James Madison Elementary

109 Stadium Road

Madera, CA 93637

Plan Period: 7/1/2012 - 6/30/2013

Contact:
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Principal
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EXECUTIVE SUMMARY

About This School

An Executive Summary of the school containing the Mission Statement, summary of school site demographics and unique characteristics as well as highlights of the school site's unique academic characteristics and accomplishments.

Areas of Analysis

This section provides a summary of key indicators of student achievement including an analysis of student performance data, instructional programs, curriculum, and staff development.

> **Analyze Student Performance**
>
> **Analyze Educational Practices**
>
> **Analyze Instructional Programs**

Education Improvement Goals

School goals are based upon an analysis and synthesis of verifiable state data, local measures of student achievement, and the effectiveness of current instructional programs, curriculum, and staff development.

> **Parent Involvement**
>> **Home/School Connection**
>
> **GATE**
>> **GATE Program**
>
> **1.0 English Language Arts**
>> **1.1 Increase English Language Arts Proficiency**
>
> **2.0 Mathematics**
>> **2.1 Increase Mathematics Proficiency**
>
> **3.0 English Language Learners**
>> **3.1 Increase Reclassification of EL Students**

Plan Budget

Committees

Approvals and Assurances

ABOUT THIS SCHOOL

Mission:
James Madison School promotes a positive and safe learning environment where all students desire to learn and experience success.

Vision:
James Madison students will become caring motivated citizens who have academic aspirations and are responsible members of our community.

District Instructional Action Plan (DIAP)

OVERARCHING GOALS:
By June 2013:

a. 89% of all students will demonstrate proficiency on the CST and the CAHSEE in English language arts and 89.1% in mathematics as measured by the CST and CAHSEE.
• At the elementary and middle school levels, 89.2% of all students will demonstrate proficiency in English Language Arts and 89.5% in mathematics as measured by the CST.
b. 57.5% of all English learners will meet the annual growth target by advancing one level on the CELDT as measured by AMAO 1.
c. 21.4% of English learners with less than 5 years in language instruction programs will demonstrate English proficiency on the CELDT as measured by AMAO 2.
d. 47% of English learners with 5 years or more in language instruction programs will demonstrate English proficiency on the CELDT as measured by AMAO 2.

Strategy Number 1 - Instructional Program
Tactics - By June 2013

a. All TK-12 students in core, intervention and English language development programs will have access and use on a daily basis State Board adopted and/or District approved English language arts, English language development and math instructional materials. (Elem/MS/HS EPC 1)
b. Principals will assure full implementation of identified daily instructional minutes for English language arts, English language development and math for all students. (Elem/MS/HS EPC 2)
c. Principals will assure adherence to aligned pacing and course guides for: math: K-Algebra 2 and English language arts;grades K-12.(Elem/MS/HS EPC 3)
d. District academic coaches, as assigned, will support the K-12 implementation of the Common Core State Standards in English language arts, English language development, mathematics, history/social studies, science, and technical submjects. (Elem/MS/HS EPC 6)
e. Site administrators, teachers and support staff will participate in DIAP aligned professional development activities to assure full implementation of English language arts, English language development and math. (Elem/MS/HS EPC 4,5)

STRATEGY NUMBER 2: Instructional Strategies
Tactics- By June 2013

a. Principals will assure full implementation of: (Elem/MS/HS EPC 4)
1. Explicit Direct Instruction: English Language Arts and Math: grades 2-10

2. MUSD English Learner Principles in grades K-12.
b. District Academic coaches, as assigned, will support the full implementation of (Elem/MS/HS EPC 6):
1. Explicit Direct Instruction: English Language Arts and Math: grades 2-10
2. English Learner Principles: K-12
c. Site administrators, teachers and support staff will participate in DIAP aligned professional development activities to assure full implementation of Explicit Direct Instruction and English Learner Principles. (Elem/MS/HS EPC 4,5)

STRATEGY NUMBER 3: Response to Intervention; Academic and Behavior
Tactics - By June 2013

a. Principals will apply multiple measures to identify and provide appropriate Tier I, II and III academic interventions for all students. (Elem/MS/HS EPC 7)
1. All principals will monitor and evaluate appropriate Tier I, II, and III academic intervention data for all students. Add: Lindamood Bell, Tier II and Tier III. (Elem/MS/HS EPC 7).
2. Site administrators, teachers and support staff will participate in DIAP aligned professional development activities to assure full implementation of RtI - academic interventions as provided by District Academic Coaches. (Elem/MS/HS EPC 4,5)
b. Principals will apply multiple measures to identify and provide appropriate Tier I, II, and III behavior interventions for all students.
1. All principals will provide evidence of supporting the full implementation of RtI behavior interventions. (Elem/MS/HS EPC 6)
2. All principals will monitor and evaluate site Tier I, II, and III behavior intervention data for all students.
3. Site administrators, teachers and support staff will participate in DIAP aligned professional development activities to assure full implementation of RtI. (EPC 4,5)

STRATEGY NUMBER 4: Assessment
Tactics - By June 2013

a. Principals will assure full implementation of the District Assessment System (ELEM/MS/HS EPC 7) to measure progress and serve as an indicator of achievement and progress toward high school graduation.

1. State/Federal Level Assessments
2. District Progress Assessments
3. Common Formative Assessment
4. Grading Policies and Practices
b. Principals will assure weekly teacher collaboration by grade level or department, to analyze results from common formative assessments to inform instruction, increase student learning outcomes and evaluate program effectivenss. (ELEM/MS/HS EPC 8)
c. All school communities (grade levels, departments, parents, business partners) will refine their work as a progessional learning community to fully imlement the District Instructional Action Plan. (Elem/MS/HS EPC 8)
d. District academic coaches, as assigned will support the full implementation of the District Assessment System. (Elem/MS/HS EPC 6)
e. Site administrators, teachers and support staff will provide evidence of participation in DIAP alligned professional development activities to ensure full implementation of the District Assessment System. (Elem/MS/HS EPC 4.5)

Accountability
Tactics - By June 2013

a. Pricnipals will assure full implementation and adherence to:

1. All District Instructional Action Plan components. (Elem/MS/HS EPC's 1-9)
2. Adherence to the Academic Program Survey/Nine Essential Program Components.
3. Local, state andfederal program compliance.
4. Reviewing and revising DIAP alilgned Single Plan for Student Achievement. (Elem/MS/HS EPC 9)

AREAS OF ANALYSIS

Analyze Student Performance

Student Performance

Conclusions from Student Performance Data Analysis

In ELA, 28.6% Hispanic students, 29.3% of our Socioeconomically Disadvantaged students, and 28.3% of our English Learners scored proficient or advanced. Overall we were at 29.7% proficient or advanced. In Math, 42.3% of Hispanic students, 42.5% Socioeconomically Disadvantaged students, and 46.7% of our English Learners scored proficient or advanced. Overall we were at 43.3% proficient or advanced. Our significant subgroups include Hispanic, Socioeconomically Disadvantaged, and English Language Learners. Our challenge is meeting AYP targets as set forth by No Child Left Behind. This past year, we did not meet our AYP for subgroups in ELA nor Math.
We face challenges with the English language proficiency of our English Language Learners. Many of our students fail to move beyond the Intermediate level on the CELDT. Madison did meet AMAO 1 and 2B, but not 2A or 3. Our staff is being trained on the new HM ELD component by the district office staff and has periodic support by a district ELD Academic Coach.
We have a Teacher on Special Assignment (TSA) who works with classroom teachers in implementing strategic, rigorous instruction using Explicit Direct Instruction (EDI) strategies, backwards mapping, checking for understanding, and lesson design. Our TSAs and classroom teachers work together to implement our core curriculum in a targeted manner that strategically addresses our students' greatest needs. There remains, however, a
need to bring ELA to the forefront so that the rising AYP targets do not exceed our achievement levels. Our school has created common curriculum pacing guides and common formative assessments for mathematics and ELA that they are continuously being updated to further increase the rigor.

Conclusions from Parent, Teacher and Student Input

James Madison Elementary has Parent Coffee Hour during the day, Parent Teacher Conferences, Parent Nights, and School Site Councils meetings after school in an attempt to offer an array of opportunities for parents to provide the school feedback on our students' achievement. The biggest concerns that has been brought to our attention by parents have been voiced by parents revolve around the traffic that surrounds our school and the minimal progress of our English Language Learners. The 2011-2012 school presented many challenges for our students, parents, teachers, and community with the lack of a Vice Principal most of the year, the Principal being on maternity leave, and having about half the staff new to our school.

The staff has remained positive, dedicated, and nurturing with our students. They are proud of the fact that our school has had more growth from DPA 2 to DPA 3 than more than half of the district. Based on our CBEDS and DPA data during the first week of March, we need 3 students in ELA and 12 in math to move up to Proficient or Advanced in order to meet our AYP targets. The staff has been diligently strategizing how they are working with students for the 6 weeks between DPA 3 and our CSTs. The staff is optimistic that we will meet our AYP Safe Harbor targets.

AYP Targets - Elementary ELA
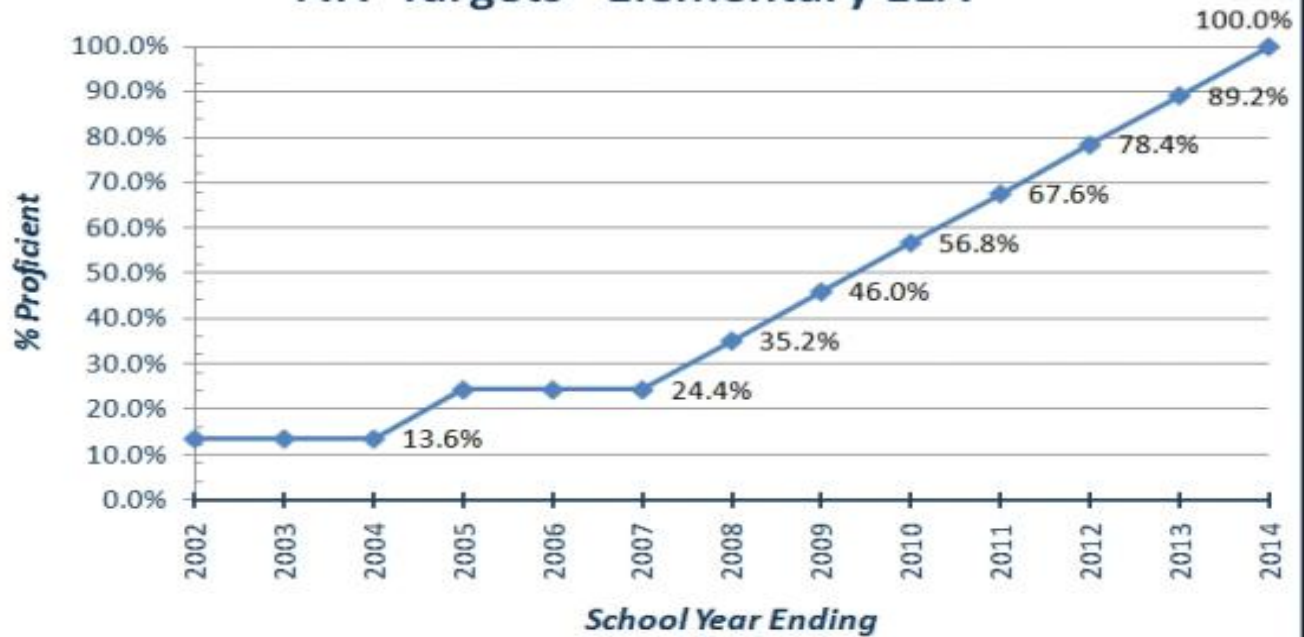
AYP Targets - Elementary Math
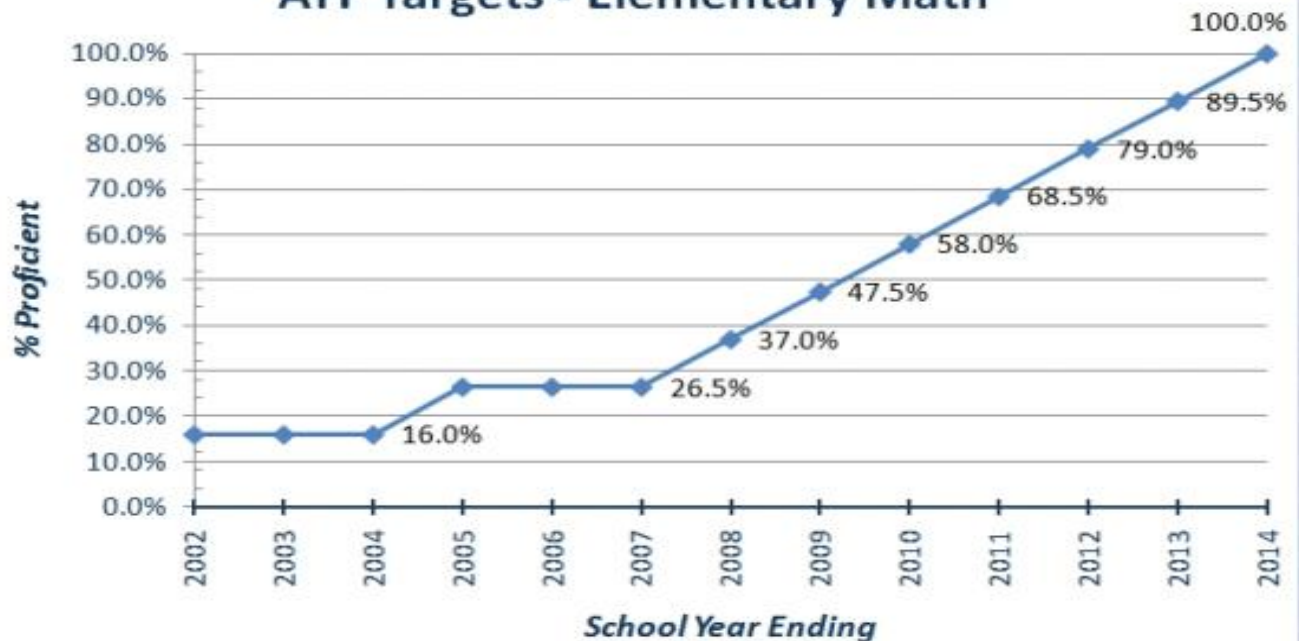
Analyze Educational Practices

Educational Practices

Alignment of curriculum, instruction and materials to content and performance standards

Language Arts K-5th Houghton Mifflin
6th-8th Holt

English Language Development K-5th Houghton Mifflin and 6th Grade Holt

Mathematics K-5th Houghton Mifflin
6th Holt

Science K-3rd McGraw-Hill Science, 2001 Ed.
4-5th Harcourt Science, 2001 Ed.
6   Glencoe McGraw Hill, 2001 Ed.

