



Initiatives Crosswalks Index

Each crosswalk relates state and national initiatives to one of the California Department of Education's (CDE) 12 Recommendations for Middle Grades Success.

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Recommendation 1—Rigor

Use this chart to research key components of state and national initiatives that relate to rigor.

Recommendation 1—Rigor. Hold high expectations and provide numerous opportunities for each middle grades learner to succeed. Use California’s content standards, frameworks, adopted and aligned instructional materials, and common formative assessments as the coherent foundation for rigorous curriculum and instruction.

Initiatives that Support Student Achievement	Key Components that Relate to Recommendation 1 of the California Department of Education’s 12 Recommendations for Middle Grades Success
Essential Program Components for School Improvement	Essential Program Components (EPC) #1 and 8 1. Use State Board of Education (SBE) adopted English language arts and mathematics instructional materials, including intervention materials. Elementary and middle school levels: The school/district provides the most recent SBE-adopted core instructional programs, including accelerated interventions, for reading/language arts and mathematics, documented to be in daily use in every classroom with materials for every student. 8. Lesson and course pacing schedule (grades K-8) and master schedule flexibility for sufficient numbers of intervention courses (grades 9-12).
No Child Left Behind (NCLB)	Determine what educational programs and practices have been proven effective through rigorous scientific research. Federal funding is targeted to support programs and teaching methods that work to improve student learning and achievement. For example, the No Child Left Behind Act supports scientifically based reading instruction. Funds are available to help teachers strengthen current skills and gain new ones in effective reading instructional techniques.
National Forum to Accelerate Middle Grades Reform (Outside Source) California Schools to Watch--Taking Center Stage (STW-TCS) Component	Academic Excellence #1, 2 1. Hold high expectations for all students; 2. Align instruction and curriculum to state standards.
Advancement Via Individual Determination (AVID) (Outside Source)	Essential Elements #3, 4, 5, 6, 7 1. The school must be committed to full implementation of the AVID program with students enrolled in the AVID year-long (9-10 months) elective class provided as an integral part of the academic school day. (If the AVID elective is offered in a “zero” period, there must be other academic classes offered at that same time.) 2. AVID students must be enrolled in a rigorous course of study that will enable them to

	<p>meet requirements for four-year university enrollment.</p> <ol style="list-style-type: none"> 3. A strong relevant writing and reading curriculum provides a basis for instruction in the AVID elective class. Writing-to-learn activities, including formal and informal practice, are the methods of instruction used daily. 4. Inquiry, including levels of questions and tutorial preparation, is used in the AVID class to engage students with their own thinking processes. 5. Collaboration, including structured AVID tutorials (as opposed to one-on-one tutoring or homework study sessions), is used to bring students together to develop their critical thinking skills and enable them to take responsibility for their own learning.
<p>GEAR UP (Outside Source) School Self-Assessment Rubric (PDF; 92 KB; 15 pp.)</p>	<p>Rigorous Academic Curriculum; Intensive Academic Support; and Intensive College-Going Support</p>
<p>Breaking Ranks in the Middle (Outside Source)</p>	<p>Cornerstone Strategy #1</p> <ol style="list-style-type: none"> 1. Establish the academically rigorous essential learnings that a student is required to master in order to successfully make the transition to high school, and align the curriculum and teaching strategies to realize that goal.
<p>This We Believe (Outside Source) and Fundamentals for Student Success in the Middle Grades (Outside Source)</p>	<ul style="list-style-type: none"> ■ Curriculum that is relevant, challenging, integrative, and exploratory. ■ High expectations are set for every member of the learning community.
<p>Works in Progress: A Report on Middle and High School Improvement Programs, (PDF; Outside Source) The Comprehensive School Reform Quality Center</p>	<p>The key issues in middle school are literacy and reading (p. 15).</p>
<p>Comprehensive School Reform Quality Center Report on Middle and High School Comprehensive Reform Models (PDF; Outside Source)</p>	<ul style="list-style-type: none"> ■ This report provides specific details about research results on key school reform models in the middle and high school levels. ■ Developed by American Institutes for Research (AIR) for the Comprehensive School Reform Quality Center, October 2006.



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Recommendation 2—Instruction, Assessment, and Intervention

Use this chart to research key components of state and national initiatives that relate to instruction, assessment, and intervention.

Recommendation 2—Instruction, Assessment, and Intervention. Engage middle grades students with challenging lessons and opportunities to think critically and demonstrate their learning in a variety of ways. Differentiate strategies to deliver standards-based, grade-level instruction that reflects individual student needs and results from ongoing common assessments. Use data on individual students' progress to deliver appropriate, accelerated classroom and school wide academic interventions and enrichment opportunities.

Initiatives that Support Student Achievement	Key Components That Relate to Recommendation 2 of the California Department of Education's 12 Recommendations for Middle Grades Success
<p>Essential Program Components for School Improvement:</p>	<p>Essential Program Components (EPC) #1, 5, 7, and 8</p> <ol style="list-style-type: none"> 1. Use State Board of Education (SBE) adopted English language arts and mathematics instructional materials, including intervention materials. Elementary and middle school levels: The school/district provides the most recent SBE-adopted core instructional programs, including accelerated interventions, for reading/language arts and mathematics, documented to be in daily use in every classroom with materials for every student. 5. Student achievement monitoring system 7. Ongoing teacher collaboration by grade level 8. Lesson and course pacing schedule (grades K-8) and master schedule flexibility for sufficient numbers of intervention courses (grades 9-12)
<p>No Child Left Behind(NCLB)</p>	<ul style="list-style-type: none"> ■ Determine which educational programs and practices have been proven effective on the basis of rigorous scientific research. The No Child Left Behind Act supports scientifically based reading instruction. ■ Teach all children to read. ■ Use curriculum-based measurement for progress monitoring. ■ Use assessment data to determine AYP. ■ Provide intervention for struggling adolescent readers. ■ Implement Response to Intervention (RtI) (Outside Source).
<p>National Forum to Accelerate Middle Grades Reform (Outside Source) California Schools to Watch™-Taking Center Stage (STW-TCS) School Self-Study and Rating Rubric (DOC; 413KB; 9pp.)</p>	<p>Academic Excellence #2, 4, and 5</p> <ol style="list-style-type: none"> 2. Alignment of instruction and curriculum to state standards; 4. variety of challenging and engaging learning activities; 5. variety of assessments;

