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Enactment Number	19-1166
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Madison Park Academy Lower Campus

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Madison Park Academy Lower Campus



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

Legislative File Id. No. 19-1319
Introduction Date: 6/26/19
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2019-2020 School Plan for Student Achievement (SPSA)

School: Madison Park Academy Lower Campus
CDS Code: 1612596002182
Principal: Sabrina Moore
Date of this revision: 4/18/2019

The School 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 School Site Council recommended this revision of the SPSA for Board approval on: 4/18/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

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

2019-2020 School 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 type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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

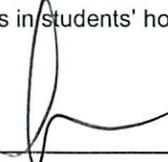
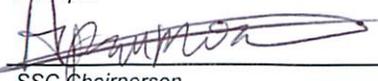
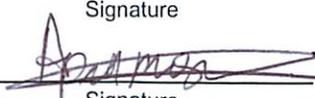
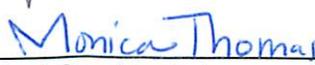
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School 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 School 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 School 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: 4/18/2019

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		5-13-2019
Principal		Signature	Date
	April Mason		5-13-2019
SSC Chairperson		Signature	Date
	Monica Thomas		5-30-19
Network Superintendent		Signature	Date
	Milopeo Otis		5/30/19
Officer, State and Federal Programs		Signature	Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/21/2018	Instructional Leadership Team	Leadership Team Meeting conducted to review 2018-2019 Goals and Progress.
1/8/2019	Leadership Team	ILT work session to analyze current and plan for future teacher, leadership, and organizational practices aligned to goals. Also tiered budget priorities.
1/17/2019	SSC & SELLS Combined	Budget discussion, site priorities analysis, budget summary including planned strategies & activities for 2019-2020. Documented feedback for ILT review.
1/9/2019	Leadership Team	ILT work session to analyze current and plan for future teacher, leadership, and organizational practices aligned to goals. Also tiered budget priorities.
1/28/2019	SSC & SELLS Combined	Budget discussion, site priorities analysis, budget summary including planned strategies & activities for 2019-2020. Documented feedback for ILT review.
1/31/2019	Leadership Team	Review SSC & SELLS meeting notes and discuss path for next years conditions for learning for all student, staff and community
4/18/2019	SSC & SELLS Combined	Reveiw Final Budget Allocations

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$76,225.15
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$501,463.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$74,787.89	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$31,590.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,437.26	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$207,582.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$76,225.15	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$400,093.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$476,318.15
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

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.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths

Root Causes of Strengths

Students have repeated exposure to computer-based assessments with the utilization of teacher created interim assessments aligned to CCSS and the SBAC IAB assessments given for ELA and Math.

Observation/Feedback has shown that teachers are consistently implementing Readers and Writers Workshop using EngageNY ELA, Units of Study, and Collaborative Classroom (new this year): Being a Writer, Making Meaning, and Being a Reader as part of their daily schedules, along with tools for assessment and conferring. Most teachers assessing at district benchmarks (F&P / SRI) using this data to drive instruction and others daily conferring for small group teach points.

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

Teachers are building the bridges for strong student agency, authority, and ownership in workshop time for ELA and Mathematics using some form of Daily Five. Students who are struggling are immediately identified based on BOY assessments for reading and mathematics for intervention programs: Reading Partners, Late Bird Intervention, and RTI.

