development needs of all students.
- These interventions include academic interventions for English Language Learners, academic interventions for struggling learners and accelerated learners, behavioral/ social-emotional interventions, and inclusivity.
- Furthermore we plan to provide enrichment supports during and after school through arts integration and expression.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Coordination of services: Create a Google document that allows us to track and see which students are receiving which interventions.	Office and Counselor referrals	All Students	Sept-June	Mary Ellen Bayardo and Glendy Cordero	5/18/2012	236SQ1E4665		N/A			0	\$0.00
Targeted language instruction through ELD class.	CELDT, SELP, CST	English Learners	Sept-June	Kristine Leunig	5/18/2012	236SQ1E4199	Supplies for Boost intervention program to address the academic language and math needs of students FBB and BB in ELA and Math	3010-Title I	4310-SUPPLIES		0	\$1,375.03
Reading Instruction: RTI	RTI, CST	FBB, BB	Sept-June	ELA department	5/18/2012	236SQ1E4664		N/A			0	\$0.00
Math Peer Tutoring	CST, Benchmarks,	FBB, BB	Sept-June	Math	5/18/2012	236SQ1E4663		N/A			0	\$0.00

	GPA	and BAS		Department								
Project Phoenix: HW support and focus on reading	CST and GPA	FBB, BB and BAS	Sept-June	Tierre Mesa	5/18/2012	236SQI1E4662		N/A			0	\$0.00
HW Detention	GPA, CST, benchmarks	FBB, BB and BAS	Sept-June	Grade Level Teachers	5/18/2012	236SQI1E4661		N/A			0	\$0.00
SST Process	GPA, CST, benchmarks	FBB, BB and BAS	Sept-June	Mary Ellen Bayardo	5/18/2012	236SQI1E4660		N/A			0	\$0.00
Second Chance Program	GPA	FBB, BB	July-June	Mary Ellen Bayardo	5/18/2012	236SQI1E4659		N/A			0	\$0.00
In Danger of Not Passing Family Communication	GPA, CST	FBB, BB	Sept-June	Glendy Cordero	5/18/2012	236SQI1E1485		N/A			0	\$0.00
Resource Program: including collaborative push-in, pull-out out model and RSP Boost.	CST	Special Education	Sept-June	Joanna Miller	5/18/2012	236SQI1E4658		N/A			0	\$0.00
MESA Science Program (Accelerated learners/GATE)	CST	GATE	Sept-June	Leonel Alvarado	5/18/2012	236SQI1E4652		N/A			0	\$0.00
Mathletes Club (Accelerated learners/GATE)	CST	GATE	Sept-June	Math Department	5/18/2012	236SQI1E4657		N/A			0	\$0.00
Peer Tutors to support FBB and BB students in math	CST	FBB, BB and BAS	Sept-June	Math Department	5/18/2012	236SQI1E1483		N/A			0	\$0.00
Highland Hospital Internships	Number of applicants and completed interships		Dec-June	Mary Ellen Bayardo	5/18/2012	236SQI1E4656		N/A			0	\$0.00
Individual behavior plans	Office referrals, suspensions, DHPs	All Students	Sept-June	Dennis Guikema	5/18/2012	236SQI1E4655		N/A			0	\$0.00
Home/school contracts	Office referals, suspensions, DHPs	All Students	Sept-June	Dennis Guikema	5/18/2012	236SQI1E4654		N/A			0	\$0.00
Conflict Resolution Program	Office referalls, suspensions, expulsions	All Students	Sept-June	Mary Ellen Bayardo	5/18/2012	236SQI1E4653		N/A			0	\$0.00
Counseling and Therapy	Office and Counselor Referalls	All Students	Sept-June	Mary Ellen Bayardo	5/18/2012	236SQI1E4650		N/A			0	\$0.00
SART/SARB Process	Attendance Data, CST	All Students	Sept-June	Mary Ellen Bayardo	5/18/2012	236SQI1E4651		N/A			0	\$0.00
Student Success Team (SST) Process	CST, GPA	FBB, BB and BAS	Sept-June	Mary Ellen Bayardo	5/18/2012	236SQI1E4649		N/A			0	\$0.00
6th Grade Early Start	GPA, CST	All Students	August	Mary Ellen Bayardo	5/18/2012	236SQI1E4648		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Urban Promise Academy

Principal: MARK TRIPLETT

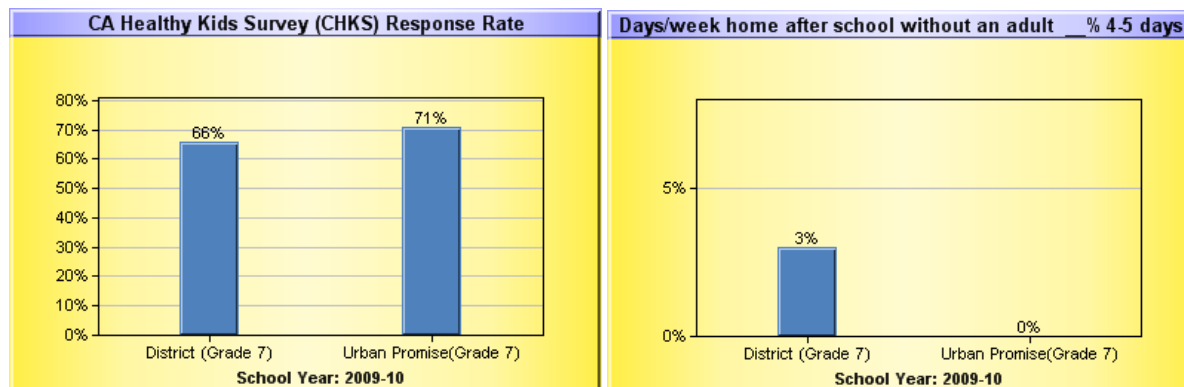
School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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



School Data

- see SQR data report

Theory Action

- Urban Promise Academy envisions learning extending beyond the tradition school day to include after school programs, special events on weekends, and overnight camping trips and college visits.
- In addition, UPA considers summer to be a critical learning time where the achievement gap widens if students are not provided a structured, supervised learning environment to continue to grow and develop academically.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Wilderness, Independence, Leadership Development Program (WILD)					5/18/2012	236SQI1F4690		N/A			0	\$0.00

College for All Program				5/18/2012	236SQI1F4689		N/A			0	\$0.00
Afterschool Program				5/18/2012	236SQI1F4687		N/A			0	\$0.00
Weekend Soccer Tournaments				5/18/2012	236SQI1F4688		N/A			0	\$0.00
Saturday Math Competitions				5/18/2012	236SQI1F4685		N/A			0	\$0.00
Summer Programs: Aim High 2nd Chance 6th Grade Transition Early Start				5/18/2012	236SQI1F4684		N/A			0	\$0.00
Family Garden Days				5/18/2012	236SQI1F4683		N/A			0	\$0.00
Peer Health Educator Group				5/18/2012	236SQI1F4682		N/A			0	\$0.00

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

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

School: Urban Promise Academy

Principal: MARK TRIPLETT

School Quality Standards relevant to this Strategic Priority

A quality school...

