

**2013-14
SINGLE PLAN FOR STUDENT ACHIEVEMENT**



**Sierramont Middle School
Berryessa Union Elementary District**

The District Governing Board
approved this revision of the School
Plan on: **1/15/2014**

**CDS Code:
43693776093033**

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Sierramont Middle 2013-14
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
Mathematics			
Increase Student Achievement in Mathematics			
Math Support Classes	8/26/2013	6/12/2014	\$5,999
Reading/Language Arts			
Increase Student Achievement in English/Language Arts			
Language Arts/Literacy	8/26/2013	6/12/2014	\$12,904
Implement of SBE Intervention	8/26/2013	6/12/2014	\$5,000
Supplementary Instruction	1/6/2014	6/12/2014	\$15,706
English Language Development			
Improve Writing Strategies			
Support writing strategy progress of English Language Learners	8/26/2013	6/12/2014	\$13,766
School Climate			
Improve School Climate and Safety			
Affective Outreach to Students and Families	8/26/2013	6/12/2014	\$31,731
Total Annual Expenditures for Current Site Plan: \$85,106.00			

Goals

LEA Goal:

Not Aligned

Goal Area : Mathematics

School Goal : Increase Student Achievement in Mathematics

The percentage of all students who measured in the Basic to Far Below Basic on the District Benchmarks will decrease 10%.

What data did you use to form this goal (findings from data analysis)?

The data used was the 2012-2013 CST's and District Benchmarks.

What did the analysis of the data reveal that led you to this goal?

That we are able to achieve this goal by the growth from last years test.

What process will you use to monitor and evaluate the data?

1. Identify students who scored at basic or below on CSTs and analyze academic achievement including the grade earned in the mathematics course relative to formative and benchmark assessment.
2. Department meeting time will be used to compare formative assessments and instructional methods in order to adjust the instructional program to ensure meeting the objective.
3. Use cooperative learning activities such as pair-share, round robin, and small group discussion at least once a week.
4. Have students summarize or reflect on their learning at least weekly.

Strategy:

1. Create supplemental support classes to work with at risk students
2. Increase the level of rigor in all math classes by including more problem solving and critical thinking that align with the common core state standards
3. All math teachers will actively engage students in collaborative work on a daily basis

Action Title: Math Support Classes

Means of Achievement: Improvement of instruction strategies and materials

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Identify Basic students who are close to proficient to supplement and support them in their current Math class. 2. Teachers will continue to receive training to support the addition to the basic core instruction program. 3. Use outside help (We teach Science) for the 8th grade students to encourage an assist students to obtain proficiency. 4. Use ongoing assessments to monitor student progress using curriculum embedded materials 5. Enroll the 6th & 7th grade math support students to the ST math Program. 6. Provide After-School Support for additional Far Below and Below Students (2x a week) 7. Upgrade our ST Math License to Gen5 to support Tablets

Measures :

Classroom Observations Teachers will hold conferences with parents (phone and face to face) Benchmark data is gathered 3 times per year by the district and/or end of unit data is gathered by the teacher. The results will be reviewed to assess mastery and to design ongoing interventions. CST Scores

People Assigned :

1. Math teachers all levels 2. Administrators 3. District benchmark administrators

Start Date : 8/26/2013

Completion Date : 6/12/2014

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA)	ST math Licenses	\$5,999

LEA Goal:

Not Aligned

Goal Area : Reading/Language Arts

School Goal : Increase Student Achievement in English/Language Arts

By June 2014, 10% of the students who have scored basic and below basic on the CST Reading Language Arts will be monitored on the benchmark assessments.

What data did you use to form this goal (findings from data analysis)?

CST Scores and Benchmark assessments rom 2012-2013

What did the analysis of the data reveal that led you to this goal?

That we were able to achieve this goal by the growth from last years test.

What process will you use to monitor and evaluate the data?

The department, we will meet and discuss effectiveness of writing strategies and collaborate on a more uniform writing curriculum. Genre Focus by Grade Levels will be:

6th Grade: Narrative, Summary, Response to Literature. 7th Grade: Response to Literature, Descriptive, Persuasive. 8th Grade: Descriptive, Narrative, Response to Literature, Persuasive.