<p>Focus on Math Professional development with all grades in Common Core Aligned EngageNY Curriculum and teaching into CCSS Shifts for Mathematics: Focus, Coherence & Rigor and math facts mastery in Math Workshop. TK-2 and 3-5 are implementing a common curriculum: EngageNY ELA 3-5 & EngageNY Math TK-5. Implementation of two math blocks: Math Core Instruction and Math Workshop</p>	<p>Team 3-5 adopted the EngageNY Math curriculum in the 2017-2018 school year and TK-2 adopted the curriculum in 2018-2019 curriculum; this current year TK-5 teaches math using EngageNY Math in math core instruction blocks. In Math Workshop, teachers use Standards Plus. Professional development is consistently focused on the three areas of rigor and encouraging grade level work of students; teachers are also trained as learners and experience the mathematics of their students. Curriculum is fully aligned in Math Core Blocks and in Math Workshop.</p>
<p>Changes to Teacher Professional Development / PLC for all Staff. Cycles informed by Pre-cycle Learning PD's for teachers and Mini Cycles; this year we added a Tech Tuesday, a full 6 week ELD Cycle, and a full Science cycle. Weekly PLC structure for grade level teams and grade Bands K-2, 3-5.</p>	<p>PLC happens in individualized, partnerships, and in teams- TK-2 Team, TK-1 Team, Grades 3-5 Team, and grade level teams. PLC Teams meet weekly using the PLC Deliverable based on Dufours 4 PLC tenets- always start with data and then analyze using student work and planning with a focus on areas where students were not successful. For data analysis all teams and teachers using the MPA Primary Data Protocol developed and iterated throughout the past three years. All teachers have received training on how to use the document in professional development.</p>
<p>Implemented block scheduling for designated ELD curriculum with a focus on sentence unpacking (learning from the ELD cycle). TK-2 will focus on Days 1-2: Sentence Unpacking and Language Feature and Grades 3-5 will complete a full cycles with a pre- and post-assessment and Days 1-3: Sentence Unpacking, Language Feature, and Sentence Repacking. A close working relationship with ELLMA and Rita Pope to fully design a designated ELD block.</p>	<p>In the 2017-2018 school year, ELD was implemented TK-5 using the Common Core Standards Plus ELA edition to develop students' academic vocabulary and language input and output. That same year, we also completed a mini-ELD cycle on complex text and the new CA ELD Standards. This current year, the mini-ELD cycle became a full cycle where we used the CA ELD Standards to create language content standards, focus on the Indicator 2.4: Students have opportunities to learn how language works to make meaning, and completed the Sentence Unpacking learning cycle to enrich the sense making of students and their academic language production orally and in writing.</p>

<p>Second year of the Parent Teacher Association, Student Leadership Council, SELLS council this year. Website updated along with Facebook and Instragram account. Monthly Parent Newsletter/calendar and Primary News sent on SMORE for farther reach and access.</p>	<p>With an lens on building "community" and family in our neighborhood school, we leveraged and ask families to commit to the PTA this year. In this current year, the PTA has sucessfully completed two fundraisers, hosted a meeting each month, and have participated in the Box Tops program. The President of the PTA partners closely with Ms. Moore and MPA Primary to work closely with the Student Leadership Team this year to start their own fundraising efforts. The grade level requirements of the Student Leadership Council shifted to honor fourth grade students who were interested in leading, making one 4th grade, the Co-President. Weekly newsletters are sent to families and teachers by Ms. Moore.</p>
<p>Attendance Board letting community know about number of tardies/absences and weekly Attendance team meetings with Family Success and SSTs in place for students with chronic and moderate absences. Attendance awards for students and families at First Friday assembly.</p>	<p>The Attendance Team meets weekly to discuss and implement plans for students who have chronic and moderate absences. The Attendance Team completes home visits, makes Family Success Meetings, and is always updating teachers and families about the state of a student's attendance. Every teacher is aware of what it means to have satisfactory attendance (75%) and the class with the highest satisfactory attendance is awarded the GR B4 EIGHT award in the monthly First Friday assembly.</p>
<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>
<p>Comprehension, particularly higher-level skills like inferencing and making meaning where complex text structures and language nuance impede understanding.</p>	<p>Teacher skill and knowledge to support student learning in higher DOK levels and higher order thinking skills, when answering text dependent questions or constructing their own answers.</p>
<p>Students transferring content knowledge across multiple mediums or assessments including SBAC ELA and Math performance tasks.</p>	<p>Teacher skill and knowledge to support student tranference and agency with content knowledge and standards mastery.</p>
<p>In Grades TK-5, all students are challenged with accessing and solving word problems that include more than one step, math vocabulary that may not be familiar, and using working memory to solve simple arithmetics problems rather than making sense of word problems.</p>	<p>This is the first year that Math Workshop is a schoolwide agreement; in its infancy, teachers are learning best practices for student agency and ownership in their learning. Quality varies from classroom to classroom based on teacher experience and expertise in running small groups, independent digital work time, and whole class math tasks (accessing word problems and how language and literacy plays an important role in solving math word problems.)</p>

