



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Madison Park Academy

2016-17 Measure G1 Commission Presentation



Presented by Laurel Schwartz

Presented to Measure G1 Commission

June 6, 1:00pm

www.ousd.org



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Madison Park

Business & Art Academy

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. Throughout their middle school careers, students will work to develop their pride, perseverance, sense of purpose, and possibilities in their work and identity.

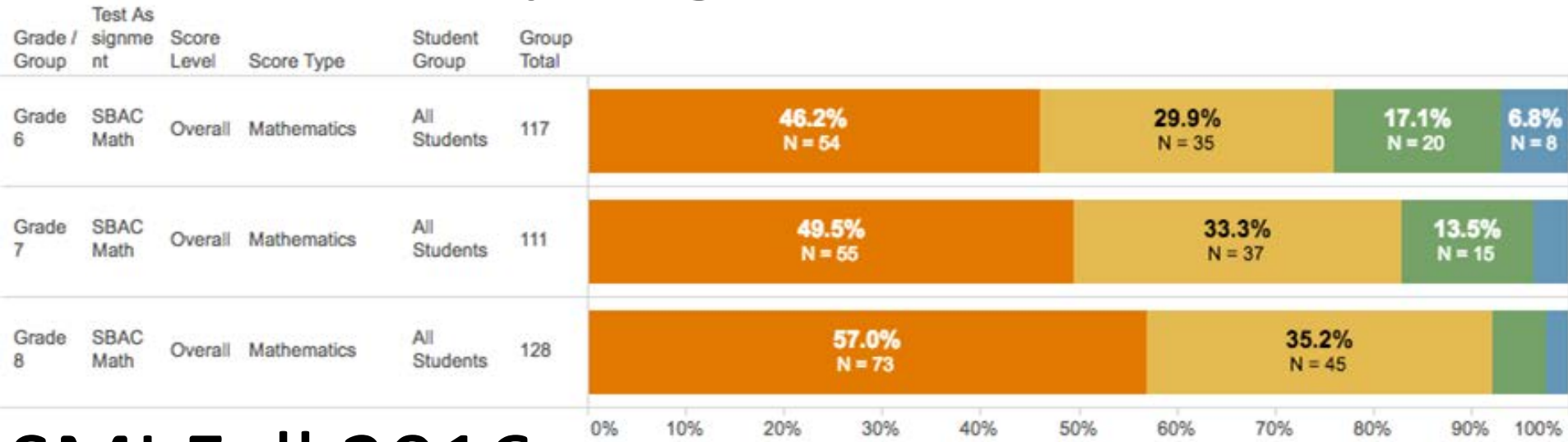
MPA's vision is that our students graduate prepared for college and career as curious, innovative, creative problem solvers who demonstrate character and strive to build a more just community for themselves and others. Our mission is to know all of our students well, and in so doing, provide them with engaging opportunities for relevant, authentic, interdisciplinary, project-based learning situations, both within and beyond our walls.

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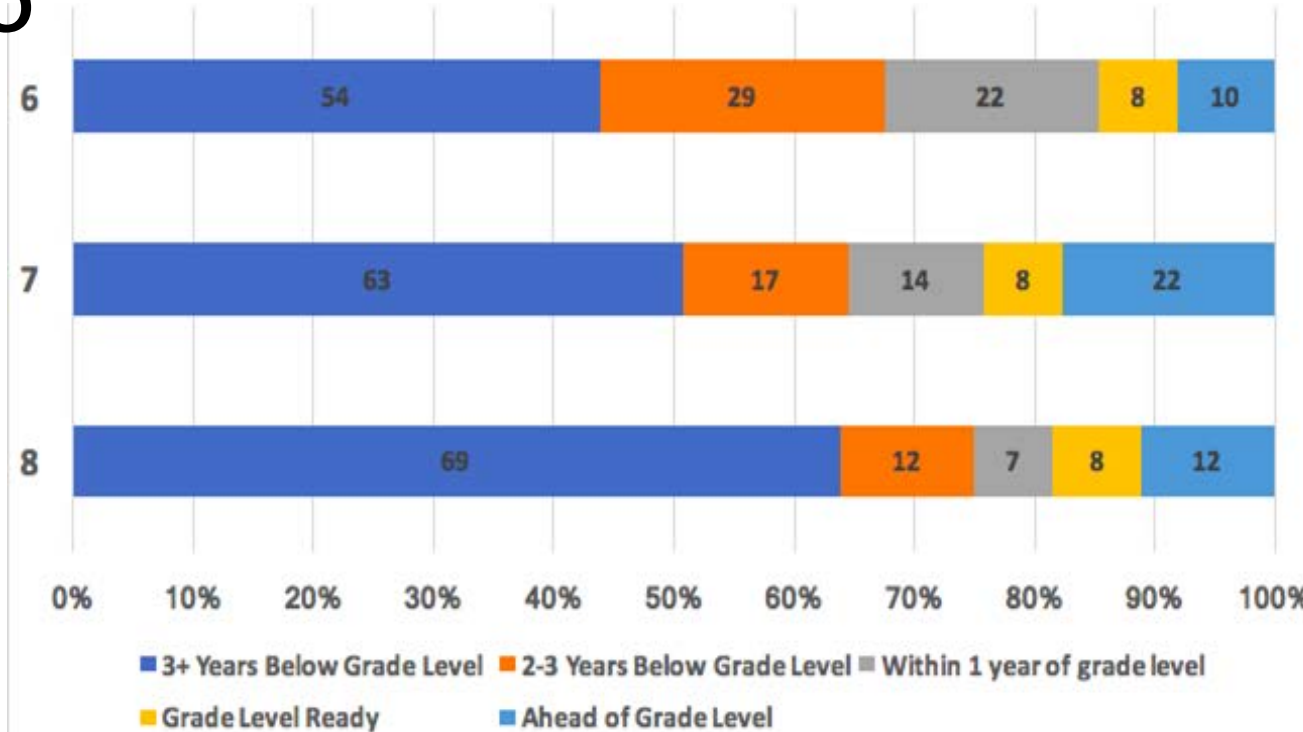