They will agree on the use of anchor papers using the District scoring rubric. Scaffold writing, show models, use district rubric

Strategy:

1. All teachers school-wide, will incorporate literacy in their subject areas to improve reading, writing, speaking and listening skills.
2. All teachers will increase the level of rigor in reading and writing through close reading, text dependent questions and use of informational text.
3. All teachers school-wide, will actively engage students in collaborative work on a daily basis.

Action Title: Language Arts/Literacy

Means of Achievement: Alignment of instruction with content standards

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Strategic and continuous implementation of SDAIE strategies.
2. Gather student data on language objectives and use as basis for professional learning community conversations to guide future instructional decision making and teaching strategies.
3. Continue to implement best practices in teaching writing strategies with collaboration, focused grammar units in each grade level, practice writing on standard strands and District Benchmark assessment genres.
4. Work with district to determine entry and exit criteria along with supplementary programs for intensive and strategic learner supports.

Measures :

teacher observations district benchmark assessments unit/chapter assessments student grades

People Assigned :

Language Arts teachers Site administrators District Instruction and assessment supports

Start Date : 8/26/2013

Completion Date : 6/12/2014

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA)	Instruction/Curriculum Support	\$12,904

Action Title: Implement of SBE Intervention

Means of Achievement: Improvement of instruction strategies and materials

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Site will continue implementation of Language Program 2. All eligible students will be identified 3. Master Schedule will incorporate necessary sections of classes based on need 4. Student progress will be monitored using curriculum embedded material. 5. Teacher will receive follow-up training by 6/7/2013

Measures :

Classroom Observations Teacher Lesson Plans CST scores Class Assessments Benchmark Assessments Pacing Guide

People Assigned :

Language Art Teacher Administrators District office staff

Start Date : 8/26/2013 Completion Date : 6/12/2014

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA)	Professional Development	\$5,000

Action Title: Supplementary Instruction

Means of Achievement: Increased educational opportunity

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

In January of 2014, identify students who are below and far below basic students who can benefit from additional language arts support and CST test prep after-school. In February of 2014, implement after-school classes for identified students.

Measures :

Monitor progress in current classes.

People Assigned :

Teachers, Administrators

Start Date : 1/6/2014 Completion Date : 6/12/2014

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA)	Supplementary Instruction for at-risk students	\$15,706

LEA Goal:

Not Aligned

Goal Area : English Language Development

School Goal : Improve Writing Strategies

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All EL Students, by June 2014, will show a 10% growth in the area of Writing Strategies, as measured by the District Writing test

What data did you use to form this goal (findings from data analysis)?

District Writing and CELDT scores

What did the analysis of the data reveal that led you to this goal?

That we are able to achieve this goal by the growth from last years test.

What process will you use to monitor and evaluate the data?

Benchmark Writing Assessments and CELDT tests

Strategy:

1. All teachers school-wide, will provide opportunities for students to read and write informational text at a rigorous level with support through scaffolding.

Action Title: Support writing strategy progress of English Language Learners

Means of Achievement: Improvement of instruction strategies and materials

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. All staff will provide ELD support in mainstream classes through using language goals, differentiated instruction, strategic vocabulary development strategies, strategies for linking to and building background knowledge, cooperative group work and other research-based instructional methods.
2. Support services including supplementary instruction for ELD students and those students who are "at-risk" of not meeting writing standards.
3. We will purchase supplies, duplicate teaching materials, and purchase state and supplemental materials for class and library that are aligned with the strategic goals and actions.
4. Systemic schoolwide professional development will focus on learning ELL teaching strategies for all staff members.
5. Classified instructional assistant will work under the guidance of the Administrators and the Certificated teachers providing direct instructional support for students under the auspices of EIA funding.
6. Cycle of Inquiry
7. Interact with Theater works with our ELD children
8. Identify students who are stuck @ EL 3 and assist them in progressing to be re-designated with an after-school program.

Measures :

1. Test results - CST and CELDT, Star Writing test, District Benchmark ELA and Math tests and SBE adopted textbook unit exams, teacher made tests and quizzes, writing samples and grades.
2. Informal and formal observations by administrators, district adjunct staff, and teacher peers.
3. Teacher Advisors

People Assigned :

1. ELD instructors 2. Administrators

Start Date : 8/26/2013

Completion Date : 6/12/2014

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Partner with TheaterWorks	\$5,000
Economic Impact Aid: Limited English Proficiency (LEP)	Professional Development	\$1,000
Economic Impact Aid: Limited English Proficiency (LEP)	Books & Supplies	\$500
Economic Impact Aid: Limited English Proficiency (LEP)	Instruction/Curriculum Support	\$5,620
Economic Impact Aid: Limited English Proficiency (LEP)	Teacher Advisors	\$1,646

LEA Goal:

Not Aligned

Goal Area : School Climate

School Goal : Improve School Climate and Safety

Improve school climate, safety and community participation school wide.