Students have not made sufficient growth in language and literacy to meet the grade level proficiency ranges of the SRI and ELPAC. Families do not understand language classifications.	Families are not sure on how to read the language classifications or understand the importance of their student reclassifying. Students in Grades 3-5 are reading multiple years below grade level and while they are making growth (1+ years or more), the growth is years away from where they should be. Teachers were not using the Designated ELD block to focus on sense making and how language works.
The PTA is challenged by increasing the number of members. The President of the PTA spends most of her time campaigning to get more members and parents to participate in the volunteer events the PTA hosts.	After the initial enthusiasm for the PTA, many families did not make commitments to the program or volunteering. The first initial waves of families were in the 2017-2018 5th grade class and those families have left.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	Increase by 5 percentage points the percent of students (TK-5) who feel connected and engaged in learning.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	77.14%	82.60%	77.60%
Suspensions	African-American Students	-2pp	3.77%	1.80%	0.00%
Suspensions	Students with Disabilities	-2pp	2.13%	0.13%	0%
Chronic Absence	African-American Students	-2pp	23.60%	4.70%	2.70%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	Increase by 7 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the ELA SBAC.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-51.3	-36.3	-15.3
ELA SBAC	Students with Disabilities	+20 points DF3	-116	-96	-76
ELA SBAC	Low Income Students	+20 points DF3	-54.1	-34.1	-14.1

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal:	Increase by 10 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the Math SBAC.				
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Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-72.8	-57.8	-42.8
Math SBAC	Students with Disabilities	+20 points DF3	-131.4	-111.4	-91.4
Math SBAC	Low Income Students	+20 points DF3	-75.2	-55.2	-35.2

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
School Goal: Increase reclassification rates by 6% for English Language Learners and Long-Term English Learners.					
ELL Reclassification	English Learners	16%	14.06%	24.50%	40.00%
LTEL Reclassification	Long-Term English Learners	25%	28.57%	48.60%	73.60%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
School Goal: Increase by 20 percentage points number of students reading at grade level in 2-5 and 85% of students K-1 reading at grade level.					
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	67.84%	35.70%	40.70%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	49.65%	42.70%	37.70%
K at or above Benchmark	All Kindergarten Students	+5pp	21.95%	26.95%	31.95%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	50.00%	55.00%	60.00%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

Madison Park Academy Lower
School: Campus

SPSA Year Reviewed: 2018-19

SPSA Link: [18-19 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)

19-20 Language & Literacy Priority: Literacy

June 2021 Language & Literacy Goal: Increase by 7 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the ELA SBAC.

Theory of Action for Language & Literacy: 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.

Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA	All Students	-61.6	-51.3

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

An intense focus on evidence based reading writing: answering text dependent questions; examining the relationship between language and literacy, specifically sense making; and creating a sustainable system to focus on the power standards of the Common Core State Standards in grades 3-5. In Grades 3-5, we have implemented a system of reading and writing that is aligned to the claims of the SBAC and the DOK levels students are expected to see to demonstrate their learning. Building on the learning that we did in last year in the mini-ELD cycle, every teacher has learned how to implement sentence unpacking and create language content standards using the CA ELD Standards this year, and this is the second year of EngageNY ELA in all 3-5 classes.

What evidence do you see that your practices are effective?