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Math SBAC Spring 2016



SMI Fall 2016

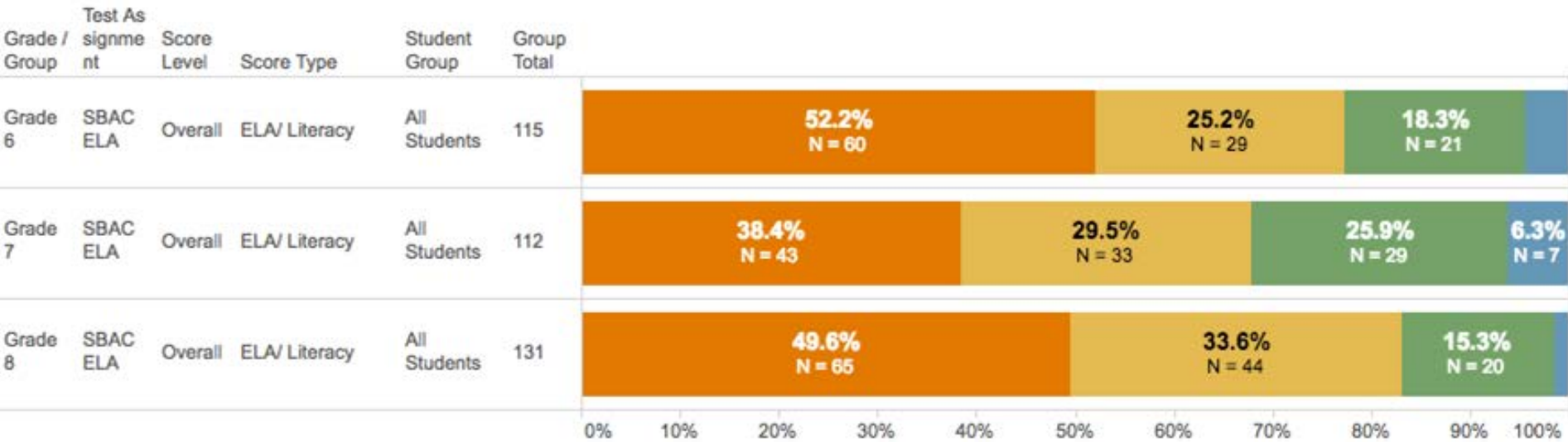


“Music is good because sometimes if you’re mad and if you’re listening to music, it can calm you down.”