Social Science
K-6th Harcourt Brace Social Studies, 2000 Ed.

Availability of standards-based instructional materials appropriate to all student groups

The Madera Unified School District provides core content textbooks in Language Arts, English Language Development, Mathematics, Social Science and Science, which are aligned to state content standards.

### Alignment of staff development to standards, assessed student performance and professional needs

DIAP Strategy #4: Professional Learning Communities

Grade Level Teams
◦Refinement of the PLC process to ensure strategic, grade-level collaboration with a focus on student learning by admin participating in grade level collaboration meetings to provide support and monitor the focus on learning. Grade level collaboration is staggered to ensure admin participation.
◦Employ the use of CFA, CST, CELDT, and DPA data to guide tier I instruction, deconstruct standards, adjust pacing guides, and design intervention during strategic time
◦Develop rigorous EDI lessons
◦C&I TSA will provide support during k-6 collaboration.
*AGB's next steps were for our school to work on ensuring we teach to mastery.

RtI Cohort Movement by Grade
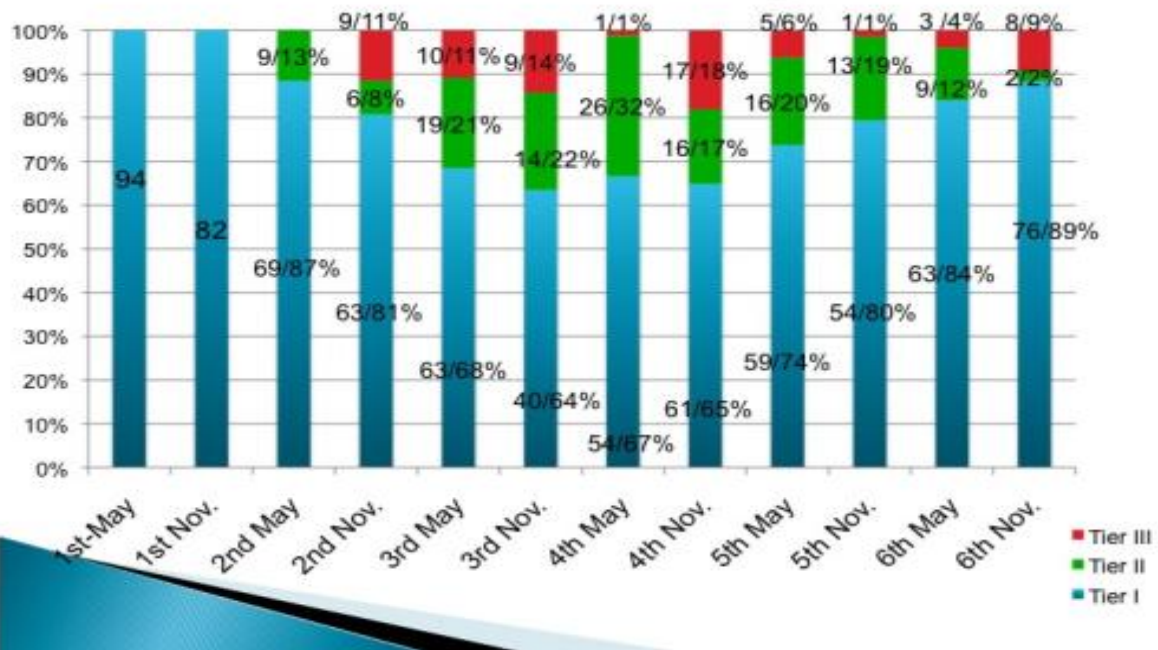
Tier II Pre/Post Data Growth
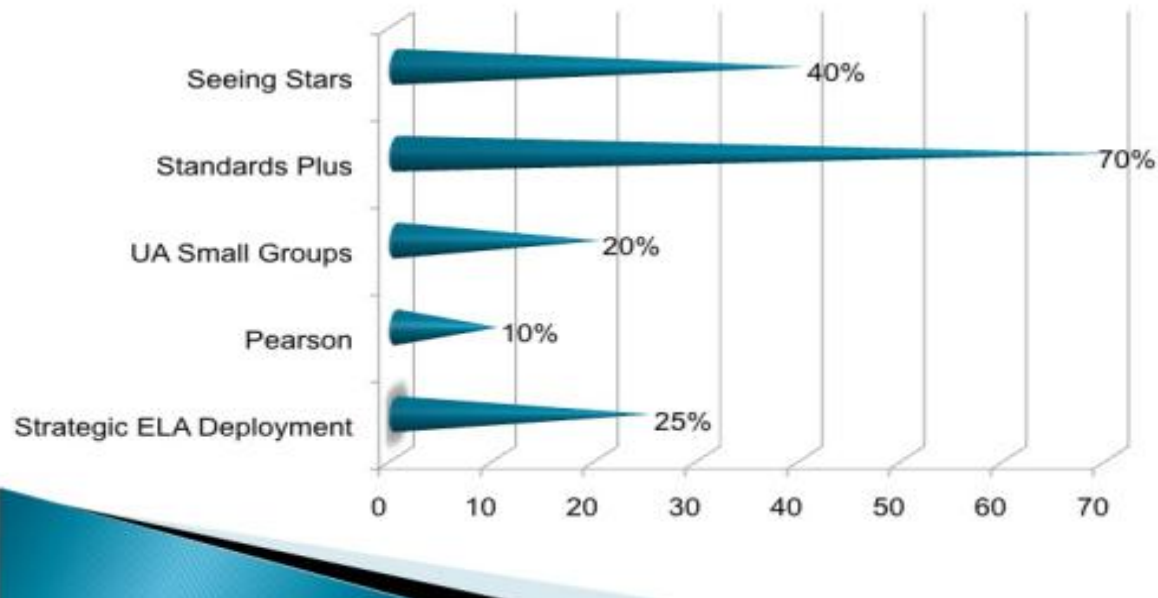
Services provided by categorical funds to enable under-performing students to meet standards

DIAP Strategy #2: Explicit Direct Instruction

◦C&I TSA: Differentiate support per grade level and individual teachers' areas of need based on DPA growth data
◦Strategic support in ELA for k-3 grades and in math for 4-6
*K/1 instructional support is focused on common planning and instructional norms.
*Kinder is implementing Common Core Standards as of August 2012.
◦Principal is providing support to grade levels during planning days & through interactive coaching
◦Interactive coaching school-wide
◦Professional development during early outs focused on EDI

The school will fund a Teacher on Special Assignment (TSA) assigned for Explicit Direct Instruction Support (EDI) in accordance with the State of California's Essential Program Component (EPC) #6. The primary role of the C&I-TSA is to build teacher capacity and support the efforts of the site administrator to improve student achievement in ELA & Math. Provide professional development and support teachers in the full implementation of the District EDI Initiative (ELA & Math). Provide ongoing, job-embedded professional support that builds teacher capacity and deepens teacher understanding of best practices and effective instruction. Ensure implementation of effective instructional practices that aid in improved student learning and performance. Support the development and use of evidence-based DIAP instructional strategies for all students in ELA & Math. Conduct demonstration lessons and/or provide interactive coaching support to teachers on a daily basis. Conduct one-on-one observations and coaching with teachers and facilitate group observations to insure that all teachers in the targeted grade levels are trained to an advanced level of delivery and are using the identified instructional strategies and curriculum materials as intended.

DIAP Strategy #3: Response to Intervention: Academic
}Provide LMB Tier II use in the classroom
}Monitor documentation, Tier I and II instruction
}Continue training on RtI identification, documentation, and services

Assessments for Tier III
}Progress Monitoring –
◦ DIBELing down at the child's level on 9-7-11, 10-4-11, and 11-1-11

}Pre/Post –
◦Benchmark- August, January, and May using DIBELS Next
◦Twice per year using Slosson Sort 3, WAIT-II Psuedoword, Lindamood-Bell Symbol Imagery, Dibels Next Benchmark

Interventions for Tier II
}Standards Plus
}Seeing Stars
}ELA Deployment
}Small Group Using Universal Access

Support is provided primarily during our strategic time. Madison also employs support teachers to assist in providing Tier 3 interventions for students referred by COST and SST. In order to differentiate the specific learning needs of our children, we combine our special education staff with our general education staff when creating our literacy groups of 3-5 students per adult.

Use of the state and local assessments to modify instruction and improve student achievement

The California Standards Test and CELDT Test required by the State of California are used to provide information on students' mastery of standards. Teachers review the data and are familiar with the scores students have received. At the beginning of the year, data from the CST and CELDT tests are used to help teachers backwards map their curriculum for the upcoming year.

Throughout the year, students take District Progress Assessments (DPA) in math and English Language Arts. These assessments are used to help teachers gauge how well students have mastered standards that will be tested on the CST and CELDT tests. Grade level teams along with the C&I TSA and an administrator, meet during full day planning sessions to analyze their data and formulate their next steps. To further help teachers make informed decisions about their instruction, grade levels have created two common formative assessments to be given prior to each DPA. These assessments help teachers monitor students' mastery of "big idea" concepts by assessing large concepts in smaller chunks. Through in-class assessments, grade-level formative assessments, and district progress assessments teachers constantly monitor student data in order to make instructional decisions that will allow all students improve.

Response to AGB Site Visitation
}The principal presented the data individually, by email, in a staff development meeting to all staff, with grade level teams during their planning days, along with specific reminders.
}LMB TSA has worked with grade levels on pacing, lesson design, and on incorporating LMB skills along with positive reinforcements throughout the day and during collaboration time for grades 1 & K.
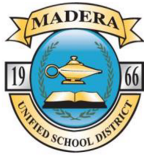}C&I TSA provided inservices on instructional norms and Learning Objectives for all grade levels while incorporating HOQ into the discussion.
}K – The Principal has counseled and provided support.
}2-6 The C&I TSA has worked with the grade levels in developing and modeling EDI lessons and has assisted with HOQ development.

AGB 10/11

Educational Services Department

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Alternative Governance Board
Report of Findings
James Madison Elementary
Classroom Observations – October 21st, 2011

Visiting team
Debie Wood - Associate Superintendent
Julia Reese – CAO Blue pyramid
Janet Grossnicklaus – Director of Curriculum, Instruction & Assessment
Alma De Luna – Director of English Language Learners
Cindy Ellis – Coordinator of Curriculum, Assessment & Accountability
Art Davis – MCOE representative
Maria Yeniz – Madison parent
Vanessa Reyes – Madison parent

Site administrators and staff
Arora Chavez – principal
Dora Childers – Teacher on Special Assignment
Frank Espinosa – Teacher on Special Assignment
Julie Hobbs – Teacher on Special Assignment

Group 1

Grade	Room #	Subject
K	K-C	ELA
K	K-B	ELA
K	K-A	ELA
K	13	ELA
3	1	ELA
3	2	ELA
3	3	ELA

Group 2

1	8	ELA
1	7	ELA
1	6	ELA
4	18	ELA
4/5	17	ELA
4	19	ELA

Group 3

1/2	5	ELA
2	9	ELA
2	10	ELA
2	11	ELA
5	26	
5	28	End of math transitioning to ELD
6	29	
6	31	
6	30	
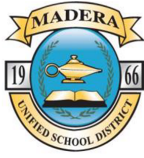
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Kindergarten – ELA
*Rubric ratings reflect 3 of 4 teachers.

Lesson Delivery

Checking for Understanding – Rubric level: Internalized

District Instructional Norms – Rubric level: Refinement

Higher Order Questions (HOQ) – Rubric level: Internalized

Instructional Adjustments – Rubric level: Refinement

Summary

Acknowledgements
CFU
- LMB – LiPs good monitoring of individual student sound production.
- Use of labels and physical feel of sounds.
- Pair-share mouth shape.

Instructional Norms
- Evidence of complete sentences.
- Evidence of pair-share.
- Read with me.

HOQ
- Good push for explanations in LiPs lesson.