Based on the most recent ELA IA given to students, we see a significant improvement in students' abilities to respond to text dependent questions appropriately; teachers are clear about the standards of focus and the DOK of each and what it means to up and lower the rigor of assignments that students will see; and students are excited to write for longer times and with intentionality.

What are some possible implications for your 2019-20 SPSA?

A clear bridge between the reading requirements and work of grades 2 and 3 for students; starting the reading cycles in September and not October after the first ELA IAB; creating a ELA IA just with constructed responses.

18-19 Standards-Based Instruction Priority: Mathematics

June 2021 Standards-Based Instruction Goal: Increase by 10 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the Math SBAC.

Theory of Action for Standards-Based Instruction:	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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	All Students	-59.1	-72.8
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
In every classroom, 3-5, students are taught using EngageNY Mathematics and Zearn. Students are instructed in Math Core Blocks and Math Workshop, one teacher instructs using EngageNY Math and every teacher is responsible for Math Workshop. This year all Math Core teachers are all using the MPA Primary Way to intellectual prep and for Math Workshop, we have standardized curriculum and our own system of Daily Five for Math. There is a small Math intervention program that happens on Wednesday for our students who are performing three or more years away from grade level based on the SMI.			
What evidence do you see that your practices are effective?			
Students are showing growth on all assessments from the start of the year with the Math ICA to the first Math IAB. All teachers are comfortable and have been trained on Zearn; it is now being implemented in all classrooms almost daily; students have really shown progress in problem solving (our focus for the past two years) but are challenged with the Concepts and Procedures claim.			
What are some possible implications for your 2019-20 SPSA?			
A focus on student agency, ownership, and independence; in depth work on Math Workshop (what curricula are we keeping and have added value), further study on the relationship between language, literacy, and math workshop (sentence unpacking for math word problems).			
18-19 Conditions for Student & Adult Learning Priority:	Chronic Absence		
June 2021 Conditions for Student & Adult Learning Goal:	MPA Primary will reduce chronic absence by 1% based on the 18-19 Baseline		
Theory of Action for Conditions for Student & Adult Learning:	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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Chronic Absence	All Students	15.8%	18.60%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			

An intense focus has been placed on chronic absenteeism this school year. We have developed an attendance team and we meet weekly to analyze data and devise individualized plans of support for at risk students. We are conducting weekly home visits, SART meetings, parent and student check ins and daily phone calls.

What evidence do you see that your practices are effective?

Chronic Absence data year over year is lower.

What are some possible implications for your 2019-20 SPSA?

Continued focus on family engagement and support around absenteeism.

18-19 Conditions for English Language Learners Priority:	English Learner Reclassification		
June 2021 Conditions for English Language Learners Goal:	MPA Primary will increase reclassification rates by 6% or higher based on EOY outcomes 2018 to 20% EOY 2019.		
Theory of Action for Conditions for English Language Learners:	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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	8.0%	14.10%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Implementation of daily designated ELD block w/ aligned curriculum and practices. Inquiry cycles focused on integrated, systematic ELD teacher capacity building, monitored and supported by site walkthrough and data.

What evidence do you see that your practices are effective?

Walkthrough data and student assessment data.

What are some possible implications for your 2019-20 SPSA?

This was year two of a three year plan for designated and integrated ELD roll out. Year 3 is 2019-20 where increased focus on the designated block and building teacher capacity across all content areas with integrated ELD.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

No significant differences. We used data to plan for our direct and work to stay focused on student outcomes based on that data.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Madison Park Academy Lower Campus

School ID: 154

3: SCHOOL STRATEGIES & PRACTICES

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

School Priority ("Big Rock"): Chronic Absence

School Theory of Action: 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 PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Supporting Academic Mentors in class with planning for small group LLI Intervention	Coaching / Development in the areas of academic and behavioral support planning.	Student Achievement Data / Discipline Data for students identified to be supported by Academic Mentors
1-2	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.	Student Achievement Data / Discipline Data for students identified to be supported by Academic Mentors
1-3	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.	COST Referrals, Classroom Observation & Feedback Data, PBIS Student Data

