



**Measure G1  
Grant Application  
2017-18**

**Draft Due March 1, 2017  
Revised: March 13, 2018**

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.

<b>Priority Area: English Language Arts:</b>	<b>Specific Priority:</b>	<b>Multi-Year Goal</b>			
	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.			
	<b>SPF/KPI Indicator:</b>	<b>Student Group:</b>	<b>15-16 Baseline:</b>	<b>16-17 Target:</b>	<b>17-18 Target:</b>
	SBAC ELA	All Students	23.00%	27.00%	31.00%
<b>What leading indicators can you watch over the course of the year to monitor progress towards this goal (e.g., F&amp;P)?</b>		SRI, Interim Assessments, Expeditionary Learning Unit Assessments, Read180 Assessments			

<b>Priority Area: Mathematics</b>	<b>Specific Priority:</b>	<b>Multi-Year Goal:</b>			
	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.			
	<b>SPF Indicator:</b>	<b>Student Group:</b>	<b>15-16 Baseline:</b>	<b>16-17 Target:</b>	<b>17-18 Target:</b>
	SBAC Math	All Students	16.00%	20.00%	24.00%
<b>What leading indicators can you watch over the course of the year to monitor progress towards this goal (e.g., SMI)?</b>		SMI, EngageNY Unit Assessments, Interim Assessments			

<b>Priority Area: Conditions of Learning (Measur</b>	<b>Specific Priority:</b>	<b>Multi-Year Goal:</b>			
	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.			
	<b>SPF/KPI Indicator:</b>	<b>Student Group:</b>	<b>15-16 Baseline:</b>	<b>16-17 Target:</b>	<b>17-18 Target:</b>

<b>e G1)</b>	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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<b>What leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	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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<b>Priority Area: Family and Student Engagement (including Measure G1)</b>	<b>Specific Priority:</b>	<b>Multi-Year Goal:</b>			
	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.			
	<b>Indicator (need not be in SPF):</b>	<b>Student Group:</b>	<b>15-16 Baseline:</b>	<b>16-17 Target:</b>	<b>17-18 Target:</b>
	Culture/Climate: Student	All Students	SPF Baseline, my own data point,		19.00%

<b>What leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	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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<b>Priority Area: Arts/Music/World Languages (Measure G1)</b>	<b>Specific Priority:</b>	<b>Multi-Year Goal:</b>			
	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.			
	<b>Indicator (need not be in SPF):</b>	<b>Student Group:</b>	<b>15-16 Baseline:</b>	<b>16-17 Target:</b>	<b>17-18 Target:</b>
		All Students			

<b>What leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	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.

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

**Measure G1 Data Analysis**

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

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

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

<b>Staff Engagement Meeting(s)</b>	
<b>Staff Group</b>	<b>Date</b>
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**

<b>Programmatic Narrative Based on Rubric</b>
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.-(3/13/2018 Dr. Lucinda Taylor)

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. Currently, MPA offers 1 drama, 1 dance, 1 choir and 1 theater section. Our initial hope was to hire one .04fte music and one .04fte art teacher, we were unable to staff those positions and were able to hire an excellent drama teacher will launched our drama program. In this program students are learning, designing, and contributing to all of the pieces of building productions. Ms. Seitu taught students line dancing, choral songs, acting, blocking, set design and building, and costume design and procurement. (3/13/2018 by Dr. Taylor).

Budget	2017-18 Activities	Anticipated Outcome
\$41,511 \$76,965	0.4 FTE Art Teacher 0.8 FTE Drama Teacher for MS Electives	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

<b>Budget</b>	<b>2017-18 Activity</b>	<b>Anticipated Outcome</b>