	<p>Developmental Responsiveness #3</p> <p>Teachers foster curiosity, creativity and the development of social skills in a structured and supportive environment.</p> <p>Social Equity #2</p> <p>Students are provided the opportunity to use many and varied approaches to achieve and demonstrate competence and mastery of standards.</p>
<p>Advancement Via Individual Determination (AVID) (Outside Source)</p>	<p>Essential Elements 3, 5, 6, 7, 8, 9</p> <ol style="list-style-type: none"> 3. The school must be committed to full implementation of the AVID program with students enrolled in the AVID year-long (9-10 months) elective class provided as an integral part of the academic school day. (If the AVID elective is offered in a “zero” period, there must be other academic classes offered at that same time.) 5. A strong relevant writing and reading curriculum provides a basis for instruction in the AVID elective class. Writing-to-learn activities, including formal and informal practice, are the methods of instruction used daily. 6. Inquiry, including levels of questions and tutorial preparation, is used in the AVID class to engage students with their own thinking processes. 7. Collaboration, including structured AVID tutorials (as opposed to one-on-one tutoring or homework study sessions), is used to bring students together to develop their critical thinking skills and enable them to take responsibility for their own learning. 8. A sufficient number of tutors (recommended ratio is 1 tutor to 7 students) must be available in the AVID class to facilitate student access to rigorous curriculum. Tutors should be students from colleges and universities, and they must be trained to implement the WIC-R (writing, inquiry, collaboration and reading) methodologies used in AVID. 9. AVID program implementation and student progress must be monitored through the AVID Data System, and results must be analyzed to ensure success. All sites must complete the online General Data Collection, the online Certification Initial Self-Study and Certification Self-Study. High school sites with seniors must complete the Senior Data Collection.
<p>GEAR UP (Outside Source) School Self-Assessment Rubric (PDF; 92 KB; 15 pp.)</p>	<p>High Quality Teaching; Intensive Academic Support</p>
<p>Breaking Ranks in the Middle (Outside Source)</p>	<p>Cornerstone Strategy #5</p> <p>Ensure that teachers assess the individual learning styles and needs of students and tailor instructional strategies and multiple assessments accordingly.</p>
<p>This We Believe (Outside Source) and Fundamentals for Student Success in the Middle Grades (Outside Source)</p>	<ul style="list-style-type: none"> ■ Curriculum is relevant, challenging, integrative, and exploratory. ■ High expectations are set for every member of the learning community.
<p>Works in Progress: A Report on Middle and High School Improvement Programs, (PDF; Outside Source) Comprehensive School Reform Quality Center</p>	<p>Key issues in middle school:</p> <ul style="list-style-type: none"> ■ Assessment and evaluation programs promote quality learning. ■ Multiple learning and teaching approaches respond to their diversity. ■ Students and teachers are engaged in active learning.
<p>Comprehensive School Reform Quality</p>	<ul style="list-style-type: none"> ■ This report provides specific details about research results on key school reform

[Center Report on Middle and High School Comprehensive Reform Models](#)
(PDF; Outside Source)

- models in the middle and high school levels.
- Developed by American Institutes for Research (AIR) for the Comprehensive School Reform Quality Center, October 2006.

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Recommendation 3—Time

Use this chart to research key components of state and national initiatives that relate to time.

Recommendation 3—Time. Institute flexible schedules that provide recommended and required instructional minutes for core academic classes and accelerated interventions. Provide sufficient time before, during, and after school so that each student has access to additional academic and interest-based classes and opportunities to meet social and personal needs. Schedule regular common planning time for professional learning communities to analyze student data, coordinate instruction, and communicate with families.

Initiatives that Support Student Achievement	Key Components that Relate to this California Department of Education Recommendation
Essential Program Components for School Improvement	Essential Program Components # 2, 6, 7, and 8 <ol style="list-style-type: none"> 2. Instructional time (adherence to instructional minutes for reading/language arts and mathematics (K-8) and high school access to standards-aligned core courses). Elementary and middle school levels: The school/district complies with, and monitors implementation of, required instructional time for the adopted programs for reading and language arts. This time should be given priority and be protected from interruptions. 6. Ongoing instructional assistance and support for teachers (use of content experts and instructional coaches) 7. Ongoing teacher collaboration by grade level 8. Flexibility in the lesson and course pacing schedule to allow sufficient interventions
No Child Left Behind (NCLB)	
National Forum to Accelerate Middle Grades Reform (Outside Source) California Schools to Watch™-Taking Center Stage (STW-TCS) School Self-Study and Rating Rubric (DOC; 413KB; 9pp.)	Academic Excellence #6, 7, and 8; Social Equity #1 Academic Excellence <ol style="list-style-type: none"> 6. The faculty and master schedule provide students time to meet rigorous academic standards. 7. Students are provided the support they need to meet rigorous academic standards. 8. The adults in the school are provided time and frequent opportunities to enhance student achievement by working with colleagues to deepen their knowledge and to improve their standards-based practice. Social Equity <ol style="list-style-type: none"> 1. To the fullest extent possible, all students, including English learners, students with