1-4	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.	COST Referrals, Classroom Observation & Feedback Data, CHKS Parent Survey
1-5	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. 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.	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.	COST Referrals, Students' Individualized Education Plans, MPA Primary Data Analysis Tool, Classroom Observation and Walkthrough Tool
1-6	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.	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.	Classroom Observation and Walkthroughs, Teacher Referrals, Focal-Five Data and Student Profiles

1-7	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.	PD on data analysis and tools for data (STAR, F&P, SRI and SIPPS Assessments resources) Professional Learning Communities focused on Reading Data	MPA Primary Data Analysis Tool submission/ Data Conferences/ Focal-Five Data and Student Profiles & Case-Study
1-8	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.	Collection of Online Data results/ Classroom observation and Walkthroughs
1-9	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.	Observation and walkthroughs in technology and while tech is in use in classrooms. Student achievement reports

1-10	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).	Reading Partner six week student achievement data report / RTI Data submission
1-11	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 programing 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.	Higher Ground Monthly Data Reports
1-12	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	Monitoring the communications / updates to FB, Instagram, Monthly newsletter and Calendar

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION			
School Priority ("Big Rock"):	Mathematics		
School Theory of Action:	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 PRACTICES	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>Weekly Lesson Plans submitted to Team Leads and Instructional Leader (Principal)/ 6 Week Unit Plans / Weekly PLC Meeting Notes</p>
2-2			

2-3	<p>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.</p>	<p>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.</p>	<p>Problem of the Week Interactive Bulletin Board/ Independent Problem Solving Pond/ EngageNY Math Read, Draw, and Write</p>
2-4	<p>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.</p>	<p>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.</p>	<p>MPA TK-5 Math Grade Level Power Standards, EngageNY Math and Interim Assessment Alignment Chart</p>
2-5	<p>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.</p>	<p>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.</p>	<p>Weekly PLC Meeting Notes, Teacher-Created Math Tasks, Independent Problem Solving Ponds</p>

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.	MPA TK-5 Data Protocols, Weekly PLC Notes, MPA TK-5 2019-2020 Math Interim Assessments & Interim Assessment Checkpoints
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.	Observation/ Walkthrough/ Weekly Lesson Plans Submitted to Tead Leads and Instructional Leader (Principal)/ Weekly PLC Notes
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	MPA TK-5 Data Protocols, Weekly PLC Notes, MPA TK-5 2019-20 Math Interim Assessments, Interim Assessment Checkpoints, & Mini-Formative Assessments

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.	Weekly Lesson Plans submitted to Team Leads and Instructional Leader (Principal)/ 6 Week Unit Plans / Weekly PLC Meeting Notes
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.	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)
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.	Weekly Lesson Plans submitted to Team Leads and Instructional Leader (Principal)

2-12	<p>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 students At/Above Grade Level. 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.</p>	<p>Offer additional funding for our extended day intervention classes to be filled by credential teachers in all grade levels.</p>	<p>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 and IAB</p>
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District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	Literacy		
School Theory of Action:	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 PRACTICES	EVIDENCE OF IMPLEMENTATION

3-1	<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. 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.</p> <p>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>Student performance data from the interim assessment, growth reports: SRI, F&P, DRA, Fluency Scores / Observation and Feedback notes</p>
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3-2	<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. 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.</p> <p>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>MPA Primary Data Analysis tool/ Interim Data/Weekly PLC Meeting Notes / Student Achievement Data</p>
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3-3	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.	Focal Five/ PLC Deliverable and weekly PLC Notes/ Observations notes/Walkthroughs
3-4	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	Classroom observation/walkthroughs/ weekly PLC Notes/ IA Data / Progress monitoring of student reading gains
3-5	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.	Observation/ Walkthroughs/ Weekly PLC Notes
3-6	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.	Data Conferences w/ teachers every trimester./ Weekly PLC notes/ MPA Data protocol completion and submission after each assessment/ SMARTe Goal setting and monitoring
3-7	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	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

