

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2018

Legislative File ID No: 18-1316
Introduction Date: 6/27/18
Enactment No.: 18-1120
Enactment Date: 6/27/18 er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Madison Park Business And Art Academy – Elementary Campus.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Madison Park Business And Art Academy – Elementary Campus.



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Legislative File ID No: 18-1316
Introduction Date: 6/27/18
Enactment No.: 18-1120
Enactment Date: 6/27/18 er

2018-2019 Single Plan for Student Achievement (SPSA)

School: Madison Park Academy Lower Campus
CDS Code: 1612596002182
Principal: Sabrina Moore
Date of this revision: 4/20/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Sabrina Moore
Address: 470 El Paseo Drive
Oakland, CA 94603

Position: Principal
Telephone: 510-636-7919
Email: sabrina.moore@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Madison Park Academy Lower Campus

Site Number: 154

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> 21st Century |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | |

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/10/2018

6. The public was alerted about the meeting(s) through one of the following:

- Flyers in students' home languages Announcement at a public meeting Other (notices, media announcements, etc.)

Signatures:

Sabrina Moore
Sabrina Moore, School Principal

[Signature]
Signature

5/10/2018
Date

April Mason
Print name of SSC Chairperson

[Signature]
Signature

5/10/2018
Date

Monica Thomas
Monica Thomas, Network Superintendent

[Signature]
Signature

5/18/2018
Date

Marla Williams
Marla Williams, Officer, State and Federal Programs

[Signature]
Signature

6/1/18
Date

2018-19 SPSA ENGAGEMENT TIMELINE

School Site: Madison Park Academy Lower Campus

Site Number: 154

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/21/2018	SSC/SELLS Combined	Site Data shared with community stakeholders
2/3/2018	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
2/15/2018	Student Council Leadership Team	Shared overview and aspects of site plan.
2/15/2018	SSC/SELLS Combined / Teachers & Staff	Budget Review and approval for 2018-2019. Documented feedback for ILT review.

2018-2019 Final Budget**Programs Included in This Plan**

The School Site Council intends for this school to participate in the following programs:

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$51,099.99	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$165,857.31	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$347,475.99	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$38,555.06	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,712.52	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$40,267.58	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Madison Park Academy Lower Campus

School ID: 154

School Description

Madison Park Business and Art Academy (MPA) is a TK-12 academy model school located in the Sobrante Park neighborhood of East Oakland. MPA is comprised of two campuses: MPA Primary – located on the lower campus – serves students in grades TK-5 and MPA Secondary – located on the upper campus – serves students in grades 6-12. Our academy model is designed to support all TK-12 students as they progress through grade levels by aligning culture, systems, and resources across both campuses.

Our vision at MPA Primary is to educate, challenge and nurture our students to succeed in secondary school and beyond. Our dedicated teachers and staff offer Structured English Immersion support and a rigorous academic curriculum in 14 classrooms. At MPA we also encourage family involvement and provide many opportunities for parents to get involved along with parent support and resources such as school site council, parent teacher association, a parent resource center, food bank, and a GED program.

School Mission and Vision

MPA TK-12 students experience a full service educational journey that cultivates resilience, develops innovative agents of change that both reflect on and evaluate choices. MPA shall create a more equitable society through community, wellness, leadership and collaboration by implementing a curriculum aligned to Business, Engineering and Digital Design leading to college and career readiness.

Family & Student Engagement

0. MPA Primary will provide the information, space and and opportunity for our community to feel safe and thrive.
1. Create a welcoming environment
2. Provide parents opportunities to learn and support instruction at home
3. Implement a volunteer program
4. Respond to parents' concerns
5. Comply with federal, state, and district requirements e.g., SSC / SELLS
6. Parent and Teacher Association
7. Student Leadership Council
8. Communication: monthly parent newsletter, community bulletin board, facebook, Instagram and website

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<p>SWD growth in SRI. Students have repeated exposure to computer-based assessments with the utilization of teacher created interim assessments aligned to CCSS / SBAC. Growth in SRI for over 90% of students grades 3-5. Two levels or more growth in Fountas and Pinnell Reading Benchmarks for grades, K-5 Students have had more access to leveled reading, science notebooking, small group instruction and interventions from partners like Reading Partners, extended day Late Bird Intervention, RTI Boost classes and Technology courses</p>	<p>Highly chronic absent students often make unsteady progress, regardless of EL or other subgroup status. K-2 Team alignment for Systematic Phonics/Phonological Awareness Curriculum in our case SIPPS. Teachers need more professional development with the Lucy Calkins materials. Systematic and embedded ELD professional development needed. New teacher and teachers new to grade capacity building in a common core aligned rigorous instructional program</p>	<p>Observation/Feedback has shown that teachers are consistently implementing Readers and Writers Workshop using Lucy and Engage as part of their daily schedules, quality varies, along with tools for assessment and conferring. Portion of teachers assessing at district benchmarks (F&P / SRI) using this data to drive instruction and others daily conferring for small group teach points. Observation/Feedback has revealed that teachers, particularly our newer teachers in TK, K and 3rd need more individualized support to use the formative assessments and to design and implement lessons grounded in CCSS and using Readers & Writers Workshop.</p>
<p>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>Focus on Math Professional development with all grades in Common Core Aligned EngageNY Curriculum. Teaching into CCSS Shifts for Mathematics: Focus, Coherence & Rigor: Conceptual Understanding emphasized with multiple methods and problem solving across all grades. TK-2 and 3-5 are implementing a common curriculum: EngageNY ELA 3-5 & EngageNY Math tk-5. Growth on math interim assessments for K-5 with smaller gains in 3d & 1st. Creation of a common rubric for scoring student explanations, TK-12, and Math Community of Practice 3rd Wednesday Monthly. Quantile Growth on SMI for grades 3-5 from September 2017 to Present- Grade 3: 95Q to 245Q =150 points, Grade 4: 280Q to 340Q = 60 points, and Grade 5: 380Q to 520Q =140 points; Average quantile growth: 116 points. Implementation of 1st Annual Family Math Night.</p>	<p>17.9% performance status for SBAC Math (Met/Exceeded) Students learning math facts (not fluent). All students need repeated and regular exposure to taking assessments on computers in order to build stamina and prepare for SBAC. Teacher capacity with common core aligned instruction. Shifting to Common Core Aligned curriculum grades Tk-5 (EngageNy) teacher planning and application (aligning the standard, learning target, and task). Shifting to EngageNY for Writers in 3-5.</p>	<p>New curriculum implementation and teacher conceptual understanding of mathematics. Teachers understand practical prep of math lessons: gathering materials, making copies, student supplies, etc. Teachers are working on intellectual prep of lessons: seeing and applying the instructional shifts of CCSS, planning for student misconceptions and anticipating how to address them when they present in classroom lessons, and building knowledge of grade level mathematics standards.</p>