What data did you use to form this goal (findings from data analysis)?

Parent Survey, Healthy Kids Survey

What did the analysis of the data reveal that led you to this goal?

The results from the Parent Survey

What process will you use to monitor and evaluate the data?

Fewer discipline referrals, student participation in the anti-bullying campaign; monthly emergency drills.

Strategy:

Provide opportunities for students, parents and staff to have a voice and to be actively engaged in school improvement efforts.

Action Title: Affective Outreach to Students and Families

Means of Achievement: Auxiliary services for students and parents

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

Teacher adjunct committee to plan and facilitate student recognition programs:

1. Student of the Month
2. Question of the Week

Counselors, support staff and administration organize student recognition and school wide awareness programs:

1. Positive reinforcement of desired academic and social competency, such as Honor Awards, celebrations, dances assemblies or other recognitions for achieving students.
2. School wide strategies to address positive social norms and reduce bullying, exclusion, etc.
3. Intervention team holds student success team meetings with student, their parents and teachers present to address concerns.
4. Quarterly newsletters and announcements on Infinite Campus.
6. Provide relevant information for distribution via Connect Ed or electronic media distribution.
7. Participate in the AVID program for students who are 1st generation potential college students.

Measures :

1. Fewer discipline referrals
2. More students connected to the school and their teachers
3. Increased student achievement
4. Increased student participation in school activities

People Assigned :

1. Counselors
2. Administrators
3. Director of Student Activities
4. Welcome Everybody leaders
5. Teachers
6. Students
7. AVID coordinator

Start Date : 8/26/2013

Completion Date : 6/12/2014

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	WEB staffing	\$3,000
School and Library Improvement Block Grant	Classroom Teacher Supplies for Student Support	\$23,931
School and Library Improvement Block Grant	Library Expedutures	\$2,300
School and Library Improvement Block Grant	Parent Education	\$1,000
School and Library Improvement Block Grant	AVID Program	\$1,500

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Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : **\$85,106**

Total Annual Expenditures for Current School Plan: **(\$85,106)**

Balance: **\$0**

Funding Resource Code	Funding Source	Allocation / Expenditure
7090	Economic Impact Aid (EIA)	\$39,609
	Action: Implement of SBE Intervention	(\$5,000)
	Action: Language Arts/Literacy	(\$12,904)
	Action: Math Support Classes	(\$5,999)
	Action: Supplementary Instruction	(\$15,706)
	Balance:	\$0
7091	Economic Impact Aid: Limited English Proficiency (LEP)	\$13,766
	Action: Support writing strategy progress of English Language Learners	(\$13,766)
	Balance:	\$0
7395	School and Library Improvement Block Grant	\$31,731
	Action: Affective Outreach to Students and Families	(\$31,731)
	Balance:	\$0

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Chris Mosley	Principal	923-1955	11/5/2013
Carol Mar	Principal	923-1955	11/5/2013
Susan Parodi	Classroom Teacher	923-1955	11/5/2013
Maritza Rai	Classroom Teacher	923-1955	11/5/2013
Bettina Strickland	Other School Staff	923-1955	11/5/2013
Lisa Grenier	Parent or Community Member	749-4295	11/5/2013
Lisa Lee	Parent or Community Member	259-7836	11/5/2013
Harninder Mehat	Other School Staff	923-1955	11/5/2013
Stella Rao	Parent or Community Member	347-1555	11/5/2013
Eileen Lin	Parent or Community Member	929-1248	11/5/2013
Denise Snow	Parent or Community Member	859-2812	11/5/2013

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Fran Thomas	Parent or Community Member	251-0251	11/5/2013
Greg Annable	Parent or Community Member	921-0980	11/5/2013
Irik Edens	Classroom Teacher	923-1955	11/5/2013

Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	2	3	2	7	

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan.