3-8	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.	Observation/ Walkthroughs/ Weekly PLC Notes
3-9	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	Weekly Lesson Plans submitted to Team Leads and Instructional Leader (Principal)/ 6 Week Unit Plans / Weekly PLC Meeting Notes
3-10	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.	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
3-11	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.	Observation/ Walkthrough/ Weekly PLC Notes

3-12	Teachers will instruction with high quality, explicit, balanced Early Literacy Instruction in all TK-2 classes. All Transitional Kinders will be supported with pullout by a Transitional Kindergarten Tutor and All K-2 in need of additional support will be grouped for Small Group Learning Experiences both inside and outside of class; SIPPS, Heggerty, BAR, MM	Leadership will build systems at site that support the high quality Early Literacy work. Supporting staff development to learn it. Also setting expectations, supporting and monitoring for success. Leadership will ensure learning is impacting classroom instruction.	Tk Students on grade level on IGDIs and FAST Assessments K-2 Students on grade level measured by CORE & SIPPS Assessments
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	English Learner Reclassification		
School Theory of Action:	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 PRACTICES	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.	Observation/ Walkthrough/ Student Writing Samples (BOY to EOY)
4-2	Evidence-based, instructional interventions at the targeted and intensive levels shall be provided to each student who needs them. Increased focus on AA students as a result of current data and the decline in proficiency for AA boys in reading and writing proficiency over the last 3 years.	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.	Observation/ Walkthrough/ Student Achievement Data

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	Student Achievement Data/ Observation/ Walkthrough
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.	MPA Primary Data Analysis Tool/ Student Survey/ Observation/ Walkthrough/
4-5			
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.	Master Schedule
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.	Student Achievement Data (SIRA)/ MPA Primary Language Objectives Handbook
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 ELPAC 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	Student Rosetta Stone Data/ Teacher Lesson Plans/ Weekly PLC Notes/ Master Schedule

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.	Observation/ Walkthrough
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.	Quarterly Plans, MPA Primary Literacy Tracker, MPA Primary Data Analysis Tool

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 154

School: Madison Park Academy Lower Campus

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	Afterschool contract	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Meet with High Ground ASP staff Site leader weekly to develop and refine action plan to support intervention programing 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.	154-1
\$2,000.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	154-2
\$3,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	154-3
\$13,715.00	General Purpose Discretionary	Restorative Justice Community Schools Manager	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager		n/a		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.	154-4
\$12,875.00	General Purpose Discretionary	Consultant Contract	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		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.	154-5

\$10,000.00	LCFF Concentration	Books (Zearn Curriculum & ENGAGENY)	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		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	154-6
\$2,500.00	LCFF Concentration	License Agreements: Zearn	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		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	154-7
\$51,850.00	LCFF Supplemental	EEIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6217	Teacher Education Enhancement	0.60	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.	154-8

\$33,510.00	LCFF Supplemental	EEIP Tech	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2819	Teacher Education Enhancement	0.40	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.	154-9
\$110,020.00	LCFF Supplemental	TSA (w/Health Benefits)	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	1.00	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	154-10
\$51,285.00	LCFF Supplemental	Restorative Justice Community Schools Manager	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager		n/a		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.	154-11

\$20,282.00	Measure G	Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		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.	154-12
\$10,091.00	Measure G	Surplus	Goal 3: Students are reading at or above grade level.	4399	Surplus		n/a		n/a	154-13
\$62,789.00	Title I: Basic	EEIP Science .8	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries	6217	Teacher Education Enhancement	1.00	Science Teacher teaching Integrated ELD in Science, using language supports in the SIRA to ensure acceleration of language and science learning.	154-14
\$11,998.00	Title I: Basic	Reading Partners	Goal 3: Students are reading at or above grade level.	5825	Consultants		n/a		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.	154-15

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/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/ 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 /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 academic content standards
 2. The State of California student academic achievement standards
 3. The State of California 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/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.