Instructional Adjustments
- LiPs Adjustments seen regularly.
- Big Book activity adjustments seen from question response.

Next Steps
CFU
- LMB – increase use of positive praise.
- Room B – staff development and clear expectations needed.
- Old word/new word connection refinement.

Instructional Norms
- Pair-share structure refinement.

HOQ
- Continue to identify and use HOQ.

Instructional Adjustment
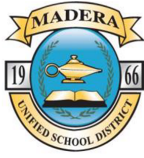- Continue to refine.

Grade 1 – English Language Arts
Overall Rubric level: Learning to Literal

Lesson Delivery

Checking for Understanding – Rubric level: Learning

District Instructional Norms – Rubric level: Literal

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Higher Order Questions (HOQ) – Rubric level: Literal

Instructional Adjustments – Rubric level: Learning

Summary
Acknowledgements
- Evidence of common planning.
- Evidence of use of complete sentences.
- Efforts to use instructional norms is recognized.

Next Steps
- Provide more modeling of new learning.
- Establish procedures for whiteboard and structured pair-share.
- Focus on the learning.
- Continue to refine the use of instructional norms.

Grade 2 – English Language Arts

Lesson Delivery
Checking for Understanding – Rubric level: Literal to Refinement

District Instructional Norms – Rubric level: Literal to Refinement

Higher Order Questions (HOQ) – Rubric level: Literal

Instructional Adjustments – Rubric level: Literal

Lesson Design
Design Component – Rubric level: Refinement

Content Standards – Rubric level: Refinement

Core Materials – Rubric level: Refinement

Differentiation – Rubric level: Literal

Summary
Acknowledgements
- Evidence of use of core materials in 3 of 4 classrooms.
- Evidence of common planning.
- Evidence of student engagement.
- Positive classroom environments.
- Steps procedures identified and posted.

Next Steps
- Review purpose of using whiteboards to guage. Pacing, determine number of students that are understanding and to determine next teacher question.
- Create opportunities for teachers to observe model teachers specific to HOQ.
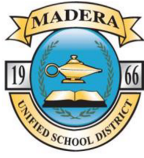
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Grade 3 – English Language Arts

Lesson Delivery

Checking for Understanding – Rubric level: Refinement

District Instructional Norms – Rubric level: Refinement to Internalized

Higher Order Questions (HOQ) – Rubric level: Literal

Instructional Adjustments – Rubric level: Refinement

Lesson Design

Design Component – Rubric level: Refinement

Content Standards – Rubric level: Literal

Core Materials – Rubric level: Refinement

Differentiation – None observed due to independent practice.

Summary

Acknowledgements
- Room 1 – strong pair-share.

CFU
- Evidence of asking question first.
- Evidence of use of random questions.
- Going back when a student does not get the answer.

Instructional Norms
- Evidence of use of whiteboards.
- Push for complete sentences – continue.
- Track, read with me.

HOQ
- Some evidence in room 1.

Instructional Adjustments
- Evidence of verification of whiteboard responses.
- Used proximity to ensure student responses.

Design Components
- Learning. Objective was done comprehensively.
- Front loading vocabulary.

Content Standard
- Learning Objective as posted was at grade level.

Core Materials
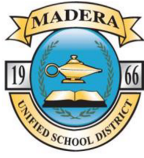- Good use of core for base of lesson.

Differentiation
- None observed due to independent practice.

Next Steps

CFU
- Be aware of rigor in CFU.
- Push for correct vocabulary. If you correct a CFU – have student repeat.

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Instructional Norms
- Continue working on complete sentences.
- Continue refinement of pair-share.

HOQ
- Area of focus.

Instructional Adjustments
- Continue to refine CFU and use to guide instruction.

Design Components
- Full development of concept before going on to skill.

Content Standard
- Ensure what students are doing is at grade level rigor. Single step vs. multiple steps.

Core Materials
- If core and supplemental core is exhausted don't address at Development of Standards – augment CFU to push rigor.

Grade 4 –English Language Arts
Overall Rubric level: Refinement

Lesson Delivery
> **Checking for Understanding** – Rubric level: Refinement

> **District Instructional Norms** – Rubric level: Refinement

> **Higher Order Questions (HOQ) –** Rubric level: Literal

> **Instructional Adjustments –** Rubric level: Refinement

Lesson Design
> **Design Component –** Rubric level: Refinement

> **Content Standards –** Rubric level: Refinement

> **Core Materials** – Rubric level: Internalized

> **Differentiation** – Rubric level: Refinement
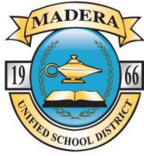
Summary
Acknowledgements
- Evidence of common planning.
- Expectation of use of complete sentences was evident.
- Instructional norms are fully implemented.
- Effective feedback was consistent (echo, elaboration).
- Most classrooms demonstrated Refinement (2 of 3)

Next Steps
- Increase teacher modeling during skill development.
- Increase the use and variety of HOQ.

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Grade 5 - English Language Development
Overall Rubric level: Refinement

<u>Lesson Delivery</u>

> **Checking for Understanding** – Rubric level: Refinement

> **District Instructional Norms** – Rubric level: Internalized

> **Higher Order Questions (HOQ) –** Rubric level: Refinement

> **Instructional Adjustments –** Rubric level: Refinement

<u>Lesson Design</u>

> **Design Component –** Rubric level: Refinement

> **Content Standards –** Rubric level: Refinement

> **Core Materials** – Rubric level: *Not reference – couldn't be determined.

> **Differentiation** – Rubric level: Refinement

Summary

<u>Acknowledgements</u>
- Evidence of EDI lesson components.
- Effective implementation of instructional norms and EDI delivery strategies.
- Effort to provide wait time.
- ELD: error correction was evident.

<u>Next Steps</u>
- Increase the use and variety of HOQ's.

Grade 6 – English Language Development

<u>Lesson Delivery</u>

> **Checking for Understanding** – Rubric level: Internalized

> **District Instructional Norms** – Rubric level: Refinement to Internalized

> **Higher Order Questions (HOQ) –** Rubric level: Refinement

> **Instructional Adjustments –** Rubric level: Refinement

<u>Lesson Design</u>

> **Design Component –** Rubric level: Refinement

> **Content Standards –** Rubric level: Internalized

> **Core Materials** – Rubric level: Internalized

> **Differentiation** – not observed today.
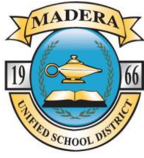
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Summary

Acknowledgements

- Evidence of common planning.
- Evidence of grade level rigor.
- ELD teacher – good use of HOQ
- Steps and procedures were identified and posted.

Next Steps

- Create opportunities for teachers to observe model teachers specific to HOQ.

Respectfully submitted by

Gladys A Wilson

Assistant to the Associate Superintendent of Educational Services

AGB 12/11

Educational Services Department
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Alternative Governance Board
Report of Findings
James Madison Elementary
Classroom Observations – December 15, 2011

Visiting team
Debie Wood - Associate Superintendent
Julia Reese – CAO Blue pyramid
Janet Grossnicklaus – Director of Curriculum, Instruction & Assessment
Alma De Luna – Director of English Language Learners
Cindy Ellis – Coordinator of Curriculum, Assessment & Accountability
Ric Arredondo – Board of Trustees president
Luther Slack – NAACP representative

Site administrators and staff
Arora Chavez – principal
Mary Jane Montgomery – interim vice principal
Dora Childers – Teacher on Special Assignment
Frank Espinosa – Teacher on Special Assignment
Julie Hobbs – Teacher on Special Assignment

Group 1

Grade	Room #	Subject
K	K-C	
K	K-B	
K	K-A	Math
K	13	
3	1	
3	2	ELA
3	3	

Group 2

1	8	
1	7	ELA
1	6	
4	18	
4/5	17	ELA
4	19	

Group 3

1/2	5	
2	10	ELA
2	11	
5	26	
5	28	
6	29	End of Math – Transitioning to ELD
6	31	
6	30	

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Kindergarten – Math

Lesson Delivery

Checking for Understanding – Rubric level: Refinement to Internalized

District Instructional Norms – Rubric level: Internalized

Higher Order Questions (HOQ) – Rubric level: Refinement

Instructional Adjustments – Rubric level: Literal

Summary

Acknowledgements
CFU

- 3 of 4 classrooms were consistent with random response.
- 3 of 4 classrooms used complete sentences/push regularly.

Instructional Norms

- Pair-share done across grade level.
- 3 of 4 pushed for complete sentences.
- Track/read with me used consistently.

HOQ

- Room B – great HOQ idea to get pair-share partners to prompt each other for complete sentences.
- Room 13 – "why do we put the circle around it? Really effective for showing the "put together" concept.

Design Components

- Clear evidence of common planning.

Content Standards

- Clearly at appropriate rigor.

Core materials

- Clearly evident.

Next Steps
CFU

- 1 of 4 classrooms was 50% random, 50% shout out.
- Complete sentences not seen in 1 class.

Instructional Norms

- Pair-share done 1 way only across most classrooms.

Instructional Adjustment

- Some shout out.
- Difficulty with participation during choral makes it unclear if students were "getting it."

Grade 1 – ELA

Lesson Delivery

Checking for Understanding – Rubric level: Literal

District Instructional Norms – Rubric level: Literal

Higher Order Questions (HOQ) – Rubric level: Learning

Instructional Adjustments – Rubric level: not observed.

Summary

<u>Acknowledgements</u>
- Evidence of common planning.
- Efforts made to implement District Instructional Norms.

<u>Next Steps</u>
- Continue to refine the use of District Instructional Norms. Focus on refine 1 or 2 specific District Instructional Norms for a short period of time and continue to add others.
- Create learning objectives that are clear and focused using academic vocabulary.
- Continue to refine skill development and concept development (i.e. I do, we do, and you do.)
- Increase the use of higher order questions throughout the lesson.
- Establish procedures for the use of whiteboards and structured pair-share.

Grade 2 – ELA

Lesson Delivery

Checking for Understanding – Rubric level: Internalized

District Instructional Norms – Rubric level: Refinement

Higher Order Questions (HOQ) – Rubric level: Internalized

Instructional Adjustments – Rubric level: not observed.

Lesson Design

Design Component – Rubric level: Internalized

Content Standards – Rubric level: Internalized

Core Materials – Rubric level: Internalized

Differentiation – Rubric level: observed in combination class.

Summary

<u>Acknowledgements</u>
- Evidence of common planning.
- Strong classroom management.
- Positive use of student engagement strategies – high level of student engagement.
- Think aloud during "I do." Modeled process.

<u>Next Steps</u>
- Continue expecting complete sentences from students. Push students to use their own words when responding in complete sentences.

Grade 3 – English Language Arts

Lesson Delivery

Checking for Understanding – Rubric level: Internalized

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District Instructional Norms – Rubric level: Refinement to Internalized

Higher Order Questions (HOQ) – Rubric level: Refinement

Instructional Adjustments – Rubric level: Internalized

Lesson Design

Design Component – Rubric level: Internalized

Content Standards – Rubric level: Internalized

Core Materials – Rubric level: Internalized

Differentiation – Rubric level: Did not observe Independent Practice portion of lessons.

Summary
Acknowledgements
- TAPPLE/random in regular use.
- Push for HOQ evident.

Instructional Norms
- Evidence of pair-share across grade level.
- Two way pair-share done in 1 of 3 classrooms.
- Choral/tracking was done across grade level.
- Whiteboard used in 2 of 3 classrooms.

HOQ
- Seen in 2 of 3 classrooms.

Instructional Adjustments
- Evidence of adjustments based on CFU.

Design Components
- Components evident and well structured.

Content Standard
- Clearly at appropriate rigor.

Core Materials
- Clearly evident.

Differentiation
- Did not observe Independent Practice portion of lessons.

Next Steps
Instructional Norms
- Be precise to text when tracking to avoid EL confusion.
- Refine purposeful use of whiteboards.

Grade 4 – 4/5 - ELA

Lesson Delivery

Checking for Understanding – Rubric level: Literal to Refinement

District Instructional Norms – Rubric level: Refinement

Higher Order Questions (HOQ) – Rubric level: Literal

Instructional Adjustments – Rubric level: Refinement

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Lesson Design

Design Component – Rubric level: Refinement

Content Standards – Rubric level: Literal

Core Materials – Rubric level: Refinement

Differentiation – Rubric level: Refinement

Summary

Acknowledgements

- Evidence of common planning.
- Efforts made to implement the use of District Instructional Norms and EDI lesson design.
- Evidence of some teachers being responsive to the needs of the students (2 of 3 classrooms).

Next Steps

- Increase the use of higher order thinking questions.
- Continue to refine the use of District Instructional Norms.
- During the EDI lesson design, include grade level rigor using academic vocabulary.
- Support students in the development of their response (i.e. justify response using own words.)

Grade 5 - Math

Lesson Delivery

Checking for Understanding – Rubric level: Refinement to Internalized

District Instructional Norms – Rubric level: Refinement

Higher Order Questions (HOQ) – Rubric level: observed in 1 classroom.

Instructional Adjustments – Rubric level: Refinement

Lesson Design

Design Component – Rubric level: Refinement

Content Standards – Rubric level: Internalized

Core Materials – Rubric level: Refinement

Differentiation – Rubric level: Refinement

Summary

Acknowledgements

- Evidence of common planning
- Estimation "process" tied to grade level standards.

