

## LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

**School Name:**

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<b>Certificated Salaries</b>		<b>1000</b>
<u>2 Teachers on Special Assignment</u> to serve as teacher leaders in providing professional development and coaching to SIG schools. 2 FTE at \$67,500 each = \$135,000	\$135,000 years 1-3	1100
<u>English Learner Specialist</u> to support the two SIG schools support EL's. (1.0 FTE x \$63,000)	\$63,000 years 1-3	1100
<u>Administrator of School Support</u> to support implementation and monitoring of the SIG grant. (1.0 FTE at \$98,714 {Step 5})	\$98,714 years 1-3	1300
<b>Classified Salaries</b>	-	<b>2000</b>
<b>Employee Benefits</b>		<b>3000</b>
STRS-Certificated(8.25%)	\$24,479 years 1-3	3101
PERS-Classified(10.200%)	-	3202
Medicare-Certificated(1.45%)	\$4,302 years 1-3	3321
Medicare-Classified	-	3322
SUI-Certificated(.720%)	\$2,136 years 1-3	3502
SUI-Classified	-	3502
Social Security-Classified(6.2%)	-	3302
WCI-Certificated(2.96%)	\$8,783 years 1-3	3601
WCI-Classified(2.96%)	-	3602
Certificated Hourly-PARS(3.750%)	\$11,127 years 1-3	3331
Classified Hourly-PARS(3.750%)	-	3332
Dental	\$5,624 years 1-3	3421
Vision	\$784 years 1-3	3431
Health-Certificated	\$14,052 years 1-3	3411
Health-Classified	\$1,384 years 1-3	3412

<b>Books and Supplies</b>		<b>4000</b>
<u>Computers for support staff</u> – purchase a laptop, license and printer for administration and teacher staff. (4 staff x \$1,300)	\$5,200 year 1	4300
<u>Support Technology</u> – Purchase iPads for SASS Administrators to monitor and collect data from Instructional Effectiveness Walks allowing immediate feedback	\$10,000 year 1	4300
<u>Supplies and Materials</u> – Purchase supplies and curriculum for supporting school. Office set-up for first year.	\$8,000 year 1 \$2,000 year 2 \$2,000 year 3	4300
<b>Conferences, Contracts and Travel</b>		<b>5000</b>
<u>Conferences/Travel</u>	\$2,000 years 1-3	5210
<u>Contract with Outside Evaluator</u> - Contract with Resource Development Associates to support and monitor program implementation and document progress, strengths and need total. Total annual contract \$19,737	\$19,737 years 1-3	5800
<u>Contract with Region 4 System of District and School Support</u> – Contract with outside Region IV System for District & School Support to facilitate the implementation of the transformation plan and build capacity of the system. Total contract \$40,000. \$25,000 under 5800 and \$15,000 under 5200	\$25,000 years 1-3	5800
<u>Contract with Data Works</u> – Contract with Data Works to provide professional development to site leaders and teams on effective instruction strategies and conducting walk throughs. Total contract \$40,000. \$25,00 under 5800 and \$15,00 under 5200	\$25,000 years 1-3	5800
<b>Facilities</b>		<b>6000</b>
<b>Subtotal</b>	<b>\$464,322</b>	
<b>Contracts over \$25,000</b>		
<u>Contract with Region 4 System of District and School</u>	\$15,000 years 1-3	5200

<p><u>Support</u> – Contract with outside Region IV System for District &amp; School Support to facilitate the implementation of the transformation plan and build capacity of the system. Total contract \$40,000. \$25,000 under 5800 and \$15,000 under 5200</p>		
<p><u>Contract with Data Works</u> – Contract with Data Works to provide professional development to site leaders and teams on effective instruction strategies and conducting walk throughs. Total contract \$40,000. \$25,00 under 5800 and \$15,00 under 5200</p>	<p>\$15,000 years 1-3</p>	<p>5200</p>
<p><b>Indirect Costs</b></p>		<p><b>7300</b></p>
<p>Indirect costs (4.34%)</p>	<p>\$20,151 years 1-3</p>	
<p><b>Total</b></p>	<p><b>\$514,473 year 1</b>  <b>\$492,353 year 2</b>  <b>\$492,353 year 3</b></p>	

**SIG Form 5b—School Budget Narrative**

**School Budget Narrative**

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Group information by object code series and provide totals by series, year, and term of grant. Series totals must correspond exactly to budget summary form. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<b>SCHOOL NAME: Meadow Homes Elementary</b>		
<b>Certificated Salaries</b>		<b>1000</b>
<u>2 Teachers to serve as onsite subs</u> to cover classes during collaboration, planning and training time during the school day. Teachers would be trained on site strategies and programs. (2 FTE x \$63,000)	\$126,000 years 1-3	1100
<u>8 Intervention Instructional Support Teachers (IIST)</u> to support skills based and assessment driven intervention groups. (\$63,000 FTE x 8 teachers = \$504,000) Two at K and 1 <sup>st</sup> and one at 2 <sup>nd</sup> -5 <sup>th</sup>	\$504,000 years 1-3	1100
<u>Collaboration for teachers to review data monthly (from assessments)</u> – teachers will be released by grade level ½ day per month to analyze data, identify essential standards, target instruction and identify intervention groups. 56 teachers x \$70/half day sub x 10 months - \$39,200.	\$39,200 years 1-3	1160
<u>Professional Development Days for Teachers prior to school</u> for teachers to plan and prepare for school year. Content will include ELA, ELD, data and common assessment and school climate. (56 teachers x \$20/hr x 7 hrs/day a 4 days)	\$31,360 years 1-3	1160
<u>Collaboration Time for teachers in grade levels after school</u> – Each grade level will meet (6 hrs a month x (23 teachers) x 11 mo. X \$20)	\$30,360 years 1-3	1160
<u>Hire Teachers to teach at a 4-week Summer Early</u>	\$34,000 years 1-3	1160

<u>Back Program</u> required for students who at the end of the year score below basic on the Curriculum Associates assessments ELA and Mathematics. (12 teachers x 20 days(4 week program) x 5 hrs/day a \$25/hr plus administrator at \$4,000)		
<u>Hire Pre-School Teachers</u> to assist student readiness and preparedness for Kindergarten (2 FTE x \$63,000)	\$126,000 years 2-3	1160
<u>Extended Day Intervention Classes for students not at grade level.</u> Approximately 60 students will be served with a 6:1 student to teacher ratio. 10 teachers x 3 days/week x 20 wks x 2 hrs x \$25/hr and 1 hr x \$20 planning/preparation)	\$42,000 years 1-3	1600
<u>Stipends for Committee members aligning standards</u> – Stipends to teachers to meet to align essential standards to Language Arts program (2 teachers x 6 grade levels K-5 x \$100 stipend)	\$12,000 year 1	1600
<u>Hire 3 Instructional Program Specialists Categorical Site Based</u> to provide direct support to teachers relative to data analysis, instruction and intervention groups and community outreach. (3 FTE x \$96,000)	\$288,000 years 1-3	1300
<b>Classified Salaries</b>		<b>2000</b>
<u>Community Services Assistant</u> – 1 additional Parent Liaison (Step 3) to strengthen parent-school connection and partnership(1 x \$21,137)	\$21,137 years 2-3	2900
<u>Clerical</u> – support for Early Back Program	\$2,000 years 1-3	2400
<u>Instructional Assistant (IA) Bilingual Preferred</u> – Hire a 1.0 FTE Instructional Assistant to support the preschool classes. Step 2 - \$19,161 annually.	\$19,161 years 2-3	2100
<b>Employee Benefits</b>		<b>3000</b>
STRS-Certificated(8.25%)	\$91,321 years 1-3	3101
PERS-Classified(10.200%)	\$204 years 1-3	3202
Medicare-Certificated(1.45%)	\$16,050 years 1-3	3321
Medicare-Classified	\$29 years 1-3	3322
SUI-Certificated(.720%)	\$7,970 years 1-3	3502
SUI-Classified	\$14 years 1-3	3502
Social Security-Classified(6.2%)	\$124 years 1-3	3302
WCI-Certificated(2.96%)	\$32,765 years 1-3	3601