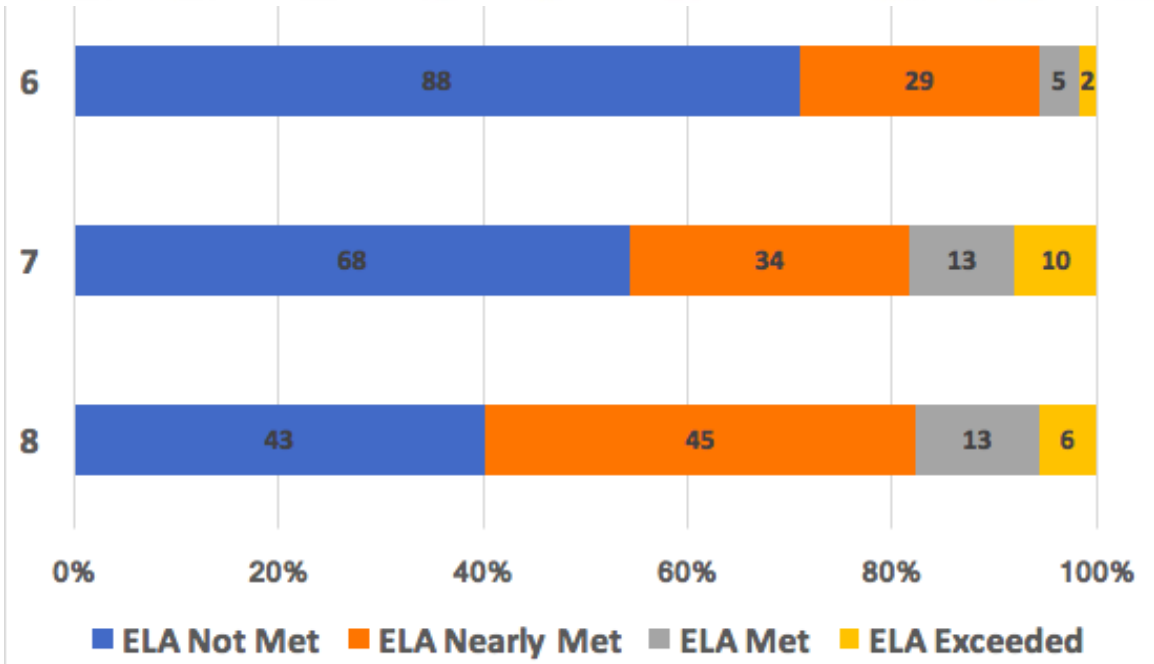
-Charlie, rising 7th grader



ELA SBAC Spring 2016



ELA Lexile Spring 2017



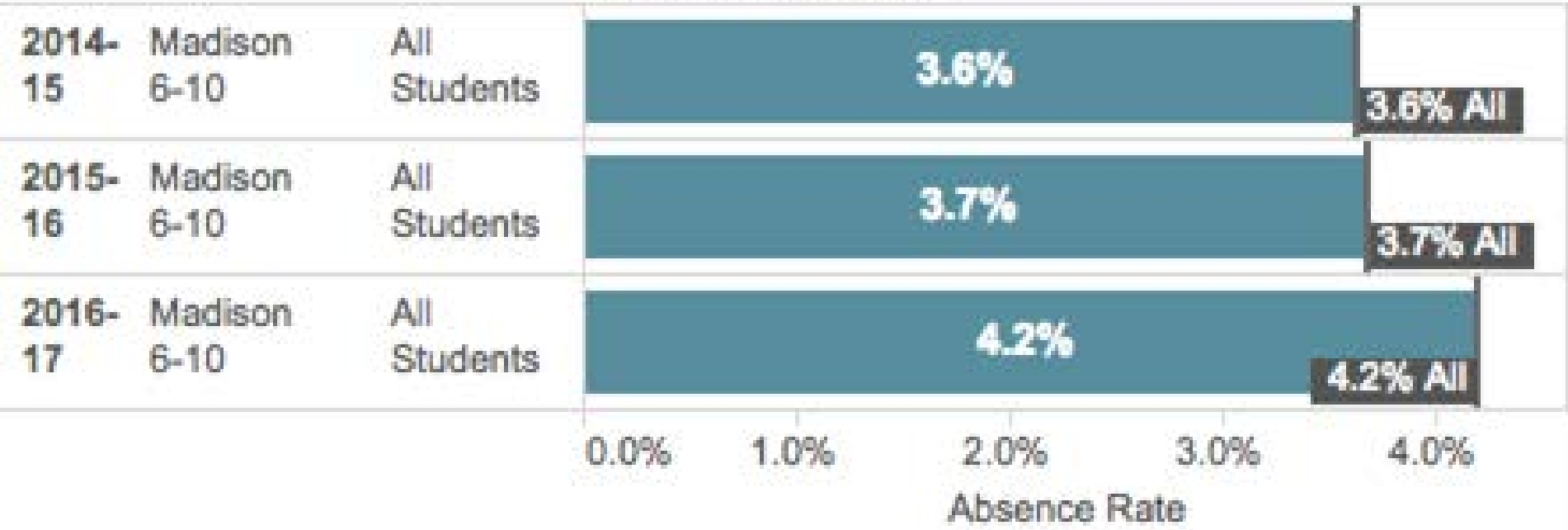
“I am excited to express myself through arts and crafts and creativity.”

-Sadie, rising 8th grader



Climate and Culture Data: Absence Rate

Absence Rate



“I’m excited to have art because it calms you down. When you do it, the stress just leaves you and makes you happy.”

-Bre’Aunte,
rising 8th grader





Root-Cause Analysis & Budget Allocation

- All students will participate in at least one elective and will produce evidence of quality and rich exploration in that subject, which could include musical performances and art work.
- Goal: Students in morning Boost will reach grade level and graduate out

Expense	Description	Rationale
\$41,511	0.4 FTE Music Teacher	This person will launch our music program.
\$41,511	0.4 FTE Art Teacher	This person will launch our art program. For many of our students, this will be their first opportunity to take art at school.

EVERY STUDENT THRIVES!



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

1000 Broadway, Suite 680, Oakland, CA 94607

www.ousd.org



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Contact us for additional information [optional contact area]
Phone: 510.555.5555 | Email: info@ousd.org



School:	Madison Park Academy Middle School	Principal	Dr. Lucinda Taylor
School Address	400 Capistrano Drive. Oakland, CA 94603	Principal Email:	Lucinda.Taylor@ousd.org
School Phone	510-636-2701	Principal Phone:	510-502-1116
2017-18 Enrollment (6-8)	364	Anticipated Grant Amount*	\$83,021

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 enrollment on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
49.9%	50.1%	93.5%	11.3%	11.3%	32.1%	N/A

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
13%	0%	2%	80%	0%	1.4%	2%	0.8%

Measure G1 Lead Team (can be a pre-existing team such as ILT)

Name	Role
Dr. Taylor	Executive Principal, MPA
Laurel Schwartz	Assistant Principal, MPA MS
Elaina Amos	Literacy Coach/7th Grade English Teacher
Jessica Tucker	Math Coach/Math Department Lead
Lauren Brown	Science Department Lead/7th Grade Science Teacher
Dale Kim	Social Studies Department Lead/7th Grade Social Studies Teacher
Emilio Ortega	Restorative Justice Coordinator
Nan Howard	Middle School Guidance Counselor

School Priority Areas (from site plan):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practices constitute your “way” of being as a school and the priorities you are focusing on for the upcoming school year.