Next Steps

- Identify differentiation opportunities in design of lessons.
- Strengthen the use of CFU. Include in lesson design.

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Grade 6 – ELD/EO – ELA

Lesson Delivery

Checking for Understanding – Rubric level: Internalized

District Instructional Norms – Rubric level: Refinement to Internalized

Higher Order Questions (HOQ) – Rubric level: Not observed.

Instructional Adjustments – Rubric level: Not observed.

Lesson Design

Design Component – Rubric level: Internalized

Content Standards – Rubric level: Internalized

Core Materials – Rubric level: Internalized

Differentiation – Rubric level: Not observed.

Summary

Acknowledgements

- Evidence of student engagement in all classrooms.
- High level of rigor and push in 2 of 3 classrooms.

Next Steps

- Include instructional norms components in lesson design to increase level of student engagement – 1 of 3 classrooms.
- Continue refining lesson delivery and lesson as you progress towards innovation.

Respectfully submitted by

Gladys A Wilson

Assistant to the Associate Superintendent of Educational Services

AGB 3/12

Educational Services Department

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Alternative Governance Board
Elementary Schools Visitation #3
Report of Findings – Team 2
March 8, 2012

<u>**Visiting team**</u>
Jose Rodriguez - Board of Trustees
Julia Reese – Chief Academic Officer – Blue pyramid
Janet Grossnicklaus – Director of Curriculum, Instruction and Assessment
Alma De Luna – Director of English Language Learners
Cindy Ellis – Coordinator of Curriculum, Instruction & Assessment
Lynn Gonzales – parent at Washington elementary

<u>**Site administrators and staff**</u>
Arora Chavez – James Madison elementary principal
Mariano Collazo – James Madison elementary vice principal
Frank Espinosa – James Madison elementary TSA
Julie Hobbs – James Madison elementary TSA
Bill Holden – George Washington elementary principal
Michelle Angus – George Washington elementary vice principal

8:10 – 9:10	**James Madison Classroom Observations**		
	Room 29	6th gr.	Math
	Room 28	5th gr.	ELA
	Room 17	4th gr.	ELA
	Room 2	3rd gr.	ELA
10:05 – 11:25	**George Washington Classroom Observations**		
	Room 27	3rd gr.	ELA Reteach
	Room 28	3rd gr.	ELA Reteach
	Room 20	3rd gr.	ELA Reteach
	Room 23	4th gr.	Math
	Room 25	4th gr.	Math
	Room 34	6th gr.	ELA
	Room 21	6th gr.	ELA

James Madison Elementary

<u>**Lesson Delivery**</u>

Checking for Understanding – Rubric level: Refinement to Internalized

District Instructional Norms – Rubric level: Internalized

Higher Order Questions (HOQ) – Rubric level: Refinement to Internalized

Instructional Adjustments – Rubric level: Refinement

Lesson Design
Design Component – Rubric level: Refinement to Internalized

Content Standards – Rubric level: Internalized

Core Materials – Rubric level: Internalized

Differentiation – Rubric level: Internalized

Summary
Acknowledgements
- CFU was used appropriately. Team saw the early part of lesson which made it difficult to determine exact rubric slot.
- Complete sentence was evident (even in 3rd grade pair-share!)
- Room 2 – Internalized EDI components, easily observable.
- Room 29 – Good skill progression before concept.
- Growth in EDI model across campus is clearly evident and great to see.
- Attention to academic/content vocabulary is clear.

Next Steps
- Ensure 80% correct before going to Independent Practice and pull-out group.
- Keep to "rule of 2."

George Washington Elementary
Grade 3
Lesson Delivery
Checking for Understanding – Rubric level: Refinement

District Instructional Norms – Rubric level: Refinement to Internalized

Higher Order Questions (HOQ) – Rubric level: Internalized – 2 of 3 observed

Instructional Adjustments – Rubric level: Refinement

Lesson Design
Design Component – Rubric level: Refinement

Content Standards – Rubric level: Internalized

Core Materials – Rubric level: Refinement to Internalized

Differentiation – Rubric level: Refinement to Internalized

Summary
Acknowledgements
- Wait time was observed.
- Scaffolding was provided to support student understanding.
- Structured pair-share internalized.
  - Expectation to use complete sentence is evident.
- Sentence frames provided scaffolding.
- HOQ's – in your own words/how did you know (examples)

Next Steps
- Ensure 80% accuracy before moving forward.
- Error correction should be specific to the response by students.

Grades 4 – 6
Lesson Delivery
Checking for Understanding – Rubric level: Internalized

District Instructional Norms – Rubric level: Internalized

Higher Order Questions (HOQ) – Rubric level: Refinement

Instructional Adjustments – Rubric level: Refinement

Lesson Design
Design Component – Rubric level: Refinement

Content Standards – Rubric level: Refinement to Internalized

Core Materials – Rubric level: Refinement to Internalized

Differentiation – Rubric level: Literal

Summary
Acknowledgements
- Complete Sentences were done well.
- Room 30 did an excellent job of breaking down the vocabulary and HOQ within.

Next Steps
- Continue HOQ development in lessons. Why, how, justifications in their own words.

Respectfully submitted by
Gladys A Wilson
Assistant to the Associate Superintendent of Educational Services

AGB Rubric

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DAR Implementation Rubric
Explicit Direct Instruction

Date _____ School site _____   Grade/Subject_____

Lesson Delivery

Element	Learning	Literal	Refinement	Internalized	Innovative
Checking for Understanding (CFU)	Little to no use of Checking For Understanding.	Checking For Understanding used infrequently and improperly.	CFU used at appropriate times but may or may not be used to guide instruction.	CFU used at appropriate times to guide instruction.	Developing and using a variety of CFU in real time to guide instruction.

Element	Learning	Literal	Refinement	Internalized	Innovative
District Instructional Norms	Little to no use of District Norms and random selection delivered in the lesson.	Some use of District Norms and random selection in the classroom delivered in the lesson with an understanding to fulfill district expectations.	Regular use of District Norms and random selection delivered throughout the lesson with a developing level of ease.	Interchangeable use of District Norms and random selection delivered throughout the lesson with a high level of ease.	Creative and natural use of District Norms and random selection delivered throughout the lesson with a natural ease and rationale.

Element	Learning	Literal	Refinement	Internalized	Innovative
Higher Order Questions (HOQ)	HOQ not used.	Little to no use of HOQ.	Some use of HOQ.	Regular use of HOQ.	Interchangeable and strategic use of a variety of HOQ.

Element	Learning	Literal	Refinement	Internalized	Innovative
Instructional Adjustments	Dominant use of shout out and forward questioning, with no use of CFU.	CFU performed but not to guide instruction leading to some acceptance of shout out answers and forward questioning.	Attempting to make adjustments in instruction in response to student and class needs.	Making adjustments in response to student and class needs.	Unique and reflective adjustments made in response to student and class needs.

5/22/12

Lesson Design

Element	Learning	Literal	Refinement	Internalized	Innovative
Design Components	Little or no use of design components.	Awareness and use of some of the design components.	Awareness and use of all design components.	Appropriate use and alteration of all design components to fit lesson.	Purposeful and creative alterations with a distinctive use of all design components.

Element	Learning	Literal	Refinement	Internalized	Innovative
Content Standards	Lesson not or loosely tied to a content standard.	Lesson may be tied 10/10/11to a grade level standard but without consideration of rigor.	Lesson tied to essential core content standard with grade level rigor.	Lesson tied to a deconstructed content standard with grade appropriate skill, concept, and rigor.	Lesson tied to a deconstructed content standard with grade appropriate and vertically aligned skill, concept, and rigor.

Element	Learning	Literal	Refinement	Internalized	Innovative
Core Materials	Little or no consideration of core materials used to design process.	Minimal use of core materials in design process.	Some use of core materials to guide design process on various components, and lesson leads to independent practice.	Understanding of EDI components frame selection and/or necessary adjustments of core materials.	Deep understanding of EDI components frames masterful use and modification of core materials.

Element	Learning	Literal	Refinement	Internalized	Innovative
Differentiation	No differentiation for student success identified.	Few attempts of differentiation for student success identified.	Attempting to differentiation for student success.	Lesson has identifiable differentiation techniques for student success.	Lesson has a variety of identifiable differentiation techniques for student success.

5/22/12

Number and percentage of teachers in academic areas experiencing low student performance

As a school in Program Improvement Year 5, Madison has some academic needs in instructional design and student achievement. We have, however, implemented many positive instructional strategies that have led to greater student and teacher success. Thinking Maps, Write From the Beginning, and Explicit Direct Instruction are just some of the strategies that have helped Madison show greater gains in student and teacher achievement.

Family, school, district and community resources available to assist these students

Our Coordination of Services Team (COST) connects families with a variety of services. Our Nurse and Health Clerk also work with families and help them make sure they are current with shots and other health-related needs.

School, district and community barriers to improvements in student achievement

Madison has the challenge of having a high poverty index and a great number of ELL students with English being the child's third language. The transiency and mobility rate amongst our students is high, which also presents a challenge in providing continuous, focused instruction to all of our students. Behaviorally, our school demonstrate more of an inner city school type behaviors. Our English only students have the most challenges both behaviorally and academically.

Limitations of the current program to enable under performing student to meet standards

Teachers all have differing levels of mastery in high-leverage instructional strategies. This limits our ability to provide the same high quality of instruction across an entire grade level. We are working to remedy this instructional limitation through extra staff development, common grade level planning time, enforcing common curriculum pacing guides, interactive coaching, and instituting common grade level schedules throughout the school. The implementation of English Language Development deployment and English Language Arts intervention helps our school make the most of teachers' instructional strengths.

Analyze Instructional Programs

Instructional Programs

Conclusions from Analysis of Instructional Programs

We use the CST, CELDT, DIBELS, common formative assessments, district progress assessments (DPA), and teachers' daily checking for understanding. All sources indicate that our students are lacking skills in English Language Arts necessary to score at higher levels on high stakes assessments. Madison teachers and administration review high stakes assessment data annually to identify areas
of instructional focus for the upcoming year. Classroom assessment data is reviewed daily by checking for understanding during lessons and 6 weeks by grade level teams and administration in order to identify students not mastering the learning goals and determine the next steps in professional development. Then they monitor students'
progress, adding extra interventions as needed in order to help all students be successful. Madison teachers and administration believe that the best intervention is good first teaching. The focus is on effective, research-proven strategies that can be used across the curriculum to teach students who need extra support. We also need to work on ensuring that we are teaching to mastery or ensure that 80% of our students grasped the concept. Then they should work in a small group with the other 20%.

Teachers work as a grade level to plan for common instruction across the classrooms and to share resources
and strategies that would best meet the needs of all students. As a result of our analysis of CST data and CELDT data, Madison has taken steps to help our students be even more successful during
the following school year by focusing our resources on increasing the quality of instruction provided to all students. We have two full-time and two part-time teachers on special assignment in order to help with targeted interventions and professional development. We also kept our Teacher on Special Assignment to support teachers as they implement strategies designed to increase the rigor through the use of EDI.

As areas of academic need arise for our school and for individual students, parents are informed through a variety of forums. These include StandardsScore, ConnectEd, School Site Council, newsletters, parent-teacher conferences, and ELAC meetings. We also have a computer available for parent use in the office and train them on how to access their child's grades.

January Leadership Meeting Feedback:

1. Instructional Focus
• Instructional Norms & pacing
• Learning Objectives
• Differentiation within your lessons (How to gauge whether or not we need to re-teach)
i. We all need to ensure that we are teaching to mastery (k-6) every day during our ELA or Math block of time. For example when you are teaching a concept and you determine that only 65% of your class got the concept using the instructional norms, then you need to reteach at that moment before moving on to the skill or steps.

The School Site Council has aligned itself to the Essential Program Components (EPCs) from the state, our Alternative Governance Board (AGB) recommendations and next steps, and is also monitoring our educational program. The SSC has expressed the need to ensure that we analyze, strategize, and document our progress throughout the year by updating the School Site Plan on a regular basis.

In an attempt to provide our student real time interventions based on up to date data, we will analyze the following data periodically throughout the year and make adjustments as needed.This data will be used to determine the grade level professional development focus, celebrate success, determine which grade level needs the most support, and strategize our interventions.

*DPA 1, 2, 3, 4 (kinder and 1st grades).

*DIBELS for kinder and 1st grades three times per year.

*CELDT - preliminary data in October, official data around February and August to redesignate and rearrange deployment groups for our students,and again close to CST to motivate our students.

*The Pre & Post test and progress monitoring data for our Tier 3 students.

*The progress monitoring data for our Tier 2 students.

*CSTs to determine the effectiveness of our tutoring services, determine the grade level professional development focus, celebrate success, determine which grade level needs the most support, and strategize our interventions.

Nine Essential Program Components

1. **Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and * English Language Development materials**.
   Elementary School Level: The school/district provides the current SBE-adopted basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD)(2002, 2005 [follow-up] or 2008 adoptions) and for mathematics (2001, 2005 [follow-up] or 2007 adoptions). The school/district also provides the current SBE-adopted intensive interventions for Grades 4-8 in RLA/ELD and Grades 4-7 and Grade 8 Algebra Readiness in mathematics. These programs are to be implemented as designed and documented to be in daily use in every classroom with materials for every student.