<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT <i>(CULTURE & CLIMATE)</i></p>	<p>Changes to Teacher Professional Development / PLC for all Staff. Cycles informed by Pre-cycle Learning PD's for teachers and Mini Cycles. Weekly PLC structure for grade level teams and grade Bands K-2, 3-5. Daily phone calls to all parents of absent students. Weekly Attendance Tracker updated New Cost Structure / Supports Attendance Board letting community know about number of tardies/absences Attendance awards for students/families - board recognition monthly We experienced improvements in many areas measured by the School Report Card: Chronic Absence, Suspension, Student Climate Survey, Attendance, Parent Climate Survey. New Parent Teacher Association formed this year. New Student Leadership Council formed this year. SELLS council formed this year. Website updated. New Facebook and Instagram account. Monthly Parent Newsletter/calendar. Working with PLAN Parent Action Team to begin Volunteer work w/ parents and families.</p>	<p>Political Climate of world / Travel of families to other countries, Sickness extended winter months, heating /ventilation challenges in school , school cleanliness and breakfast after the bell impeding on instructional minutes</p>	<p>Leadership reflection has revealed that the attendance support team has not been consistent with steps/actions in support of families of chronically absent students. Instructional challenges and changes in reclassification process and CCSS/curriculum and necessity of a certain score on district SRI assessment have affected students mastery of state assessment (CELDT) assessment.</p>
<p style="text-align: center;">CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>Implemented block scheduling for designated ELD curriculum. Provided all teachers with training in ELD curriculum. Invited parents and families to observe ELD lessons across grade levels and provided training in order to grow their understanding of ELD and reclassification.</p>	<p>Students have not made sufficient growth in language and literacy. Families did not understand language classifications. Teachers were not confident in their knowledge of the ELD curriculum.</p>	<p>Highly chronic absent students miss critical lessons and have difficulty maintaining growth over time. Families had not been well-informed on reclassification. ELD curriculum had not been well-presented to teachers.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Madison Park Academy Lower Campus

School ID: 154

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	Increase by 7 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the ELA SBAC.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	All Students	-69.1	-61.6	-54.1
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Increase by 20% percentage points number of students reading at grade level (2nd- 5th). 95% of students K-1 reading at grade level by May of 2019				
Theory of Action for Language & Literacy Priority:	If we implement high quality formative, interim and summative assessments on a recursive basis and ensure that every lesson is planned using standards based curricula, is rigorous-defined by the Common Core State Standards, and is taught in a differentiated manner designed to meet the learning needs of each student, then we will make responsive adjustments to instructional planning and delivery, accelerate learning and close the identified achievement gaps.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	<p>Teachers will engage students in regular practice with complex text and its academic language: e.g., Grade Level Text in Guided Reading and keep grade-level complex text at the center of instruction. When it is not: teachers will be engaging students in: building knowledge and vocabulary related to a high-leverage topics, rich evidence based conversations about complex texts previously read, building fluency, and/or stamina focused. Teachers will support students small-group instruction with homogenous groups by reading (frustration) level.</p>	<p>Leaders will engage teachers in job-embedded professional development, collaborative professional learning communities and cycles of inquiry around ELA/Language/Literacy content knowledge, post-lesson debriefing, coaching and lesson planning. Leaders will challenge teachers and each others thinking behind instructional practices, and guide informed and actionable decisions on the changes needed for students to engage in grade-level, standards-aligned learning. Leaders will lead learning to build capacity around the ELA and Math Shifts, standards aligned formative, interim and summative assessments on a recursive basis and support, model and guide teachers planning using data-driven, rigorous, standards aligned curricula. Leaders will support teachers making data-driven, responsive adjustments to instructional planning and delivery to accelerate student learning and close ALL identified achievement gaps.</p> <p>Leaders will use observation, discipline, COST, attendance, lesson plan-implementation and student achievement data to determine the highest leverage instructional practices to support teacher development, where to allocate resources to improve practice and ultimately student achievement. Leaders will align schedules and calendars to maximize instructional minutes to provide the team with teacher release, PLC, professional development and planning and collaboration time.</p>	<p><i>Student performance data from the interim assessment, growth reports: SRI, F&P, DRA, Fluency Scores / Observation and Feedback notes</i></p>

1-2	<p>Teachers will engage student in EVIDENCE BASED Reading & Writing across all Disciplines, Grade Level; Building Knowledge w/ Rich Text (TEXTS SETS)</p>	<p>"Leaders will engage teachers in job-embedded professional development, collaborative professional learning communities and cycles of inquiry around ELA/Language/Literacy content knowledge, post-lesson debriefing, coaching and lesson planning. Leaders will challenge teachers and each others thinking behind instructional practices, and guide informed and actionable decisions on the changes needed for students to engage in grade-level, standards-aligned learning. Leaders will lead learning to build capacity around the ELA and Math Shifts, standards aligned formative, interim and summative assessments on a recursive basis and support, model and guide teachers planning using data-driven, rigorous, standards aligned curricula. Leaders will support teachers making data-driven, responsive adjustments to instructional planning and delivery to accelerate student learning and close ALL identified achievement gaps.</p> <p>Leaders will use observation, discipline, COST, attendance, lesson plan-implementation and student achievement data to determine the highest leverage instructional practices to support teacher development, where to allocate resources to improve practice and ultimately student achievement. Leaders will align schedules and calendars to maximize instructional minutes to provide the team with teacher release, PLC, professional development and planning and collaboration time.</p> <p>"</p>	<p><i>MPA Primary Data Analysis tool/ Interim Data/Weekly PLC Meeting Notes / Student Achievement Data</i></p>
-----	---	--	--