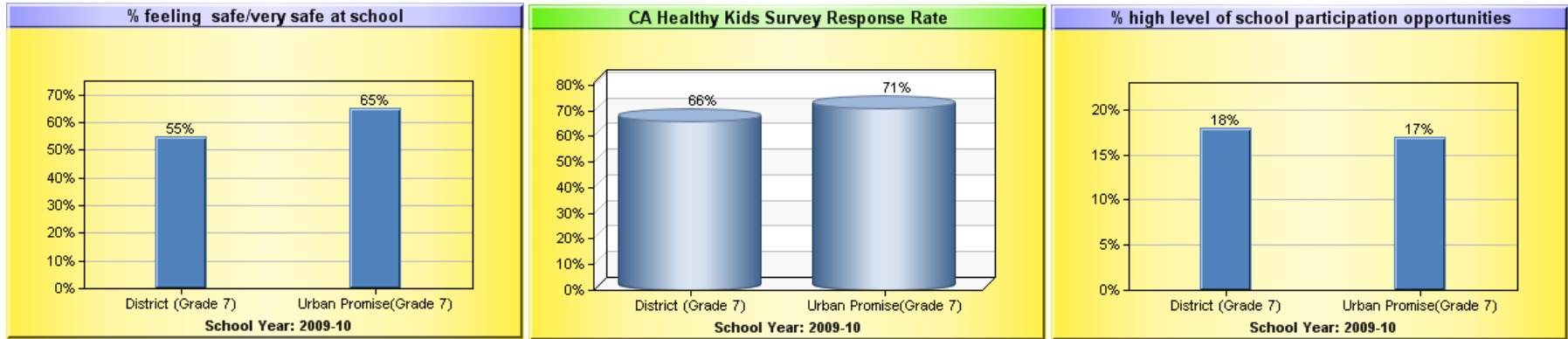
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students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

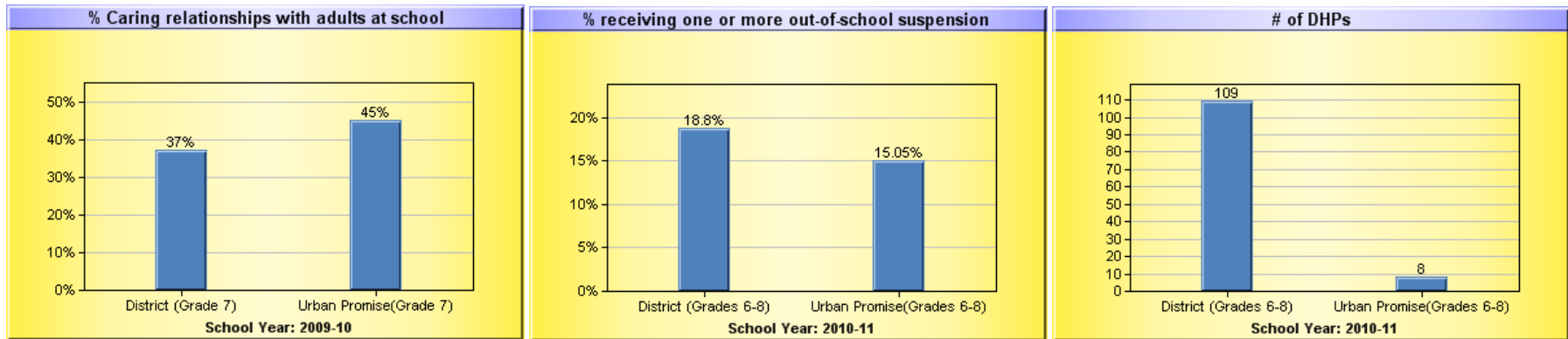
From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





School Data

- see SQR data report

Theory Action

- UPA maintains a safe, positive school culture by developing student leadership, accountability, and ownership.
- We seek to celebrate student success, while also supporting students to be reflective, and make good choices.
- Postive school culture is built through our Crew system, in daily structured student interactions in every class, and through our progressive discipline process.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
WILD Outdoor Program					5/18/2012	236SQI2A4703		N/A			0	\$0.00
College for All Program					5/18/2012	236SQI2A4701		N/A			0	\$0.00
Student Leadership Team					5/18/2012	236SQI2A4700		N/A			0	\$0.00
Grade Level Field Days					5/18/2012	236SQI2A4699		N/A			0	\$0.00
Honor Roll Assemblies and Celebrations	GPA and CST	All Students	Sept-June	Grade level teams	5/18/2012	236SQI2A4194	Use funds to pay for supplies to create honor roll assemblies and celebrations to recognize academic success of students from low income families.	7090-EIA - SCE	4310-SUPPLIES		0	\$2,206.15
Peer Education Program					5/18/2012	236SQI2A4698		N/A			0	\$0.00
Uniform/Dress Code Policy					5/18/2012	236SQI2A4193		N/A			0	\$0.00
Diversity Circles					5/18/2012	236SQI2A4697		N/A			0	\$0.00
IWE Program	GPA	All Students	Sept-June	Mary Ellen Bayardo	5/18/2012	236SQI2A4696		N/A			0	\$0.00
Conflict Resolution Program	Office referrals, suspensions, DHPs	All Students	Sept-June	Mary Ellen Bayardo	5/18/2012	236SQI2A4695		N/A			0	\$0.00
Internship Programs	GPA	All Students	Dec-June	Mary Ellen Bayardo	5/18/2012	236SQI2A4693		N/A			0	\$0.00
Progressive Discipline Process (including	Office referrals, suspension,	All	Sep	Dennis	5/18/2012	236SQI2A4692		N/A			0	\$0.00

home/school contracts and family engagement)	DHPs	Students		Guikema								
Student-led Family Conferences	GPA and CST	FBB, BB	Sept-June	Mark Triplett	5/18/2012	236SQI2A4195	Use funds for unexpected incidentals to support student-led family conferences 3 times per year to ensure academic success of FBB and BB students.	7090-EIA - SCE	4399-SURPLUS		0	\$574.99
Student Success Team	GPA and CST	FBB, BB and BAS	Sept-June	Mary Ellen Bayardo	5/18/2012	236SQI2A4691		N/A			0	\$0.00
Student interventions to support academic success and positive behavior.	CST	FBB, BB	Sept-June	Tierre Mesa	5/18/2012	236SQI2A4192	Fund TSA to support FBB and BB students in academic and socio-emotional success.	7090-EIA - SCE		T10TSA0143	0.5	\$42,669.71

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

Strategic Priority B. Health & Wellness

School: Urban Promise Academy

Principal: MARK TRIPLETT

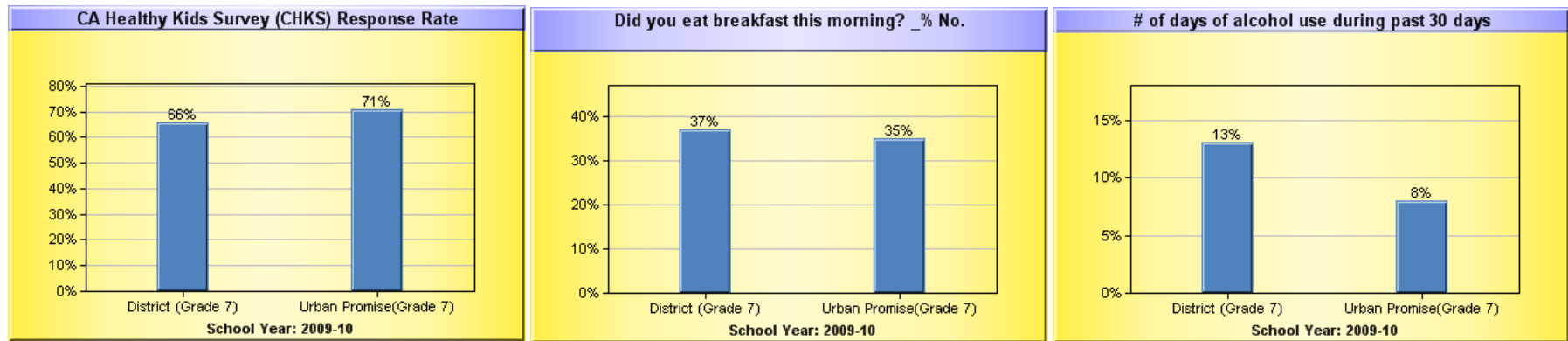
School Quality Standards relevant to this Strategic Priority