2. **Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.**

   Elementary School Level: The school/district complies with and monitors the daily implementation of instructional time for the adopted RLA and mathematics basic core programs, the intensive interventions as well as additional time for strategic support and ELD for identified English Learners. This time should be given priority and be protected from interruptions.

3. Use of **an annual district instructional/assessment pacing guide for grades K-8 and high school.**

   Elementary School Level: The school/district prepares, distributes, and monitors the use of an annual district-instructional/assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the SBE-adopted basic core RLA/ELD, strategic support and intensive intervention programs and SBE-adopted mathematics basic core, strategic, and Grades 4-7 and Algebra Readiness intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

4. **Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation** of the district adopted program and the EPCs.

   Elementary School Level: The principal and vice-principal(s) are engaged in professional development focused on the SBE-adopted RLA/ELD and mathematics basic core and intervention program materials, including instructional leadership skills.

5. **Fully credentialed, highly-qualified teachers**, per the requirements of the Elementary and Secondary Education Act (ESEA) and **professional development on standards-aligned/SBE-adopted instructional materials.**
   Highly Qualified Teachers: All classrooms are staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA. Requirements for No Child Left Behind (NCLB) Teacher Compliance: Teachers of core academic subjects must have: a bachelor's degree; hold an appropriate credential or intern certificate (must be currently enrolled in an approved California Commission on Teacher Credentialing [CCTC] intern program); and demonstrate subject matter competence.
   Implementation of Instructional Materials-Based Professional Development: Teachers of RLA/ELD (K-10) and mathematics K-8 through Algebra I (in all grade levels and programs, including special education and ELD) are engaged in instructional materials professional development focused on the standards-aligned/SBE-adopted basic core RLA/ELD and mathematics programs, and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school.

6. **Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.**
   The schools/district provide instructional assistance and ongoing support to all teachers of RLA/ELD and mathematics. Specifically, elementary, middle, and ninth and tenth grade RLA, intensive reading intervention, K-7 mathematics, Algebra I, and Algebra Readiness teachers receive ongoing support offered by the school and district. Possible options for providing support include trained coaches, content experts, and specialists who are knowledgeable about the adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.

7. **For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.**

   The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted RLA/ELD and mathematics basic core and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.

8. **Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.**

   The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for all teachers of reading and language arts and mathematics, including strategic and intensive intervention, special education, and ELD teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the SBE-adopted RLA/ELD and mathematics programs.

9. **Implementation of Fiscal Support aligned to full implementation of EPCs.**

   The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD, mathematics, and the Single Plan for Student Achievement (SPSA).

AGB 5/2012

James Madison Elementary
"Home of the Mighty Mavericks"

AGB Report
May 14, 2012

Sub-Group ELA DPA 3

	2ND GRADE				3RD GRADE				4TH GRADE				5TH GRADE				6TH GRADE			
	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A
AA DPA 1	100%				100%					50%	50%		33%	66%			100%			
AA DPA 3	100%				100%						100%		33%	33%	33%			100%		
Hisp DPA 1	73%	18%	8%	1%	73%	24%	3%		67%	31%	2%		55%	35%	10%		34%	52%	13%	1%
Hisp DPA 3	28%	38%	32%	3%	46%	32%	22%		33%	45%	21%	1%	23%	46%	28%	3%	16%	48%	31%	5%
White DPA 1	60%	20%	20%		40%	60%			78%	21%	1%		50%		50%		14%	72%	14%	
White DPA 3	33%		67%			67%	33%			33%	67%		33%		33%	33%		20%	80%	
EL DPA 1	72%	20%	7%	1%	83%	17%			78%	21%	1%		82%	18%			65%	31%	4%	
EI DPA 3	34%	38%	25%	3%	57%	33%	11%		38%	46%	14%	2%	25%	66%	9%		32%	52%	16%	
EO DPA 1	74%	13%	13%		63%	32%	5%		50%	38%	12%		44%	41%	15%		35%	52%	8%	
EO DPA 3	17%	35%	48%		33%	39%	28%		20%	45%	35%		34%	28%	31%	7%	23%	50%	27%	
RSP DPA 1					100%				83%	17%			50%	50%				100%		
RSP DPA 3							100%		60%	20%	20%			100%					100%	
SDC DPA 1			100%						100%				66%	33%			100%			
SDC DPA 3			100%										67%		33%		67%	33%		

ELA DPA Progression by Grade

Grade	#	ELA DPA 1				#	ELA DPA 2				#	ELA DPA 3			
		Below Basic	Basic	Proficient	Advanced		Below Basic	Basic	Proficient	Advanced		Below Basic	Basic	Proficient	Advanced
2	85	62/ 73%	15/ 18%	7/8%	1/1%	87	45/ 52%	34/ 39%	8/9%		86	27/ 31%	31/ 36%	26/ 30%	2/ 2%
3	67	48/ 72%	17/25%	2/3%		72	44/ 61%	22/ 31%	6/ 8%		69	32/ 46%	22/ 32%	15/ 22%	
4	100	63/ 63%	32 / 32%	5/5%		101	49/ 49%	37/ 37%	15/ 15%		97	29/ 30%	44/ 45%	23/ 24%	1/ 1%
5	77	41/ 53%	28/ 36%	8/ 10%		80	28/ 35%	34/ 43%	18/ 23%		76	18/ 24%	33/ 43%	22/ 29%	3/ 4%
6	98	33/ 34%	52/ 53%	12/ 12%	1/1%	98	26/ 27%	45/ 46%	27/ 28%		94	14/ 15%	44/ 47%	32/ 34%	4/ 4%

Sub-Group Math DPA 3

	2ND GRADE				3RD GRADE				4TH GRADE				5TH GRADE				6TH GRADE			
	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A
AA DPA 1	100%				100%				100%				66%	33%			100%			
AA DPA 3	100%				100%							100%		33%		33% 33%	100%			
Hisp DPA 1	84%	9%	7%		70%	24%	7%		67%	26%	6%	1%	59%	34%	7%		66%	28%	6%	
Hisp DPA 3	24%	29%	36%	11%	29%	24%	25%	22%	40%	35%	15%	10%	23%	27%	36%	14%	32%	36%	24%	8%
White DPA 1	100%				75%	25%			60%	40%			50%	50%			43%	57%		
White DPA 3			100%			33%	33%	33%	33%	33%	33%		33%		67%		33%	50%	17%	
EL DPA 1	80%	11%	9%		79%	21%			76%	22%	2%		55%	45%			87%	13%		
EL DPA 3	31%	30%	30%	10%	35%	28%	24%	13%	45%	34%	16%	5%	15%	39%	39%	6%	50%	27%	23%	
EO DPA 1	100%				71%	29%			50%	38%	13%		81%	15%	4%		65%	31%	4%	
EO DPA 3	14%	18%	59%	9%	22%	22%	33%	22%	42%	37%	11%	11%	37%	26%	30%	7%	35%	48%	17%	
RSP DPA 1					100%				100%				100%					100%		
RSP DPA 3						100%			100%				50%	50%			50%	50%		
SDC DPA 1	50%		50%						100%				100%				100%			
SDC DPA 3			100%										50%		50%		50%	50%		

Math DPA Progression by Grade

Gr	#	Math DPA 1 Below Basic	Basic	Proficient	Advanced	#	Math DPA 2 Below Basic	Basic	Proficient	Advanced	#	Math DPA 3 Below Basic	Basic	Proficient	Advanced
2	84	72/ 86%	7/ 8%	5/6%		85	52 / 61%	18/ 21%	14 /17%	1/1%	84	23/ 27%	22/ 26%	31/ 37%	8/ 10%
3	65	46/ 70%	15/ 23%	4/6%		70	35/ 50%	14/ 20%	15/ 21%	6/9%	69	19/ 28%	17/ 25%	18/ 26%	15/ 22%
4	99	64/ 65%	28 / 28%	6/6%	1/1%	92	52/ 57%	25/ 27%	11 /12%	4/4%	94	39/ 41%	30/ 32%	16/ 17%	9/ 10%
5	77	45/ 58%	27/ 35%	5/6%		79	34/ 43%	29/ 37%	15/ 19%	1/1%	77	17/ 22%	21/ 27%	28/ 36%	11/ 14%
6	98	64/ 63%	29/ 30%	5/5%		98	45/ 46%	40/ 41%	11/ 11%	2/2%	96	31/ 32%	35/ 36%	23/ 24%	7/ 7%

Summary of DPA 1 to 3 Data

}We have had some movement with our special education students from Below Basic to Basic and Proficient.

}In ELA, our English Learners and English Only students had about the same amount of growth except for in 5th grade.

}Our White students had the biggest growth.

}Our African American students are spread out in their performance.

}Madison has an overall 21% growth in Math and 15% in ELA.

}We have 15 out of 22 teachers with over 10% growth in Math and ELA.

}All of our cluster classes had comparable growth of 8% in math and ELA.

English Language Learners

		2012				
		Level 1	Level 2	Level 3	Level 4	Level 5
2011	Level 1	28	35	19	2	1
	Level 2	4	29	25	5	0
	Level 3	1	12	62	42	3
	Level 4	0	0	7	12	2
	Level 5	0	0	0	1	0

2011 Level	Negative Movement	No Movement	Positive Movement	Total
Level 1	0	28	57	85
Level 2	4	29	30	63
Level 3	13	62	45	120
Level 4	7	12	2	21
Level 5	1	0	0	1
Total #	25	131	134	290
Total %	8.62 %	45.17 %	46.21 %	100.00 %

AYP Status

Subject	DPA 3		Safe Harbor AYP		Students Needed as of the end of February
	#	%	#	%	#
ELA	128	30%	131	34.40%	3
Math	166	44%	178	46.70%	12

EL Students by Grade

Grade	Total	B	EI	I	EA	A	EA/A	Met Criteria
K	73	48	20	5	0	0	0	0
1	59	12	24	17	6	0	6	6
2	66	9	27	23	6	1	7	5
3	50	6	13	26	4	1	5	5
4	67	6	6	31	21	3	24	20
5	35	0	6	11	18	0	18	16
6	25	1	2	9	11	2	13	11
Total	375	82	98	122	66	7	73	63

English Language Learners

}31 students were redesginated, 37 met the CELDT criteria but not the CST, and16 met the CST criteria but not the CELDT.

}2nd, 3rd, and 4th grades are the grade levels with the greatest amount of students lingering in Level 3 or Intermediate.

}In 5th and 6th grades, our students struggle with motivation.

}As a school our weakest components of the CELDT is in reading with 69.31% negative or no movement and writing with 55.52% negative or no movement.
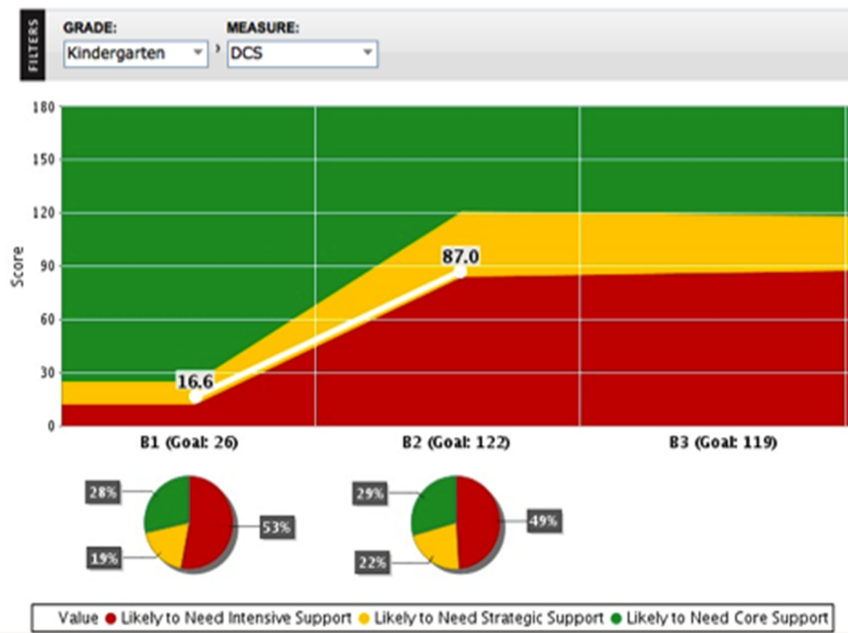
}We must strengthen our use of curriculum, add ELD CFAs, and embed the ELD unit tests to expose our students to CELDT.

}We need to provide intervention for our students that are getting stuck in level 3.

James Madison Elem School > DIBELS Next, 2011-2012

Chart Shows: 4 classes | Data as of 04/30/2012

Kinder DIBELS

}There is a reduction of intensive students.

}As of the mid-year DIBELS assessment, our kinder students are at the level that our kids came into first grade this year.

}There are still behavioral and language challenges.

}There is a need to push our kids from strategic to core.