WCI-Classified(2.96%)	\$59 years 1-3	3602
Certificated Hourly-PARS(3.750%)	\$41,510 years 1-3	3331
Classified Hourly-PARS(3.750%)	\$75 years 1-3	3332
Dental	\$21,090 years 1-3	3421
Vision	\$2,940 years 1-3	3431
Health-Certificated	\$46,840 years 1-3	3411
Health-Classified	\$4,152 years 1-3	3412
<b>Books and Supplies</b>		<b>4000</b>
<u>Purchase Supplemental English Language Development Materials</u> to support the core curriculum to meet EL needs	\$40,000 year 1 \$20,000 year 2	4300
<u>Imagine Learning Intervention Software</u> – curriculum and software to support ELL students	\$50,000 year 1	4300
<u>Annual Parent Informational Night</u> – supplies and materials to support the Annual Parent Informational Night to learn about school programs, interventions and supports.	\$1,000 years 1-3	4300
<u>Annual Parent-Teacher Forum Event</u> – supplies and materials to support the Annual Parent-Teacher Forum to build and strengthen relations.	\$3,000 years 1-3	4300
<u>Parent Education &amp; Activities</u> -provide parent education opportunities such as family nights for ELA, ELD, and Math. Costs will include hourly pay to staff and materials (parent kits, etc.) costs	\$5,000 years 1-3	4300
<u>Supplies and materials</u> to support training and programming	\$5,000 years 1-3	4300
<b>Conferences, Contracts and Travel</b>		<b>5000</b>
<u>Dufour’s Professional Learning Communities Conference</u> – representative group of staff will attend PLC Conference 2011(12 teachers/admin x \$1,100)	\$13,200 year 1	5210
<u>Contract with Data Works for EDI training/Early Back Summer Program</u> to provide professional development in EDI and Step Up academy type programs remaining in 5200	\$25,000 years 1-3	5800

<u>Contract consultants for identified professional development needs</u> for Explicit Direction Instruction, Guided Reading, Early Literacy, Student Engagement, as needed	\$25,000 years 1-3	5800
<b>Facilities</b>		<b>6000</b>
<b>Subtotal</b>	<b>\$1,541,263</b>	
<b>Contracts over \$25,000</b>		
<u>Contract with Data Works for EDI Training/Early Back Summer Programs</u> to provide professional development in EDI and Step Up academy type programs Balance from 5800	\$25,000 year 1 \$20,000 years 2-3	5200
<u>Contract consultants for identified professional development needs</u> such as Explicit Direct Instruction, Guided Reading, Early Literacy, and Student Engagement, as needed.	\$25,000 year 1	5200
<b>Indirect Costs</b>		<b>7300</b>
Indirect costs (4.34%)	\$66,891	
<b>Total</b>	<b>\$1,658,154 year 1</b> <b>\$1,749,349 year 2</b> <b>\$1,729,349 year 3</b>	

**SIG Form 5b—School Budget Narrative**

**School Budget Narrative**

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Group information by object code series and provide totals by series, year, and term of grant. Series totals must correspond exactly to budget summary form. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<b>SCHOOL NAME: Oak Grove Middle School</b>		
<b>Certificated Salaries</b>		<b>1000</b>
<u>2 Teachers to serve as onsite subs</u> to cover classes during collaboration, planning and training time during the school day.	\$126,000 years 1-3	1100
<u>3 Intervention Instructional Support Teachers(IIST)</u> to support skills based and assessment driven intervention groups (\$63,000 FTE x 3 Teachers)	\$189,000 years 1-3	1100
<u>Hire teachers to support an extended day (0/8 period)</u> – Hire .17 FTE(cost of one period) x 6 classes to offer elective and intervention classes as a 0 or 8 <sup>th</sup> period. (\$63,000 FTE x .17 x 6 classes/periods)	\$64,260 years 1-3	1100
<u>Increase ELD sections</u> – Increase .34 ELD FTE to offer ELD-1 class and ELD-2 class to better support students at their language level not dependent on class ratio size. \$63,000 x .34 FTE= \$21,420	\$21,420 years 1-3	1100
<u>Increase librarian time</u> from 1 day a week(.20 FTE) to 3 days a week (.60 FTE) Cost of the .40 FTE increase is \$63,000 x 40%=\$25,200.	\$25,200 years 1-3	1100
<u>Professional Development Days for Teachers prior to school</u> to plan and prepare for school year. Content will include ELA, ELD, data and common assessment and school climate.(60 teachers, 2 intervention teachers, 1 resource specialist and 2 coaches x \$20/hr	\$33,600 years 1-3	1160



x 7hrs/day a 4 days)		
<u>Collaboration for teachers to review data monthly (from assessments)-each grade level will meet to analyze data, identify essential standards, target instruction, and identify intervention groups. (6 hrs a month x (60 teachers + 2 Instructional Program Specialists (IPS) x 11 mo. X \$20/hr) IPS will not be paid.</u>	\$79,200 years 1-3	1160
<u>Hire teachers to teach at a 4-week Summer Early Back Program-</u> required for students who at the end of the year score below basic on the Curriculum Associates assessments ELA and Mathematics.(12 teachers x 20 days(4 week program) x 5 hrs/day x \$25/hr plus administrator at \$4,000)	\$34,000 years 1-3	1160
<u>Extended Day Intervention classes for students not a grade level-</u> approximately 60 students will be served with a 6:1 student to teacher ratio. 10 teachers x 3 days/wk x 20 wks x 2 hrs x \$25/hr and 1 hr x \$20 planning/preparation.	\$42,000 years 1-3	1160
<u>Licensed Therapist(LCSW/MFT)</u> – hire a licensed therapist to support student social emotional needs, support CARES Team, develop common behavior expectations.	\$90,000 years 1-3	1200
<u>3 Instructional Program Specialist Categorical Site Based</u> to provide direct support to teachers relative to data analysis, instruction and intervention groups and community outreach. (3 FTE x \$96,000)	\$288,000 years 1-3	1300
<b>Classified Salaries</b>		<b>2000</b>
<u>Instructional Media Assistant-</u> increase IMA at Oak Grove from one day to 3 days (2 days .40 FTE x \$22,980, Step 2)	\$9,192 years 1-3	2190
<u>Site Tech based at Oak Grove-</u> increase site tech service to maintain computer technology support for intervention. (1.0 FTE year 2 and 3)	\$38,500 years 1-3	2200
<b>Employee Benefits</b>		<b>3000</b>
STRS-Certificated(8.25%)	\$81,896 years 1-3	3101