1-3	K-2 Teachers will engage students with EXPLICIT TEACH of FOUNDATIONAL SKILLS: SIPPS Program, aligned practices for Readers, Writers & Workshop time	Provide PD and common planning time for creation of materials/resources, data analysis and data driven student grouping. Create systems and structure for progress monitoring student goal setting protocols.	<i>Focal Five/ PLC Deliverable and weekly PLC Notes/ Observations notes/Walkthroughs</i>
1-4	Use of common (research based) classroom practices/strategies including blended learning, technology, small group instruction, scheduling that have proven to benefit lowest performing MPA student populations and consistent instruction with grade level - CCSS/NGSS aligned content and tasks	ILT planning and defining department/grade level expectations - nonnegotiable common practices and agreements. ILT/Team Leads establishing and disseminating common practices / agreements school-wide	<i>Classroom observation/walkthroughs/ weekly PLC Notes/ IA Data / Progress monitoring of student reading gains</i>
1-5	Define quality student academic discussion and create norms based on SL standards for grade level expectations	Informal and formal walkthrough and feedback focused on student discourse (teacher moves/student actions). Timely feedback / data provided to individual and teacher teams for reflection and growth. Self-assess practices using the CCSS for SL. Reassess mid-year and end of year.	<i>Observation/ Walkthroughs/ Weekly PLC Notes</i>
1-6	Teachers will use Data Driven Instruction (Interim assessments, F&P, SRI, DRA -RTI, K-1 Progress Monitoring SW, LS, LN, 2-5 IA's)	Data conferences with teachers every trimester. Explicitly train teachers in effective teaming and communication strategies in support of data analysis, calibration, alignment and collaborative planning. All teachers, grade level PLC's and Team PLC's will participate in PDs specific to data driven instructional practices.	<i>Data Conferences w/ teachers every trimester./ Weekly PLC notes/ MPA Data protocol completion and submission after each assessment/ SMARTe Goal setting and monitoring</i>
1-7	Assessment practices to include teacher created, Common Core Learning standards aligned interim assessments, aligned to district testing calendar with built in test in hand analysis days and common planning time.	Use STIP SUB to provide release time for face to face debriefing for all teachers and develop systems for data tracking, data conferences and data walls. 1:1 Data meeting with instructional leadership team	<i>Assessment Calendar deliverable/ Data Conferences w/ teachers every trimester./ Weekly PLC notes/ MPA Data protocol completion and submission after each assessment/ SMARTe Goal setting and monitoring</i>

1-8	Understand how the pedagogical best practices of the Workshop model supports writing and progress towards grade level standards: including Mini-lesson, shared writing, small group instruction and conferring	Define expectations for BAL implementation or Literacy across the Curriculum Develop schedules and tools for teachers to implement Readers/Writers Workshop, content-based CCSS units/lessons.	<i>Observation/ Walkthroughs/ Weekly PLC Notes</i>
1-9	Teachers better understand, Plan and teach stronger differentiated writing and close reading lessons to support all learners	Principal, instructional coaches (ITL), and Teacher Leader plan PDs, facilitate PLCs, provide opportunities for coaching and peer observation to increase capacity in Writing instruction, Close Reading and planning with Standards Ensure that teachers have the release time and protocols to conduct peer observations. Provide ample PD and PLC time to building capacity to build best practices for Writer's workshop model. Provide coaching and feedback to teachers	<i>Weekly Lesson Plans submitted to Team Leads and Instructional Leader (Principal)/ 6 Week Unit Plans / Weekly PLC Meeting Notes</i>
1-10	Daily reading and writing instruction (BALC LIT /Workshop) utilizing Lucy Calkins' Reading and Writing and EngageNY ELA curriculums; including the essential lesson elements of modeled writing, vocabulary development and powerful sentences/writing development and growth. Collaborative scoring of quarterly writing assessments with other teachers at grade level, utilizing data driven instruction protocols: calibration and collaborative planning to perpetuate our cumulative effect.	Explicitly train teachers in effective teaming and communication strategies in support of data analysis, calibration, alignment and collaborative planning. Professional Development facilitated by ELA Lead Teachers/ intervention (reading) specialist and support team.	<i>Assessment Calendar deliverable/ Data Conferences w/ teachers every trimester./ Weekly PLC notes/ MPA Data protocol completion and submission after each assessment/ SMARTe Goal setting and monitoring</i>
1-11	Instruct with common practices in foundational reading using SIPPS. Use of leveled libraries for independent and partner reading. Aligned schedules and lesson plans	Provide Leveled library and resources for aligned practices in foundational reading ITL to support with organizing leveled libraries in every classroom and accountable systems (e. g., Accelerated Reader) for independent reading.	<i>Observation/ Walkthrough/ Weekly PLC Notes</i>

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	Increase by 10 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the Math SBAC.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-69.1	-59.1	-49.1
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Increase by 20 percentage points students scoring proficient or advanced on Fall baseline benchmark scores (K-5) measured by site based interim assessment(s).				
Theory of Action for Standards-Based Instruction Priority:	If we implement high quality formative, interim and summative assessments on a recursive basis and ensure that every lesson is planned using standards based curricula, is rigorous-defined by the Common Core State Standards, and is taught in a differentiated manner designed to meet the learning needs of each student, then we will make responsive adjustments to instructional planning and delivery, accelerate learning and close the identified achievement gaps.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	<p>Implement research based practices for standards aligned instruction in Mathematics: Unpack the standards and create clear and specific learning goals with respect to the mathematics to be learned; create and pose challenging and interesting questions; select high-level mathematical tasks that aligns with the goals of the lesson; structured lessons include links to the learning goals and outcomes of learning; teacher explanations are accurate and comprehensible to students; examples chosen for the lesson are illustrative and students gradually move to independence using guided practice (strategic decisions about the right type of practice for each student throughout instruction) by the teacher; and teacher is regularly looking for and acting upon the feedback received from students' verbal and written responses (academic discussion, exit tickets, and oral presentations)</p>	<p>Explicitly train teachers in best practices for standards-based math instruction. PLC Lead teachers facilitate the creation of pacing guides with teachers for and EngageNY (K-5) that is tailored to the learning needs of students aligned with the standards, learning targets, and tasks. Math Lead Teacher facilitate and plan PD to align common practices of teachers during Math instruction-high and intentional use of academic vocabulary, writing in math, deep level of teacher questioning, targeted use of direct (student- centered guided approach) and dialogic instruction (classroom discussion) with an emphasis on "precision teaching", knowing what strategies to implement for maximum impact. (Hattie, Fisher, & Frey, 2016). ILT to conduct math walkthroughs (based on goals created with teachers) and provide timely feedback. Grade-level Professional Learning Communities (based DuFour's PLC questions and timely data analysis), Creation of a MPA Primary Mathematics Walkthrough Tool, and Mathematics Professional Development that utilizes research on best math practices and implementation of such.</p>	<p><i>Weekly Lesson Plans submitted to Team Leads and Instructional Leader (Principal)/ 6 Week Unit Plans / Weekly PLC Meeting Notes</i></p>