Priority Area: English Language Arts:	Specific Priority:	Multi-Year Goal			
	Reading	80% of students more than 1 year below grade level will grow at least 2 academic years, including ELLs and students with disabilities. 80% of students at grade level in reading will grow at least 1 academic year, including ELLs and students with disabilities. All students will read at least 15 books per year.			
	SPF/KPI Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
	SBAC ELA	All Students	23.00%	27.00%	31.00%
What leading indicators can you watch over the course of the year to monitor progress towards this goal (e.g., F&P)?		SRI, Interim Assessments, Expeditionary Learning Unit Assessments, Read180 Assessments			

Priority Area: Mathematics	Specific Priority:	Multi-Year Goal:			
	Mathematics	On the Nov. interim, 50% of students will earn a 70%+. On the March interim, 70% of students will earn a 70%+. All students will present work on mathematical thinking to the class at least once a marking period.			
	SPF Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
	SBAC Math	All Students	16.00%	20.00%	24.00%
What leading indicators can you watch over the course of the year to monitor progress towards this goal (e.g., SMI)?		SMI, EngageNY Unit Assessments, Interim Assessments			

Priority Area: Conditions of Learning (Measure G1)	Specific Priority:	Multi-Year Goal:			
	Culture & Climate	Students will make connections between what they are learning in the classroom and their personal community or culture. Students are engaged in classroom lessons, understand and follow classroom rules and protocol and encourage their peers to do the same.			
	SPF/KPI Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:

	Culture/Climate: Student	All Students	CHKS Parent Participation: 15.2% (Gr. 6-12) CHKS Student Participation: 86.3% (MS only) CHKS Staff Participation: 58.6% (Gr. 6-12)		CHKS Parent Participation: 50% CHKS Student Participation: 80% CHKS Staff Participation: 90%
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What leading indicators can you watch over the course of the year to monitor progress towards this goal?	Self-report on Culture and Climate Survey, self-report on CHKS survey, increased engagement in class lessons as reported by teachers, student-lead celebration of Black History and Hispanic Heritage Months, student ability to identify leaders from their respective cultures, increased opportunities for and evidence of student leadership.
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Priority Area: Family and Student Engagement (including Measure G1)	Specific Priority:	Multi-Year Goal:			
	Student Engagement	65% of students will report that they feel that they can relate to their teachers, that their teachers care about them academically and emotionally. 80% of students are able to identify at least two supportive adults in the school and feel comfortable going to them to talk about academic and socio-emotional topics.			
	Indicator (need not be in SPF):	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
	Culture/Climate: Student	All Students	SPF Baseline, my own data point,		19.00%

What leading indicators can you watch over the course of the year to monitor progress towards this goal?	Self-report on Culture and Climate Survey, self-report on CHKS Survey, increased use of Restorative Justice practices and Circle Ups to solve conflict as measured by the Restorative Justice data tracker, increased contact and engagement with Advisory teacher by having Advisors contact Advisee's parents at least twice a marking period and significantly reducing our Advisee to Advisor ratio in the 17-18 school year. We will also use internal survey results to track our progress.
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Priority Area: Arts/Music/World Languages (Measure G1)	Specific Priority:	Multi-Year Goal:			
	Equity	Students will have regular access to electives that will enrich their middle school experience, give them exposure to the arts, and better prepare them for high school, college, and life.			
	Indicator (need not be in SPF):	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
		All Students			

What leading indicators can you watch over the course of the year to monitor progress towards this goal?	All students will participate in at least one elective and will produce evidence of quality and rich exploration in that subject, which could include musical performances and art work.
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Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

Music (Rubric Score)		Art (Visual Arts, Theater, and Dance)	
Access and Equitable Opportunity	Emerging	Access and Equitable Opportunity	Emerging
Instructional Program	Emerging	Instructional Program	Emerging
Staffing	Emerging	Staffing	Emerging
Facilities	Emerging	Facilities	Emerging
Equipment and Materials	Emerging	Equipment and Materials	Emerging
Teacher Professional Learning	Emerging	Teacher Professional Learning	Emerging
World Language (Rubric)			
Content and Course Offerings	Emerging		
Communication	Emerging		
Real world learning and Global competence	Emerging		

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPF/SPSA/Enrollment)		Safe and Positive School Culture (SPF/SPSA)	
2016-17 Enrollment Data (projection vs. 20 day)	352	SPF - Suspension	4.91
ES Outreach Strategy Actions	Continuing to build vertical academic and cultural alignment with Madison Park Primary School	SPF - Chronic Absence	3.03
Programs to support ES students transition to MS	Boost, Advisory, camping trip, cored ELA/Social Studies and Science/Math classes	CHKS data	

Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

Community Engagement Meeting(s)	
Community Group	Date
School Site Council Meeting	Wednesday, April 5, 2017
School Site Council Meeting	Wednesday, March 1, 2017

Staff Engagement Meeting(s)	
Staff Group	Date
Middle School Faculty	Wednesday, April 26, 2017
Grade Team Meetings	Weeks of April 24, 3, March 20, 13
Instructional Leadership Team Meetings	Thursday April 20, Thursday March 30, 23, January 26, February 2

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Identify the team (i.e. ILT function, community;SSC, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation Plan to address the following:

The Goals of the Measure

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis.
3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
4. Add additional lines if you would like to add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric
Currently MPA Middle School does not offer a Music Program. We look forward to launching our music program by offering 3 sections of music in the 2017-2018 school year.