PERS-Classified(10.200%)	\$4,865 years 1-3	3202
Medicare-Certificated(1.45%)	\$14,394 years 1-3	3321
Medicare-Classified	\$692 years 1-3	3322
SUI-Certificated(.720%)	\$7,147 years 1-3	3502
SUI-Classified	\$343 years 1-3	3502
Social Security-Classified(6.2%)	\$2,957 years 1-3	3302
WCI-Certificated(2.96%)	\$29,383 years 1-3	3601
WCI-Classified(2.96%)	\$1,412 years 1-3	3602
Certificated Hourly-PARS(3.750%)	\$37,226 years 1-3	3331
Classified Hourly-PARS(3.750%)	\$1,788 years 1-3	3332
Dental	\$12,654 years 1-3	3421
Vision	\$1,764 years 1-3	3431
Health-Certificated	\$9,368 years 1-3	3411
Health-Classified	\$9,688 years 1-3	3412
<b>Books and Supplies</b>		<b>4000</b>
<u>Computers and Technology</u> -purchase classroom computers for daily student access to computer intervention programs, including Accelerated Reader, Read 180, and Intervention groups.(3 computers on wheels(COWs), printer, carts, wireless), 3 COWs x \$20,000=\$60,000)	\$60,000 year 1	4300
<u>Purchase supplemental materials to support writing in all classes. Materials and professional development included.</u>	\$40,000 year 1 \$15,000 year 2	4300
<u>Purchase supplemental materials to use in the Academic Intervention in Maths (AIMS) classes – materials and professional development included.</u>	\$25,000 year 1 \$15,000 year 2	4300
<u>Purchase supplemental materials to support the Reading Program in all classes. Materials and professional development included.</u>	\$25,000 year 1 \$15,000 year 2	4300
<u>Annual Parent Informational Night</u> -supplies and materials to support the Annual Parent Informational Night to learn about school programs, interventions and supports	\$1,000 years 1-3	4300
<u>Parent Education and Activities</u> -provide parent education opportunities such as family nights for ELA, ELD and Math. Costs will include hourly pay to staff and materials costs	\$5,000 years 1-3	4300

<u>Supplies and materials enrichment and GATE activities</u>	\$2,000 years 1-3	4300
<u>Purchased Math Manipulatives</u> -six classrooms x \$2,500 a class to support instruction, student understanding and engagement year one. \$5,000 per class for replacement/extension	\$15,000 year 1 \$3,000 year 2	4300
<u>Supplies and materials</u> and curriculum for implementing culturally responsive environment (strategy #3)	\$1,083 year 1 \$1,100 years 2-3	4300
<b>Conferences, Contracts and Travel</b>		5000
<u>Contract with Data Works for EDI training/Early Back Summer Program</u> -contract with Data Works to provide professional development in EDI and Step Up academy type programs remaining in 5200	\$25,000 years 1 \$20,000 years 2-3	5800
<u>Phil Gonsalvez Math Coach and Consultant</u> -coach provided to train and mentor staff and parents in effective math and engagement strategies	\$25,000 years 1-3	5800
<u>Contracts for Enrichment opportunities such as field trips, service learning and athletics</u>	\$6,000 years 1-3	5800
<u>Contract with the Parent Institute for Quality Education or PIQE</u> to provide parent education classes creating a college bound culture.	\$25,000 years 1-3	5800
<u>DuFour's Professional Learning Communities Conference</u> – representative group of staff will attend PLC Conference 2011 (12 teachers/admin x \$1,100)	\$13,200 year 1	5210
<b>Facilities</b>		<b>6000</b>
<b>Subtotal</b>	<b>\$1,524,232</b>	
<b>Contracts over \$25,000</b>		
<u>Contract with Data Works for EDI training/Early Back Summer Program</u> -contract with Data Works to provide professional development in EDI and Step Up academy type programs. Balance from 5800	\$25,000 year 1	5200

<b>Indirect Costs</b>	<b>\$67,236</b>	
<b>Total</b>	<b>\$1,616,468</b>	



**SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School (page 1 of 9 (pages 47-56))**

Complete this form for each identified Tier I and Tier II school planning to implement the **Transformation Model** that the LEA intends to serve. Include actions and activities required to implement the model, a timeline with specific start and end dates of implementation, and the position (and person, if known) responsible for oversight. The Implementation Chart must address all required components of the selected model and include specific activities for the components that have already been completed as well as the components that will be completed in the future. Actions and activities that are part of the LEA’s optional pre-implementation activities should also be included.

School: Meadow Homes Elementary		Tier: I or II (circle one)		
Required Component	Actions & Activities	Timeline		Oversight
		Start	End	
a(1) Replace the principal who led the school prior to commencement of the transformation model.	<ul style="list-style-type: none"> <li>Mt. Diablo Unified School District (MDUSD) made decision to replace the principal at Meadow Homes</li> <li>School staff and parent community were informed at site meeting of the change in leadership.</li> <li>Onsite meetings held with staff and parent community to gather input on the essential skills and strengths the incoming principal should possess.</li> <li>Internal interview process conducted to identify the replacement principal.</li> <li>Position posted in EdJoin, EdCal and local universities to advertise for the position.</li> </ul> <p>Additional actions and activities will take place as the replacement principal is identified and the Transformation Plan is implemented. They include:</p> <ul style="list-style-type: none"> <li>Conduct second round of interviews for the replacement principal.</li> <li>Once the individual is identified, facilitate collaborative meetings with Meadow Homes Leadership Team, school staff and parent groups (ELAC, Site Council and Platicas) to build relationships, identify needs, review transformation plan and next steps for the begin of the 2011-12 school year.</li> <li>New Principal and the SIG Administrator review and understand the Meadow Homes Transformation Plan and SIG to guide focus, professional development and expenditures for the school.</li> <li>Professional development and support will be provided to the new principal on best practices in turnaround strategies,</li> </ul>	2/11	----	Assistant Superintendent of Student Achievement & School Support (Asst. Supt. SASS)
		3/11	----	
		3/11	----	Personnel Dept.
		4/11	----	
		4/11	Until filled	
		6/11	7/11	Asst. Supt. SASS
		7/11	8/11	SIG Administrator & Principal
		8/11	9/11	SIG Administrator & Principal
8/11	6/12	SASS		

	school improvement efforts, school culture and monitoring and assessment.			
a(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor and that are designed and developed with teacher and principal involvement.	<p>MDUSD currently evaluates teachers and administrator on the California Teaching Standards and/or Administrative Standards but does not use data on student growth as a means of measuring effectiveness. As part of the district's inclusion in the SIG grant, the district will develop, in collaboration with the Mt. Diablo Education Association (MDEA), the district teacher association and Diablo Manager Association (DMA) an evaluation tool that will include student growth as a part of the annual teacher and principal evaluation.</p> <ul style="list-style-type: none"> <li>• Staff will meet with the negotiation team (legal counsel, Assistant Superintendent of Personnel, principals and union representatives) to discuss contract issues associated with the development of a pilot evaluation tool.</li> <li>• A Team will be created comprised of principals, teacher, legal, and MDEA to begin development of a pilot evaluation tool for teacher evaluation.</li> <li>• Create an MOU between the District and the MDEA outlining the agreement on the use of the pilot Evaluation Tool</li> <li>• Present Evaluation Tool to the SIG schools to pilot the tool during the 2011-12 school year.</li> </ul>	6/11	On-going	Asst. Supt. SASS & Personnel
		9/11	6/12	Asst. Supt. SASS & Personnel
		10/11	11/11	Asst. Supt. SASS & Personnel
		10/11	6/12	Asst. Supt. SASS & Personnel
a(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	<ul style="list-style-type: none"> <li>• School leaders, teachers and staff will be identified and rewarded through a variety of strategies that have been effective in implementation the transformation model and have increased student achievement. They include but may not be limited to; <ul style="list-style-type: none"> <li>○ Compensation for additional time</li> <li>○ Increased FTE assignment</li> <li>○ Offer daily rate of pay for district sponsored professional development</li> </ul> </li> <li>• Staff, after ample support and professional development to improve that are not supporting this focus will be involuntarily transferred or dismissed from their position. This will be done through a thorough evaluation, coaching and monitoring process with the staff, principal, SASS Support Administrator and Personnel Department.</li> </ul>	10/11	6/12	Asst. Supt. SASS & Personnel
		10/11	6/14	Asst. Supt. SASS & Personnel