	<p>disabilities, and gifted and honors students, participate in heterogeneous classes with high academic and behavioral expectations.</p>
<p>Advancement Via Individual Determination (AVID) (Outside Source)</p>	<p>Essential Elements #3, 7, 8, and 11</p> <ol style="list-style-type: none"> 3. The school must be committed to full implementation of the AVID program with students enrolled in the AVID year-long (9-10 months) elective class provided as an integral part of the academic school day. (If the AVID elective is offered in a “zero” period, there must be other academic classes offered at that same time.) 7. Collaboration, including structured AVID tutorials (as opposed to one-on-one tutoring or homework study sessions), is used to bring students together to develop their critical thinking skills and enable them to take responsibility for their own learning. 8. A sufficient number of tutors (recommended ratio is 1 tutor to 7 students) must be available in the AVID class to facilitate student access to rigorous curriculum. Tutors should be students from colleges and universities, and they must be trained to implement the WIC-R (writing, inquiry, collaboration and reading) methodologies used in AVID. 11. The school must have an active interdisciplinary site team that meets regularly and collaborates on issues of student access to and success in rigorous college preparatory classes. This site team should routinely set site goals, develop and implement a site plan, and document evidence to illustrate support for students’ access to and success in rigorous curriculum.
<p>GEAR UP (Outside Source) School Self-Assessment Rubric (PDF; 92 KB; 15 pp.)</p>	<p>Rigorous Academic Curriculum; Intensive Academic Support</p>
<p>Breaking Ranks in the Middle (Outside Source)</p>	<p>Cornerstone Strategies #15, 20, and 21</p> <ol style="list-style-type: none"> 15. Each school will develop flexible scheduling and student grouping patterns to meet the individual needs of students and to ensure academic success. 20. Each school will present alternatives to tracking and ability grouping. 21. The school will reorganize the traditional department structure and foster the use of teacher teams provided with ample common planning time to integrate the school’s curriculum to the extent possible and emphasize depth over breadth of coverage.
<p>This We Believe (Outside Source) and Fundamentals for Student Success in the Middle Grades (Outside Source)</p>	<p>Common planning time: Scores are higher where teachers work in teams, know students, have time to plan together, and receive training specifically in how to teach adolescents.</p>
<p>Works in Progress: A Report on Middle and High School Improvement Programs, (PDF; Outside Source) The Comprehensive School Reform Quality Center</p>	<p>Key issues in middle school</p> <p>Allow time for staff collaboration and opportunities for students to demonstrate knowledge acquired through performance (page 2).</p>
<p>The Comprehensive School Reform Quality Center Report on Middle and High School Comprehensive Reform Models (PDF; Outside Source)</p>	<p>This report provides specific details about research results on key school reform models in the middle and high school levels. (Developed by American Institutes for Research [AIR] for the Comprehensive School Reform Quality Center, October 2006.)</p>



Initiatives Crosswalk

Recommendation 4—Relevance

Use this chart to research key components of state and national initiatives that relate to relevance.

Recommendation 4—Relevance. Meet the needs of middle grades students by developing a rich set of courses and enrichment opportunities that infuse learning with technology, visual and performing arts, career/real-world connections, service- and project-based learning, and multicultural experiences. Engage students as lifelong learners by developing socially relevant cross-curricular understanding and opportunities for meaningful participation before, during, and after school.

Initiatives that Support Student Achievement	Key Components that Relate to Recommendation 4 of the California Department of Education's 12 Recommendations for Middle Grades Success
Essential Program Components for School Improvement:	
No Child Left Behind (NCLB)	Determine what educational programs and practices have proved to be effective through rigorous scientific research.
National Forum to Accelerate Middle Grades Reform (Outside Source) California Schools to Watch™-Taking Center Stage (STW-TCS) School Self-Study and Rating Rubric (DOC; 413KB; 9pp.)	Developmental Responsiveness #4, 5, 6, and 10 4. The curriculum is both socially significant and relevant to the personal and career interests of young adolescents. 5. Teachers use an interdisciplinary approach to reinforce important concepts, skills, and address real world problems. 6. Students are provided multiple opportunities to expo lore a rich variety of topics and interests in order to develop their identity, learn about their strengths, discover and demonstrate their own competence, and plan for their future. 10. The school provides age-appropriate, curricular activities to foster social skills and character, and to develop interests beyond the classroom environment.
Advancement Via Individual Determination (AVID) (Outside Source)	Essential Elements #3, 6, 7 3. The school must be committed to full implementation of the AVID program with students enrolled in the AVID year-long (9-10 months) elective class provided as an integral part of the academic school day. (If the AVID elective is offered in a “zero” period, there must be other academic classes offered at that same time.) 6. Inquiry, including levels of questions and tutorial preparation, is used in the AVID class to engage students with their own thinking processes. 7. Collaboration, including structured AVID tutorials (as opposed to one-on-one tutoring or homework study sessions), is used to bring students together to develop their critical thinking skills and enable them to take responsibility for their own learning.

<p>GEAR UP (Outside Source) School Self-Assessment Rubric (PDF; 92KB; 15 pp.)</p>	<p>Multicultural College-Going Identity; Intensive College-Going Support</p>
<p>Breaking Ranks in the Middle (Outside Source)</p>	<p>Cornerstone Strategy #7</p> <p>Institute structural leadership systems that allow for substantive involvement in decision making by students, teachers, family members, and the community and that support effective communication among these groups.</p>
<p>This We Believe (Outside Source) and Fundamentals for Student Success in the Middle Grades (Outside Source)</p>	<p>Curriculum is relevant, challenging, integrative, and exploratory.</p> <p>Teach students to be managers of their own learning.</p> <p>Teaching teams provide structured opportunities for engagement.</p>
<p>Works in Progress: A Report on Middle and High School Improvement Programs, (PDF; Outside Source) The Comprehensive School Reform Quality Center</p>	<p>Key issues in middle school</p> <p>“ . . . the time has come for the federal, state, and local governments to form a national partnership that transforms middle schools and high schools into centers of learning and engagement that prepare students for rewarding and meaningful lives” (U.S. Conference of Mayors, 2003, page 1).</p> <p>When students become disengaged from school, absences may increase and grades may plummet (page 58).</p> <p>Improving middle and high schools requires systematic action and the full engagement of students, parents, schools, and communities (page 92).</p>
<p>Comprehensive School Reform Quality Center Report on Middle and High School Comprehensive Reform Models (PDF; Outside Source)</p>	<p>Analyzes middle school reform models</p> <p>This report provides specific details about research results on key school reform models in the middle and high school levels.</p> <p>Developed by American Institutes for Research (AIR) for the Comprehensive School Reform Quality Center, October 2006.</p>



Initiatives Crosswalk

Recommendation 5—Relationships

Use this chart to research key components of state and national initiatives that relate to relationships.

Recommendation 5—Relationships. Foster close relationships for accountability and engagement among students and with adults who share extended time through grade-level, subject-area, or interdisciplinary small learning communities. Provide an advisory program to ensure that each middle grades student has frequent contact with an adult mentor to plan and assess his or her academic, personal, and social development.