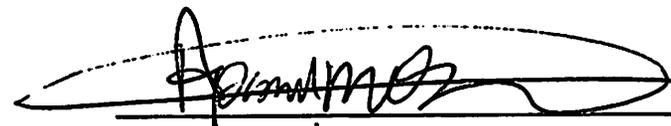
Adoption

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 September 28, 2018.

This policy was adopted by the **Madison Park Academy** School Site Council on September 28, 2018 and will be in effect for the 2018-2018 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

Sept 28 2018
Date


SSC President, April Mason's Signature

9/28/18
Date

MADISON PARK ACADEMY TÍTULO I POLÍTICA DE PARTICIPACIÓN DE PADRES

Todas las escuelas del Título I desarrollarán una política por escrito de participación de padres del Título 1 con la entrada y distribución de todos los padres de Título I para incluir una descripción de los medios para llevar a cabo los siguientes requisitos de participación de padres de escuelas del Título I.

Participación de los padres en el programa del Título I

Madison Park Academy se compromete a aplicar los siguientes requisitos legales:

- Convocará una reunión anual del Título I para realizar lo siguiente:
 1. Informar a los padres de la participación de la escuela en el Programa Título I.
 2. Explicar los requisitos del Programa del Título 1.
 3. Explicar los derechos de los padres a participar de manera organizada, continua y oportuna en La revisión de la planificación y la mejora de su Programa Título I.
 4. El derecho de los padres a participar en el desarrollo del Plan Título 1 del Distrito.Los padres participarán en una reunión mensual de padres (Consejo Escolar).
 - Involucrar a los padres de los estudiantes de Título I de manera organizada, continua y oportuna, en la planificación y mejora de los programas de Título I y la Política de Participación de los Padres de Título I. Los padres y las familias estarán involucrados en el gobierno de los comités SSC, SELLS y ELAC.
 - Proporcionar a los padres de los estudiantes de Título I información oportuna sobre los programas de Título I. Los padres y las familias serán invitados mensualmente a participar en las reuniones de SSC, SELLS y ELAC para discutir los temas del calendario mensual que involucran al Título 1.
 - Proporcionar a los padres de los estudiantes del Título I una explicación del plan de estudios, evaluaciones y niveles de competencia que se espera que cumplan los estudiantes. Los padres y las familias serán invitados mensualmente a participar en las Reuniones de SSC, SELLS y ELAC para discutir temas mensuales del calendario del Distrito que involucran al Título 1.
 - Proveer a los padres de los estudiantes de Título I, si se les pide, oportunidades de reuniones regulares para participar en las decisiones relacionadas con la educación de sus hijos. Los padres y las familias serán invitados mensualmente a participar en la reunión SSC, SELLS y ELAC para discutir temas mensuales del calendario del distrito que involucran el Título I.
-

Acuerdo entre la escuela y los padres

Madison Park Academy, conjuntamente con los padres del título 1, ha desarrollado y distribuido un Acuerdo entre la Escuela y los Padres que describe cómo los padres, el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Este acuerdo también describe cómo la escuela y los padres desarrollarán

una asociación para ayudar a los niños a alcanzar la competencia en los estándares de conocimiento de California.