<p><b>a(4)</b> Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.</p>	<p>Staff will receive ongoing professional development to support the implementation of the transformation plan.</p> <ul style="list-style-type: none"> <li>• Provide professional development for transitional reading for all classroom teachers.</li> </ul>	8/11	6/12	SASS
	<ul style="list-style-type: none"> <li>• Utilize Language Arts, Math, and ELD Coaches and Instructional Program Specialist to provide professional development and coaching to teachers on instruction strategies.</li> </ul>	8/11	6/14	SASS
	<ul style="list-style-type: none"> <li>• Ensure professional development and resources are aligned to support these Tier 1-3 interventions.</li> </ul>	8/11	6/12	SASS
	<ul style="list-style-type: none"> <li>• Professional development for New Teachers on: <ul style="list-style-type: none"> <li>○ Transitional Reading (English literacy in PLL Reading/Language Arts)</li> <li>○ Susana Duro Systematic ELD</li> <li>○ Training and understanding on ADEPT (A Development English Proficiency Test)</li> <li>○ Professional Learning Committees (PLC)</li> <li>○ Explicit Direct Instruction (EDI)</li> <li>○ Board Language/Math: initial training for new teachers</li> </ul> </li> </ul>	8/11	6/14	SASS/Beginning Teacher Support & Assessment
	<ul style="list-style-type: none"> <li>• Professional Development for all staff in: <ul style="list-style-type: none"> <li>○ Professional Learning Communities (PLC), teaching Essential Standards, maximizing instructional time, the use and analysis of Curriculum Associates assessments and benchmarks</li> <li>○ Guided Reading (K-5)</li> <li>○ Early Literacy (K-2)</li> <li>○ Strategies for Student Engagement</li> <li>○ Explicit Direct Instruction (EDI).</li> </ul> </li> </ul>	8/11	6/14	SASS/R4SDSS
	<ul style="list-style-type: none"> <li>• Training on implementation and use of the newly adopted district data software-OARS to collect and analyze formative and benchmark assessments to determine interventions and placement.</li> </ul>	8/11	12/11	OARS Trainers & Technology Information Services Dept.
	<ul style="list-style-type: none"> <li>• Modification of Houghton Mifflin lessons and training in creating formative assessments.</li> </ul>	10/11	6/12	SASS
<p><b>a(5)</b> Implement strategies that are designed to recruit, place, and retain staff with the</p>	<p>MDUSD has identified the following policies or practices that will need to be revised over the three year grant through negotiations and/or memorandum of understanding (MOU) to support recruitment, placement and retention of high quality staff:</p>	8/11	On-going	Asst. Supt. SASS & Personnel and SIG Administrator



<p>skills necessary to meet the needs of the students in the transformational school.</p>	<ul style="list-style-type: none"> <li>• Teacher preparation time flexibility to allow for common preps, English Language Development (ELD) rotations, and supplemental intervention;</li> <li>• Lengthening the school day for targeted students (students far below and below basic on CST);</li> <li>• Use of rigorous, transparent, and equitable evaluation systems for teachers and principals that takes into account data on student growth as a significant factor;</li> <li>• Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority; and</li> <li>• Offering fiscal incentives or stipends which change the salary structure</li> </ul> <p>In addition to identifying the need for more professional development and collaboration time, Meadow Homes has identified the need to hire support staff to meet the needs of the students and retain staff as they transform their school:</p> <ul style="list-style-type: none"> <li>• Hire three Coaches (2) Language Arts Coach (LA) K-2 and 3-5 and (1) Math Coach K-5 to support teachers and provide professional development in identified curriculum area.</li> <li>• Instructional Intervention Support Teachers (IIST) to allow smaller group size for intensive intervention groups and provide additional in-school and after school intervention.</li> <li>• Use substitutes for Cadre Meetings for analyzing data, grouping or regrouping students, planning instruction, and designing common assessments.</li> <li>• Host Summer workshops with Grade Level Representatives</li> <li>• Have additional Buy Back Day for advance planning.</li> <li>• Stipends for committee members aligning LA programs with essential Standards and integrating non-fiction reading</li> </ul>	<p>7/11</p> <p>7/11</p> <p>9/11</p> <p>8/11</p> <p>8/11</p>	<p>Until filled</p> <p>6/14</p> <p>6/14</p> <p>yearly</p> <p>yearly</p>	<p>Personnel Dept.</p> <p>Principal &amp; SIG Administrator</p> <p>Principal &amp; SIG Administrator</p> <p>Principal &amp; SIG Administrator</p> <p>Principal</p>
<p><b>b(1)</b> Use data to identify and implement an instructional program that is research-based and vertically aligned</p>	<p>Essential standards and performance level descriptors were developed during the 2010-11 school year in ELA and Mathematics K-8 and in Science 6-8. Teacher representatives from every school in the district convened over a 6 day process, facilitated by SASS staff to review standards, identify which were</p>			

<p>from one grade to the next as well as aligned with California's adopted academic standards.</p>	<p>essential and ensure vertical and horizontal articulation among the grade levels and department.</p> <ul style="list-style-type: none"> <li>• Each grade level will use the data analysis protocol and formative assessments to support the identification of essential standards and proficiency level of students.</li> <li>• Teachers meet as a collaborative group to develop formative assessments aligned to the essential standards as well performance level indicators that will serve as common measurements of student performance.</li> <li>• Grade level planning and analysis of assessments will guide instruction for students and interventions to ensure students reach grade level proficiency.</li> <li>• Staff will develop a pyramid of interventions that outlines tier 1, tier 2 and 3 interventions available to students to support their learning.</li> <li>• Elementary teacher will identify essential standards in science.</li> <li>• Align Elementary Report Card to essential standards.</li> </ul>	3x yr	Yearly	Principals, Instructional Program Specialist, SIG Admin. (Support Team)
		Monthly	On-going (x)	Support Team
		Monthly	x	Support Team
		10/11	6/12	Support Team and Teachers
		10/11	6/14	Principal
		10/11	6/12	SASS & Teachers
		10/11	6/12	SASS & Teachers
	<p>Meadow Homes has identified action steps to continue to use data to identify and implement the instructional program:</p> <ul style="list-style-type: none"> <li>• Intervention groups will be based on assessment tools including but not limited to; CELDT, ADEPT, unit assessments and Curriculum Associates benchmarks.</li> <li>• Instructional Support will use this data to monitor school wide trends and instructional practices.</li> <li>• The SIG administrator, Site Administrators, and Support Providers regularly observe classrooms and utilize instructional effectiveness observation tool to provide feedback to teachers.</li> <li>• Align and calibrate the essential standards for Language Arts, Math and ELD with the adopted curriculum.</li> <li>• ESGI (Educational Software for Guiding Instruction) used by Kindergarten teachers to inform instruction.</li> <li>• Develop formative assessments at each grade level K-5.</li> <li>• Utilize classroom libraries of leveled readers for guided reading, including non-fiction and content area text in English and Spanish.</li> </ul>	7/11	x	Support Team & Teachers
		Monthly	x	Support Team
		On-going	x	Support Team
		11/11	x	Support Team & Teachers
		8/11	x	Support Team & Teachers
		9/11	x	Support Team & Teachers
		On-going	x	Librarian