2-3	School wide problem solving initiative- Problem of the Week. Every week using National Council of Teachers of Mathematics Math Forum, students will enter their solutions based on the POW. It will be separated into two grade level bands: K-2 and 3-5. Students will take a problem and every student who solves the problem correctly will receive a shoutout on the bulletin board. Two Super Solutions will be chosen, students who score Expert level in Problem Solving and Communication.	Meet with Math Lead Teacher bi-weekly to support in the development and implementation of the school-wide problem solving challenge; examine student pre- and post- assessment data (Focal-5 students, grade level, TK-2, and 3-5) for problem solving strengths and challenges for students (structure of the problem, strategies, explanations and justifications) with ILT quarterly; develop and co-lead teacher PD with Math Teacher Leader to support the Standards for Mathematical Practice learning for teachers targeted program that utilizes the Standards of Mathematical Practice and content CCSS-M to create problem solvers.	<i>Problem of the Week Interactive Bulletin Board/ Independent Problem Solving Pond/ EngageNY Math Read, Draw, and Write</i>
2-3	Daily math instruction using EngageNY Math (Tk-5) -Supported by FrontRow Mathematics, XtraMath, Zearn, EngageNY curriculum-aligned software programs utilized both in core classes and technology elective grades Tk-5.	Tech Lead (ILT) facilitating technology PD's for all staff and supporting teachers with intentional technology integration. Student Tech Leaders Active participation in PLC's and PD. Professional development facilitated by Lead STEM teacher leaders in the areas of Science, Technology and Mathematics.	<i>Weekly Lesson Plans submitted to Team Leads and Instructional Leader (Principal)/ 6 Week Unit Plans / Weekly PLC Meeting Notes</i>
2-4	Develop a deep understanding of grade level standards and their associated learning progressions by engaging in shared reading of standards, their shifts and progressions at grade level and across grades, and unpacking the Power Standards.	Monitor and support to ensure teacher teams collaborate around understanding grade-level content, and observe for evidence of the Instructional Core in classrooms. Create a yearlong Professional Learning calendar that includes regularly scheduled teacher collaboration around mathematics.	<i>MPA TK-5 Math Grade Level Power Standards, EngageNY Math and Interim Assessment Alignment Chart</i>
2-5	Plan for standards aligned tasks that meet the demands of the grade level common core content standards, specific to identified major work of the grade or power standards and aligned to the instructional shifts of Mathematics: focus, coherence, and rigor.	Focus observation and feedback on the Instructional Core with particular attention to Task. Ensure common planning time for grade levels in Math; Continue to develop a deep understanding of the Instructional Core, eliciting support at the Network level, and using appropriate observation tools that look first at task and content.	<i>Weekly PLC Meeting Notes, Teacher-Created Math Tasks, Independent Problem Solving Ponds</i>

2-6	Data Driven Instruction based on intentional and strategic focus standard SMARTE Goals set for the interim assessments and interim assessment checkpoints	Data conferences with teachers every trimester. Explicitly train teachers in effective teaming and communication strategies in support of data analysis, calibration, alignment and collaborative planning using the MPA TK-5 Data Protocol. All teachers, grade level PLC's and Team PLC's will participate in PDs specific to data driven instructional practices.	<i>MPA TK-5 Data Protocols, Weekly PLC Notes, MPA TK-5 2018-2019 Math Interim Assessments & Interim Assessment Checkpoints</i>
2-7	Schoolwide Math Curriculum, Assesment, and PLC Agreements; explicitly stated agreements on curriculum use, planning, and the assessment cycle coordinated with the math pacing guide, interim assessment cycle, and SBAC Math.	Informal and formal walkthrough w/ feedback and alignment of culture structures, systems, curriculum, resources, and Professional Development. All teachers, grade level PLC's and Team PLC's will participate in cycle PD's regarding aligning culture structures, systems, curriculum, and resources.	<i>Observation/ Walkthrough/ Weekly Lesson Plans Submitted to Tead Leads and Instructional Leader (Principal)/ Weekly PLC Notes</i>
2-8	Assessment practices to include teacher created, Common Core Learning standards aligned interim assessments and interim assessment checkpoints, aligned to district testing calendar with built in test in hand analysis days and common planning time.	Use grade level PLC to create mini-formative assessments aligned with the schoolwide Math Assessment cycle. Teachers use data to create and revise SMARTE Goals, create learning materials for concept skill development, and intervention groups based on Teacher Comprehensive Report: Standards (Illuminate) 1:1 Data meeting with instructional leadership team	<i>MPA TK-5 Data Protocols, Weekly PLC Notes, MPA TK-5 2018-2019 Math Interim Assessments, Interim Assessment Checkpoints, & Mini-Formative Assessments</i>
2-9	Refine pedagogical best practices of the Workshop model towards mastery of grade level standards: Mini-lesson, small group instruction, independent problem solving	Math Teacher Leader and MPA Staff created a schoolwide lesson design for Math Workshop: mini-lesson (based on MPA Math Power Standards), small group instruction and conferring, and student independent problem solving, and independent digital learning. Lesson design is used for planning and classroom implementation. Math Teacher Leader and Technology Lead Teacher lead professional development on implementation of online programs, pulling data, and analyzing data for small group instruction.	<i>Weekly Lesson Plans submitted to Team Leads and Instructional Leader (Principal)/ 6 Week Unit Plans / Weekly PLC Meeting Notes</i>