Budget	2017-18 Activities	Anticipated Outcome
\$41,511	0.4 FTE Music Teacher	This person will launch our music program. For many of our students, this will be their first opportunity to take music at school.

2. Art Program

Programmatic Narrative Based on Rubric		
Currently MPA Middle School does not offer an art program. We look forward to launching our art program by offering 3 sections of music in the 2017-2018 school year.		
Budget	2017-18 Activities	Anticipated Outcome
\$41,511	0.4 FTE Art Teacher	This person will launch our art program. For many of our students, this will be their first opportunity to take art at school.

3. World Language Program

Programmatic Narrative Based on Rubric		
Currently MPA Middle School does not offer a World Language Program. While several of our Advisories regularly study world languages with the Duolingo application, we do not plan to launch a formal World Language Program in the 2017-2018 School Year. With limited funds we will not apply our funds to this next year. However, we hope to build out a World Language Program in our three year plan.		
Budget	2017-18 Activities	Anticipated Outcome

2. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	2017-18 Activity	Anticipated Outcome

3. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

N/A

Budget	2017-18 Activity	Anticipated Outcome

5/3/2017

Dear Students and Families,

We are very excited to announce that next year we will be offering AM Boost intervention as well as elective classes.

AM Boost is a small group English or Math intervention class designed to better prepare students for high school if they need extra support. Students will take an assessment at the beginning of the school year to determine if they are eligible for AM Boost. AM Boost will be taught by your student's regular education teachers and you will be notified in the beginning of the school year if your student is selected for AM Boost. AM Boost will take place Tuesday - Friday from 8:00 AM - 8:40 AM. If an AM Boost student does not regularly attend classes on time his or her spot will be given to another student.

Students who do not have an AM Boost class will start school at 8:45 but will be welcome to come to school between 8:00-8:40 for a supervised open gym.

Elective classes will be offered to all 6th-8th grade students. We anticipate offering the following courses as electives next year:

- Art
- Music
- Team Sports PE Elective (Ex. Soccer, Basketball)
- Read 180 (Additional English intervention for selected students)

The Middle School Counselor, Ms. Howard, has explained the elective course offerings to students and has collected their class requests. We will do everything possible to accommodate the wishes of students, but student placement in their top choice elective is not guaranteed. Students will be allowed to switch elective classes at the Semester if space allows.

Your student will be given a class schedule for next year before June 1st. This schedule will show every academic class and elective they will take next year **except for the AM Boost** which will be scheduled with your support in the first two weeks of school.

Attached is the MPA Bell Schedule for the 2017-2018 school year. Feel free to reach out to myself, Dr. Taylor (510-636-2705 ext. 17), or Laurel Schwartz (510-877-0714) with questions or concerns.

Thank you for your support!

Sincerely,

Dr. Lucinda Taylor, Executive Principal Madison Park Academy

5/3/2017

Estimados Estudiantes y Familias,

Estamos muy emocionados de anunciar que el próximo año estaremos ofreciendo AM Boost intervención, así como clases electivas.

AM Boost es un grupo pequeño de inglés o clases de intervención de matemáticas diseñado para preparar mejor a los estudiantes para la escuela secundaria si necesitan apoyo adicional. Los estudiantes tomarán una evaluación al comienzo del año escolar para determinar si son elegibles para AM Boost. AM Boost será enseñado por los maestros de educación regular de su estudiante y usted será notificado al comienzo del año escolar si el estudiante es seleccionado para AM Boost. AM Boost tendrá lugar de martes a viernes de 8:00 AM a 8:40 AM. Si un estudiante de AM Boost no asiste regularmente a clases a tiempo, su lugar será entregado a otro estudiante.

Los estudiantes que no tienen una clase AM Boost comenzarán la escuela a las 8:45 pero serán bienvenidos a asistir a la escuela entre las 8:00-8:40 para un gimnasio abierto supervisado.

Se ofrecerán **clases optativas** a todos los estudiantes de 6º-8º grado. Anticipamos ofrecer los siguientes cursos como electivos el próximo año:

Art

Música

Equipo de Deportes PE Electivo (Ej. Fútbol, Baloncesto)

Leer 180 (Intervención adicional en inglés para estudiantes seleccionados)

La Consejera de la Escuela Intermedia, la Sra. Howard, ha explicado las ofertas de cursos electivos a los estudiantes y ha recopilado sus solicitudes de clase. Haremos todo lo posible para acomodar los deseos de los estudiantes, pero la colocación de los estudiantes en su opción electiva de primera elección no está garantizada. A los estudiantes se les permitirá cambiar clases electivas en el semestre si el espacio lo permite.

A su estudiante se le dará un horario de clases para el próximo año antes del 1 de junio. Este horario mostrará cada clase académica y electiva que tomará el próximo año, **excepto por el AM Boost**, el cual será programado con su apoyo en las primeras dos semanas de escuela.