	<ul style="list-style-type: none"> <li>Parents will be informed of their child's CELDT yearly and placement in ELD classrooms based on ADEPT scores.</li> <li>Parents will receive regular progress information regarding essential standards, assessments and support for students not reaching grade level proficiency.</li> <li>Informational meeting to inform parents of how students are chosen for intervention and description of intervention programs/ strategies.</li> <li>Provide early release days to enable sites to conduct additional parent conferences.</li> </ul>	yearly	x	Principal
		month-ly	x	Support Team & Teacher
		quarterly	yearly	Principal & Teacher
		8/11	x	Support Team & Negotiation Team
<p><b>b(2)</b> Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>MDUSD teachers meet in collaborative teams on a weekly basis to review and analyze student data to inform their instruction.</p> <ul style="list-style-type: none"> <li>Staff meet with the school's Special Education Program Specialist, Psychologist/Psychologist Intern, as well as site-based Coordinated CARE Team to ensure that the "whole" child's needs are being reviewed and addressed/supported.</li> <li>Use Curriculum Associates Benchmark Monitoring System at all grade levels, assessing student in English Language Arts (ELA) and Mathematics three times a year.</li> <li>Teachers will collaborate by grade level and through vertical articulation how essential standards translate into the classroom.</li> <li>Grade level teams will identify support services and implement flexible grouping to ensure students achieve proficiency.</li> <li>Staff will work with the SASS department to develop formative assessments and proficiency scales for essential standards in ELA and Math to monitor student progress and target interventions.</li> <li>Baseline assessments will be given at the beginning of the year to determine the level of proficiency of each student using Curriculum Associates.</li> <li>Data will be collected by Grade Level Teacher Leaders at Cycle of Inquiry meetings and used to cluster students and design instruction to focus on essential standards.</li> <li>Ongoing assessments will be used to determine which students and teachers need additional support.</li> </ul>	Monthly	On-going (x)	Support Team
		3x yr	x	Support Team & Teachers
		Monthly	x	Support Team
		Monthly	x	Support Team & Teacher
		10/11	6/12	SASS & Teachers
		10/11	x	Principal & Teachers
		Monthly	x	Support Team & Teachers
		On-going	x	Support Team & Teachers
		On-	x	Support Team &

	<ul style="list-style-type: none"> <li>Use the district adopted data system, OARS to collect and compile formative assessment data.</li> <li>Conduct annual assessments for English Learners which include CELDT and ADEPT to inform staff, guide placement and interventions.</li> </ul>	going Yearly	x	Teachers Assessment Center & Teachers
<p><b>c(1)</b> Establish schedules and implements strategies that provide increased learning time.</p>	<p>The school leadership has been given flexibility to establish schedules and strategies that provide increased learning time for both students and staff. Increased learning time will also be for the teaching staff to build staff capacity and ensure that all staff have the necessary skills to help students achieve.</p> <p><u>Increased learning time for Students:</u></p> <ul style="list-style-type: none"> <li>Create a Newcomer group with less than one year of academic experience in English.</li> <li>Provide Push-in Support (Instructional Intervention Specialist teachers) for Guided Reading in grades 1-2 and support for at-risk students.</li> <li>Use Instructional Intervention Specialist for small group instruction for students at the intensive level in grades 4-5.</li> <li>Flexible grouping for Intervention &amp; Enrichment, grades K-5.</li> <li>Recruit students to participate in the Meadow Homes CARES After School Program which operates a comprehensive 3-hour a day academic and enrichment program every school day and a during four-week summer session equating to 86 additional days of school.</li> <li>Increased ELD instruction time in 1<sup>st</sup>-5<sup>th</sup> 60 minutes, M-T-Th-F and Wednesday are 30 minutes, and Kindergarten: 40 min/daily.</li> <li>Establish a 4 week summer program for strategic, intensive, and ELD students.</li> </ul> <p><u>Increased learning time for Staff:</u></p> <ul style="list-style-type: none"> <li>Collaborative planning time with grade levels and through vertical articulation.</li> <li>Staff attends summer early back training on focus areas for the school year, paid time to complete and analyze student</li> </ul>	8/11 8/11 8/11 8/11 8/11 8/11 5/12 Mont hly 6/12	x x x x x x 8/12 X Yearly	Principal, ELD Teacher Principal Principal Principal Principal Principal Principal, SASS Administrator Principal, SASS Administrator Principal, SASS Administrator

	<p>assessments and data to inform instruction and interventions services for students not meeting grade level standards.</p> <ul style="list-style-type: none"> <li>• Teachers will meet monthly to analyze various assessments to analyze data, discuss student progress, and address challenges and form cluster groups for interventions.</li> <li>• Facilitate Meadow Homes' Coordinated CARE Team, Parent Team Association to create a safe school environment that meets the students' social, emotional and health needs.</li> <li>• Retrain staff on the Building Effective Schools Together (BEST) strategies to establish consistent behavior expectations and enhance a safe learning environment to improve student behaviors.</li> </ul>	<p>Mont hly</p> <p>8/11</p> <p>10/11</p>	<p>x</p> <p>x</p> <p>x</p>	<p>Principal, SASS Administrator</p> <p>Principal, site leadership team</p> <p>Principal, SASS Administrator</p>
<p><b>c(2)</b> Provide ongoing mechanisms for family and community engagement.</p>	<p>MDUSD is committed to building ongoing mechanisms for family and community engagement. Strong home-school relations are essential to supporting student achievement. Empowering and informing parents on how they can assist their child's education provides the seamless system of support for students and reinforcement beyond the school day.</p> <p>Staff has identified the following strategies to ensure ongoing collaboration among school, family and community. They include:</p> <ul style="list-style-type: none"> <li>• Parent Education Events at least once per trimester – selected topics; How to facilitate homework, home reading routines, and use of Tool Kits; Training in use of Parent Tool Kits; and Understanding Student Assessments.</li> <li>• Parent Tool Kits including resources for home practice will be developed at each grade level and other resources for parents to assist students study.</li> <li>• Parents will be informed regarding instructional and intervention programs, and student progress.</li> <li>• Parents will receive monthly progress reports regarding their child(ren) that are not making adequate progress.</li> <li>• Classroom Parent Leaders will assist in organizing parent/teacher communication, classroom information and grade level parent meetings.</li> <li>• The school will organize an annual parent/teacher forum for</li> </ul>	<p>9/11</p>	<p>On-going</p>	<p>Principal, SASS Administrator, staff</p>

	<p>the purpose of building stronger parent/teacher relationships.</p> <ul style="list-style-type: none"> <li>• Inform parents at Back to School Night of grade level curriculum standards taught and strategies used.</li> <li>• Curriculum Associates data will be used to inform parents of student progress and to suggest areas where home support may be needed.</li> <li>• Parents will be informed on their child’s CELDT level and placement in ELD classrooms based on ADEPT scores.</li> <li>• Parents will receive regular progress information regarding essential standards, assessments and supports for students not reaching grade level proficiency.</li> <li>• Homework Centers for parents and students</li> <li>• Provide early release days to enable sites to conduct additional parent conferences.</li> </ul>			
<p><b>d(1)</b> Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>	<p>Meadow Homes has been given sufficient operation flexibility to fully implement their transformation plan to improve student achievement. This flexibility includes;</p> <ul style="list-style-type: none"> <li>• Responsibility for budget decisions and allocation of resources.</li> <li>• Appropriate allocation and placement of staffing and priority interviewing of eligible candidates.</li> <li>• Oversight of the school schedule, staff preps, collaborative planning time, and allocation of instructional minutes.</li> <li>• Professional development calendar based on site needs and opportunities.</li> <li>• Identification of Tier 1, Tier 2 and Tier 3 interventions for students at their school.</li> </ul>			
<p><b>d(2)</b> Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external</p>	<p>Meadow Homes staff will receive ongoing intensive technical support, coaching and professional development by the following resources to support rapid turnaround:</p> <ul style="list-style-type: none"> <li>• School Improvement Support Administrator will provide onsite support, grant oversight, implementation and impact of the SIG.</li> <li>• SASS Staff specifically, Director of Elementary Support and teacher coaches will support implementation of Meadow</li> </ul>			