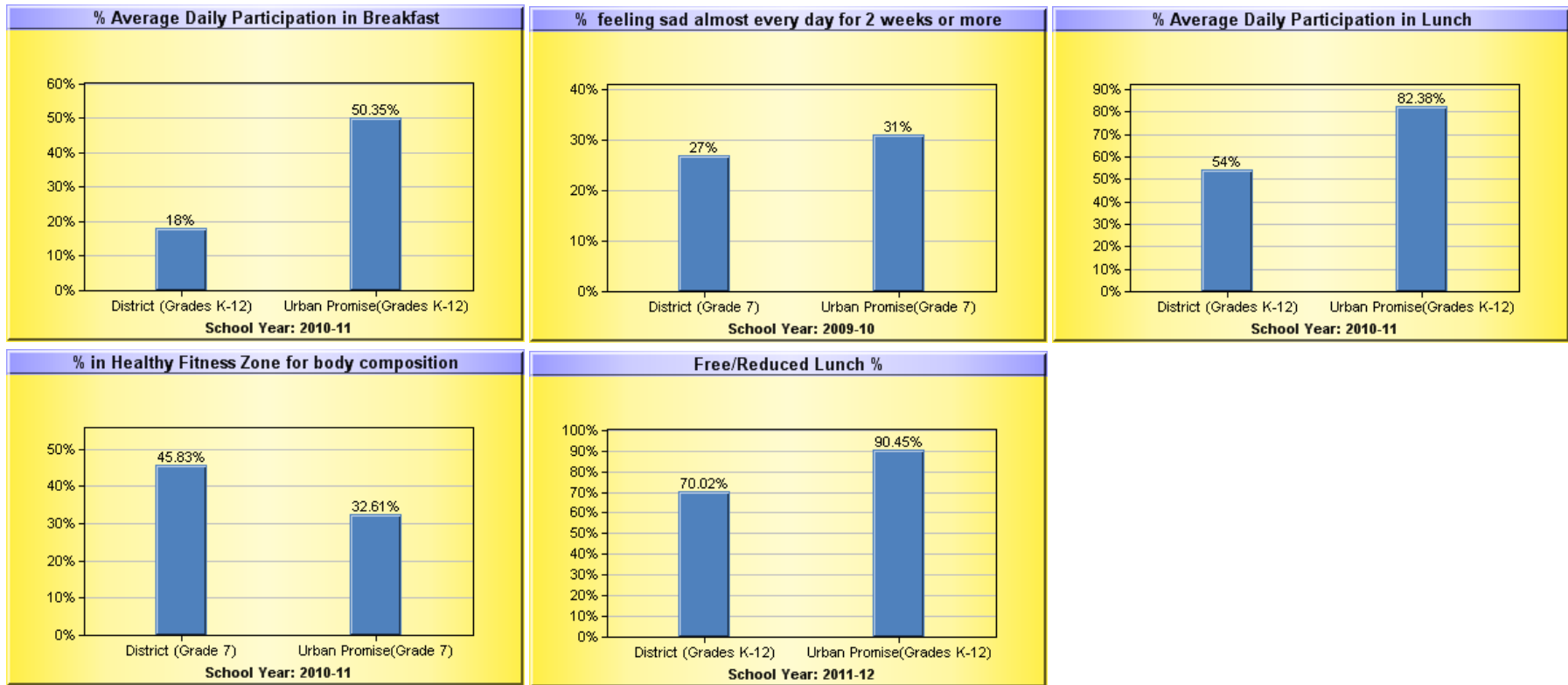
A quality school...

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

From OUSD Strategic Plan:

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





School Data

- see SQR data report

Theory Action

- At UPA our Health and Wellness Program focuses on physical and emotional health, as well as addressing adolescent health issues, and family support. We emphasize healthy eating and daily physical exercise.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Physical Health Services Provided by School Nurse and School-Based Health Center					5/18/2012	236SQI2B4723		N/A			0	\$0.00
Health Education services provided by school nurse and health educator.					5/18/2012	236SQI2B4722		N/A			0	\$0.00
Health education intersessions to address adolescent health issues and education.					5/18/2012	236SQI2B4721		N/A			0	\$0.00

Peer Health Educator Program					5/18/2012	236SQI2B4720		N/A			0	\$0.00
Integration of health education in content classes through collaboration with content teachers.					5/18/2012	236SQI2B4719		N/A			0	\$0.00
Adolescent health workshops and resources provided.					5/18/2012	236SQI2B4718		N/A			0	\$0.00
Individual drop-in services provided daily.					5/18/2012	236SQI2B4710		N/A			0	\$0.00
Emotional Health Services provided by: Wright Institute La Clinica therapist Catholic Charities					5/18/2012	236SQI2B4717		N/A			0	\$0.00
Coordination of Services Team (COST) and Community School Program Manager manages emotional health services.					5/18/2012	236SQI2B4716		N/A			0	\$0.00
Family Health Workshops/Trainings including: Zumba Nutrition Class Adolescent Depression Gang Prevention and Awareness Parenting Classes					5/18/2012	236SQI2B4715		N/A			0	\$0.00
Garden Nutrition Program: Salad Bar					5/18/2012	236SQI2B4714		N/A			0	\$0.00
Garden Nutrition: Composting Program					5/18/2012	236SQI2B4713		N/A			0	\$0.00
Garden Nutrition Program: Garden Days (x2/yr)					5/18/2012	236SQI2B4711		N/A			0	\$0.00
Garden Nutrition Program: Food Bank (Alameda County)					5/18/2012	236SQI2B4712		N/A			0	\$0.00
Garden Nutrition Program: ASP Student Garden Group					5/18/2012	236SQI2B4709		N/A			0	\$0.00
Garden Nutrition Program: FRC Family Garden Group					5/18/2012	236SQI2B4708		N/A			0	\$0.00
Daily Physical Activity: AM Free Gym					5/18/2012	236SQI2B4707		N/A			0	\$0.00
Daily Physical Activity: Afterschool Sports Program					5/18/2012	236SQI2B4706		N/A			0	\$0.00
Daily Physical Activity: Intersession Performance Arts Classes including drumming, dance, martial arts, theater					5/18/2012	236SQI2B4705		N/A			0	\$0.00
Daily Physical Activity: Recess Time					5/18/2012	236SQI2B4704		N/A			0	\$0.00
Daily Physical Activity: Single-Gender Physical Movement Classes to foster greater participation (particularly amongst girls)	CST, GPA	All Students	Sept-June	PE teachers	5/18/2012	236SQI2B4168	Use QEIA funds to pay for teachers to reduce class size and offer students more individual support.	7400-QEIA		K12TCH9999	0.5	\$37,799.99
Support economically disadvantaged students' academic and socio-emotional success. Provide	GPA, CST,						Fund school counselor to support socio-					

professional development to teaching staff on addressing social-emotional needs within a classroom setting to promote student achievement.	office referrals and suspensions	FBB, BB	Sept-June	Mary Ellen Bayardo	5/18/2012	236SQI2B4200	economically disadvantaged students to be academically and socio-emotionally successful.	3010-Title I		COUNSL9999	0.9	\$91,000.53
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School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Urban Promise Academy

Principal: MARK TRIPLETT

School Quality Standards relevant to this Strategic Priority

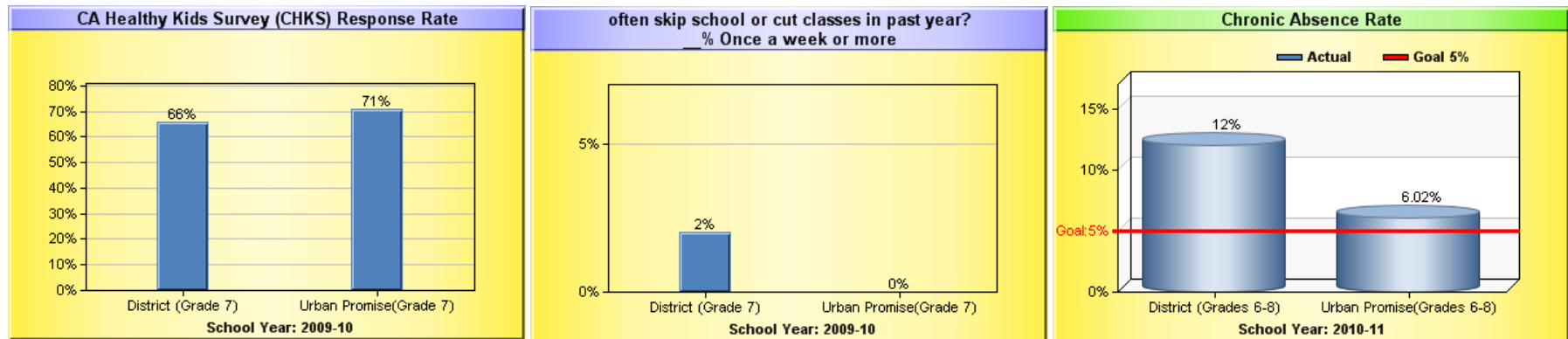
A quality school...