James Madison Elem School > DIBELS Next, 2011-2012

Chart Shows: 4 classes | Data as of 04/30/2012
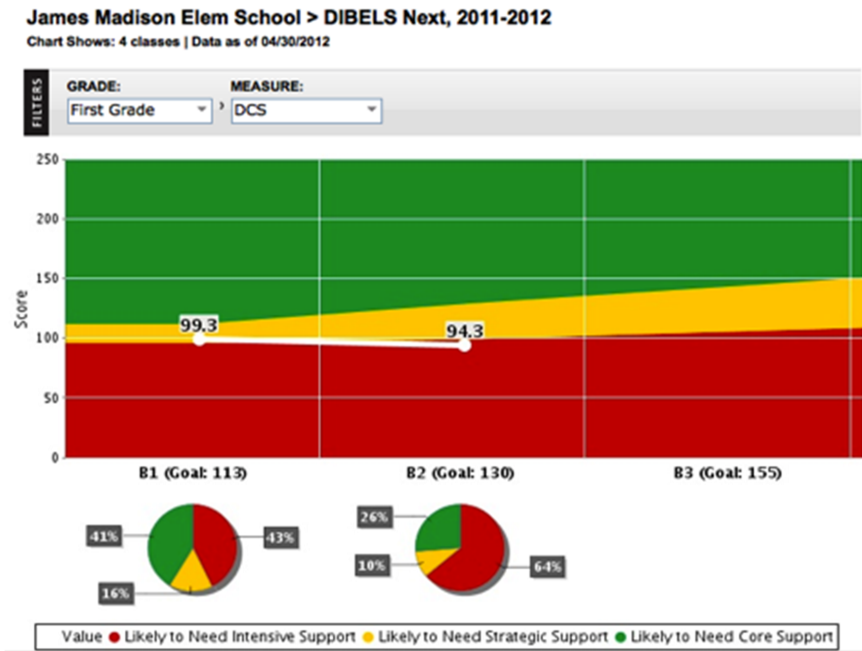
1ˢᵗ Grade DIBELS

}The principal facilitated professional development on DIBELS for the k/1 staff.

}Ensure all guided reading groups are leveled and implemented appropriately.

}Strengthen our lesson planning.

}LMB TSA will continue working with teachers on their lesson planning & delivery to ensure student learning.

}Sight words will be incorporated throughout the day in a variety of modalities as well as in Seeing Stars.

}Our students are performing below expectations. Our focus will be on teaching to mastery and reducing the use of Pearson to refocus on reading.

}Professional development along with restructuring of the grade level is needed.

}Provide support for this cohort of students to get them up to grade level in second grade.

## Strategy #2: Explicit Direct Instruction Based on Our AGB Visit Feedback
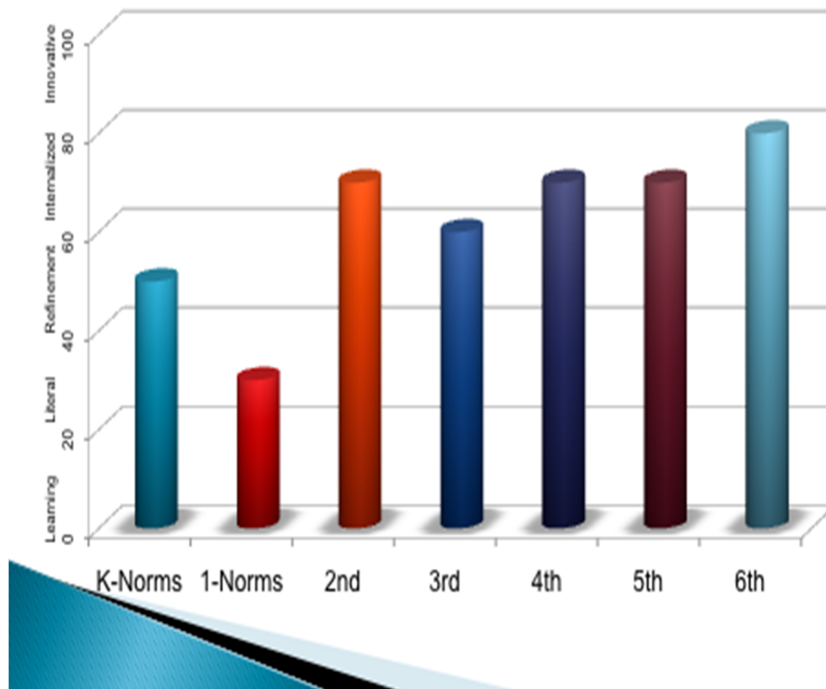
Strategy #2: Explicit Direct Instruction

◦C&I TSA: Differentiate support per grade level and individual teachers' areas of need based on DPA growth data
◦Strategic support in ELA for 2 & 3 grades and in math for 4-6
◦Principal is providing support to grade levels during planning days & through interactive coaching
◦Interactive coaching school-wide
◦Professional development during early outs focused on EDI

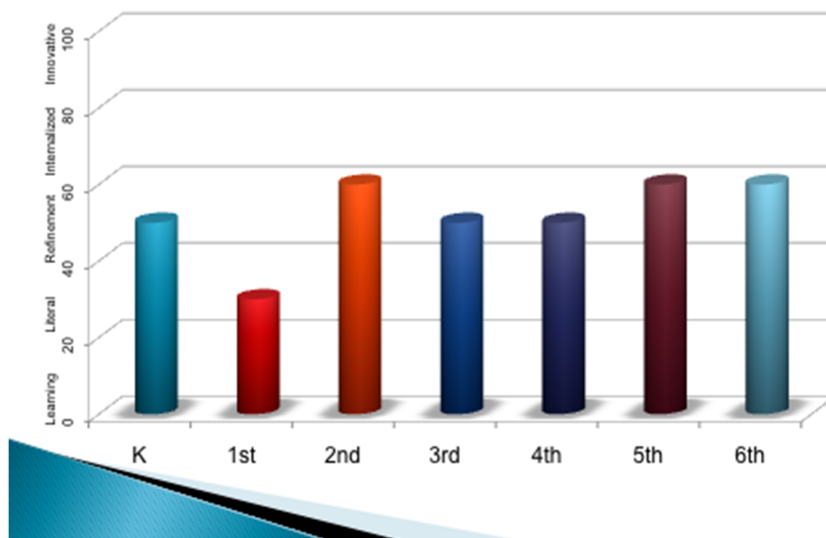## Strategy #3: Response to Intervention: Academic
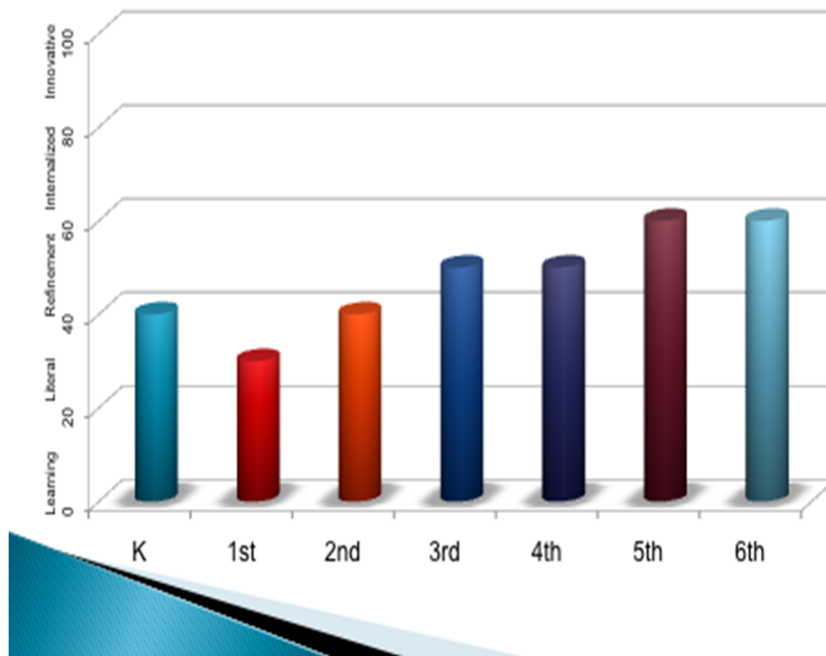
Strategy #3: Response to Intervention: Academic
}Provide LMB Tier II use in the classroom

}Monitor documentation, Tier I and II instruction

}Continue training on RtI identification, documentation, and services

Strategy #4: Professional Learning Communities

Strategy #4: Professional Learning Communities

}Grade Level Teams
◦Refinement of the PLC process to ensure strategic, grade-level collaboration with a focus on student learning by admin participating in grade level collaboration meetings to provide support and monitor the focus on learning. Grade level collaboration is staggered to ensure admin participation.

◦Employ the use of CFA, CST, CELDT, and DPA data to guide tier I instruction, deconstruct standards, adjust pacing guides, and design intervention during strategic time

◦Develop rigorous EDI lessons

◦LMB TSA will provide support during k/1 collaboration and C & I TSA will provide support during 2-6 collaboration.

SMART Goal for the Spectrum of Learning
By March 2012, all grade levels will increase one level in half of the sections in the PLC, RtI, and EDI rubrics.
All grade levels increased one level in half of the sections in the PLC, RtI, and EDI rubrics.

SMART Goals
For 6 weeks after DPA 3, we provided interventions to students that were 15% points away from meeting proficient based on DPA 3 data.
Math
}As of the end of April, we were 13 students shy from meeting our Safe Harbor goals.
ELA
}As of the end of April, we were 3 students shy from meeting our Safe Harbor goals.
DIBELS
}Based on CFA data at mid-year, our kinder students out performing our first grade students. We will have our DIBELS data on May 23, 2012.

Assessments for Tier III
}In January, 4 students were exited from RtI and 4 more were moved down to Tier II.
}In May, 3 students will be moved down to Tier II.
}21/3% students are left in Tier III. Four students qualified for special education services.
}The bulk of the students are from grades 2-4.

Interventions for Tier II
}Standards Plus
}Seeing Stars
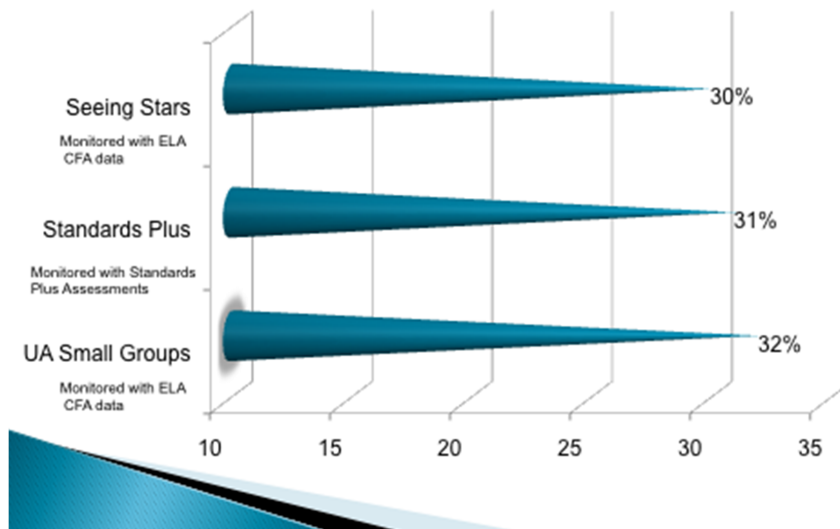}Small Group Using Universal Access focused on closing the achievement gap.
}Out of the 34/5% students that were in Tier II, 6 went up to Tier III.
}The bulk of the students are from grades 2-4.
Support is provided primarily during our strategic time.

Tier II Pre/Post Data Growth

Reflection

}Strengths:
◦We are close to meeting our AYP in ELA and Math.
◦Cluster classes are keeping up with the growth of the rest of their grade levels or outdoing their peers.
◦We have a grade level approaching the EDI internalized level.
◦Tier II interventions demonstrate consistent growth.

}Concerns:
◦We must ensure we are teaching to mastery.
◦Vertical alignment in Math for 4-6 grades and ELA in k-3.
◦Academic Vocabulary Schoolwide.
◦Good first teaching in ELD and interventions.
◦Motivating Students.

Strategies

}Interactive coaching and lesson design by LMB TSA and C & I TSA focused on ongoing efforts of improving delivery of essential standards through the use of core curriculum. Focus on good first instruction.
◦Lessons are more focused and differentiated. We need to work on teaching to mastery.
}Differentiated support by the principal to facilitate closing the achievement gaps.
◦Our school is in the top half of the district in ELA and Math with our growth.
}Fred Jones training for five teachers
◦Classroom management has improved.
}Push for in-class small group instruction and instructional norms
◦The staff is working with small groups, but we still need to work on differentiation.
}Professional development in EDI, ELD, EL Principals, and LMB
◦As a school we are in the top half of the district as it pertains to growth from DAP 2 to 3.
}School wide positive behavioral reinforcement as we are having excessive disciplinary challenges.
◦We have had an increase of more physical behaviors.

SMART Goals for ELD

AMAO 1
By October 2012, 56% of our English learners will increase one level on the CELDT.
}   We are at 46.21%.

AMAO 2
By October 2012, 20.1% of our English learners will demonstrate proficiency on the CELDT.
}   We are at 17%.

AMAO 3
By April 2012, 45.1% of our English learners will score proficient or advanced on the CST.

Site Visitation Response
Acknowledgements
}CFU was used appropriately. Team saw the early part of lesson which made it difficult to determine exact rubric slot.
}Complete sentence was evident (even in 3rd grade pair-share!)
}Room 2 – Internalized EDI components, easily observable.
}Room 29 – Good skill progression before concept.
}Growth in EDI model across campus is clearly evident and great to see.
}Attention to academic/content vocabulary is clear.

Next Steps
}Ensure 80% correct before going to Independent Practice and pull-out group.
}Keep to "rule of 2."
◦C&I TSA and administration will continue working with the staff on both of the next steps.