2-10	Schoolwide Program Focus on developing the Numerically Powerful Child. A Numerically Powerful Child "develops meaning for numbers and operations, looks for relationships among numbers and operations, understands computation strategies and uses them appropriately and efficiently, and make sense of numerical and quantitative situations." (Charles & Lobato 2000) Teachers and students will engage in a program using both a basic facts and a pilot Number of the Day curriculum.	Math Teacher Leader will lead teacher training on number sense, the required fluencies for K-5, Mastering the Math Facts Program (Otter Creek Institute), and Number of the Day. Schoolwide agreements made on number sense built into daily schedule and best practices to accelerate students' number sense and capacity.	<i>Weekly Lesson Plans submitted to Team Leads and Instructional Leader (Principal) for Mastering the Math Facts (Otter Creek Institute), Number of the Day (Whole Numbers and Fractions), MPA TK-5 Multiple Representations for Addition and Multiplication)</i>
2-11	Teachers will plan EngageNY Math Curriculum using the intellectual prep protocol developed by Achievement First and the MPA TK-5 Checklist for Lesson Planning	Math Teacher Leader will train train teachers deeply on Phases 2 and 3 of the Intellectual Prep Protocol, demonstrating and modeling how to unpack the curriculum and standards, identify core learnings for students, and develop a walkthrough tool that aligns to teacher intellectual prep of lessons.	<i>Weekly Lesson Plans submitted to Team Leads and Instructional Leader (Principal)</i>

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Chronic Absence	MPA Primary will reduce chronic absence by 1% based on the 18-19 Baseline			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
Chronic Absence	All Students	15.88%	15.83%	15.78%	
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	MPA Primary will reduce suspension rates from 2% EOY 2017-2018 to Below 1% May 2019				
Theory of Action for Conditions for Student & Adult Learning Priority:	If we develop a culture where everyone in the school and the greater community acts upon the belief that all students are capable of learning at high levels, by ensuring our students engage in grade-level, standards-aligned learning, then all students will have greater opportunities and the necessary supports to be successful.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	Supporting Academic Mentors in class with planning for small group LLI Intervention	Coaching / Development in the areas of academic and behavioral support planning.	<i>Student Achievement Data / Discipline Data for students identified to be supported by Academic Mentors</i>
3-2	Academic Mentors in student academic engagement: train as Reading Partners, create and level inter-grade level Study Buddies groups, and serve as in-class instructional aides for our low income students.	Coaching / Development in the areas of academic and behavioral support planning.	<i>Student Achievement Data / Discipline Data for students identified to be supported by Academic Mentors</i>
3-3	Teachers and families will partner with Behavioral Services to create instructional and behavioral plans for students in foster care when students arrive at school.	School leadership will utilize the COST process to develop the instructional and academic plans. In this process, students will be assigned a Faculty Mentor to check in daily and offer their space for student support. Coaching/ Development in for new teachers in creating sustainable relationships, the COST process, and behavioral support planning.	<i>COST Referrals, Classroom Observation & Feedback Data, PBIS Student Data</i>
3-4	Teachers, families, the Attendance Team, Ann Martin Center, and the Restorative Justice CSM will partner with families to develop attendance and instructional plans for homeless students.	School leadership will utilize the COST process to develop the attendance and academic plans. Families will be given resources in finding a home immediately, at-home instructional practices in English Language Arts and Math, such as Sight Word Lists and Math Fact Fluency cards, and create a weekly circle for families.	<i>COST Referrals, Classroom Observation & Feedback Data, CHKS Parent Survey</i>

3-5	<p>Teachers, the Special Education Department, and families will partner closely with each other to align best practices for Students with Disabilities. Special Education Team will attend all professional learnings delivered on site for teachers in all content areas.</p> <p>Enrichment teachers partner closely with Resource Specialist to provide technological supports, such as Text to Special. Students will receive out of class support in reading in the Reading Partners. Students will receive support from Academic Mentors in areas that are not addressed in Individualized Education Plans or general ed classroom instruction.</p>	<p>Resource Specialist attends all COST meetings to develop the instructional and/or behavioral plans for students. Resource Specialist is observed by the Principal to receive instructional feedback. Coaching and development for the Academic Mentors in pulling small groups, planning lessons, and managing behaviors. Technology and Science teachers will meet with the Resource Specialist for training in creating the students' tech and science plans.</p>	<p><i>COST Referrals, Students' Individualized Education Plans, MPA Primary Data Analysis Tool, Classroom Observation and Walkthrough Tool</i></p>
3-6	<p>Teachers, families, the Ann Martin Center, the Climate and Culture Lead, and RJ CSM will partner with Students with Behavior Plans to create individualized behavior plans: course of action when emotions are triggered and reflection spaces. The ITL will pull Students with Behavior Plans in quarterly writing groups to encourage students to express their feelings clearly and with proper writing conventions. These students will also be partnered with a critical friend, a peer, that will aid them in using their social emotional tools.</p>	<p>School leadership will utilize the COST meetings and planned individualized meetings to create behavioral plans aligned with social emotional models, such as PBIS and Restorative Justice. The ITL will meet with the ELA Lead to create the writing units for students and will model for teachers how to use the program in class. The RJ CSM will train all school staff on how to use circles in all spaces, this person will also train the students on how to be a good critical friend.</p>	<p><i>Classroom Observation and Walkthroughs, Teacher Referrals, Focal-Five Data and Student Profiles</i></p>
3-7	<p>Use reading (running) records to understand individual student strengths and areas of growth and guide instruction. School wide focus on data driven instruction and lesson design including focused and specific instruction, modeling, guided practice, modeling, independent practice and assessment. Track student reading growth by regularly conferring with students and guiding them to set reading growth goals.</p>	<p>PD on data analysis and tools for data (STAR, F&P, SRI and SIPPS Assessments resources) Professional Learning Communities focused on Reading Data</p>	<p><i>MPA Primary Data Analysis Tool submission/ Data Conferences/ Focal-Five Data and Student Profiles & Case-Study</i></p>