Initiatives that Support Student Achievement	Key Components that Relate to this TCSII Recommendation
Essential Program Components for School Improvement:	
No Child Left Behind (NCLB)	Highly qualified teachers
National Forum to Accelerate Middle Grades Reform (Outside Source) California Schools to Watch™-Taking Center Stage (STW-TCS) School Self-Study and Rating Rubric (DOC; 413KB; 9pp.)	Developmental Responsiveness #1 and 5 1. The staff creates a personalized environment that supports each student's intellectual, ethical, social, and physical development. 5. Teachers use an interdisciplinary approach to reinforce important concepts, skills, and address real-world problems.
Advancement Via Individual Determination (AVID) (Outside Source)	Essential Elements #2, 7, 8, and 11 2. AVID program participants, both students and staff, must choose to participate. 7. Collaboration, including structured AVID tutorials (as opposed to one-on-one) tutoring or homework study sessions), is used to bring students together to develop their critical thinking skills and enable them to take responsibility for their own learning. 8. A sufficient number of tutors (recommended ratio is 1 tutor to 7 students) must be available in the AVID class to facilitate student access to rigorous curriculum. Tutors should be students from colleges and universities, and they must be trained to implement the WIC-R (writing, inquiry, collaboration and reading) methodologies used in AVID. 11. The school must have an active interdisciplinary site team that meets regularly and collaborates on issues of student access to and success in rigorous college preparatory classes. This site team should routinely set site goals, develop and implement a site plan, and document evidence to illustrate support for students' access to and success in rigorous curriculum.
GEAR UP (Outside Source) School Self-Assessment Rubric (PDF; 92 KB; 15 pp.)	Intensive Academic Support; College-Going Support
Breaking Ranks in the Middle (Outside Source)	Cornerstone Strategy #4

	<p>Implement a comprehensive advisory or other program that ensures each student has frequent and meaningful opportunities to plan and assess with an adult his or her academic, personal, and social development.</p> <p>Appendix 1: Student Advisory Programs, pp. 273-276.</p>
<p>This We Believe (Outside Source) and Fundamentals for Student Success in the Middle Grades (Outside Source)</p>	<p>Prepared staff is interested in students and able to work with this age group.</p> <p>Teaching teams provide structured opportunities for engagement and relationships.</p> <p>There are multiple avenues for involvement.</p>
<p>Works in Progress: A Report on Middle and High School Improvement Programs, (PDF: Outside Source) Comprehensive School Reform Quality Center</p>	<p>Key issues in middle school</p> <p>Building relationships among English language arts, ESL, and bilingual teachers is important to support students' learning (p. 24).</p> <p><i>Making Middle Grades Work</i>: All students should be afforded the opportunity to establish close relationships with those responsible for educating them, such as teachers, aides, and other adults (p. 82).</p>
<p>Comprehensive School Reform Quality Center Report on Middle and High School Comprehensive Reform Models (PDF; Outside Source)</p>	<p>Analyzes middle school reform models</p> <p>This report provides specific details about research results on key school reform models in the middle and high school levels.</p> <p>Developed by American Institutes for Research (AIR) for the Comprehensive School Reform Quality Center, October 2006.</p>

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Recommendation 6—Transitions

Use this chart to research key components of state and national initiatives that relate to transitions.

Recommendation 6—Transitions. Work with elementary and high schools to inform students and families about academic and behavioral expectations and to promote seamless, articulated transitions.

Initiatives that Support Student Achievement	Key Components that Relate to Recommendation 6 of the California Department of Education's 12 Recommendations for Middle Grades Success
Essential Program Components for School Improvement	
No Child Left Behind (NCLB)	
National Forum to Accelerate Middle Grades Reform (Outside Source) California Schools to Watch™-Taking Center Stage (STW-TCS) School Self-Study and Rating Rubric (DOC;413KB; 9pp.).	<p>Organizational Support #5</p> <p>The school is not an island unto itself; it is a part of a larger educational system, i.e., districts, networks and community partnerships.</p>
Advancement Via Individual Determination (AVID) (Outside Source)	<p>Essential Element #4</p> <p>4. AVID students must be enrolled in a rigorous course of study that will enable them to meet requirements for four-year university enrollment.</p>
GEAR UP (Outside Source) School Self-Assessment Rubric (PDF; 92KB; 15 pp.)	Family-Neighborhood-School Supports
Breaking Ranks in the Middle (Outside Source)	<p>Cornerstone Strategies #1 and 3</p> <ol style="list-style-type: none"> 1. Establish the academically rigorous essential learnings that a student is required to master in order to successfully make the transition to high school, and align the curriculum and teaching strategies to realize the goal. 3. Provide structured planning time for teachers to align curriculum across grades and schools and to “map” efforts that address the academic, developmental, social, and personal needs of students, especially at critical transition periods (e.g., elementary to middle grades to high school).

<p>This We Believe (Outside Source) and Fundamentals for Student Success in Middle Grades (Outside Source)</p>	<p>Consistent communication with all stakeholders.</p>
<p>Works in Progress: A Report on Middle and High School Improvement Programs (PDF; Outside Source) Comprehensive School Reform Quality Center</p>	<p>Key issues in middle school Make transitions from elementary school (page 9). Make transitions to high school (page 41).</p>
<p>Comprehensive School Reform Quality Center Report on Middle and High School Comprehensive Reform Models (PDF; Outside Source)</p>	<p>This report provides specific details about research results on key school reform models in the middle and high school levels. Developed by American Institutes for Research (AIR) for the Comprehensive School Reform Quality Center, October 2006.</p>

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Recommendation 7—Access

Use this chart to research key components of state and national initiatives that relate to relevance. access.

Recommendation 7—Access. Provide *all* middle grades students with equal access to a well-prepared, qualified, caring staff and a rich learning environment that includes grade-level standards-based instruction; academic interventions; learning resources; leadership and recognition opportunities; exploratory programs; sports, clubs, and enrichment activities; and, to the extent possible, placement in heterogeneous classes.

Initiatives that Support Student Achievement	Key Components that Relate to Recommendation 7 of the California Department of Education's 12 Recommendations for Middle Grades Success
Essential Program Components for School Improvement	Essential Program Components #1 and 4 1. Use State Board of Education- (SBE-) adopted English-language arts and mathematics instructional materials, including intervention materials. Elementary and middle school Levels: The school/district provides the most recent SBE-adopted core instructional programs, including accelerated interventions, for reading/language arts and mathematics, documented to be in daily use in every classroom with materials for every student. 4. Fully credentialed teachers and teacher participation in AB 466 training on SBE-adopted instructional materials.
No Child Left Behind (NCLB)	Determine what educational programs and practices have been proven effective through rigorous scientific research. Federal funding is targeted to support these programs and teaching methods that work to improve student learning and achievement. For example, NCLB supports scientifically based reading instruction. Funds are available to help teachers strengthen current skills and gain new ones in effective reading instructional techniques.
National Forum to Accelerate Middle Grades Reform (Outside Source) California Schools to Watch™-Taking Center Stage (STW-TCS) Schools to Watch™-Taking Center Stage (STW-TCS) School Self-Study and Rating Rubric (DOC; 413 KB; 9 pp.)	Developmental Responsiveness 3, 6, 7, 9, and 10; Social Equity #1, 4, 5, and 8 Social Equity 3. Teachers foster curiosity, creativity and the development of social skills in a structured and supportive environment. 6. Students are provided multiple opportunities to explore a rich variety of topics and interests in order to develop their identity, learn about their strengths, discover and demonstrate their own competence, and plan for their future. 7. All students have opportunities for voice—posing questions, reflecting on experiences, and participating in decisions and leadership activities. 9. Staff members provide all students with opportunities to develop citizenship skills, to use the community as a classroom, and to engage the community in providing resources and support. 10. The school provides age-appropriate, curricular activities to foster social skills and