2012-2013 Site Plan's Next Steps

1.ELD
}We are organizing a committee to work focus on good first instruction for ELD.
}Provide a structured intervention plan for our Level 3 students.
}Fine tune what our English Only students will be doing during this time of the day.

2. Schoolwide academic vocabulary
}We will use the word bank from the Key Data "CST and CAHSEE Academic Vocabulary".
}A committee will organize how we will push academic vocabulary through out the grades.
}There will be a focus on vertical articulation.

3.   Reading in the primary grades.
}Increase the focus on reading in k-2 by reducing the use of Pearson as Pearson has demonstrated minimal growth.
}Professional development will be provided along with restructuring of first grade.
}Literacy Centers
◦Guided Reading will be differentiated by students' needs.
◦Kids that don't know their sounds and symbols will receive Seeing Stars in the small groups, those that don't know their letters will receive LiPS, there will be a phoneme segmentation group, and guided reading will be used for those students that can read at grade level.
◦Cue kids using the same verbiage as the assessment. For example, in Seeing Stars they say "nonsense words", but when they are assessed they call them "make believe words".

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

Parent Involvement

Home/School Connection

We will increase our parent involvement in parent meetings and trainings by 10% from 2011/12 school year to the 2012/13 school year.

GATE

GATE Program

Provide hands-on extended learning experiences for GATE students at Madison.

1.0 English Language Arts

1.1 Increase English Language Arts Proficiency

By June 2013, 89.2% of all students will demonstrate proficiency on the Spring 2013 California Standards Test (CST). (grades 2-6)

District Instructional Action Plan - (DIAP)
2012-2013

2.0 Mathematics

2.1 Increase Mathematics Proficiency

By June 2012, 89.5% of all students will demonstrate proficiency on the Spring 2012 California Standards Test. (grades 2-6)

3.0 English Language Learners

3.1 Increase Reclassification of EL Students

1. AMAO 1 Measures the percent of English learners (ELs) who are meeting their annual growth target in learning English . Our goal is to have 56.0% of all English Learners meet the annual growth target by advancing one level on the CELDT as measured by AMAO 1.
2A. AMAO 2 measures the percent of English learners that attain the English proficient level on the annual CELDT. AMAO 2 targets for 2012 are 20.1% for English learners who have been in language instruction educational programs for less than 5 years. 2B. It is 45.1% for English learners who have been in language instruction educational programs for 5 years or more.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Parent Involvement

Goal: Home/School Connection

ISSUE STATEMENT

Too few parents at Madison become involved in the students' educational process.

GOAL OBJECTIVE

We will increase our parent involvement in parent meetings and trainings by 10% from 2011/12 school year to the 2012/13 school year.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All K-6 parents.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

-Agendas
-Participation rate
-Sign in sheets

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

-SSC
-ELAC
-Parent Workshops
-Open House
-Back to School Night
-Conference sign-ins

Strategies

Parent Involvement

We will utilize ConnectEd and parent flyers to keep parents informed about Madison's events and activities, including School Site Council, ELAC, and Parent Conferences.

COMMUNICATING
Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
Practices
• Conferences with every parent at least once a year, with follow-ups as needed.
• Language translators to assist families as needed.
• Weekly or monthly folders of student work sent home for review and comments.
• Parent/student pickup of report card, with conferences on improving grades.
• Regular schedule of useful notices, memos, phone calls, newsletters, and other communications.
• Clear information on all school policies, programs, reforms, and transitions.
Challenges
• Review the readability, clarity, form, and frequency of all memos, notices, and other print and nonprint communications

• Consider parents who do not speak English well, do not read well, or need large type.
• Review the quality of major communications (newsletters, report cards, conference schedules, and so on).
• Establish clear two-way channels for communications from home to school and from school to home.

Results for Students
• Awareness of own progress and of actions needed to maintain or improve grades.
• Understanding of school policies on behavior, attendance, and other areas of student
conduct.
• Informed decisions about courses and programs.
• Awareness of own role in partnerships, serving as courier and communicator.
Results for Parents
• Understanding school programs and policies.
• Monitoring and awareness of child's progress.
• Responding effectively to students' problems.
• Interactions with teachers and ease of communication with school and teachers.
Results for Teachers
• Increased diversity and use of communications with families and awareness of own ability to communicate clearly
• Appreciation for and use of parent network for communications.
• Increased ability to elicit and understand family views on children's programs and progress.

VOLUNTEERING
Recruit and organize parent help and support.
Practices
• School and classroom volunteer program to help teachers, administrators, students, and other parents.
• Parent patrols or other activities to aid safety and operation of school programs.
Challenges
• Explore a means so that volunteers can be fingerprinted at a more affordable cost.
Results for Students
• Skill in communicating with adults.
• Increased learning of skills that receive tutoring or targeted attention from volunteers.
• Awareness of many skills, talents, occupations, and contributions of parent and other volunteers.
Results for Parents
• Understanding teacher's job, increased comfort in school, and carry-over of school activities at home.
• Self-confidence about ability to work in school and with children or to take steps to improve own education.
• Awareness that families are welcome and valued at school.
• Gains in specific skills of volunteer work.
Results for Teachers
• Readiness to involve families in new ways, including those who do not volunteer at school.
• Awareness of parents' talents and interests in school and children.
• Greater individual attention to students, with help from volunteers.

LEARNING AT HOME
Provide information and ideas to families about how to help students at home with homework and other
curriculum-related activities, decisions, and planning.
Practices
• Information for families on skills required for students in Language Art and Mathematics at each grade.
• Information on homework policies and how to monitor and discuss schoolwork at home.
• Information on class and school assessments.
• Calendars with activities for parents and students at home.
• Family math and reading activities at school.
• Family participation in setting student goals each year and in planning for college or work.
Challenges
Results for Students
• Gains in skills, abilities, and test scores linked to homework and classwork.
• Homework completion.
• Positive attitude toward schoolwork.

• Self-concept of ability as learner.
Results for Parents
• Know how to support, encourage, and help student at home each year.
• Discussions of school, classwork, and homework.
• Understanding of instructional program each year and of what child is learning in each subject.
Results for Teachers
• Better design of homework assignments.
• Respect for family time.
• Recognition of equal helpfulness of single-parent, dual-income, and less formally educated families in motivating and reinforcing student learning.
• Satisfaction with family involvement and support.

DECISION MAKING
Include parents in school decisions, developing parent leaders and representatives.
Practices
• School and District-level councils and committees for family and community involvement.
• Information on school or local elections for school representatives.
• Networks to link all families with parent representatives.
Challenges
• Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school.
• Offer training to enable leaders to serve as representatives of other families, with input from and return of information to all parents.
• Include students (along with parents) in decision-making groups.
Results for Students
• Awareness of representation of families in school decisions.
• Understanding that student rights are protected.
Results for Parents
• Input into policies that affect child's education.
• Feeling of ownership of school.
• Awareness of parents' voices in school decisions.
• Shared experiences and connections with other families.
• Awareness of school, district, and state policies.
Results for Teachers
• Awareness of parent perspectives as a factor in policy development and decisions.
• View of equal status of family representatives on committees and in leadership roles.

COLLABORATING WITH COMMUNITY
Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
Practices
• Information for students and families on community health, cultural, recreational, social support, and other programs or services.
• Information on community activities that link to learning skills and talents, including summer programs for students.
• Service integration through partnerships involving school; civic, counseling, cultural, health, recreation, and other agencies and organizations; and businesses.
• Service to the community by students, families, and schools (e.g., recycling, art, music, drama, and other activities for seniors or others).
• Participation of alumni in school programs for students.
Challenges
• Solve tough problems of responsibilities, funds, staff, and locations for collaborative activities.
• Inform families of community programs for students, such as mentoring, tutoring, business partnerships.
Results for Students

• Increased skills and talents through enriched curricular and extracurricular experiences.
• Awareness of careers and of options for future education and work.
Results for Parents
• Knowledge and use of local resources by family and child to increase skills and talents or to obtain needed services.
• Interactions with other families in community activities.
• Awareness of school's role in the community and of community's contributions to the school.
Results for Teachers
• Knowledgeable, helpful referrals of children and families to needed services.

Actions

Parent Involvement

Tasks

-Provide additional health clerk hours
-Provide parent informational/training events
-Ensure communication via ConnectEd, parent flyers, and monthly newsletters
-Provide translators as needed
-Provide funds for ELAC meetings as needed
-Parent Coffee Hour on a monthly basis to work on the home/school connection focused on teaching parents about how the school is organized, reading data, and how to help their kids.

Measures

-Parent participation logs
-Event agendas and sign-in sheets
-Health clerk logs

People Assigned

-Administrators
-Health Clerk
-Classroom teachers

Title I parent Involvement Policy

James Madison Elementary School
Title I School-Level Parental Involvement Policy

Approved on 12-8-11, Amended on 3-19-12

James Madison has developed a written Title I parental involvement policy with input from Title I parents. Parents have the opportunity to provide input during parent conferences, Back-to-School and Open House events, School Site Council meetings, and English Learner Advisory Committee meetings. It has distributed the policy to parents of Title I students. Policies are distributed to all students and parents in the Parent/Student Handbook and was posted on our website. James Madison policy describes the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program
James Madison does the following:

1.   Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program.
   *Annual Title I meeting is scheduled during the first 7 weeks of school.
   *Input is gathered from staff and parent groups during a review of the existing policy.

2.   Offers a flexible number of meetings.
   *Meetings are scheduled for the SSC, ELAC, Parent Coffee Hour, Parent teacher conferences, and Back to School Night during the first 7 weeks of school.

3.   Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy.
   *Review of Title I programs and resource allocations.
   *SSC & ELAC meetings are scheduled and the agenda posted to allow any member of the school community to attend.
   *Annual review of SPSA, Parent/School Compact, Title I Parent Involvement Policy.

4.   Provides parents of Title I students with timely information about Title I programs.
   - Information sent to parent regarding programs designed to assist students who are not proficient.

5.   Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
   - Course descriptions and grading expectations are provided to all students within the first week of school.

6. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
   - Inform parents/guardians and parent organizations of the existence and purpose of parent involvement programs.

- Provide materials and training to help parents work with their children to improve achievement.
- Parents, teachers, and students helped to create the Parent/School Compact during School Site Council meetings.

School-Parent Compact
James Madison has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes the Title I Parent Involvement Policy. How the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of Title I students:

1   The school's responsibility to provide high-quality curriculum and instruction
2   The parents' responsibility to support their children's learning
3   The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program
   * Policy was developed with input from staff and parents (SSC and ELAC).
   * Policy is reviewed annually and included in the Parent Handbook.

Building Capacity for Involvement
James Madison engages Title I 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, the school does the following:

1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
* Parent trainings are offered to assist parents understand the academic content standards, assessments, and how to monitor and improve the achievement of their children.

2. Provides materials and training to help Title I parents work with their children to improve their children's achievement.
* Parents are provided with information though Back to school night presentations and regularly scheduled parent/teacher conferences.

3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners.
* Teachers are informed through staff development meeting.

4. Title I parental involvement programs with other programs and conducts activities that encourage and support parents in more fully participating in the education of their children.
 Parent Coffee hour supports parent in more fully participating in the education of their children.

1 Distributes to Title I parents information related to school and parent programs, meetings and other activities in a form and language that the parents understand.
2 Provides support for parental involvement activities requested by Title I parents.

Title I Parent Involvement Policy

Accessibility at Madison provides opportunities for all Title I parents to participate, including parents with limited English proficiency, migrant parents, and parents of students with disabilities. This includes providing information and school reports in a form and language parents understand.

* Connect Education telephone services, written documentation, and translation services are provided to the parents in their home language.

Parent Information and Resource Centers (PIRCs)
PIRCs are funded by the US Department of Education. They provide both local andstatewide services. California has two PIRCs: PIRC1, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA. www.nationalpirc.org/directory/CA-7.html

PIRC1, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parents training workshops and will be funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available at:www.bilingualeducation.org/programs_parent.php Workshops are available in multiple languages.

PIRC2, Cal-PIRC as established three Parent Information and Resource Center hubs in Northern and Central California. CalPIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops and a Web site. Cal-PIRC will be funded through 2011. Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong. www.calpirc.org/

Start Date - End Date

    7/1/2012 - 6/30/2013

Funding Source	Description	Cost
3010-04 Title I, Part A, Basic Allocation	Health Clerk	$6,484.00
EIA/LEP	Provide Translators	$1,000.00
EIA/SCE	Parent Trainings/Events/refreshments/childcare/paper for home communication	$2,000.00

Parent/Teacher Conferences

Tasks

1. Send dates out to teachers.
2. Send call out to parents about conferences.
3. Send notes out to parents with time and date of conference.
4. Remind parents of conferences.
5. At Staff meeting after conferences have teachers give a count of how many parents attended a conference.

Measures

    Number of parents attending the conference.

People Assigned

    Teachers, administration, and staff.

Start Date - End Date

    7/1/12 - 6/30/13

Title I Annual Meeting

Tasks

1. Send out notice of parent meeting in Spanish and in English
2. Send out call to parents about the meeting.
3. Remind parents about the meetings by calling again.
4. Have sign in sheets available the day of the meeting and a translator.