Adjunto está el horario de Bell de AMP para el año escolar 2017-2018. Siéntase libre de comunicarse conmigo mismo, Dr. Taylor (510-636-2705 ext. 17), o Laurel Schwartz (510-877-0714) con preguntas o preocupaciones.

¡Gracias por tu apoyo!

Sinceramente,

Dr. Lucinda Taylor, directora ejecutiva de la Academia Madison Park

COURSE REQUEST TALLY

Course Number and Title	Grade:	6th	7th	8th	9th	10th	11th	12th	TOTAL
B0401	ART	16	39	34	0	0	0	0	89
E0101	ENGLISH 7/ELD	0	124	0	0	0	0	0	124
E0661	ENGLISH 6/ELD	125	0	0	0	0	0	0	125
E0881	ENGLISH 8/ELD	0	0	121	0	0	0	0	121
E8412A	STRAT ENG 6-8	1	2	7	0	0	0	0	10
M6101	MATH 06	128	0	0	0	0	0	0	128
M6201	MATH 07	0	125	0	0	0	0	0	125
M6502	MATH 8	0	0	123	0	0	0	0	123
N4001	GENERAL MUSIC	4	18	15	0	0	0	0	37
P0211	PE 7/8	3	128	127	0	0	0	0	258
P0211A	PHY MOVEMENT	9	48	28	0	0	0	0	85
P0401	PE/HEALTH 6	125	0	0	0	0	0	0	125
Q4511	LIFE 07 SCIENCE	0	125	0	0	0	0	0	125
Q5101	PHYS SCI 08	0	0	123	0	0	0	0	123
Q7301	EARTH SCI 06	128	0	0	0	0	0	0	128
S0101	AMERICAN HIST 8	0	0	121	0	0	0	0	121
S0601	WRLD HIST 6	125	0	0	0	0	0	0	125
S4111	WORLD HISTORY 7	0	124	0	0	0	0	0	124
T0241A	MS ELD 1	3	0	0	0	0	0	0	3
T0251A	MS ELD 11	3	0	0	0	0	0	0	3
T0341A	MS ELD 2	0	1	2	0	0	0	0	3
T0351A	MS ELD 22	0	1	2	0	0	0	0	3
WM1007	ENG 7 L1	0	3	0	0	0	0	0	3
WM1008	ENG 8 L1	0	0	4	0	0	0	0	4
WM2007	HIST 7 L1	0	3	0	0	0	0	0	3
WM2008	HIST 8 L1	0	0	4	0	0	0	0	4
WM3007	Math 7 L1	0	3	0	0	0	0	0	3
WM3008	Math 8 L1	0	0	4	0	0	0	0	4
WM4007	SCIENCE 7 L1	0	3	0	0	0	0	0	3
WM4008	SCIENCE 8 L1	0	0	4	0	0	0	0	4
Y7061	ADVISORY 06	128	0	0	0	0	0	0	128
Y7071	ADVISORY 07	0	128	0	0	0	0	0	128
Y7081	ADVISORY 08	0	0	127	0	0	0	0	127



7 Norms of Collaboration	
<ul style="list-style-type: none"> ● Pause ● Paraphrase ● Pose questions ● Put ideas on the table ● Provide data ● Pay attention to self and others ● Presume positive intent 	<ul style="list-style-type: none"> -Ask for Help -Give one another the benefit of the doubt before arriving at a negative conclusion - Focus time and energy on important issues -Add in the district ones. 6 hours notice for the

ALT Agenda

Date: 1/22/2017

Time: 4:00 - 6:00

Location: Conference Room

Outcomes:

- Build trust
- Debrief Measure G1 retreat
- Brainstorm TK-12 electives alignment
- Review proposed MS schedule and Boost
- Draft agenda for Wed Feb 1 to continue Mission and Vision and alignment work
- Next steps with SPSA

Time	Agenda Item	Notes
4:00 - 4:10 10 minutes	Outcome Review Agenda Review Norms Check in: What was a highlight of your past week?	Roles (rotate up): Facilitator: Laurel Notetaker: Jill Process Checker: Bri Timekeeper: Lucinda
4:10 - 4:30 20 minutes	Debrief G1 Retreat	<ul style="list-style-type: none"> ● Next steps with ELA literacy work (MS Network-wide problem of practice) ● Draft MS schedule and thoughts behind it, including Boost for MS and HS ● Measure G1 predictions, uses and requirements (SPSA G1 section, rubrics, ● Need for vertical alignment from electives at primary, electives at middle, pathways at high <p>What we noticed in the Measure G is that it is to support teacher salaries. They will add a tab on the bottom of the SPSA for measure G. We will have Measure G for 12 years.</p> <p>We noticed that students were doing collaboration 6th grade AG was not able to manage but when we were</p>