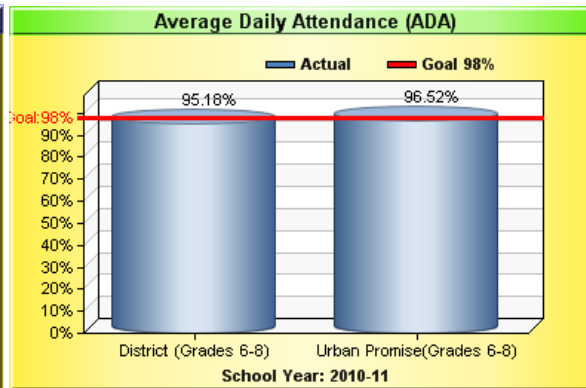
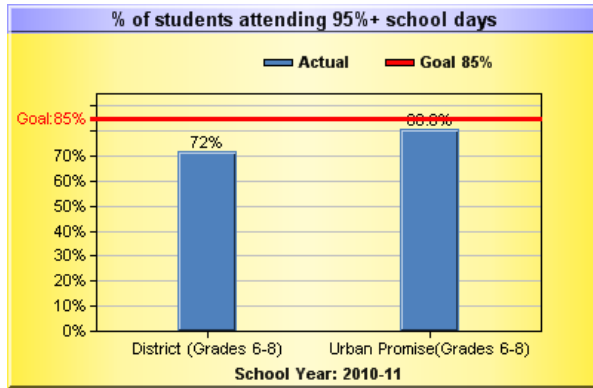
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

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

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





School Data

- see SQR data report

Theory Action

- UPA believes attendance to be critical to academic success. A student cannot learn if they are not present. Thankfully, our small size allows for more individual attention to student absence and tardiness.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Daily phone calls home for tardy or absent students.					5/18/2012	236SQI2C4726		N/A			0	\$0.00
Home visits for students with chronic absences.					5/18/2012	236SQI2C4725		N/A			0	\$0.00
SART and SARB Process					5/18/2012	236SQI2C4724		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: Urban Promise Academy

Principal: MARK TRIPLETT

School Quality Standards relevant to this Strategic Priority

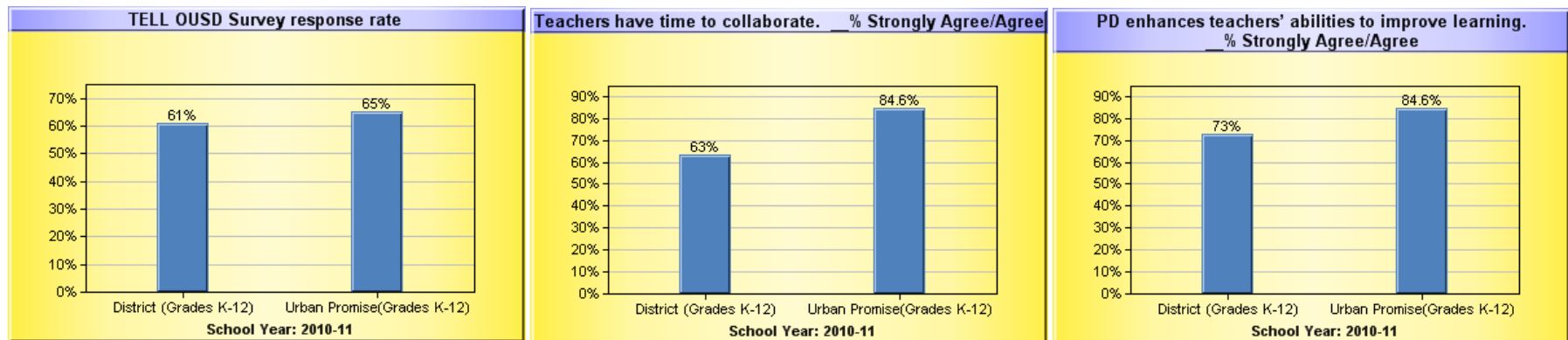
A quality school...

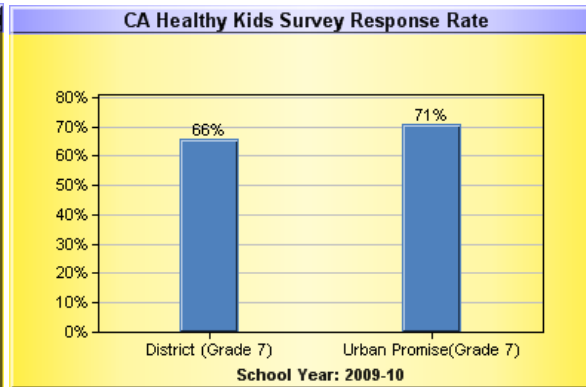
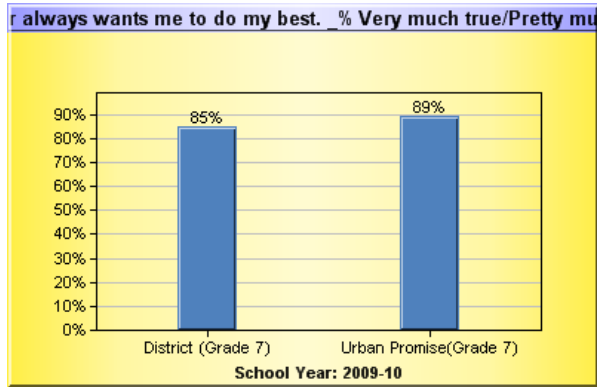
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes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

From OUSD Strategic Plan:

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

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





School Data

- see SQR data report

Theory Action

- The goal for this year's PD plan is to build instructional consistency across all classrooms with measurable expectations for the following foci: formative assessment, structured student interactions, and ELD supports and strategies.
- UPA structures the year into two PD cycles: whole school PLCs and department PD.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Professional development for teachers to support English language learners in their classes.	CST, SELP, CELDT, Benchmark	English Learners	Sept-June	Kristine Leunig	5/7/2012	236SQI3A4174	Fund teacher to design and facilitate PD to grow teachers capacity to support English language learners.	7091-EIA - LEP		T10TSA0143	0.25	\$21,334.85

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

Strategic Priority A. Family & Community Engagement

School: Urban Promise Academy

Principal: MARK TRIPLETT

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

- see SQR data report

Theory Action

- Healthy families who are involved in their child's education, feel welcome at their school, and possess a strong knowledge of the education system in order to be advocates for their child and their community.
- UPA seeks to support families to be: 1.) Healthy and safe. 2.) Engaged in all aspects of their child's education. 3.) Empowered to be advocates for their child.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Engage families of English language learners to actively support their child academically through observations of classes.	CELD, CST	English Learners	Sept-June	Kristine Leunig	5/7/2012	236SQI4A4176	Use funds to pay for unexpected expenses incurred through the support of English language learners.	7091-EIA - LEP	4399-SURPLUS		0	\$533.01
Engage families in the academic progress of our students.	GPA, CST	FBB, BB	Sept-June	Mark Triplett	5/7/2012	236SQI4A4197	Use funds to pay for food and refreshments at regular family meetings geared to supporting struggling students.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$2,092.70