<p>lead partner organization (such as a school turnaround organization or an EMO).</p>	<p>Homes Transformation plan.</p> <ul style="list-style-type: none"><li>• External Entity support and coaching (Region IV System of School &amp; District Support (RSDSS)).</li><li>• DataWORKS “Walk Through Training” on effective instruction walks and coaching on providing input to the teachers and school leaders.</li><li>• Intensive professional development and coaching for the entire school staff by the resources described above on the use of benchmark and formative assessments, teaching essential standards, ensuring all students learn and knowing what to do when they don’t, working collaboratively as a grade level and a school staff and building a positive school culture.</li></ul>			
--	--	--	--	--

**Note: See the Program Guidelines section of the RFA for a list of optional Transformation Model components. SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School (page 1 of 10 pages 57-67)**

School: Oak Grove Middle		Tier: I or II (circle one)			
Required Component	Actions & Activities	Timeline		Oversight	
		Start	End		
a(1) Replace the principal who led the school prior to commencement of the transformation model.	<ul style="list-style-type: none"> <li>Mt. Diablo Unified School District (MDUSD) made the decision to replace the principal at Oak Grove.</li> <li>School staff and parent community were informed at site meeting of the change in leadership.</li> <li>Onsite meetings held with staff and parent community to gather input on the essential skills and strengths the incoming principal should possess.</li> <li>Internal interview process conducted to identify the replacement principal.</li> <li>Position posted in EdJoin, EdCal and local universities to advertise for the position.</li> </ul> <p>Additional actions and activities will take place as the replacement principal is identified and the Transformation Plan is implemented. They include:</p> <ul style="list-style-type: none"> <li>Conduct second round of interviews for the replacement principal.</li> <li>Once the individual is identified, facilitate collaborative meetings with Oak Grove Leadership Team, school staff and parent groups (ELAC, Site Council, CARE Team) to build</li> </ul>	2/11	----	Assistant Superintendent of Student Achievement & School Support (Asst. Supt. SASS)	
		3/11	----		
		3/11	----		
		4/11	----		
		4/11	Until filled		Personnel Dept.
		6/11	7/11		
7/11	8/11	Asst. Supt. SASS			
				SIG Administrator & Principal	



	<p>relationships, identify needs, review transformation plan and next steps for the begin of the 2011-12 school year.</p> <ul style="list-style-type: none"> <li>• New Principal and the SIG Administrator review and understand the Oak Grove Transformation Plan and SIG to guide focus, professional development and expenditures for the school.</li> <li>• Professional development and support will be provided to the new principal on best practices in turnaround strategies, school improvement efforts, school culture and monitoring and assessment.</li> </ul>	8/11	9/11	SIG Administrator & Principal
		8/11	6/12	SASS
a(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor and that are designed and developed with teacher and principal involvement.	<p>MDUSD currently evaluates teachers and administrator on the California Teaching Standards and/or Administrative Standards but does not use data on student growth as a means of measuring effectiveness. As part of the district's inclusion in the SIG grant, the district will develop in collaboration with the Mt. Diablo Education Association (MDEA), the district teacher association and Diablo Manager Association (DMA) an evaluation tool that will include student growth as a part of the annual teacher and principal evaluation.</p> <ul style="list-style-type: none"> <li>• Staff will meet with the negotiation team (legal counsel, Assistant Superintendent of Personnel, principals and union representatives) to discuss contract issues associated with the development of a pilot evaluation tool.</li> <li>• A Team will be created comprised of principals, teacher, legal, and MDEA to begin development of a pilot evaluation tool for teacher evaluation.</li> <li>• Create an MOU between the District and the MDEA outlining the agreement on the use of the pilot Evaluation Tool.</li> <li>• Present Evaluation Tool to the SIG schools to pilot the tool during the 2011-12 school year.</li> </ul>	6/11	On-going	Asst. Supt. SASS & Personnel
		9/11	6/12	Asst. Supt. SASS & Personnel
		10/11	11/11	Asst. Supt. SASS & Personnel
		10/11	6/12	Asst. Supt. SASS & Personnel
a(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased	<ul style="list-style-type: none"> <li>• School leaders, teachers and staff will be identified and rewarded through a variety of strategies that have been effective in implementation the transformation model and have increased student achievement. They include but may not be limited to; <ul style="list-style-type: none"> <li>• Compensation for additional time</li> <li>• Increased FTE assignment</li> </ul> </li> </ul>	10/11	6/12	Asst. Supt. SASS & Personnel

<p>student achievement and high school graduation rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<ul style="list-style-type: none"> <li>• Offer daily rate of pay for district sponsored professional development</li> <li>• Staff, after ample support and professional development to improve that are not supporting this focus will be involuntarily transferred or dismissed from their position. This will be done through a thorough evaluation, coaching and monitoring process with the staff, principal, SASS Support Administrator and Personnel Department.</li> </ul>	<p>10/11</p>	<p>6/14</p>	<p>Asst. Supt. SASS &amp; Personnel</p>
<p><b>a(4)</b> Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.</p>	<p>Staff will receive ongoing professional development to support the implementation of the transformation through:</p> <ul style="list-style-type: none"> <li>• Focused instruction grounded in essential standards in English Language Arts, Math and Science and alignment to curriculum.</li> <li>• School-wide focus on high leverage instructional strategies-checking for understanding, teaching academic language, engagement strategies.</li> <li>• Professional development in "Instructional Walks" to effectively monitor and support staff.</li> <li>• Coaching and support will be focused on "first best instruction" and ensuring all students are receiving rigorous standards-based instruction.</li> <li>• Hire three Instructional Program Specialist Categorical Site-Based to serve as coaches to teachers in support, mentor and monitor good instructional practices. Each Specialist will focus on a particular area-Math, English Language Arts and English Language Development or Behavior.</li> <li>• Continue to participate in professional development in EDI, writing SLOP lesson plans and data analysis to inform instruction.</li> <li>• Contract with Phil Gonsalves to provide on-site observation and coaching support for all Math teachers. Offer parent education on math strategies as well.</li> <li>• Professional development and use of Math manipulatives to support student learning and enhance instruction.</li> <li>• Training on implementation and use of the newly adopted</li> </ul>			

	<p>district data software-OARS to collect and analyze formative and benchmark assessments to determine interventions and placement.</p> <ul style="list-style-type: none"> <li>• Training on the identified curriculum to teach in the AIMS (Academic Intervention in Math) classes, identified writing program and Reading Program for all middle school students.</li> <li>• Provide professional development and coaching to ensure written and oral language is being taught in every classroom.</li> <li>• Training in effective instructional strategies for English Learner across all content areas.</li> </ul>			
<p><b>a(5)</b> Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformational school.</p>	<p>MDUSD has identified the following policies or practices that will need to be revised over the three year grant through negotiations and/or memorandum of understanding (MOU) to support recruitment, placement and retention of high quality staff:</p> <ul style="list-style-type: none"> <li>• Teacher preparation time flexibility to allow for common preps, English Language Development (ELD) rotations, and supplemental intervention;</li> <li>• Lengthening the school day for targeted students (students far below and below basic on CST);</li> <li>• Use of rigorous, transparent, and equitable evaluation systems for teachers and principals that takes into account data on student growth as a significant factor;</li> <li>• Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority; and</li> <li>• Offering fiscal incentives or stipends which change the salary structure</li> </ul> <p>Oak Grove has also identified the need for more professional development and collaborative time, as well as the need to hire support staff to meet the needs of the students and retain staff as they transform their school:</p> <ul style="list-style-type: none"> <li>• Hire three Instructional Program Specialist Categorical Site-Based to serve as coaches to teachers in support, mentor and monitor good instructional practices.</li> <li>• Instructional Intervention Support teachers to allow smaller group size for intensive intervention groups and provide additional in-school and after school intervention.</li> </ul>	8/11	On-going	Asst. Supt. SASS & Personnel and SIG Administrator
		7/11	Until filled	Personnel Dept.
		7/11	6/14	Principal & SIG Administrator