	<p>character, and to develop interests beyond the classroom environment.</p> <p>Social Equity</p> <ol style="list-style-type: none"> To the fullest extent possible, all students, including English learners, students with disabilities, and gifted and honors students, participate in heterogeneous classes with high academic and behavioral expectations. All students have equal access to valued knowledge in all school classes and activities. Students have ongoing opportunities to learn about and appreciate their own and others' cultures. The school's reward system is designed to value diversity, civility, service, and democratic citizenship.
<p>Advancement Via Individual Determination (AVID) (Outside Source)</p>	<p>Essential Elements #1, 2, 3, 4, 11</p> <ol style="list-style-type: none"> AVID student selection must focus on students in the middle who have not previously succeeded in a rigorous college preparatory curricular path. AVID program participants, both students and staff, must choose to participate. The school must be committed to full implementation of the AVID program with students enrolled in the AVID year-long (9-10 months) elective class provided as an integral part of the academic school day. (If the AVID elective is offered in a "zero" period, there must be other academic classes offered at that same time.) AVID students must be enrolled in a rigorous course of study that will enable them to meet requirements for four-year university enrollment. The school must have an active interdisciplinary site team that meets regularly and collaborates on issues of student access to and success in rigorous college preparatory classes. This site team should routinely set site goals, develop and implement a site plan, and document evidence to illustrate support for students' access to and success in rigorous curriculum.
<p>GEAR UP (Outside Source) School Self-Assessment Rubric (PDF; 92KB; 15 pp.)</p>	<p>Multicultural College-Going Culture, Intensive College-Going Support</p>
<p>Breaking Ranks in the Middle (Outside Source)</p>	<p>Cornerstone Strategy #8</p> <p>Align all programs and structures so that all social, economic, and racial/ethnic groups have open and equal access to challenging activities and learning.</p>
<p>This We Believe (Outside Source) and Fundamentals for Student Success in the Middle Grades (Outside Source)</p>	<p>Curriculum is relevant, challenging, integrative, and exploratory. High expectations are set for every member of the learning community.</p>
<p>Works in Progress: A Report on Middle and High School Improvement Programs, (PDF; Outside Source) Comprehensive School Reform Quality Center</p>	<p>Key issues in middle school</p> <p>Research suggests a direct relationship between a student's access to social capital and school success. Social capital is the extent to which one has access to information channels, obligations, expectations, and trustworthiness in a community or society (Coleman 1988). With regard to ELs, social capital may be viewed as access to information channels that can lead to positive relationships between the school and community, increased academic success, graduation, and a successful postsecondary transition (p. 51).</p>
<p>Comprehensive School Reform Quality Center Report on Middle and High School Comprehensive Reform Models (PDF; Outside Source)</p>	<p>This report provides specific details about research results on key school reform models in the middle and high school levels. Developed by American Institutes for Research (AIR) for the Comprehensive School Reform Quality Center, October 2006.</p>

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Recommendation 8—Safety, Resilience, and Health

Use this chart to research key components of state and national initiatives that relate to safety, resilience, and health.

Recommendation 8—Safety, Resilience, and Health. Create and sustain a fair, safe, and healthy school environment through a positive discipline policy; civic and character education; safe and engaging facilities; and access to adult mentors, counseling, and school and community health and social services.

Initiatives that Support Student Achievement	Key Components that Relate to this <i>TCSII</i> Recommendation
Essential Program Components for School Improvement:	
No Child Left Behind (NCLB)	Safe and Drug-Free Schools and Communities Act (SDFSC): Title IV, Part A of NCLB
National Forum to Accelerate Middle Grades Reform (Outside Source) California Schools to Watch™-Taking Center Stage (STW-TCS) School Self-Study and Rating Rubric (DOC; 413KB; 9pp.)	Developmental Responsiveness #2 and 6: Social Equity #6 and 10 Developmental Responsiveness <ol style="list-style-type: none"> 2. The school provides access to comprehensive services to foster healthy physical, social, emotional, and intellectual development. 6. Students are provided multiple opportunities to explore a rich variety of topics and interests in order to develop their identity, learn about their strengths, discover and demonstrate their own competence, and plan for their future. Social Equity <ol style="list-style-type: none"> 6. The school community knows every student well. 10. The school rules are clear, fair, and consistently applied.
Advancement Via Individual Determination (AVID) (Outside Source)	Essential Elements 7, 8, and 11 <ol style="list-style-type: none"> 7. Collaboration, including structured AVID tutorials (as opposed to one-on-one tutoring or homework study sessions), is used to bring students together to develop their critical thinking skills and enable them to take responsibility for their own learning. 8. A sufficient number of tutors (recommended ratio is 1 tutor to 7 students) must be available in the AVID class to facilitate student access to rigorous curriculum. Tutors should be students from colleges and universities, and they must be trained to implement the WIC-R (writing, inquiry, collaboration and reading) methodologies used in AVID. 11. The school must have an active interdisciplinary site team that meets regularly