_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

11/5/2013

Attested:

Chris Mosley

Typed name of School Principal

Signature of School Principal

Date

Lisa Grenier

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Analysis of Current Educational Practice

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA):

The Sierramont staff regularly reviews California Standards Test data, California English Language Development Test data, Pupil Progress Profiles for EL learners, and grades each trimester. Three times a year, district assessments are given to our students in language arts and math. Teachers take the results that are gleaned from these multiple assessments to monitor and adjust their lessons for greater student access and understanding.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

Teachers and staff meet formally and informally to review assessment data to measure and monitor student progress and modify instruction. Assessment data includes: CST/STAR data, CELDT scores, Curriculum unit and chapter tests and quizzes, and District assessments.

3. Status of meeting requirements for highly qualified staff (ESEA):

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

The site principal was trained by the Santa Clara County Office of Education as per AB 75 on adopted instructional materials in 2004.

5. Sufficiency of credentialed teachers and teacher professional development (e.g. access to AB 466 training on SBE-adopted instructional materials) (EPC):

6. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

Staff development inspired by the California Teaching Standards is presented throughout the year on early release days. Teachers collaborate during these days to share differentiated practices, curriculum content, new teaching methodologies, and research.

In the fall staff development time was scheduled to allow teachers to disaggregate student data and analyze it as department teams. The development of instructional goals and objectives included in this plan were accomplished through this process.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC):

With the exception of our math courses, classes at Sierramont are heterogeneously grouped. Therefore all teachers work with the range of struggling to academically gifted students. The following percentages show the number of students scoring below proficiency in English Language Arts and Math school wide: English Language Arts=32.9 and Math=41.7.

8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

Teacher meet formally and informally to collaborate by department and grade level to plan curriculum and examine student performance.

9. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

Sierramont Middle School offers a rigorous curriculum that is aligned to the California State and National Standards in all of the core subjects, the arts and physical education. In addition, we offer a wide array of high interest electives designed to promote "real life" learning experiences. A continuum of learning specialist services supports students with Individual Education Plans receiving education in the least restrictive environment. Para-professionals provide assistance and one-on-one supports for special needs students who are in the mainstream classes. English Language Development classes accelerate the mainstreaming of our language acquisition students. Students who have scored from beginning and early intermediate on the California English Language Development Test (CELDT) receive ELD classes in the core subjects of language arts and social studies. English language students who score intermediate on the exam and have demonstrated mainstream success are mainstreamed in their core classes and provided a support period of English Language acquisition support to further develop their language skills. Gifted and Talented Education (GATE) students are integrated into differentiated core classes. Teachers adapt and differentiate their instructional presentations and learner choices to provide students multiple points of access to content learning and student expressions of competency. Reading and writing are taught across all content areas with particular emphasis on Standards-based knowledge, vocabulary and demonstrations of competency for each specific content domain. Language Arts teachers at Sierramont are either trained in Writer's Workshop or Step-Up-To-Writing to supplement their language arts curriculum. A supplementary instruction program is also offered as an after school academic intervention for below grade level students. Students are referred to the SI program based on test measures and GPA. Students who decline to participate may be assigned day-school intervention instruction in lieu of elective choices.

The language arts department uses a variety of successful instructional strategies to deliver their lessons including differentiated instruction, front-loading vocabulary, and technology assisted instructional choices.

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The math program at Sierramont is aligned with the California State Standards content and emphasizes the development of algebra readiness and Algebra I in preparation for the California High School Exit Exam. Every year we enroll more students in Algebra I, and it is our goal that all eighth grade students will complete algebra before leaving middle school. The math department teaches test-taking skills, instructs using "real life" examples and manipulatives in their instruction. Supplementary instruction in math is offered to students who are struggling with math proficiency in our after-school program. Use of computer assisted math tutoring using the "Mind" program aims at strengthening student understanding of math concepts.