	<ul style="list-style-type: none"> <li>• Use substitutes for Grade Level/Department meetings for analyzing data, grouping or regrouping students, planning instruction, and designing common assessments.</li> <li>• Host Summer workshops with Grade Level/Department Representatives.</li> <li>• Have additional Buy Back Day for advance planning.</li> <li>• Stipends for committee members aligning ELA/Math/Science programs with essential Standards.</li> </ul>	9/11	6/14	Principal & SIG Administrator
		8/11	yearly	Principal & SIG Administrator
		8/11	yearly	Principal
<p><b>b(1)</b> Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.</p>	<p>Essential standards were developed during the 2010-11 school year in ELA and Mathematics K-8 and in Science 6-8. Teacher representatives from every school in the district convened over a 6 day process, facilitated by SASS staff to review standards, identify which were essential and ensure vertical and horizontal articulation among the grade levels and department.</p> <ul style="list-style-type: none"> <li>• Each grade level/department will use the data analysis protocol and formative assessments to support the identification of essential standards and proficiency level of students.</li> <li>• Teachers meet as a collaborative group to develop formative assessments aligned to the essential standards as well performance level indicators that will serve as common measurements of student performance.</li> <li>• Grade level planning and analysis of assessments will guide instruction for students and interventions to ensure students reach grade level proficiency.</li> <li>• Staff will develop a pyramid of interventions that outlines tier 1, tier 2 and 3 interventions available to students to support their learning.</li> <li>• Ensure professional development and resources are aligned to support these Tier 1-3 interventions.</li> </ul> <p>Oak Grove has identified action steps to continue to use data to identify and implement the instructional program:</p> <ul style="list-style-type: none"> <li>• Hire three Instructional Program Specialist Categorical Site-Based to serve as coaches to teachers in support, mentor and monitor good instructional practices.</li> <li>• Grade levels meet monthly to analyze individual student</li> </ul>	3x yr	Yearly	Principals, Instructional Program Specialist, SIG Admin. (Support Team) Support Team
		Mon-thly	On-going (x)	Support Team
		Mon-thly	x	Support Team
		10/11	6/12	Support Team and Teachers
		10/11	6/14	Principal
		7/11	Until filled	Personnel Dept.
		Mon-	x	Support Team

	<p>achievement data and establish intervention and support plans.</p> <ul style="list-style-type: none"> <li>• Collaborative teams meet weekly during common preps and early release days to analyze common assessments and develop weekly and SIOP lesson plans that are then submitted to the Principal.</li> <li>• Professional development in “Instructional Walks” to effectively monitor and support staff.</li> <li>• Coaching and support focused on “first best instruction” and ensuring all students are receiving rigorous standards-based instruction.</li> <li>• Continue EDI planning of instruction and writing of SIOP plans for all teachers.</li> <li>• Collaborative time for teachers to analyze student assessments and create formative assessment.</li> <li>• Monitoring writing specific learning objectives, Explicit Direct Instruction (EDI) and data analysis to inform instruction.</li> <li>• Contract with Phil Gonsalves to provide on site observation and coaching support for all Math teachers for parent education on math strategies.</li> <li>• Test all EL students annually using CELDT and Inside (curriculum) placement tests.</li> <li>• Monitor benchmark assessments 3 x per year to determine placement and intensity of support by Instruction Program Specialist.</li> <li>• Implement the newly adopted district data software-OARS to collect and analyze formative and benchmark assessments to determine interventions and placement.</li> <li>• Implement Read 180 for Intensive Students (students two grade level’s below proficiency).</li> <li>• Create flexible intervention groups within the school day by scheduling classes at the same time to allow for regrouping and using assessment to guide placement into intervention classes.</li> <li>• Identify curriculum to teach in the AIMS (Academic Intervention in Math) classes.</li> <li>• Identify writing program that explicitly teaches students</li> </ul>	<p>thly</p> <p>week -ly</p> <p>11/11</p> <p>8/11</p> <p>9/11</p> <p>month- thly</p> <p>month- thly</p> <p>month- ly</p> <p>yearly</p> <p>8/11</p> <p>9/11</p> <p>10/11</p> <p>On- going</p> <p>10/11</p> <p>10/11</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>yearly</p> <p>x</p> <p>12/11</p> <p>x</p> <p>x</p> <p>x</p> <p>6/12</p> <p>6/12</p>	<p>Support Team</p> <p>Support Team &amp; Teachers</p> <p>Support Team &amp; Teachers</p> <p>Support Team</p> <p>Support Team</p> <p>Principal</p> <p>Principal/SIG Admin.</p> <p>Assessment Center/Principal</p> <p>Support Team</p> <p>TIS Dept./ Principal</p> <p>Support Team</p> <p>Support Team, Intervention Instructional Support Teachers, Teachers</p> <p>Support Team &amp; Teacher</p> <p>Same as above</p>
--	--	---	---	---

	<p>writing skills integrating journal writing and oral presentations across all classes.</p> <ul style="list-style-type: none"> <li>Identify Reading Program for all middle school students. (i.e. Read Naturally, AVID)</li> <li>Increase the Librarian and Librarian Assistant time from one day way to three days a week to assist students in accessing fiction and non-fiction literacy works in core subject areas.</li> <li>Hire a site-based licensed therapist to support social emotional needs of students, assist with behavior management and development of a culturally competent school by establishing a Community Culture Committee.</li> <li>Implement “Step Up To Success Program” which started 2011 where students monitor their own academic progress as measured by the Curriculum Associates that included multiple layers of rewards for individual and group growth.</li> </ul>	<p>10/11</p> <p>8/11</p> <p>8/11</p> <p>12/11</p>	<p>6/12</p> <p>Until filled</p> <p>Until filled</p> <p>6/12</p>	<p>Same as above</p> <p>Personnel Dept.</p> <p>Personnel Dept./Principal</p> <p>Support Team</p>
<p><b>b(2)</b> Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>MDUSD teachers meet in collaborative teams on a weekly basis to review and analyze student data to inform their instruction.</p> <ul style="list-style-type: none"> <li>Staff meet with the school’s Special Education Program Specialist, Psychologist/Psychologist Intern, as well as site-based Coordinated CARE Team to ensure that the “whole” child’s needs are being reviewed and addressed/supported. The addition of the licensed therapist will strengthen this collaboration and ensure no child is left behind.</li> <li>Use Curriculum Associates Benchmark Monitoring System at all grade level, assessing student in English Language Arts (ELA), Mathematics and Science three times a year.</li> <li>Teachers will collaborate in grade levels and by department (through vertical articulation) how essential standards translate into the classroom.</li> <li>Grade level teams will identify support services and implement flexible grouping to ensure students achieve proficiency.</li> <li>Staff will work the SASS department to develop formative assessments and proficiency scales for essential standards in ELA and Math to monitor student progress and target interventions.</li> <li>Baseline assessments will be given at the beginning of the year to determine the level of proficiency of each student</li> </ul>	<p>Mon-thly</p> <p>3x yr</p> <p>Mon-thly</p> <p>Mon-thly</p> <p>10/11</p> <p>10/11</p>	<p>On-going (x)</p> <p>x</p> <p>x</p> <p>x</p> <p>6/12</p> <p>x</p>	<p>Support Team</p> <p>Support Team &amp; Teachers</p> <p>Support Team</p> <p>Support Team &amp; Teacher</p> <p>SASS &amp; Teachers</p> <p>Principal &amp; Teachers</p>