	and collaborates on issues of student access to and success in rigorous college preparatory classes. This site team should routinely set site goals, develop and implement a site plan, and document evidence to illustrate support for students' access to and success in rigorous curriculum.
GEAR UP (Outside Source) School Self-Assessment Rubric (PDF; 92KB; 15 pp.)	Family-Neighborhood-School Supports
Breaking Ranks in the Middle (Outside Source)	<p>Cornerstone Strategies #17 and 18</p> <p>17. The school community, which cannot be values-neutral, will advocate and model a set of core values essential in a democratic and civil society.</p> <p>18. Schools, in conjunction with agencies in the community, will help coordinate the delivery of physical and mental health as well as social services.</p>
This We Believe (Outside Source) and Fundamentals for Student Success in the Middle Grades (Outside Source)	An inviting, supportive, and safe environment. School wide efforts and policies that foster health, wellness, and safety
Works in Progress: A Report on Middle and High School Improvement Programs . (PDF; Outside Source) Comprehensive School Reform Quality Center	<p>Key issues in middle school</p> <ul style="list-style-type: none"> ■ Violence and bullying (p. 25) ■ Alcohol, tobacco, and other drugs (p. 31)
Comprehensive School Reform Quality Center Report on Middle and High School Comprehensive Reform Models (PDF; Outside Source)	<ul style="list-style-type: none"> ■ This report provides specific details about research results on key school reform models at the middle and high school levels. ■ Developed by American Institutes for Research (AIR) for the Comprehensive School Reform Quality Center, October 2006.

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Initiatives Crosswalk

Recommendation 9—Leadership

Use this chart to research key components of state and national initiatives that relate to leadership.

Recommendation 9—Leadership. Foster distributed leadership, collaborative decision making, and regular data analysis to realize and sustain a middle grades vision for focused learning and continuous improvement.

Initiatives that Support Student Achievement	Key Components that Relate to Recommendation 9 of the California Department of Education's 12 Recommendations for Middle Grades Success
Essential Program Components for School Improvement:	Essential Program Components # 6, 7, and 8 6. Ongoing instructional assistance and support for teachers (use of content experts and instructional coaches) 7. Monthly teacher collaboration by grade level (K-8) 9. Fiscal support
No Child Left Behind (NCLB)	Highly qualified teachers
National Forum to Accelerate Middle Grades Reform (Outside Source) California Schools to Watch™-Taking Center Stage (STW-TCS) School Self-Study and Rating Rubric (DOC; 413KB; 9pp.)	Organizational Structures and Processes #1, 2, 3, 5, and 7 1. A shared vision of what a high-performing school is and does, drives every facet of school change. 2. The principal has the responsibility and authority to hold the school-improvement enterprise together, including day-to-day know-how, coordination, strategic planning, and communication. 3. The school is a community of practice in which learning, experimentation, and reflection are the norm. 5. The school is not an island unto itself; it is a part of a larger educational system, i.e., districts, networks and community partnerships. 7. District and school staff possess and cultivate the collective will to persevere, believing it is their business to produce increased achievement and enhanced development of all students.
Advancement Via Individual Determination (AVID) (Outside Source)	Essential Elements #2, 3, 9,10, 11 2. AVID program participants, both students and staff, must choose to participate. 3. The school must be committed to full implementation of the AVID program with

	<p>students enrolled in the AVID year-long (9-10 months) elective class provided as an integral part of the academic school day. (If the AVID elective is offered in a “zero” period, there must be other academic classes offered at that same time.)</p> <p>9. AVID program implementation and student progress must be monitored through the AVID Data System, and results must be analyzed to ensure success. All sites must complete the online General Data Collection, the online Certification Initial Self-Study and Certification Self-Study. High school sites with seniors must complete the Senior Data Collection.</p> <p>10. The school must identify resources for program costs, agree to implement the AVID Program Implementation Essentials (all 11) to participate in AVID Certification, and commit to ongoing participation in AVID professional development.</p> <p>11. The school must have an active interdisciplinary site team that meets regularly and collaborates on issues of student access to and success in rigorous college preparatory classes. This site team should routinely set site goals, develop and implement a site plan, and document evidence to illustrate support for students’ access to and success in rigorous curriculum.</p>
<p>GEAR UP (Outside Source) School Self-Assessment Rubric (PDF; 92KB; 15 pp.)</p>	<p>Development of a College-Going Culture</p>
<p>Breaking Ranks in the Middle (Outside Source)</p>	<p>Cornerstone Strategy #7</p> <p>Institute structural leadership systems that allow for substantive involvement in decision making by students, teachers, family members, and the community and that support effective communication among these groups.</p>
<p>This We Believe (Outside Source) and Fundamentals for Student Success in the Middle Grades (Outside Source)</p>	<p>Courageous, collaborative leadership; all stakeholders share a vision to guide decisions.</p>
<p>Works in Progress: A Report on Middle and High School Improvement Programs, (PDF; Outside Source) Comprehensive School Reform Quality Center_</p>	<p>Key issues in middle school</p> <p>AIM [one model examined in the study] is based on the premise that all schools are capable of accelerating learning and development through team leadership, strong professional development, continued communication with students and parents, and quality technical assistance (p. 81).</p> <p>Strong leadership: This involves including principals as a part of the planning team of MMGW and helping various planning groups to identify which research-based programs will best suit the needs of a student population (p. 82).</p> <p>Distributed leadership and sustainable partnership: Teamwork and cooperative working groups represent the core of the model (p. 83).</p>
<p>Comprehensive School Reform Quality Center Report on Middle and High School Comprehensive Reform Models (PDF; Outside Source)</p>	<p>This report provides specific details about research results on key school reform models in the middle and high school levels.</p> <p>Developed by American Institutes for Research (AIR) for the Comprehensive School Reform Quality Center, October 2006.</p>



Initiatives Crosswalk

Recommendation 10—Professional Learning

Use this chart to research key components of state and national initiatives that relate to professional learning.

Recommendation 10—Professional Learning. Build and sustain professional learning communities through recruitment, training, coaching, and interdependent collaboration. Use data, research, the California Standards for the Teaching Profession, and best practices as the basis for continuous professional growth and improvement in instruction and student achievement.