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		<p>there they could see Emma no text based work. They were using the DLR she was not using the Engage NY. Need to be on EE to make sure they are doing rich text. On task - they are making meaning. It's amazing that they are making growth as much as they are in 6th grade.</p> <p>Consistent growth for the 7th grade SRI. Have not graded the HWT yet. We will grade it this day.</p> <p>The bigger than that Elaina and Schwartz got is the idea of having a truly instructional mission and vision. Having instructional tenants that we want especially around electives.</p> <p>Electives are not something you would put in the SPSA. We would not put that in the SPSA</p> <p>How can we proactively plan for pathways. How to make this a larger conversation. How to build the TK-12 vision.</p> <p>Primary has Instrumental band TK-5. Art in the class</p> <p>No reason why we have ART - valuable art instruction. Add in art history, reading and writing. Not just an option for primary.</p> <p>Advance band for 4-5th graders. Music program is strong.</p> <p>Can we have more exposure using Measure G Primary - Music HS - Art/Media/Design/Engineering</p> <p>Primary - will have makerspace next year.</p> <p>MS families requested music</p> <p>Primary has a music room.</p>
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		<p>Balance exposure with vertical alignment Phil will be a thought partner</p> <p>Background of Measure G from Phil: Only for middle grades. If we looked at K-12 art or music program. How does it function? Few conversations around what it potentially looks like.</p> <p>Resources are fairly significant. What is the best way to use the resources: Share teacher between middle and high Share teacher between K-12 We could use .5 at middle; .5 primary.</p> <p>Do we use a wheel? Do we change our program each year if we can't find a good person. Phil: I like the idea of planning around a person to make sure that you have a good person</p> <p>Makerspace in 5th grade. MS would like to do a makerspace. We can use Annie Hatch as a resource to support with curriculum. More project based learning</p> <p>We need to look at read 180. Dr. Taylor does not want to get rid of Read 180. Karl Langer position Laurel: yes, we want to look at read 180 and if we can</p>
4:30-5:30	Alignment focus: electives Guest thought partner: Fill Rydeen, music coordinator for OUSD	<p>What do we have right now? HS → Foundational Art; Advanced Art Middle School → Techbridge, Physical Education, ASP, Read 180, Primary → Band; instrumental band, Technology (Student</p>



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<ul style="list-style-type: none"> • Pause • Paraphrase • Pose questions • Put ideas on the table • Provide data 	<ul style="list-style-type: none"> -Ask for Help -Give one another the benefit of the doubt before arriving at a negative conclusion - Focus time and energy on important issues -Add in the district ones. 6 hours notice for the
<ul style="list-style-type: none"> • Pay attention to self and others • Presume positive intent 	

		<p>Tech Leaders - GenYES), Science</p> <p>What is available to us at OUSD?</p> <p>What is feasible for next year? 3 years (when 6th graders are 9th graders)? 7 years (when 6th graders are 12th graders)? 14 years (when TK are seniors)? <i>Note: G1 expires in 12 years.</i></p>
5:30-5:50	Feb. 1 PD plans: Continuing mission and vision work?	<ul style="list-style-type: none"> • Debrief of Jan. 5 meeting • Outcomes for Feb. 1 meeting <p>LT: will send draft the draft for Wednesday. LS: Will we continue the mission vision work</p> <p>There is a secret that Taylor will not tell us!!!!!!</p>
5:50 - 57 5 minutes	Next steps February 6th	<ul style="list-style-type: none"> • MS schedule (and HS and PS if necessary) • Electives next steps • Implications for SPSA • Feb. 1 next steps • Evaluate read 180 and the process • Morning Boost - Data on the effectiveness
5:57 - 6:00 3 minutes	Plusses/Deltas/Appreciations	

Follow Ups

Follow Up Item	Person Responsible	Due Date
Create aligned Boost proposal	Jill & Laurel	1/11/17
Find the 4 p norms	Bri	1/11/17



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Finish Wed PD agenda	Dr. Taylor	1/4/17
Share PD agenda with staff	Dr. Taylor	1/4/17

As promised here's the list of the norms of collaboration

7 Norms of Collaboration
<ul style="list-style-type: none"> ● Pause ● Paraphrase ● Pose questions ● Put ideas on the table ● Provide data ● Pay attention to self and others ● Presume positive intent

DATE:

4pm @ MPA Library

MPA Emergency SSC Meeting

Attendance | asistencia

PRINCIPAL & TEACHERS		PARENT & COMMUNITY		STUDENT REPRESENTATIVES	
Principal: Dr. Taylor	√	President: Victoria Figg	√	Student Govt: Crystal Vasquez	
Secretary/Tchr: Mr. Langer	√	VP: Mrs. Coleman	√	Student Govt: Christopher Alvarez	
Teacher: Juan Rodriguez	√	LCAP Rep: Mrs. Munoz	√	Student Govt: Nettali Vargas Librado	
Teacher: Nicole Green	√	Mrs. Jones	√	Student Govt: Hennessey Angulo	√
Teacher: Sonia Spindt		(alternate) Community Rep: Mrs. Johnson:		OTHER STAFF	
Teacher: Camille Crane				Other Staff: Officer Tiffany Couch	
Alternate Teacher: Kurt Kaaekuahiwi				Other Staff: Annie Hatch:	√

Agenda

Agenda

<ol style="list-style-type: none"> 1. Welcome 2. Establishment of Quorum 3. Review and Approval of SPSA 4. Public input 5. Meeting adjourned 	<ol style="list-style-type: none"> 1. Bienvenido 2. Establecimiento del Quórum 3. Revisión y Aprobación de SPSA 4. Entrada pública 5. reunión aplazada
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Minutes