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Urban Promise Academy

Principal: MARK TRIPLETT

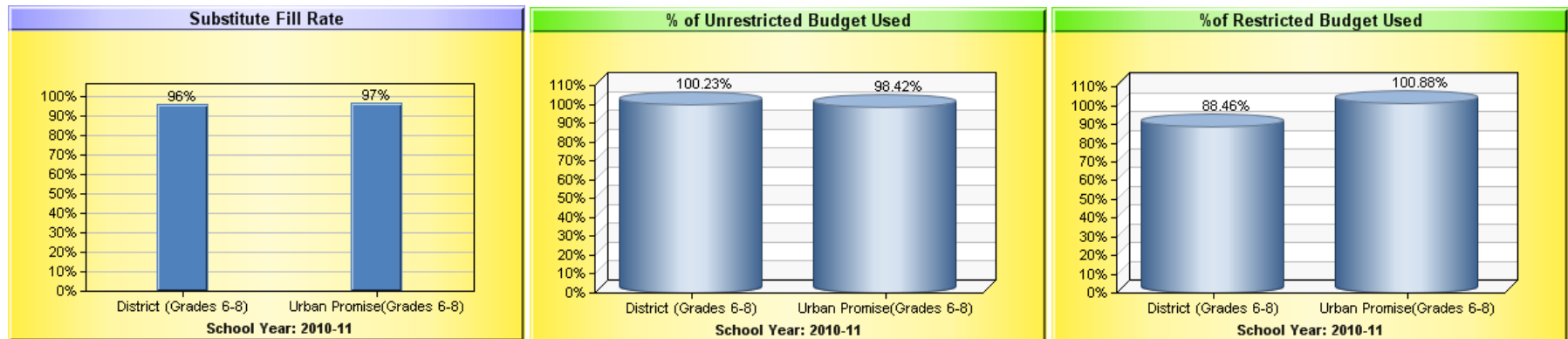
School Quality Standards relevant to this Strategic Priority

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.



School Data

- see SQR data report

Theory Action

- Urban Promise Academy is build upon a distributive leadership model, whereby all members of the school community are encouraged to participate in the leadership of the school.
- How much a member of the school community participates or is involved in leadership depends on their own capacity and the point in their own development as a professional.
- These committees are governed by agreed upon norms, protocols, and structures, designed to ensure transparency and equity.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Interprogram support costs					5/18/2012	236SQI5A4172	Utilize District support to maintain the QEIA grant. note: 7310 is not an option on the obj code drop down, even though BDT allocated funds this way.	7400-QEIA	4399-SURPLUS		0	\$14,175.00
School Leadership Team to address issues of instruction.					5/18/2012	236SQI5A4738		N/A			0	\$0.00
COST to address socio-emotional support for students.					5/18/2012	236SQI5A4737		N/A			0	\$0.00
Student Focus Team to address issues of school culture and climate.					5/18/2012	236SQI5A4736		N/A			0	\$0.00
Health and Wellness Committee to address broader issues of health and wellness.					5/18/2012	236SQI5A4735		N/A			0	\$0.00
Family Resource Center to address issues of family engagement.					5/18/2012	236SQI5A4734		N/A			0	\$0.00
School Site Council to address budgetary and programmatic issues and decisions. The governing body of the school.					5/18/2012	236SQI5A4733		N/A			0	\$0.00
ELAC to address support for English Language Learners and their families. Elected body that makes recommendations to SSC.					5/18/2012	236SQI5A4731		N/A			0	\$0.00
Safe Space Committee to address issues of safe space for all community members with a focus on LGBTQ.					5/18/2012	236SQI5A4732		N/A			0	\$0.00
Crew Coordinator Team to address curriculum design and implementation across all grade levels.					5/18/2012	236SQI5A4729		N/A			0	\$0.00
Grade level teams to address issues specific to grade levels (representatives also members of SLT).					5/18/2012	236SQI5A4728		N/A			0	\$0.00
Departments to address instructional decisions of the different content areas. Includes department chairs represented on SLT.	CST	All Students	Sept-June	Mark Triplett	5/18/2012	236SQI5A4727		N/A			0	\$0.00

**ASSURANCES
2012-2013**

**School Site: Urban Promise Academy
Site Number: 236**

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 March 18, 2012.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on April 18, 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

Gloria Vargas
SSC Chairperson's Name (printed)

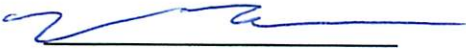
5/4/12
Date



ELAC Chairperson's Signature

Ana Gabriela Cuevas
ELAC Chairperson's Name (printed)

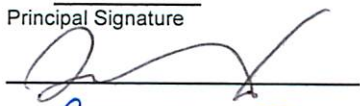
5/4/12
Date



Principal Signature

Mark Triplett
Principal's Name (printed)

5.4.12
Date



Executive Officer's Signature

Janette Hernandez
Executive Officer's Name (printed)

05/15/2015
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: Urban Promise Academy

School Year: 2012-2013

Chairperson : Gloria Vargas	Vice Chairperson: Ali Ki Vargas
Secretary: Jenni Rodriguez	<u>DAC Representative: Brendy Vazquez</u>

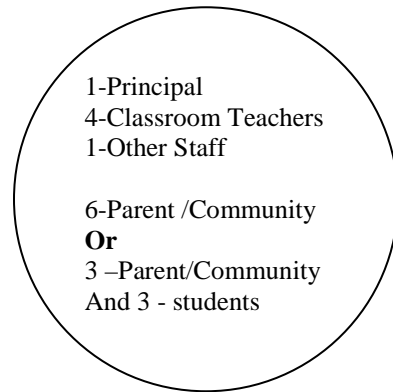
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Gloria Vargas					X	
Ali Ki Vargas					X	
Deborah Chaidez					X	
Sofia Avalos					X	
Viviana Uribe					X	
Benda Vasquez					X	
Mark Triplett		X				
Vernta Saechao				X		
Jill Johnson			X			
Dorrian Galvin			X			
Alison Ball			X			
Ann Marie Gamble			X			
DAC Representative						
Home Ph.	Email:					

Meeting Schedule	Every third Wednesday of the month, 5:30-7:00 PM
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SSC Legal Requirements:

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



Title I School Parental Involvement Policy 2012 - 2013

Urban Promise Academy

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

Urban Promise 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 I 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 I Plan.
This is done in conjunction with SSC and ELAC meetings, posted and advertised in advance, and open to all.

- Offer a flexible number of meetings for parents.
Meetings, workshops, and trainings are offered weekly, and at a variety of times of day. A calendar/schedule is posted in both English and Spanish in front of the Family Resource Center.

- 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.
All Title I funding and site plan decisions are made during monthly SSC meetings. Idea generating, discussion, and feedback regarding these Title I decisions also occur during these meetings.

- Provides parents of Title I students with timely information about Title I programs.
All Title I plans and funding use is part of the public record, and is included in SSC and ELAC notes. Notice of SSC and ELAC meetings is sent home with students in both English and Spanish one week before the meetings. Meeting notice is also posted in the school. All SSC and ELAC documents are available in the Family Resource Center.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
Achievement goals and data are regularly shared as part of the SSC and ELAC process. Workshops are also given to support families in how to understand individual student achievement data. Student-led family conferences are held three times per year.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
In addition to student-led family conferences, regular SSTs are held, and families can request at any time to meet with teachers or administration.

School-Parent Compact *Urban Promise Academy*

Urban Promise 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

Urban Promise 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

Trainings and workshops are provided families on a monthly basis, which address the issues above.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

Specific workshops and trainings are provided for families on how to support their child at home in a variety of content areas. Families are also trained on homework support.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

Family engagement is presented to staff in the site plan as a core component of our school model for success and theory of action.

- 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.

As stated above, Title I activities are integrated into all regular family meetings, workshops, and trainings.

- 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.

Notice of programs, meetings, and other activities is provided in advance via mail, flyer, and phone calls, in English and Spanish.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

Because of the make-up of our school community, specific individual and programmatic support and intervention (both academic and emotional) for Title I families and students is a component of every meeting at our school.

Accessibility

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

All information is posted in English and Spanish. Translation is offered for all family conferences, meetings, and workshops and trainings.

Adoption

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

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

Urban Promise Academy School Compact

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

As a student I will:

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

Student signature

As a parent/guardian or family member I will:

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

Family member signature

As a teacher I will:

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

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

Teacher signature

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

Signed on this _____ day of _____, 20__.