Initiatives that Support Student Learning	Key Components that Relate to Recommendation 10 of the California Department of Education's 12 Recommendations for Middle Grades Success
Essential Program Components for School Improvement	Essential Program Components #3, 4, 6, and 7 3. B 430 (2005) professional development for administrators 4. Fully credentialed teachers and teacher participation in AB 472 (2005) professional development for teachers on SBE-adopted standards, frameworks, and instructional materials. 6. Ongoing instructional assistance and support for teachers (use of content experts and instructional coaches) 7. Ongoing teacher collaboration by grade level
No Child Left Behind (NCLB)	Highly qualified teachers
National Forum to Accelerate Middle Grades Reform (Outside Source) California Schools to Watch™-Taking Center Stage (STW-TCS) School Self-Study and Rating Rubric (DOC;413KB; 9pp.)	Academic Excellence #8; Social Equity #1, 3, and 9 ; Organization Structures and Processes #4 and 8 Academic Excellence 8. The adults in the school are provided time and frequent opportunities to enhance student achievement by working with colleagues to deepen their knowledge and to improve their standards-based practice. Social Equity 1. To the fullest extent possible, all students, including English learners, students with disabilities, and gifted and honors students, participate in heterogeneous classes with high academic and behavioral expectations. 3. Teachers continually adapt curriculum, instruction, assessment, and scheduling to meet their students' diverse and changing needs. 9. Staff members understand and support the family backgrounds and values of their students. Organizational Structures and Processes

4. The school and district devote resources to content-rich professional development, which is connected to reaching and sustaining the school vision and increasing student achievement.
8. The school and district staffs work with colleges and universities to recruit, prepare, and mentor novice and experienced teachers.

[Advancement Via Individual Determination \(AVID\)](#) (Outside Source)

Essential Elements #7, 8, 9, 10, and 11

7. Collaboration, including structured AVID tutorials (as opposed to one-on-one tutoring or homework study sessions), is used to bring students together to develop their critical thinking skills and enable them to take responsibility for their own learning.
8. A sufficient number of tutors (recommended ratio is 1 tutor to 7 students) must be available in the AVID class to facilitate student access to rigorous curriculum. Tutors should be students from colleges and universities, and they must be trained to implement the WIC-R (writing, inquiry, collaboration and reading) methodologies used in AVID.
9. AVID program implementation and student progress must be monitored through the AVID Data System, and results must be analyzed to ensure success. All sites must complete the online General Data Collection, the online Certification Initial Self-Study and Certification Self-Study. High school sites with seniors must complete the Senior Data Collection.
10. The school must identify resources for program costs, agree to implement the AVID Program Implementation Essentials (all 11) to participate in AVID Certification, and commit to ongoing participation in AVID professional development.
11. The school must have an active interdisciplinary site team that meets regularly and collaborates on issues of student access to and success in rigorous college preparatory classes. This site team should routinely set site goals, develop and implement a site plan, and document evidence to illustrate support for students' access to and success in rigorous curriculum.

[GEAR UP](#) (Outside Source) [School Self-Assessment Rubric](#) (PDF; 92KB; 15 pp.)

High Quality Teaching

[Breaking Ranks in the Middle](#) (Outside Source)

Cornerstone Strategies #3, 5, 9, and 27

3. Each school will regard itself as a community in which members of the staff collaborate to develop and implement the school's learning goals.
5. Every school will be a learning community in which professional development for teachers and the principal is guided by a Personal Learning Plan that addresses his or her own learning and professional development needs as they relate to the academic achievement and developmental needs of students at the middle level.
9. Align the schoolwide comprehensive, ongoing professional development program and the personal learning plans of staff members with the requisite knowledge of content, instructional strategies, and student developmental factors.
27. Teachers will be adept at acting as coaches and facilitators to promote more active involvement of students in their own learning.

[This We Believe](#) (Outside Source) and [Fundamentals for Student Success in the Middle Grades](#) (Outside Source)

Curriculum is relevant, challenging, integrative, and exploratory.

High expectations are set for every member of the learning community.

[Works in Progress: A Report on Middle and High School](#)

Key issues in middle school

<p>Improvement Programs, (PDF; Outside Source) Comprehensive School Reform Quality Center</p>	<p>In addition, there is a growing awareness of the need to incorporate testing accommodations and professional development to ensure that instruction and assessment practices are more effective (p. 21).</p> <p>To meet accountability standards for students and their teachers, teacher preparation for instructing ELLs has become a target for national reform efforts as a means to ensure the ability of teachers. . . . Based on their observations, the researchers concluded that teachers need sufficient time and long-term professional development to understand standards and their implications for teaching ELLs and to explore new ideas that connect with practice. In addition, they noted that building relationships among English language arts, ESL, and bilingual teachers is important to support students' learning. In addition to common planning time, it is essential that teachers build trusting professional relationships in which they seek each other's advice and enrich each other with respect to standards</p>
<p>Comprehensive School Reform Quality Center Report on Middle and High School Comprehensive Reform Models (PDF; Outside Source)</p>	<p>This report provides specific details about research results on key school reform models in the middle and high school levels.</p> <p>Developed by American Institutes for Research (AIR) for the Comprehensive School Reform Quality Center, October 2006.</p>

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Initiatives Crosswalk

Recommendation 11—Accountability

Use this chart to research key components of state and national initiatives that relate to accountability.

Recommendation 11—Accountability. Organize district, school, and community stakeholders to hold high academic and behavioral expectations for all middle grades students and to be accountable for closing the achievement gap. Provide sufficient time, talent, training, and resources to support student learning and rigorous standards-based curriculum, instruction, and assessment.

Initiatives that Support Student Achievement	Key Components that Relate to this Recommendation
Essential Program Components for School Improvement:	Essential Program Components #1, 5, and 7 <ol style="list-style-type: none"> 1. Use State Board of Education (SBE)-adopted English-language arts and mathematics instructional materials, including intervention materials. The school/district provides the most recent SBE-adopted core instructional programs, including accelerated interventions, for reading/language arts and mathematics, documented to be in daily use in every classroom with materials for every student. 5. Student achievement monitoring system 7. Ongoing teacher collaboration by grade level
No Child Left Behind (NCLB)	Under the Act's accountability provisions, states must describe how they will close the achievement gap and make sure all students, including those who are disadvantaged, achieve academic proficiency. They must produce annual state and school district report cards that inform parents and communities about state and school progress. Schools that do not make progress must provide supplemental services, such as free tutoring or after-school assistance; take corrective actions; and, if still not making adequate yearly progress after five years, make dramatic changes to the way the school is run.
National Forum to Accelerate Middle Grades Reform (Outside Source) California Schools to Watch™-Taking Center Stage (STW-TCS) School Self-Study and Rating Rubric (DOC; 413KB; 9pp.)	Social Equity #1, 3, and 10; Organizational Structures and Processes #3, 6, and 7 <ol style="list-style-type: none"> 1. To the fullest extent possible, all students, including English learners, students with disabilities, and gifted and honors students, participate in heterogeneous classes with high academic and behavioral expectations. 3. Teachers continually adapt curriculum, instruction, assessment, and scheduling to meet their students' diverse and changing needs. 10. The school rules are clear, fair, and consistently applied. Organizational Structures and Processes #3, 6, and 7 <ol style="list-style-type: none"> 3. The school is a community of practice in which learning, experimentation, and reflection are the norm. 6. The school staff holds itself accountable for the students' success. 7. District and school staff possess and cultivate the collective will to persevere, believing it is their business