3-8	Intentional and purposeful utilization of online programming (aligned across campus): FrontRow Mathematics, Writing A-Z, Raz Kids online reading platform Learning Software programs. Supported by computer science elective	Analyze school-wide data resulting from use of technology support programs. Professional development facilitated by STEM teacher leaders in the areas of Science, Technology and Mathematics.	<i>Collection of Online Data results/ Classroom observation and Walkthroughs</i>
3-9	Lead teacher to support primary site with technology with a computer elective. Additionally, teacher will build a technology structure that supports computer literacy and Science (1 fte)	Select Teacher Leaders by subject area to compose the Instructional Leadership Team. ILT meets 2x monthly to examine instructional practices, set professional learning direction, and assist with the implementation of Common Core/NGSS. Technology elective to create Common Planning Time for grade level or department teams. Align master schedule to create additional prep period to be used for Common Planning Time and support implementation of intentional, standards based technology practices in classrooms.	<i>Observation and walkthroughs in technology and while tech is in use in classrooms. Student achievement reports</i>
3-10	Additional Tier II Supports provided by outsourced reading intervention partnerships (Reading Partners / Reading Specialist) - Reading Partners Organization: Reading intervention (Targeted support for ELLs and lowest performing students) - Onsite (Americorp) volunteers supporting students reading 2.5 years or less under grade level. Identified students matched with tutors on a rolling basis.	Monitor and Support all reading intervention efforts (Collaborate with Reading intervention teacher for school-wide data analysis check in) Fund ITL to support on-site Professional Learning. Support for ongoing coaching and designing of professional learning. ITL will work with a group of students daily (LLI Intervention).	<i>Reading Partner six week student achievement data report / RTI Data submission</i>
3-11	Targeted ELA intervention, during after school, to support all students, utilizing adaptive intervention software at grades K-5.	Meet with High Ground ASP staff Site leader weekly to develop and refine action plan to support intervention programming and other extended day activities. Targeted, data driven, after school intervention program that utilizes Leveled Literacy Intervention to develop student literacy to develop student literacy for our lowest performing students.	<i>Higher Ground Monthly Data Reports</i>

3-12	Provide clear ongoing communication with parents about word study, reading, writing and math instruction and practices. (Public data boards)	Meet with COST Team weekly to support families Family support log, resource handbook to aid families	<i>Monitoring the communications / updates to FB, Instagram, Monthly newsletter and Calendar</i>
3-13	Teacher co-plan and host workshops with families to share student progress with families and to teach and practice academic support strategies for use at home	PAT/PTA will collaborate with the Leadership Team to design family workshops for students in TK/ K transitioning to the next grade level. Each workshop will focus on First Grade Ready Checklist (English Language Arts and Mathematics skills) students must show mastery in to be ready for first grade.	<i>Observe and collect survey data from Teacher Led Parent workshop</i>
3-14	Teachers will use minimum days to schedule Parent Conferences in Fall and Spring to provide feedback to parents about academic progress]	Meet with COST Team weekly to support families / Planning based on site suspension, absence and URF data in support of classroom teacher needs to support students of concern. Family support log, resource handbook to aid families Site Counselors / ILT Supporting new and veteran teachers with student discipline and management structures in classrooms and common areas.	<i>COST Data and data on parent participation at conferences and SSTs, URF/Suspension rates data</i>
3-15	Maintain an equity-centered lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures.	Address issues of bias and race and build cultural competency to serve diverse students through ongoing professional learning, coaching, workshops/conferences and dialogue for teachers and staff	<i>COST Data and data on parent participation at conferences and SSTs, URF/Suspension rates data</i>
3-16	Implement Social Emotional Curriculum and Norms school-wide	Use School Culture Team, PBIS team or COST team to improve our behavioral RTI pyramid that all staff understand and implement. Refine as implementation informs practice.	<i>COST Data and data on parent participation at conferences and SSTs, URF/Suspension rates data</i>

3-17	Offer additional funding for our extended day intervention classes to be filled by credential teachers in all grade levels.	Select teachers will sign up for extended day classes in grade level spans: K-2, 3-5 and will use reading and writing intervention tools, such as NewsELA Text Sets, Achieve the Core ELA and Math Mini-Assessments, Common Core Standards Plus ELA and Math Lessons, and the CA ELD Standards: Part I: Interacting in Meaningful Ways to accelerate the learning of African American students. Classes will be differentiated, no larger than 15 students, 60 minutes a day, and 4 days a week. Classes start 6 weeks after the start of the school year.	<i>Beginning of the year Scholastic Reading Inventory data, Fountas and Pinnell Reading Benchmarks, SIPPS Placement Assessments: K-3 and 4-8 data, Scholastic Math Inventory data, ELA and Math Interim Assessment</i>
3-18	Offer additional funding for our extended day intervention classes to be filled by credential teachers in all grade levels.	Select teachers will sign up for extended day classes in grade level spans: K-2, 3-5 and will use reading and writing intervention tools such as, NewsELA Text Sets, Standard Plus Integrated Projects for ELA and Math, and the California English Language Development Standards Part II: Learning About How English Works, with a specific emphasis on unpacking language, to intervene and accelerate simultaneously the learning of our Latino students. Classes will be no larger than 15 students, 60 minutes a day, and 4 days a week. Classes start 6 weeks after the start of the school year.	<i>Beginning of the year Scholastic Reading Inventory data, Fountas and Pinnell Reading Benchmarks, SIPPS Placement Assessments: K-3 and 4-8 data, Scholastic Math Inventory data, ELA and Math Interim Assessment</i>
	Offer additional funding for our extended day intervention classes to be filled by credential teachers in all grade levels.	Selected teachers will sign up for extended day classes in grade level spans: K-2, 3-5 and will use reading and writing intervention tools such as, NewsELA Text Sets and Standard Plus Lessons for ELA and Math to intervene and accelerate simultaneously the learning of our lowest performing students. Classes will be differentiated, no larger than 15 students, 60 minutes a day, and 4 days a week. Classes start 6 weeks after the start of the school year.	<i>Beginning of the year Scholastic Reading Inventory data, Fountas and Pinnell Reading Benchmarks, SIPPS Placement Assessments: K-3 and 4-8 data, Scholastic Math Inventory data, ELA and Math Interim Assessment</i>