The scientific method is the overarching focus of our science classes at all three grade levels. Aligned with the state content standards, earth, life and physical science are taught respectively at 6th, 7th, and 8th grades. Laboratory work and hands-on, high interest experiments take place in our science classes and each of our students participate in a yearly science project which synthesizes that year's learning. Students are taught progressive elements of scientific research foundation, design and implementation. In 6th grade they are instructed in theoretical elements of scientific method. In 7th grade, they integrate technical elements of research study, including design, controls and they include technical tools used in observation, data collection and evaluation of results. In the 8th grade, student learning culminates in the integration of the progressive skills taught in the prior grades. Students demonstrate their understanding of scientific theory and practice throughout units presented in class through labs, demonstrations and presentations. In Social Studies and Geography, students cover the history and geography of ancient civilizations in the 6th grade; medieval and early modern times in the 7th, and U.S. history and geography from the Constitution to World War I at grade 8. Historical re-enactments and cooperative learning classwork bring history alive for our students and teachers also use staggering reports, Cornell Notes, and graphic organizers to teach their classes. TCI history curriculum assists student engagement and learning through research-based active instruction lessons and activities based on five well-established theories: * Understanding by Design * Nonlinguistic Representation * Multiple Intelligences * Cooperative Interaction * Spiral Curriculum

Our electives programs, art ~music~practical life skills and PE program are also standards-based programs. Student work is evaluated against specific skills or content related performances demonstrating their competency and mastery of applied learning.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

Under the current fiscal constraints, we do not have enough material or human resources to support all students who scored below "Proficient" on the California Standards Test in achieving immediate proficiency. High class sizes, aging technology, limited fiscal resources for supplemental and enrichment activities contribute to this limitation. Adequate funding for California public schools would enable us to expedite the levels and depth of learning for all students.

Analysis of core, reading and math programs are being conducted to ensure that the existing programs provide the highest quality of instruction possible within the capacity of the existing resources.

11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

12. Availability of standards-based instructional materials appropriate to all student groups (ESEA):

Sierramont uses textbooks and materials aligned to State standards and that are state and district adopted. Supplemental materials that teachers choose or that the library has purchased are also used for variety and high interest lessons in classes. ELD classes use an accelerated language acquisition program (High Point) and computer assisted instruction designed to increase students English proficiency as measured by the CELDT exam. Our target is that students achieve one level per year English proficiency and that fluency is achieved by the 5th year. Our school media clerk continually seeks student-friendly, challenging materials all grade levels. Sierramont Middle School is in compliance with the Williams Act.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

14. Services provided by the regular program that enable underperforming students to meet standards (ESEA):

Instruction is modified by the classroom teachers for all students to attain standard mastery. Teachers use formative and benchmark or end-of-unit assessments to measure the effectiveness of our instructional practices. When students do not demonstrate attainment of academic goals, we utilize RTI Response to Instruction strategies to reframe and reteach the content in a manner conducive to small-group or individual success. This form of differentiation ensures that interventions at the regular classroom levels support learners at succeeding. Collaboration and consultation with colleagues and specialists assist teachers with modifying curriculum or instruction to better our instructional effectiveness. Additional resources including regular day and or extended day reteaching may be offered or proscribed to students who continue to under-perform. We currently offer Homework Club and the Supplementary Instruction programs for students who need extra assistance.

15. Research-based educational practices to raise student achievement at this school (ESEA):

16. Resources available from family, school, district, and community to assist under-achieving students (ESEA):

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Sierramont employs one full time counselor who meets with our at-risk students on a regular basis. The counselor also facilitate peer mediation and conflict resolution for struggling students. Currently Sierramont enjoys the assistance of community tutors in the Advancement Via Individual Determination (AVID) classes. Our activities director runs the Welcome Everybody (WEB) program which provides a "buddy" for all 6th graders and new students. The assistant principal facilitates a student success intervention team that meets to strategize and assist our challenged learners. Parents, teachers and students meet in Student Study Teams to create accessible goals for these students, and weekly Friday progress reports are available for all students. The City of San Jose has a number of available resources including Eastfield Ming Quon, California Youth Outreach, and the Bill Wilson Center.

Sierramont also has a half time social worker who supports families with attendance, housing, bullying or other issues that are critical to the student's ability to focus on academics while in school. Students the social worker is assigned to are those whose circumstances have become critical, have been unsuccessful through SST's and are impeding the child's ability to learn.

17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

18. Services provided by categorical funds that enable underperforming students to meet standards (ESEA) :

School Library Block Grant funds are used to support our regular program. The district provides additional funding through EIA (Economic Impact Assistance) to support students who are Below Basic and Far Below Basic through Supplemental Instruction.

19. Fiscal support (EPC):

Nine Essential Program Components

1. Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and * English Language Development materials.
2. Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.
3. Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.
4. Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs.
5. Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on SBE-adopted instructional materials.
6. Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.
7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.
8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.
9. Implementation of Fiscal Support aligned to full implementation of EPCs.