Creación de la capacidad de los padres para participar

Madison Park Academy involucra a los padres en interacciones significativas con la escuela. MPA apoya una asociación entre el personal docente, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar estos objetivos y desarrollar la capacidad para la participación de los padres, MPA hará lo siguiente:

- Ayudará a los padres del Título I a comprender los estándares de contenido académico, las evaluaciones y cómo monitorear y mejorar los logros de sus hijos en las siguientes áreas:

1. Los estándares de contenido académico del Estado de California
2. Los estándares académicos de rendimiento académico del Estado de California
3. El estado de California y el Distrito Escolar Unificado de Oakland Incluidas las evaluaciones alternativas
4. Nivel de competencia académica que se espera que los estudiantes logren
5. Cómo controlar el progreso de su hijo

- Los padres y las familias serán invitadas mensualmente a participar en la reunión de SSC, SELLS y ELAC para discutir temas mensuales del calendario del distrito que involucran el Título 1 y se les da información para ayudar a apoyar a las familias

- Proveer materiales y capacitación para ayudar a los padres del Programa Título I a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos. Los padres recibirán recursos e información en Internet para ayudarlos a guiarlos y apoyarlos hacia el logro académico.

- Educar al personal docente, con la ayuda de los padres del Título I, sobre el valor de las contribuciones de los padres y el poder trabajar con los padres como socios iguales para proporcionar enriquecimiento de calidad a los estudiantes. El personal será educado con PDs (actividades de desarrollo profesional) semanales dadas por el director y/u otras formas que pueden ayudar a proveer PD de calidad al personal docente.

- Coordinar e integrar las actividades de Participación de Padres del Programa Título I con otras actividades que alienten y apoyen a los padres a participar más plenamente en la educación de sus hijos.

- Distribuir a los padres del Programa Título I, de manera oportuna, información del programa relacionada con programas escolares y de padres tales como reuniones y otras actividades en una forma y en el idioma que los padres entiendan. Los padres y las familias recibirán boletines mensuales e información sobre los recursos de la familia (que también incluye volantes y llamadas telefónicas con información de la escuela). Esta información también será traducida al español para apoyar las necesidades lingüísticas de todas las familias de Madison.

- Proporcionar apoyo durante las reuniones regulares para las actividades de padres solicitadas por el Programa Título I. Los padres participarán en las reuniones de SSC, SELLS y ELAC

Accesibilidad

Madison Park Academy proporcionará oportunidades para que todos los padres de Title I puedan participar, incluyendo padres con habilidades limitadas en Inglés, padres con discapacidades y padres de estudiantes migratorios. Esto incluye proveer información y reportes escolares en una forma y en el lenguaje que los padres entiendan. Padres y familias recibirán información en Inglés y en Español para satisfacer las necesidades lingüísticas de todas las familias.

Adopción

Esta Política de Participación de los Padres Escolares ha sido desarrollada conjuntamente con, y acordada por, los padres de los niños que participan en el Concilio Escolar de la Escuela Madison Park el ____ de _____ de 2018.

Esta política fue adoptada por Madison Park Academy el ____ de _____ de _____ y estará vigente durante el año escolar _____. La escuela distribuirá esta política a todos los padres del Título 1, Parte A, Niños y se pondrá a disposición de la comunidad local. La notificación de la Escuela Madison Park a los padres de esta política será en un formato uniforme comprensible y, en la medida de lo posible, proporcionada en un idioma que los padres puedan entender.

Firmado por la Directora Sabrina Moore

Fecha

Firmado por SSC President, _____

Fecha

NPA 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:

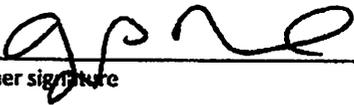
- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate 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.

[Signature]
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, 2017.



2018-2019
School Site Council Membership Roster – Elementary

School Name: Madison Park Academy Primary

Chairperson : April Mason
Vice Chairperson: Precious James
Secretary: Joanela Mendoza

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Sabrina Moore	X			
April Mason				X
Precious James		X		
Joanela Mendoza		X		
Elaina Amos		X		
Lizette Mora-Ochoa			X	
Shalonda Tillman				X
Liliana Alvarez				X
Zulidi Gonzalez				X
Fior Chiriao				X

Meeting Schedule (day/month/time)	Every 3rd Thursday of the Month – Next Meeting is October 18, 2018 @ 7:45 a.m.
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**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