Actas

<ol style="list-style-type: none"> 1. Quorum established at 4:15 2. Review of SPSA <ol style="list-style-type: none"> a. Strengths: <ol style="list-style-type: none"> i. 57% of rising 10th are on track to graduate ii. 42.1% of rising 11th are on track to graduate iii. 34% of rising 12th are on track to graduate b. Challenges 	<ol style="list-style-type: none"> 1. Quórum establecido a las 4:15 2. Revisión de SPSA <ol style="list-style-type: none"> a. Puntos fuertes: <ol style="list-style-type: none"> i. El 57% de los 10 primeros está en camino de graduarse ii. El 42,1% de la subida 11 está en camino de graduarse iii. 34% de la 12ª subida están en camino de
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- i. Most kids who are not on track are African American
- ii. 82.9% of special ed students are not on track to graduate
- iii. New AP in high school
- iv. Some teachers don't fit our vision
- v. Not enough time analyzing who is off track
- c. Solutions
 - i. Next year we will have intervention classes before school.
 - ii. Teachers have been surveyed for their requests
 - iii. More marking period assemblies to support student culture
 - iv. Pathways will center around engineering and graphic design.
 - v. Strongest teachers will go to grades with higher need in the high school. We'll have smaller class sizes in 9th grade to also better support students.
 - vi. Boost interventions will also apply to math.
 - vii. Grade level assemblies continue to promote school culture
- d. Questions/comments
 - i. Students have challenges finding books they like
- e. Goals: 90% of all students will be on track with A-G at end of year with GPA and units (see See site plan tool for more goals); Students experience internship before graduating
- f. Concerns around catering to newcomers and leaving African American students. Title 1 dollars are supposed to support 2nd language learners.
- g. We are going to stipend teachers, and continue to support teacher leaders, and release days for teachers to have additional PLC and planning.
- h. Outdoor education trips

- graduarse
- b. Desafíos
 - i. La mayoría de los niños que no están en pista son afroamericanos
 - ii. 82.9% de los estudiantes de educación especial no están en camino de graduarse
 - iii. Nuevo AP en la escuela secundaria
 - iv. Algunos profesores no encajan con nuestra visión
 - v. No hay suficiente tiempo para analizar quién está fuera de pista
- c. Soluciones
 - i. El próximo año tendremos clases de intervención antes de la escuela.
 - ii. Los profesores han sido encuestados para sus solicitudes
 - iii. Más asambleas del período de la marca para apoyar la cultura del estudiante
 - iv. Los caminos se centrarán en torno a la ingeniería y el diseño gráfico.
 - v. Los maestros más fuertes irán a los grados con mayor necesidad en la escuela secundaria. Tendremos tamaños de clase más pequeños en el noveno grado para también apoyar mejor a los estudiantes.
 - vi. Las intervenciones de refuerzo también se aplicarán a las matemáticas.
 - vii. Las asambleas a nivel de grado continúan promoviendo la cultura escolar
- d. Preguntas y comentarios
 - i. Los estudiantes tienen dificultades para encontrar libros que les gustan
- e. Metas: El 90% de todos los estudiantes estarán en el camino con A-G al final del año con el GPA y las unidades (ver Ver la herramienta del plan del sitio para más metas); Los estudiantes experimentan prácticas antes de graduarse

<ul style="list-style-type: none"> i. We'll have a STIP sub for both the high school and Middle school. j. GED program will continue for parents with the same teacher.. (We have one parent graduating from the program this year!) k. The board approved half of our measure G funds for next year and following year. Measure N is fully funded. l. Measure G funds will be used to offer students electives (art and music). Students were surveyed in their advisories. Electives classes were decided based on student preferences. <p>3. Approval of SPSA</p> <ul style="list-style-type: none"> a. Mr. Rodriguez motions to vote to approve the SPSA. Seconded by Mrs. Figg. <ul style="list-style-type: none"> i. The SPSA is approved unanimously. <p>4. Meeting closes at 5:00</p>	<ul style="list-style-type: none"> f. Preocupaciones en torno a la restauración a los recién llegados y dejar a los estudiantes afroamericanos. Titulo 1 dólares se supone para apoyar a los estudiantes de segunda lengua. g. Vamos a pagar a los maestros, y seguiremos apoyando a los líderes de maestros, y liberaremos días para que los maestros tengan un PLC y una planificación adicionales. h. Viajes de educación al aire libre i. Tendremos un submarino STIM tanto para la escuela secundaria como para la escuela intermedia. j. El programa GED continuará para los padres con el mismo maestro .. (¡Tenemos un padre que se gradúa del programa este año!) k. El consejo aprobó la mitad de los fondos de nuestra medida G para el próximo año y el siguiente. La medida N está totalmente financiada. <p>3. Aprobación de SPSA</p> <ul style="list-style-type: none"> a. Sr. Rodríguez mociones para votar para aprobar el SPSA. Apoyado por la Sra. Figg. <ul style="list-style-type: none"> i. El SPSA es aprobado por unanimidad. <p>4. La reunión cierra a las 5:00</p>
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Next Steps	

Parking Lot	

Submitted by SSC Secretary, Karl Langer

Measure G1 Commission Middle School Proposal Rubric



School Name:

Commissioner:

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
<i>For the five lines below, only score the components that apply to a given proposal.</i>			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	Final Score (sum total /number of scored line items)		

1= Far below the requirement, 2=Did not meet requirement, 3= Nearly met requirement, 4= Met requirement, 5= Exceeded requirement