3-19	Offer additional funding for our extended day intervention classes to be filled by credential teachers in all grade levels.	Selected teachers will sign up for extended day classes in grade level spans: K-2, 3-5 and will use reading and writing intervention tools such as NewsELA Text Sets, Standards Plus Integrated Projects for ELA and Math, and MPA Primary's Read-Discuss-Write protocol to accelerate the learning of our GATE students. Classes will be differentiated, no larger than 15 students, 60 minutes a day, and 4 days a week. Classes start 6 weeks after the start of the school year. Students will be trained by ILT to lead small learning communities and collect data for their cohort of students. They will also participate in a Social Science Book Club, where they read books such as The Knowledge Deficit and the Global Achievement Gap to develop a keen understanding of the current landscape of education and leadership skills.	<i>Beginning of the year Scholastic Reading Inventory data, Fountas and Pinnell Reading Benchmarks, SIPPS Placement Assessments: K-3 and 4-8 data, Scholastic Math Inventory data, ELA and Math Interim Assessment</i>
------	---	--	--

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	English Learner Reclassification	MPA Primary will increase reclassification rates by 6% or higher based on EOY outcomes 2018 to 20% EOY 2019.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	5.00%	8.00%	11.00%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	English Learning Progress Monitoring: 100% of ELLs will have access to core content (in ELA, Math, Sci, Soc. Studies) through their teachers using high leverage ELL practices grounded in the ELA/ELD Framework.				
Theory of Action for English Language Learners Priority:	If, we plan and implement a consistent, systematic and structured, integrated and designated ELD curriculum with opportunities for English learner students to experience and engage in content and language learning that is grade-appropriate; academically rigorous; and aligned to the California english language development standards, then we will consistently redesignate English learner students to Fluent English Proficient Status.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	

4-1	Use Standards Plus and Unpacking Sentences Protocol for daily 30-minute ELD while teachers develop content-embedded Integrated ELD.	Provide PD, planning time, data analysis, instructional coaching (peer, ITL) so teachers become proficient at teaching Standards Plus and the Unpacking Sentences protocol.	<i>Observation/ Walkthrough/ Student Writing Samples (BOY to EOY)</i>
4-2	Evidence-based, instructional interventions at the targeted and intensive levels shall be provided to each student who needs them.	Schedule walk throughs using observational tools (i.e. Site ELL Review Classroom Observation Tool), ILT analyzes data, & sets PD based on need. With Support of ELLMA Team Create targeted and strategic grouping (Aeries) of ELLs students considering language proficiency level during ELD (within each grade level) & revisit grouping quarterly, after language progress monitoring assessment.	<i>Observation/ Walkthrough/ Student Achievement Data</i>
4-3	ELD Lead Continue with Newcomer class as extended contract	Provide newcomers extended block of Designated ELD. Provide extended contract for newcomer class during late bird intervention block	<i>Student Achievement Data/ Observation/ Walkthrough</i>
4-4	Conduct deep data analysis, observe EL experience and to create action plan.	Monitor formative and summative data of EL progress. Use student-focused observation protocols such as the 5x8 cards or ELL Shadowing to collect qualitative data and to monitor engagement, participation and language use of ELLs in the content classes. Release time for teachers to analyze data, and participate in data conference.	<i>MPA Primary Data Analysis Tool/ Student Survey/ Observation/ Walkthrough/</i>
4-6	Science & Integrated ELD is scheduled at least two times per week (30-45 minute sessions in grades K-2; 45-60 minute sessions in 3-5)	Check science schedules to ensure science minutes are met for grade levels Science Teacher to support science in classrooms aligned with Science Course.	<i>Master Schedule</i>
4-7	Science Teacher teaching Integrated ELD in Science, using language supports in the SIRA to ensure acceleration of language and science learning.	Establish cross collaborative teacher team to develop language objectives and share with gen ed teachers Ensure common collaboration time for grade levels in science.	<i>Student Achievement Data (SIRA)/ MPA Primary Language Objectives Handbook</i>

4-7	Ensure ELLs receive both Designated and Integrated ELD as described in The Essential Practices for ELL Achievement, and for elementary settings, Essential Practice #2- Designated and Integrated ELD- Elementary Teacher Version	Conduct deep data analysis, observe ELL experience and to create a strategic action plan to improve outcomes for ELLs Devote one PD cycle to the implementation of new ELD materials and/or practices.	<i>Student Achievement Data/ Observation/ Walkthrough/ ELD Inquiry Cycle with training in the CA ELD Standards</i>
4-8	Daily, targeted language acquisition instruction in English Language Development for pre-designated students and intentional usage of technology resources for, specifically using the Rosetta Stone software in support of English fluency, reclassification and/or improved performance on CELDT with all English Language Learners who score Intermediate or below on annual assessment.	Meet with ELD teacher leader monthly to develop and refine action plan to support ELD/ intervention programing. Implement Science Lab to create Common Planning Time for grade level or department teams. Align master schedule to create additional prep period to be used for Common Planning Time	<i>Student Rosetta Stone Data/ Teacher Lesson Plans/ Weekly PLC Notes/ Master Schedule</i>
4-9	Science Teacher maximizes opportunities for authentic language learning by teaching hands-on science lessons using FOSS materials and utilizing NGSS/CCSS aligned practices of writing with evidence, reading complex text, and argumentation using the SIRA Instructional Plans.	Principal will use the Elementary Science Continuum to assess science program and determine next steps. Build Science and Language Learning Walk, plus debrief into ILT schedule.	<i>Observation/ Walkthrough</i>
4-10	Offer additional funding for our extended day intervention classes to be filled by credential teachers on all grade levels.	Select teachers will sign up for extended day classes in grade level spans: K-2, 3-5 and will use reading and writing intervention tools to accelerate the English Language Development of our newcomer students.	<i>Quarterly Plans, MPA Primary Literacy Tracker, MPA Primary Data Analysis Tool</i>