	to produce increased achievement and enhanced development of all students.
Advancement Via Individual Determination (AVID) (Outside Source)	<p>Essential Elements #4, 9, 10, 11</p> <ol style="list-style-type: none"> 4. AVID students must be enrolled in a rigorous course of study that will enable them to meet requirements for four-year university enrollment. 9. AVID program implementation and student progress must be monitored through the AVID Data System, and results must be analyzed to ensure success. All sites must complete the online General Data Collection, the online Certification Initial Self-Study and Certification Self-Study. High school sites with seniors must complete the Senior Data Collection. 10. The school must identify resources for program costs, agree to implement the AVID Program Implementation Essentials (all 11) to participate in AVID Certification, and commit to ongoing participation in AVID professional development. 11. The school must have an active interdisciplinary site team that meets regularly and collaborates on issues of student access to and success in rigorous college preparatory classes. This site team should routinely set site goals, develop and implement a site plan, and document evidence to illustrate support for students' access to and success in rigorous curriculum.
GEAR UP (Outside Source) School Self-Assessment Rubric (PDF; 92KB; 15 pp.)	Development of a College-Going Culture; Intensive Academic Support; Intensive College-Going Support
Breaking Ranks in the Middle (Outside Source)	<p>Cornerstone Strategy #1</p> <p>Establish the academically rigorous essential learnings that a student is required to master in order to successfully make the transition to high school and align the curriculum and teaching strategies to realize that goal.</p>
This We Believe (Outside Source) and Fundamentals for Student Success in the Middle Grades (Outside Source)	<p>Curriculum is relevant, challenging, integrative, and exploratory.</p> <p>High expectations are set for every member of the learning community.</p>
Works in Progress: A Report on Middle and High School Improvement Programs , (PDF; Outside Source) Comprehensive School Reform Quality Center	<p>Key issues in middle school</p> <p>Literacy and reading (p. 15)</p>
Comprehensive School Reform Quality Center Report on Middle and High School Comprehensive Reform Models (PDF; Outside	<p>This report provides specific details about research results on key school reform models at the middle and high school levels.</p> <p>Developed by American Institutes for Research (AIR) for the Comprehensive School Reform Quality Center, October 2006.</p>

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Initiatives Crosswalk

Recommendation 12—Partnerships

Use this chart to research key components of state and national initiatives that relate to partnerships.

Recommendation 12—Partnerships. Engage families, businesses, local and state agencies and organizations, higher education, and community members as partners in supporting middle grades student achievement.

Initiatives that Support Student Achievement	Key Components that Relate to Recommendation 12 of the California Department of Education's 12 Recommendations for Middle Grades Success
Essential Program Components for School Improvement	
No Child Left Behind (NCLB)	NCLB calls for schools to write and implement specific plans for parental involvement and requires that states and local school districts provide information to help parents make informed educational choices for their child. The NCLB site provides information and support for community/service learning.
National Forum to Accelerate Middle Grades Reform (Outside Source) California Schools to Watch™-Taking Center Stage (STW-TCS) School Self-Study and Rating Rubric (DOC; 413KB; 9pp.)	<p>Developmental Responsiveness # 8 and 9; Social Equity #7; and Organizational Structures and Processes #9</p> <p>Developmental Responsiveness</p> <ol style="list-style-type: none"> 8. The school staff members develop alliances with families to enhance and support the well-being of the children. 9. Staff members provide all students with opportunities to develop citizenship skills, to use the community as a classroom, and to engage the community in providing resources and support. <p>Social Equity</p> <ol style="list-style-type: none"> 7. The faculty welcomes and encourages the active participation of all its families and makes sure that all its families are an integral part of the school . . . <p>Organizational Structures and Processes</p> <ol style="list-style-type: none"> 9. The school includes families and community members in setting and supporting the school's trajectory toward high performance.
Advancement Via Individual Determination (AVID) (Outside Source)	<p>Essential Elements # 2 and 8</p> <ol style="list-style-type: none"> 2. AVID program participants, both students and staff, must choose to participate. 8. A sufficient number of tutors (recommended ratio is 1 tutor to 7 students) must be available in the AVID class to facilitate student access to rigorous curriculum. Tutors should be students from colleges and universities, and they must be trained to implement the WIC-R (writing, inquiry, collaboration and reading) methodologies used in AVID.

<p>GEAR UP (Outside Source) School Self-Assessment Rubric (PDF; 92KB; 15 pp.)</p>	<p>Family-Neighborhood-School Supports</p>
<p>Breaking Ranks in the Middle (Outside Source)</p>	<p>Cornerstone Strategy #7; Recommendations 7, 8, and 9</p> <p>Cornerstone Strategy #7: Institute structural leadership systems that allow for substantive involvement in decision making by students, teachers, family members, and the community and that support effective communication among these groups.</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 7. Schools will develop political and financial relationships with individuals, organizations, and businesses to support and supplement educational programs and policies. 8. Schools will build partnerships with institutions of higher education to provide teachers and administrators at both levels with ideas and opportunities to enhance the education, performance, and evaluation of educators. 9. At least once every five years, each school will convene a broadly based external review panel to develop and deliver a public description of the school, a requirement that could be met in conjunction with the evaluations of state, regional, and other accrediting groups.
<p>This We Believe (Outside Source) and Fundamentals for Student Success in the Middle Grades (Outside Source)</p>	<p>High expectations for every member of the learning community</p>
<p>Works in Progress: A Report on Middle and High School Improvement Programs, (PDF; Outside Source) Comprehensive School Reform Quality Center</p>	<p>Key issues in middle school</p> <p>Parental involvement (p. 37)</p>
<p>Comprehensive School Reform Quality Center Report on Middle and High School Comprehensive Reform Models (PDF; Outside Source)</p>	<p>This report provides specific details about research results on key school reform models in the middle and high school levels. Developed by American Institutes for Research (AIR) for the Comprehensive School Reform Quality Center, October 2006.</p>