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
1. Instructional Program	1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts/ English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current".	Full implementation means that all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in Reading/Language Arts/ELD. These materials are implemented daily as designed to support the needs of all students. <ul style="list-style-type: none"> At all levels, teachers are using the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program that include extra support for struggling readers and English learners. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including English learners, students with reading difficulties, students with disabilities, and advanced learners. Some students with disabilities may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education plan (IEP), to enable them to participate successfully in a basic core classroom. 	Objective	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components Appropriate Instructional Program Materials All students are <u> X </u> assessed, <u> X </u> placed, and <u> X </u> provided appropriate SBE-adopted instructional program materials. Number of Students: <u> 315 </u> All Students <u> 120 </u> English Learners <u> 20 </u> Students with disabilities Appropriate Use Identify all that apply: <u> X </u> Core materials are used daily as designed. <u> X </u> Ancillary materials are used daily as designed.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom core materials.							

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Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

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

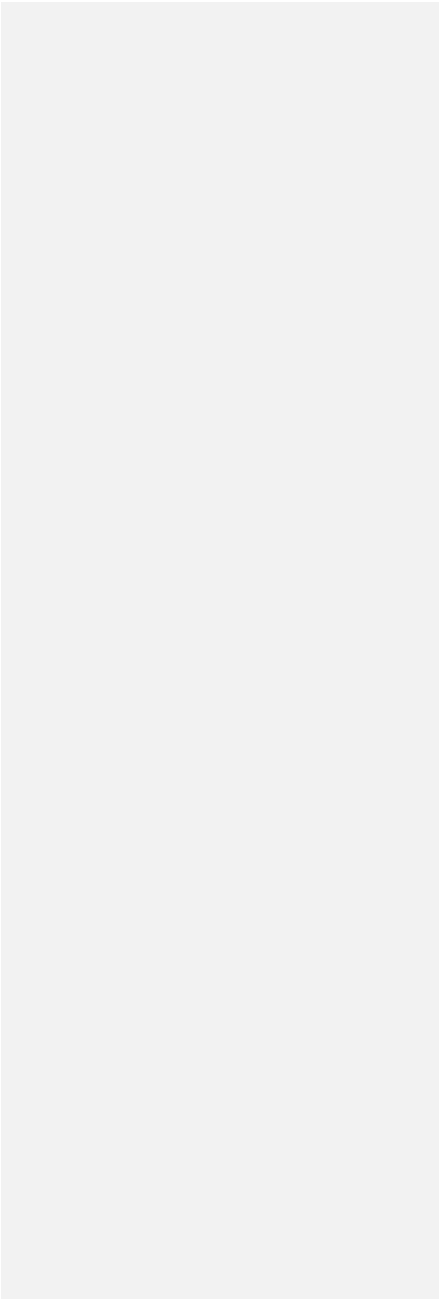
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																				
1. Instructional Program	<p>1.3 The school/district provides the current* SBE-adopted Reading/Language Arts intensive intervention programs and materials in grades 6-8. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.</p> <p>*As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."</p>	<p>Full implementation means that all students identified as needing intensive intervention in grades 6-8, including English learners and students with disabilities, who are two or more years below grade level in reading are provided the current SBE-adopted intensive intervention materials that offer accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed.</p> <ul style="list-style-type: none"> Intervention programs are multi-period, stand-alone, intensive programs that are designed to accelerate student learning two years for every year of instruction. The programs should position students to progress rapidly toward successful reentry into the basic core program at their appropriate grade level. Students who reenter the basic core program may need an additional period of strategic support. Districts are using either the SBE-adopted intensive intervention program from the SBE-adopted 2002 list or Programs 4 or 5 from the 2008 list. 	Objective	Fully	Substantially	Partially	Minimally																
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																
			Key Components																				
			Appropriate Instructional Program Materials																				
			Students are <u> X </u> assessed, <u> X </u> placed and <u> X </u> provided appropriate SBE-adopted intensive intervention program and materials.																				
			Number of Intensive Intervention Students:																				
			All Intensive learners: Gr. 6 <u> 20 </u> Gr. 7 <u> 20 </u> Gr. 8 <u> 20 </u>																				
			All Intensive EL's Gr. 6 <u> 20 </u> Gr. 7 <u> 20 </u> Gr. 8 <u> 20 </u>																				
			All Intensive SWD's Gr. 6 <u> 3 </u> Gr. 7 <u> 3 </u> Gr. 8 <u> 3 </u>																				
			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Number/% Provided SBE Intensive Intervention</th> <th style="text-align: center;">Grade 6</th> <th style="text-align: center;">Grade 7</th> <th style="text-align: center;">Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td style="text-align: center;"><u> 20 </u></td> <td style="text-align: center;"><u> 20 </u></td> <td style="text-align: center;"><u> 20 </u></td> </tr> <tr> <td>Intensive EL's</td> <td style="text-align: center;"><u> 20 </u></td> <td style="text-align: center;"><u> 20 </u></td> <td style="text-align: center;"><u> 20 </u></td> </tr> <tr> <td>Intensive SWD's</td> <td style="text-align: center;"><u> 3 </u></td> <td style="text-align: center;"><u> 3 </u></td> <td style="text-align: center;"><u> 3 </u></td> </tr> </tbody> </table>					Number/% Provided SBE Intensive Intervention	Grade 6	Grade 7	Grade 8	All Intensive learners	<u> 20 </u>	<u> 20 </u>	<u> 20 </u>	Intensive EL's	<u> 20 </u>	<u> 20 </u>	<u> 20 </u>	Intensive SWD's	<u> 3 </u>	<u> 3 </u>	<u> 3 </u>
Number/% Provided SBE Intensive Intervention	Grade 6	Grade 7	Grade 8																				
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Intensive EL's	<u> 20 </u>	<u> 20 </u>	<u> 20 </u>																				
Intensive SWD's	<u> 3 </u>	<u> 3 </u>	<u> 3 </u>																				
			Appropriate Use																				
			<u> X </u> Materials are used daily as designed																				
Documentation		Additional Comments																					
		Reading/Language Arts/ELD																					
District Purchase Date:																							
School Distribution Date:																							
Classroom Distribution Date:																							

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Attach publisher PO documentation for sets of classroom core materials.



Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
1. Instructional Program	1.4 The school/district provides the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current".	Full implementation means that all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners in all grade levels are provided the current SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students. <ul style="list-style-type: none"> At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including English learners, students with mathematics difficulties, students with disabilities, and advanced learners. Some students with disabilities may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials All students are <u>X</u> assessed, <u>X</u> placed, and <u>X</u> provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Students: <u>315</u> All Students <u>120</u> English Learners <u>20</u> Students with disabilities</p> <p>Appropriate Use Identify all that apply: <u>X</u> Core materials are used daily as designed. <u>X</u> Ancillary materials are used daily as designed.</p>				
Documentation		Additional Comments					
Mathematics							
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
1. Instructional Program	1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades 6-7. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. For districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all identified intensive intervention students in grades 6-7, including English learners and students with disabilities, who are two or more years below grade level in mathematics are provided the current SBE-adopted intervention materials at the students' assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. <ul style="list-style-type: none"> For mathematics, grades 4-7, the 2008 SBE-adopted intensive intervention materials are not designed as a curriculum to replace core instruction. The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. 	1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components Appropriate Instructional Program Materials Students are <u> X </u> assessed and <u> X </u> provided appropriate SBE-adopted mathematics intervention materials. Number of Intensive Intervention Students: All Intensive learners: Gr. 6 <u> 20 </u> Gr. 7 <u> 20 </u> All Intensive EL's Gr. 6 <u> 20 </u> Gr. 7 <u> 20 </u> All Intensive SWD's Gr. 6 <u> 3 </u> Gr. 7 <u> 3 </u> Appropriate Use <u> X </u> Materials are used daily as designed.				
Documentation		Additional Comments					
	Mathematics						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components														
			Objective	Fully	Substantially	Partially	Minimally										
1. Instructional Program	1.6 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use for identified intensive intervention students in grade 8 needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I. For districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all students in grade 8, including English learners, students with disabilities, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed. <ul style="list-style-type: none"> The Algebra Readiness program is a one period, stand-alone, intervention program to prepare students to enter into a grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year. Some students with disabilities placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom. 	Objective	Fully	Substantially	Partially	Minimally										
			1.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%										
			Key Components Appropriate Instructional Program Materials All students are <u>X</u> assessed, <u>X</u> placed, and <u>X</u> provided appropriate SBE-adopted instructional program materials. Number of Intensive Intervention Students: All Intensive learners: Gr. 8 <u>20</u> All Intensive EL's Gr. 8 <u>20</u> All Intensive SWD's Gr. 8 <u>3</u>														
			<table border="1"> <thead> <tr> <th colspan="2">Number Provided SBE Algebra Readiness</th> </tr> <tr> <th colspan="2">Grade 8</th> </tr> </thead> <tbody> <tr> <td>Total Students</td> <td><u>43</u></td> </tr> <tr> <td>English Learners</td> <td><u>20</u></td> </tr> <tr> <td>Students with disabilities</td> <td><u>3</u></td> </tr> </tbody> </table>					Number Provided SBE Algebra Readiness		Grade 8		Total Students	<u>43</u>	English Learners	<u>20</u>	Students with disabilities	<u>3</u>
Number Provided SBE Algebra Readiness																	
Grade 8																	
Total Students	<u>43</u>																
English Learners	<u>20</u>																
Students with disabilities	<u>3</u>																
			Appropriate Use <u>X</u> Materials are used daily as designed.														
Documentation		Additional Comments															
	Mathematics																
District Purchase Date:																	
School Distribution Date:																	
Classroom Distribution Date:																	
Attach publisher PO documentation for sets of classroom core materials.																	

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Academic Program Survey—Middle School Level

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

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	2.2 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in Reading/Language Arts, using the current SBE-adopted basic core program ancillary materials. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> Grades 6-8: 30-45 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course. 	Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including English learners, students with disabilities, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. Students identified in need of strategic support are defined as students demonstrating proficiency in Reading/English-language arts standards no more than two years below grade level. Strategic learners are assessed and require additional instructional time beyond the core. <ul style="list-style-type: none"> For high priority strategic students, the support is a period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade level course. Some strategic students may have occasional trouble within the day-to-day core English-language arts instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core English-language arts classroom. <ul style="list-style-type: none"> The SBE-basic core adopted materials and the core 	Objective	Fully	Substantially	Partially	Minimally																				
			2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p style="text-align: center;">Key Components</p> <p>Appropriate Allocation of Daily Instructional Time <input checked="" type="checkbox"/> Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of Strategic and High Priority (HP) strategic students served <u>and</u> the amount of strategic time (length of HP strategic periods) offered at each grade level:</p> <table border="1" data-bbox="1104 773 1608 1076"> <thead> <tr> <th colspan="4">Number of students at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td style="text-align: center;"><u>50</u></td> <td style="text-align: center;"><u>50</u></td> <td style="text-align: center;"><u>50</u></td> </tr> <tr> <td>All HP Strategic</td> <td style="text-align: center;"><u>50</u></td> <td style="text-align: center;"><u>50</u></td> <td style="text-align: center;"><u>50</u></td> </tr> <tr> <td># of HP Strategic provided <u>additional</u> 30-45 minutes or a support period</td> <td style="text-align: center;"><u>50</u></td> <td style="text-align: center;"><u>50</u></td> <td style="text-align: center;"><u>50</u></td> </tr> </tbody> </table>								Number of students at each grade level					Grade 6	Grade 7	Grade 8	All Strategic	<u>50</u>	<u>50</u>	<u>50</u>	All HP Strategic	<u>50</u>	<u>50</u>	<u>50</u>	# of HP Strategic provided <u>additional</u> 30-45 minutes or a support period	<u>50</u>	<u>50</u>	<u>50</u>
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Academic Program Survey—Middle School Level

		<p>ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.</p>	<table border="1"> <thead> <tr> <th colspan="4">Number of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>Additional time provided to all HP strategic students</td> <td><u>60</u></td> <td><u>60</u></td> <td><u>60</u></td> </tr> <tr> <td>Additional time provided to HP strategic ELs</td> <td><u>60</u></td> <td><u>60</u></td> <td><u>60</u></td> </tr> <tr> <td>Additional time provided to HP strategic SWDs</td> <td><u>60</u></td> <td><u>60</u></td> <td><u>60</u></td> </tr> </tbody> </table> <p>Describe assessment and placement criteria for high priority strategic students:</p> <p>Describe differentiated support for students not needing an additional strategic period:</p>	Number of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students					Grade 6	Grade 7	Grade 8	Additional time provided to all HP strategic students	<u>60</u>	<u>60</u>	<u>60</u>	Additional time provided to HP strategic ELs	<u>60</u>	<u>60</u>	<u>60</u>	Additional time provided to HP strategic SWDs	<u>60</u>	<u>60</u>	<u>60</u>
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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
2. Instructional Time	2.3 Through the school's master schedule, the school/district complies with and monitors the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified English learners, using either the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> Grades 6-8: 30-60 minutes (or up to one period) 	Full implementation means that the school's master schedule allocates 30-60 minutes of daily ELD instructional time in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE list, materials from the previous SBE-approved materials lists for all identified English learners. These ELD instructional minutes are in addition to instructional time in the basic core program; are given priority and protected from interruptions. <ul style="list-style-type: none"> English learners are appropriately placed into ELD using CELDT and all available English proficiency measures. Students at CELDT proficiency levels 1-3 need at least a separate ELD course focused on building English language skills. Students at CELDT proficiency levels 4 and 5 (Early Advanced and Advanced levels) may not need separate ELD courses, but should be in a Reading/Language Arts course that has specifically designated materials and/or strategies, that focus on building English language skills for mastery of content standards. Examples of designated ELD master schedule offerings include: <ul style="list-style-type: none"> A separate period of ELD ELD during SBE-adopted intensive intervention Program 5 An ELD strategic support class A grade-level English class with in-class ELD support 	Objective	Fully	Substantially	Partially	Minimally												
			2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%												
<p style="text-align: center;">Key Components</p> <p>Appropriate Allocation of Daily Instructional Time Identify all that apply <input checked="" type="checkbox"/> Time is given priority and protected from interruptions. <input checked="" type="checkbox"/> ELD instruction is additional time in the schedule.</p> <p>Identify Number (#) EL students by CELDT level and # of ELD minutes (length of periods) offered at each CELDT level</p> <table border="1" data-bbox="1108 849 1614 1045"> <thead> <tr> <th>Proficiency Levels</th> <th>Levels 1-2</th> <th>Level 3</th> <th>Levels 4-5</th> </tr> </thead> <tbody> <tr> <td># Students</td> <td style="text-align: center;">10</td> <td style="text-align: center;">60</td> <td style="text-align: center;">50</td> </tr> <tr> <td># of Instructional Minutes in ELD (beyond 2.1 and 2.2)</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> </tr> </tbody> </table>								Proficiency Levels	Levels 1-2	Level 3	Levels 4-5	# Students	10	60	50	# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	3	4	4
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Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