	<p>using Curriculum Associates.</p> <ul style="list-style-type: none"> <li>• Use the district adopted data system, OARS to collect and compile formative assessments.</li> <li>• Conduct annual assessments for English Learners which include CELDT and ADEPT to inform staff, guide placement and interventions.</li> <li>• Give the Curriculum Associates at least 3 times a year to inform further instruction and establish SMART goals for students.</li> <li>• Give the Scholastic Reading Inventory throughout the year to assess placement and growth.</li> </ul>	Monthly	x	Support Team & Teachers
		On-going	x	Assessment Center & Teachers
		3x yr	x	Support Team & Teachers
		On-going	x	Support Team & Teachers
<p><b>c(1)</b> Establish schedules and implement strategies that provide increased learning time.</p>	<p>The school leadership has been given flexibility to establish schedules and strategies that provide increased learning time for both students and staff. Increased learning time will also be for the teaching staff to build staff capacity and ensure that all staff have the necessary skills to help students achieve.</p> <p><u>Increased learning time for Students:</u></p> <ul style="list-style-type: none"> <li>• Create flexible groupings for Intervention to Enrichment, grades 6-8.</li> <li>• Use additional teachers (Instructional Intervention Specialist) for small group instruction for students at the intensive level.</li> <li>• Create two additional English Language Development (ELD) classes (.34 FTE position)- ELD 1 and ELD 2, not reliant on minimum class size to support varying levels.</li> <li>• Students requiring ELD 1 or 2 are given a 3 period, 150 minute core consisting of Reading, English, and Social Studies all focusing on the use of English, fluency, and academic language.</li> <li>• Students in levels ELD 3 or 4 are provided a 50 minute ELD class in lieu of one elective.</li> <li>• Ensure students requiring Intensive ELA support are given a 3 period block totaling 150 minutes daily. In 6th grade Read 180 will be used and in 7th Read 180 is being implemented. At this level, the RLA portion of the core is given priority.</li> <li>• Ensure and monitor ELs at CELDT level 1-5 for appropriate placement.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Ensure students needing strategic Math support are placed in the appropriate AIMS level course.</li> <li>• Implement full QEIA class size reduction for the 2010-2011 school year resulting in Core, Intervention, and ELD classes averaging 19.1 for 6<sup>th</sup> grade, 23.6 for 7<sup>th</sup> grade, and 20.3 for 8<sup>th</sup> grade.</li> <li>• Offer an additional period (either before or after school) to provide students access to more elective and intervention classes.</li> <li>• Hire and supervise a site-based Site Tech II to support technology integration and use/maintenance of equipment and software.</li> <li>• Establish a 4 week summer program for strategic, intensive, and ELD students.</li> <li>• Create enrichment opportunities beyond the instructional day. These may include: field trips, service learning, and athletics.</li> <li>• Recruit students to participate in the Oak Grove CARES After School Program which operates a comprehensive 3-hour a day academic and enrichment program every school day and a during four-week summer session equating to 86 additional days of school.</li> <li>• Offer Gifted and Talented Education (GATE) related activities to students (i.e. AVID).</li> <li>• Offer Spanish classes for students and staff.</li> </ul> <p><u>Increased learning time for Staff:</u></p> <ul style="list-style-type: none"> <li>• Schedule collaborative planning time with grade levels and departments.</li> <li>• Staff attends summer early back training on focus areas for the school year, paid time to complete and analyze student assessments and data to inform instruction and interventions services for students not meeting grade level standards.</li> <li>• Teachers meet after end-of-unit assessments to analyze data and form cluster groups for immediate intervention.</li> <li>• Teachers meet to analyze assessment data from multiple sources to evaluate progress.</li> <li>• Instructional Support Providers and Grade-Level Leaders will</li> </ul>			
--	--	--	--	--



	<p>facilitate meetings and teachers will analyze data from regular assessments and use data for RTI needs, adjustment of cluster groups and targeting instruction.</p> <ul style="list-style-type: none"> <li>• Facilitate Oak Grove’s Coordinated CARE Team, Parent Team Association to create a safe school environment that meets the students’ social, emotional and health needs.</li> </ul>			
<p><b>c(2)</b> Provide ongoing mechanisms for family and community engagement.</p>	<p>MDUSD is committed to building ongoing mechanisms for family and community engagement. Strong home-school relations are essential to supporting student achievement. Empowering and informing parents on how they can assist their child’s education provides the seamless system of support for students and reinforcement beyond the school day.</p> <p>Staff has identified the following strategies to ensure ongoing collaboration among school, family and community. They include:</p> <ul style="list-style-type: none"> <li>• Inform parents regarding instructional programs, intervention programs, student progress, i.e. assessment data reports.</li> <li>• Use Curriculum Associates data to inform parents on student progress and to suggest areas where home support may be needed and if students are at risk of not meeting standards by End of year (EOY).</li> <li>• Inform parents of their child’s CELDT level and placement in ELD classrooms based on ADEPT scores.</li> <li>• Provide parents regular progress information regarding essential standards, assessments and supports for students not reaching grade level proficiency.</li> <li>• Increase parent awareness of Homelink and ensure that all teachers are current posting assignments and grades.</li> <li>• Contract with the Parent Institute for Quality Education, or PIQE, to provide parent education classes creating a college bound culture.</li> <li>• Hire a site-based licensed Clinical Social Worker (LCSW) to support social emotional needs of students.</li> <li>• Coordinate Care Team meets weekly to identify packages of support that include academic interventions, mentoring, counseling, After School Program, and linkages to community resources for the families.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Offer more Family Nights to strengthen parent-school connection and student achievement.</li> <li>• Reward programs include honor roll recognition, awards ceremonies, student of the month, and ice cream parties.</li> </ul>			
<p><b>d(1)</b> Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>	<p>Oak Grove has been given sufficient operation flexibility to fully implement their transformation plan to improve student achievement. This flexibility includes;</p> <ul style="list-style-type: none"> <li>• Responsibility for budget decisions and allocation of resources.</li> <li>• Appropriate allocation and placement of staffing and priority interviewing of eligible candidates.</li> <li>• Oversight of the school schedule, staff preps, collaborative planning time, and allocation of instructional minutes.</li> <li>• Professional development calendar based on site needs and opportunities.</li> <li>• Identification of Tier 1, Tier 2 and Tier 3 interventions for students at their school.</li> </ul>			
<p><b>d(2)</b> Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	<p>Oak Grove staff will receive ongoing intensive technical support, coaching and professional development by the following resources to support rapid turnaround:</p> <ul style="list-style-type: none"> <li>• School Improvement Support Administrator will provide onsite support, grant oversight, implementation and impact of the SIG.</li> <li>• SASS Staff specifically, Director of Secondary Support and teacher coaches will support implementation of Meadow Homes Transformation plan.</li> <li>• External Entity support and coaching (Region IV System of School &amp; District Support (RSSDS)).</li> <li>• DataWORKS “Walk Through Training” on effective instruction walks and coaching on providing input to the teachers and school leaders.</li> <li>• Intensive professional development and coaching for the entire school staff by the resources described above on the use of benchmark and formative assessments, teaching essential standards, ensuring all students learn and knowing</li> </ul>			

	what to do when they don't, working collaboratively as a grade level and a school staff and building a positive school culture.			
<b>Optional Component</b>	<b>Actions &amp; Activities</b>	<b>Timeline</b> Start      End		<b>Oversight</b>