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 154

School: Madison Park Academy Lower Campus

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider	Chronic Absence	A1.6 After School Programs	4420				154-1
\$21,538.08	General Purpose Discretionary	.4 Noon Supervisor	Chronic Absence	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV9999	0.40	154-2
\$24,767.40	LCFF Concentration	Academic Mentors; Academic mentors/instructional assistants in support of ELLs	Mathematics	A2.2 Social Emotional Learning	2928				154-3
\$11,709.37	LCFF Supplemental	Books; Books for classroom library collection and book sets for small group guided reading and literature circles & Complex Text Reading Sets	Literacy	A2.3 Standards-Aligned Learning Materials	4200				154-4
\$14,860.44	LCFF Supplemental	Teacher Stipends; Stipends for extended day/enrichment for struggling readers to receive small group acceleration	Literacy	A3.2 Reading Intervention	1120				154-5
\$53,193.08	LCFF Supplemental	.5 ITL; Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher	Literacy	A3.2 Reading Intervention	1119	11 MONTH CLASSROOM TSA	C11TSA9999	0.50	154-6
\$30,426.97	LCFF Supplemental	EEIP-Mendoza; Teacher Release time for Planning and Collaboration; Integration of 21st Century Learning Skills for Students- Creation (pathways) ; Language Development	Literacy	A3.1 Blended Learning	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0002	0.40	154-7
\$55,667.45	LCFF Supplemental	EEIP- Baier; Teacher Release time for Planning and Collaboration; Integration of the Next Generation Science Standards ; Language Development	Literacy	A4.1 English Learner Reclassification	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP9999	0.60	154-8
\$1,443.42	Title I: Basic	Surplus	n/a	n/a	4399				154-9

\$37,111.64	Title I: Basic	EEIP- Baier: Teacher Release time for Planning and Collaboration; Integration of the Next Generation Science Standards ; Language Development	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP9999	0.40	154-10
\$1,712.52	Title I: Parent Participation	Surplus	n/a	n/a	4399				154-11
\$232.60	LCFF Concentration	Books other than textbooks to support academic acceleration	Literacy	A3.2 Reading Intervention	4200				154-12
\$15,261.91	General Purpose Discretionary	Supplies	Literacy	A2.1 Implementation of the CCSS & NGSS	4310				154-13
\$5,000.00	General Purpose Discretionary	Uniforms	Chronic Absence	A5.1 School Culture & Climate (Safe & Supportive Schools)	4380				154-14
\$2,000.00	General Purpose Discretionary	Office equipment	Literacy	A5.1 School Culture & Climate (Safe & Supportive Schools)	4410				154-15
\$6,000.00	General Purpose Discretionary	Copier maintenance contract	Chronic Absence	A5.1 School Culture & Climate (Safe & Supportive Schools)	5610				154-16
\$1,300.00	General Purpose Discretionary	Software licenses	Literacy	A3.2 Reading Intervention	5846				154-17

MADISON PARK ACADEMY TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Madison Park Academy agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their school's participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' rights to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan. The parents are involved in a monthly parent meeting (at School Site Council).
 - Involve the parents of Title I students, in an organized, ongoing, and timely way, in the planning and improvement of its Title I programs and the Title I parent Involvement Policy. Parents and families are involved with the governance of the SSC, SELLS and ELAC Committees.
 - Provides parents of Title I students with timely information about Title I programs. Parents and families are invited monthly to take part in the SSC, SELLS and ELAC meetings to discuss monthly calendar items that involve Title 1.
 - Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Parents and families are invited monthly to take part in the SSC, SELLS and ELAC Meetings to discuss monthly District calendar items that involve Title 1.
 - Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Parents and families are invited monthly to take part in the SSC, SELLS and ELAC Meeting to discuss monthly District calendar items that involve Title I.
-

School-Parent Compact

Madison Park Academy has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Madison Park Academy engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

 - Parents and families are invited monthly to take part in the SSC, SELLS and ELAC Meeting to discuss monthly District calendar items that involve Title 1 and are given information to help support the families
 - Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. Parents are given internet resources and information to help guide and support them toward academic achievement.
 - Educates staff, with the assistance of Title I parents, on the value of parent contributions and work with parents as equal partners in providing quality enrichment. Staff is educated with weekly PD's given by the principal and or others that can help provide quality PD's to staff.
 - Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
-
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. The parents and the families receive monthly newsletter and family resource information (which also includes flyers and school messenger phones with current school information). This information is also translated into Spanish to support the language needs of all Madison families.
 - Provides support during regular meetings for parental activities requested by Title I Program. Parents participate in SSC, SELLS and ELAC meetings.

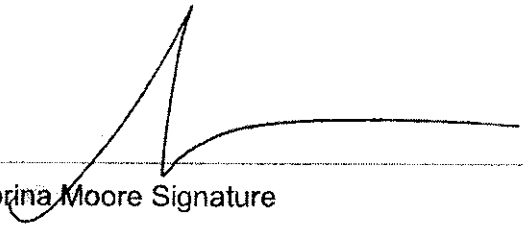
Accessibility

Madison Park Academy will Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Parents and families n information in English and in Spanish to meet the language needs of all families.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon by, the parents of children participating in the **Madison Park Academy** School Site Council on 9 28, 2017.

This policy was adopted by the **Madison Park Academy** School Site Council on 9 28, 2017 and will be in effect for the 2017-2018 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, Children. It will be made available to the local community. The Madison Park Academy notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.


Principal, Sabrina Moore Signature

9/28/17
Date

April Mason
SSC President, April Mason's Signature

9/28/17
Date

MPA TK-5

Elementary School Compact

School Name

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Justice

Student signature

Parent/Guardian or Family Member Pledge:

I agree to carry out the following responsibilities to the best of my ability:

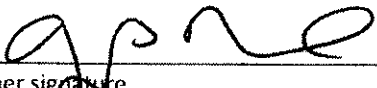
- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.



Teacher signature

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

Signed on this 28 day of Sept, 20 17.



2017-2018

School Site Council Membership Roster – Elementary

School Name: Madison Park Tk-5

Chairperson : April Mason
Vice Chairperson: Precious James
Secretary: Brian Baier

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Sabrina Moore	X			
Precious James		X		
Gene Romano		X		
Brian Baier		X		
Dennise Perez			X	
Mimi Watson				X
Ruby Bates				X
Adriana Garcia				X
April Mason				X
Ron Lopez				X

Meeting Schedule (day/month/time)	3rd Thursday every month at 7:45 am
-----------------------------------	--

SSC Legal Requirements: (Ed. Code 52852)

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
AND
5-Parent /Community