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

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	2.5 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted programs for mathematics. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> Grades 6-8: 50-60 minutes (or one period) 	Full implementation means that the school's master schedule allocates for all mathematics classrooms the appropriate daily instructional time in the current SBE-adopted mathematics basic core materials. This schedule provides all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																				
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2. Instructional Time	2.6 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic intervention in mathematics, using the current SBE-adopted basic core ancillary program materials. <ul style="list-style-type: none"> Grades 6-7: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course. Grade 8: 30-60 minutes (or up to one period) additional strategic support linked to a grade-level Algebra I course. 	Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including English learners, students with disabilities, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> For grades 6-7, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards. For grades 6-7, strategic students are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> For high-priority strategic students, support is an additional period to pre/re-teach concepts and skills taught in the grade-level course. Some grade 6-7 students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom. For grade 8, strategic students are defined as demonstrating proficiency at or above the seventh grade mathematics standards but are unable to master Algebra I standards. For grade 8, strategic students are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> For high-priority strategic students, support is an additional period to pre/re-teach concepts and skills taught in the grade-level Algebra I course. Some grade 8 strategic students may have occasional trouble within day-to-day grade-level standards 	<table border="1"> <thead> <tr> <th>Objective</th> <th>Fully</th> <th>Substantially</th> <th>Partially</th> <th>Minimally</th> </tr> </thead> <tbody> <tr> <td>2.6</td> <td>4 100%</td> <td>3 At least 75%</td> <td>2 At least 50%</td> <td>1 Less than 50%</td> </tr> </tbody> </table>	Objective	Fully	Substantially	Partially	Minimally	2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p align="center">Key Components</p> <p>Appropriate Allocation of Daily Instructional Time _____ Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic time (length of periods) offered at each grade level:</p> <table border="1"> <thead> <tr> <th colspan="4">Number of students at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td align="center">43</td> <td align="center">43</td> <td align="center">43</td> </tr> <tr> <td>All HP Strategic</td> <td align="center">20</td> <td align="center">20</td> <td align="center">20</td> </tr> <tr> <td>All HP ELs</td> <td align="center">20</td> <td align="center">20</td> <td align="center">20</td> </tr> <tr> <td>All HP SWDs</td> <td align="center">3</td> <td align="center">3</td> <td align="center">3</td> </tr> </tbody> </table> <p>Describe differentiated support for students not needing an additional strategic period:</p>					Number of students at each grade level					Grade 6	Grade 7	Grade 8	All Strategic	43	43	43	All HP Strategic	20	20	20	All HP ELs	20	20	20	All HP SWDs	3	3	3
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Academic Program Survey—Middle School Level

		<p>instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.</p> <ul style="list-style-type: none"> For grades 6-8, the core adopted materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Amount of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students</th> </tr> <tr> <th style="width: 25%;"></th> <th style="width: 12.5%;">Grade 6</th> <th style="width: 12.5%;">Grade 7</th> <th style="width: 12.5%;">Algebra 1</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Additional time provided to all HP strategic students</td> <td style="text-align: center;"><u>60</u></td> <td style="text-align: center;"><u>60</u></td> <td style="text-align: center;"><u>60</u></td> </tr> <tr> <td style="text-align: center;">Additional time provided to HP strategic English learners</td> <td style="text-align: center;"><u>60</u></td> <td style="text-align: center;"><u>60</u></td> <td style="text-align: center;"><u>60</u></td> </tr> <tr> <td style="text-align: center;">Additional time provided to HP strategic Students with disabilities</td> <td style="text-align: center;"><u>60</u></td> <td style="text-align: center;"><u>60</u></td> <td style="text-align: center;"><u>60</u></td> </tr> </tbody> </table> <p>Describe differentiated support for students not needing an additional strategic period:</p>	Amount of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students					Grade 6	Grade 7	Algebra 1	Additional time provided to all HP strategic students	<u>60</u>	<u>60</u>	<u>60</u>	Additional time provided to HP strategic English learners	<u>60</u>	<u>60</u>	<u>60</u>	Additional time provided to HP strategic Students with disabilities	<u>60</u>	<u>60</u>	<u>60</u>
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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	2.7 Through the school's master schedule, the school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials or program for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards. <ul style="list-style-type: none"> Grades 6-8: 30-60 minutes (or up to one period) additional intensive support at each grade-level core course when additional intervention support is needed. Grade 8: one period of Algebra Readiness daily for identified intervention students. 	<p>Full implementation means that the school's master schedule allocates sufficient instructional time or periods for identified intervention students needing specialized instruction to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/ school uses assessments and placement criteria to determine the instructional needs of intervention students.</p> <ul style="list-style-type: none"> For Grades 6-7, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards. For Grade 8, mathematics intensive intervention students are defined as those students who are achieving below seventh grade mathematics standards. <p>For districts using the 2007 SBE adoptions: The fourth through seventh grade intensive intervention materials are not designed as a curriculum to replace core mathematics instruction. The intensive intervention materials are to be used when additional intervention support is needed.</p> <ul style="list-style-type: none"> For Grade 8, the Algebra Readiness program is a one-period, stand-alone, intensive program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. 	Objective	Fully	Substantially	Partially	Minimally																				
			2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p align="center">Key Components</p> <p>Appropriate Allocation of Daily Instructional Time <input checked="" type="checkbox"/> Time is given priority and protected from interruptions.</p> <p>Indicate total number of additional minutes:</p> <table border="1" data-bbox="1094 703 1608 1005"> <thead> <tr> <th colspan="4"># of Instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>Intensive learners</td> <td align="center">60</td> <td align="center">60</td> <td align="center">60</td> </tr> <tr> <td>Intensive English learners</td> <td align="center">60</td> <td align="center">60</td> <td align="center">60</td> </tr> <tr> <td>Intensive Student with disabilities</td> <td align="center">60</td> <td align="center">60</td> <td align="center">60</td> </tr> </tbody> </table>								# of Instructional minutes at each grade level					Grade 6	Grade 7	Algebra Readiness	Intensive learners	60	60	60	Intensive English learners	60	60	60	Intensive Student with disabilities	60	60	60
# of Instructional minutes at each grade level																											
	Grade 6	Grade 7	Algebra Readiness																								
Intensive learners	60	60	60																								
Intensive English learners	60	60	60																								
Intensive Student with disabilities	60	60	60																								

Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

or intensive reading intervention program and mathematics program materials.

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

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

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Documentation

Additional Comments

E/LA/ELD & Mathematics

District Completion Records:

Approved Provider Information:

Date of Offerings:

Academic Program Survey—Middle School Level

Attach appropriate documents.

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

Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																														
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of Reading/Language Arts/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted Reading/Language Arts/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80 hour structured practicum based on the implementation of the instructional materials and the Essential Program Components. This requirement is fulfilled when the teacher completes 40 hours of SBE-adopted instructional materials	<p>Full implementation means that all teachers of Reading/Language Arts/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted Reading/Language Arts/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for English Learners and students with disabilities, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. 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 subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to 	<table border="1"> <tr> <th>Objective</th> <th>Fully</th> <th>Substantially</th> <th>Partially</th> <th>Minimally</th> </tr> <tr> <td>5.2</td> <td>4 100%</td> <td>3 At least 75%</td> <td>2 At least 50%</td> <td>1 Less than 50%</td> </tr> </table>	Objective	Fully	Substantially	Partially	Minimally	5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p align="center">Key Components</p> <p><u>Training and Practicum Completed:</u></p> <p>Indicate the number of teachers at each grade level and number completing training and practicum:</p> <table border="1"> <thead> <tr> <th></th> <th># of Teachers</th> <th>40 hour Training</th> <th>Structured Practicum</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td align="center"><u>2</u></td> <td align="center"><u>all</u></td> <td align="center"><u>all</u></td> </tr> <tr> <td>Grade 7</td> <td align="center"><u>2</u></td> <td align="center"><u>all</u></td> <td align="center"><u>all</u></td> </tr> <tr> <td>Grade 8</td> <td align="center"><u>2</u></td> <td align="center"><u>all</u></td> <td align="center"><u>all</u></td> </tr> </tbody> </table> <p>* Refer to suggested practicum activities</p>					# of Teachers	40 hour Training	Structured Practicum	Grade 6	<u>2</u>	<u>all</u>	<u>all</u>	Grade 7	<u>2</u>	<u>all</u>	<u>all</u>	Grade 8	<u>2</u>	<u>all</u>	<u>all</u>
Objective	Fully	Substantially	Partially	Minimally																													
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Grade 8	<u>2</u>	<u>all</u>	<u>all</u>																														

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Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

Attach appropriate documents.

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

Academic Program Survey—Middle School Level

School Plan for Assistance and Support to Teachers:	
Attach appropriate documents.	

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

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Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

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

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

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Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

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