Measures

    Sign in Sheets

People Assigned

    All Staff

Start Date - End Date

    7/1/12 - 6/30/13

School Site Council

Tasks

      1. Send out notice of a meeting with agenda.
      2. Send out email letting staff know of meeting.
      3. Send Call out to remind parents of meeting.
      4. Review the duties and bylaws of SSC members.
      5. Post SSC agenda and minutes for public view.
      6. Comply with the California Department of Education.

Measures

Sign in Sheets, minutes of the meeting, agendas, and Ed Connect messages.

People Assigned

Administration and SSC Members

James Madison Elementary Bylaws
Approved on 3-19-12

Article I - Duties of the School Site Council

The school site council of Madison Elementary School, hereinafter referred to as the school site council, shall carry out the following duties:

- Obtain recommendations for, and review of the proposed S*ingle Plan for Student Achievement* from all school advisory committees.
- Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations.
- Recommend the plan and expenditures to the governing board for approval.
- Provide ongoing review of the implementation of the plan with the principal, teachers and other school staff members.
- Make modifications to the plan whenever the need arises.
- Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.
- Annually, (and at each semester, trimester, etc), evaluate the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the school site council by the district governing board and by state law.

Article II - Members

Section A: Composition
The school site council shall be composed of 10 members, selected by their peers, as follows:

- 3 Classroom teachers
- 1 Other school staff members
- 5 Parents or community members, not from the same family.
- 1 The school principal shall be an ex officio member of the school site council.

School site council members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office
School site council members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be **elected during odd years,** and the remaining number elected during even years.   Elections will take place at the beginning of each school year for vacant positions by their peers or upon a vacancy arises. At the first regular meeting of the school site council, **each member's current term of office shall be recorded in the minutes of the meeting.**

Section C: Voting Rights
Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the school site council. Absentee ballots shall not be permitted.

Section D: Termination of Membership
The school site council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the school site council chairperson. Members will be terminated if they miss two school site council meetings.

Section E: Transfer of Membership
Membership on the school site council may not be assigned or transferred.

Section F: Vacancy
Any vacancy on the school site council occurring during the term of a duly elected member shall be filled by *regular elections or appointment of the school site council remaining members for the period of time until the next regular election cycle.*

<div align="center">

Article III - Officers

</div>

Section A: Officers
The officers of the school site council shall be a chairperson, vice-chairperson, secretary, and other officers the school site council may deem desirable.

The president shall:
• Preside at all meetings of the school site council.
• Sign all letters, reports and other communications of the school site council.
• Perform all duties incident to the office of the chairperson.
• Have other such duties as are prescribed by the school site council.

The vice-president shall:
• Represent the chairperson in assigned duties.
• Substitute for the chairperson in his or her absence.

The secretary shall:
• Keep minutes of all regular and special meetings of the school site council.
• Transmit true and correct copies of the minutes of such meetings to members of the school site council.
• Provide all notices in accordance with these bylaws.
• Be custodian of the records of the school site council.
• Keep a register of the names, addresses and telephone numbers of each member of the school site council, the chairpersons of school advisory committees, and others with whom the school site council has regular dealings, as furnished by those persons.
• Perform other such duties as are assigned by the chairperson or the school site council.

Section B: Election and Terms of Office
The officers shall be elected annually, at the school site council and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers
Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy
A vacancy in any office shall be filled at the earliest opportunity by a special election of the school site council, **for the remaining portion of the term of office.**

<div align="center">

Article IV- Committees

</div>

Section A: Subcommittees such as ELAC, AGB, and the school site Leadership team
The school site council may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the school site council. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the school site council.

Section B: Other Standing and Special Committees
The school site council may establish and abolish standing or special committees with such composition and to perform such duties as shall be prescribed by the school site council. No such committee may exercise the authority of the school site council.

Section B: Membership
Unless otherwise determined by the school site council, the school site council chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section C: Terms of Office
The school site council shall determine the terms of office for members of a committee. Officers will be nominated and elected during the first SSC meeting of the year, each year.

Section D: Rules
Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the school site council, or policies of the district governing board.

Section E: Quorum
A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the school site council. The act of a majority of the members (6) present shall be the act of the committee, provided a quorum is in attendance. Alternates shall be voted upon and have voting rights when serving on behalf of an absent member.

Article V - Meetings of the School site council

Section A: Meetings
The school site council shall meet regularly on the __ school day of each month. Special meetings of the school site council may be called by the chairperson or by a majority vote of the school site council.

Section B: Place of Meetings
The school site council shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the school site council.

Section C: Notice of Meetings
Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: via Connect Ed and the display box in the hallway.

All required notices shall be delivered to school site council and committee members no less than 72 hours, and no more than 3 days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum
The act of a majority of the members present shall be the act of the school site council, provided a quorum is in attendance, and no decision may otherwise be attributed to the school site council. A majority of the members of the school site council shall constitute a quorum.

Section E: Conduct of Meetings
Meetings of the school site council shall be conducted in accordance with the rules of order established by *Education Code* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the school site council.

Section F: Meetings Open to the Public
All meetings of the school site council, and of committees established by the school site council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VII - Amendments

An amendment of these bylaws may be made at any regular meeting of the school site council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to school site council members at least 3 days prior to the meeting at which the amendment is to be considered for adoption.

Start Date - End Date

7/1/12 - 6/30/13

Back to School Night

Tasks

1. Set Date and Time of the Back To School Night.
2. Notify parents of the date and time through Connect Ed and notes.
3. Send an Ed Connect message out to parents.
4. Remind Parents of the Back to School Night.

Measures

Sign in Sheets per classroom.

People Assigned

Teachers and Administration

Start Date - End Date

7/1/12 - 6/30/13

Kindergarten Orientation

Tasks

1. Sent notes home about orientation.
2. Let Aides know so that students can be watched during orientation.
3. Have cafeteria ready.
4. Provide a translator if necessary

Measures

Sign in sheets

People Assigned

Kindergarten Teachers

Start Date - End Date

7/1/12 - 6/30/13

Open House

Tasks

1. Set date and put on calendar
2. Send out Ed Connect Call to Families
3. Remind Teachers of date

Measures

Sign in Sheets

People Assigned

Teachers and Staff

Start Date - End Date

7/1/12 - 6/30/13

ELAC

Tasks

1. Send out notice of parent meeting in Spanish and in English
2. Send out call to parents about the meeting.
3. Remind parents about the meetings by calling again.
4. Have sign in sheets available the day of the meeting and a translator.

ELAC Purpose

Madera Unified School District
English Language Advisory Committee (ELAC)

REQUIREMENTS

Purpose of ELAC: The purpose of the ELAC is to advise the principal and school staff on programs and services for English learners and the School Site Council on the development of the Single School Plan for Student Achievement.

- Each school in grades K-12 with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

- The percentage of parents of English learners on the committee must be a least the same as that of English learners at the school.

- An election is required and must include:
    1. Parent/guardian members of English learners elect parent members to serve on school committee or subcommittee.
    2. The parent/guardians are provided the opportunity to vote for committee members.
    3. Each school committee shall have the opportunity to elect at least one member to the District Learner Advisory Committee (DELAC).

- Provides advice to the principal and staff on the school's program for EL

- Assists in the development of:
    a. Needs assessment
    b. Language Census Report (R-30 Report)
    c. Importance of regular school attendance

- Trains ELAC members

CPM Artifacts of English Learner Program Monitoring
- Bylaws (If the committee has bylaws.)
- ELAC meeting notifications, agendas, including information about ELAC election process, sign-in sheet, minutes
- Training materials for ELAC
- Notification to parents of ELAC election process
- Newsletters
- Published articles
- Translations, if required

If ELAC delegates its responsibilities to another committee:
- ELAC has duly elected members.
- ELAC is trained in legal responsibilities.
- ELAC elects DELAC representative.
- ELAC votes to delegate to another existing school advisory committee
- Recipient committee accepts new role.
- Recipient committee trained as to their new legal responsibilities.

Measures

    Sign in Sheets, agendas, and minutes

People Assigned

    Administration, parents, and Teachers

Start Date - End Date

    7/1/12 - 6/30/13

GATE

Goal: GATE Program

ISSUE STATEMENT

Because Madison School focuses a great deal of effort on intervention for struggling students, it is important to have a GATE program that provides opportunities for gifted students to extend their learning in various areas.

GOAL OBJECTIVE

Provide hands-on extended learning experiences for GATE students at Madison.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Identified students in grades 4 through 6.

Strategies

Extended Learning

Provide hands-on extended learning opportunities for gifted and talented students at Madison to help them increase their performance on local and state assessments.

Actions

Tasks

Tasks

> We will perform the following tasks in order to provide a successful GATE program for our students.
> -Identify students for program
> -Provide curricular materials and supplies
> -Provide guest speakers and project based learning activities

Measures

> CST, DPA, CELDT, and CFA data

People Assigned

> -Administration and teachers

Start Date - End Date

> 7/1/12 - 6/30/13

1.0 English Language Arts

Goal: 1.1 Increase English Language Arts Proficiency

ISSUE STATEMENT

All students need to be achieving at higher levels in ELA. We need greater numbers of students performing at Proficient and Advanced on the California Standards Test in order to meet NCLB requirements.

Please reference DIAP located in the beginning of the document.

GOAL OBJECTIVE

By June 2013, 89.2% of all students will demonstrate proficiency on the Spring 2013 California Standards Test (CST). (grades 2-6)

District Instructional Action Plan - (DIAP)
2012-2013

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Those students participating are: All Students: English Learner Students, Socioeconomically Disadvantaged Students, and Hispanic Students.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

In order to meet our Safe Harbor goals, 10% of students performing at the Basic, Below Basic, and Far Below Basic levels on the 11/12 CST will move to the Proficient and Advanced levels on the 12/13 CST in ELA and Math.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

We will analyze a variety of data to evaluate the progress of our students. ELA, Math and ELD common formative assessments and District Progress Assessments (DPA) will be examined with Leadership Team and information will be shared with teachers at Grade Level Meetings. Running records and DIBELS will also be used to gauge student progress in Reading. Grade level Cycles of Inquiry will focus on addressing areas of focus.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Teachers and administration will have the following data available for the purpose of measuring student academic gains:
•ELA and Math CFA, DPA, CST, CELDT, DIBELS, and running records.

<u>**Strategies**</u>

Improvement of Instruction

To improve the quality of instruction in ELA schoolwide via the use of Explicit Direct Instruction, effective use of core materials, differentiated instruction, LMB, guided reading, and Universal Access materials.

Actions

Improvement of Instruction

Tasks

Administration and staff will engage in the following tasks to advance the improvement of instruction in ELA schoolwide:

-Monitor the use of core materials in the classrooms.(Alternative Governing Board Mandate of next steps-3-10-10, 11-29-10, and DIAP)

-Monitor and provide feedback and support in the use of Explicit Direct Instruction (Alternative Governing Board Mandate of next steps)

-Provide TSA to provide instructional support in the classrooms (EPC #6 and Alternative Governing Board Mandate of next steps- 1-31-11)

-Provide planning time for teachers to map instruction in core areas and implement Cycles of Inquiry focusing on needy students and develop and review common assessments for focus standards.

-Provide print shop services to enhance the availability of needed materials

Measures

The following data will be reviewed regularly to measure student progress:

•ELA and Math CFA, DPA, CST, CELDT, DIBELS, and running records.

People Assigned

-Administration, TSAs, Classroom teachers, Leadership, SSC, ELAC and Alternative Governing Board

Start Date - End Date

7/1/2012 - 6/30/2013

Funding Source	Description	Cost
3010-04 Title I, Part A, Basic Allocation	Teacher extra time - Provide subs for peer observations and coaching	$0.00
3010-04 Title I, Part A, Basic Allocation	Library Media Tech.	$0.00
EIA/SCE	Print Shop Services	$5,000.00
EIA/SCE	certificated staff extra time for planning during the breaks	$0.00

Technology

Tasks

Improve the use of technology.

Task
1. Provide Promethean Board Training to all teachers by Tech person.
2. Speak with Technician about Training.
3. Purchase any necessary equipment for the Promethean Board or additional Promethean Boards.
4. Maintain our technology up to date.
5. EDI lesson design flipchart workshops.

Measures

Student and Teacher Interaction - Focus Walk Data
Production of lessons.

People Assigned

    Administration, C&I TSA, Teachers, and Technician

Start Date - End Date

    7/1/12 - 6/30/13

Funding Source	Description	Cost
3010-04 Title I, Part A, Basic Allocation	Server Replacement	$5,000.00
3010-04 Title I, Part A, Basic Allocation	ACT	$3,500.00
3010-04 Title I, Part A, Basic Allocation	Technological hardware and software	$16,694.00

Lesson Planning and Design

Tasks

1. Teachers will look at Blue Print Standards for ELA and prioritize them based on the percentage of questions on the CST.
2. Unpack the standards and review released CST questions and Edusoft questions.
3. Identify the 8- 10 Essential Learning or skills for ELA for the 1st Semester and 8-10 for the Essential Learning or skills for the 2nd Semester for ELA.
4. Design EDI lesson plans and CFAs for Essential skills that has been identified.

(Alternative Governing Board Mandate of next steps- 10-13-08, 12-8-08, 1-26-10, 3-10-10, 11-29-10, 1-31-11, 5-3-11)

Measures

    *Each teacher will keep the lesson plans on their desk.
    *Data will be kept for each student in grades K-6 for each common formative assessment.

People Assigned

    All teaching staff, C&I TSA, and administration.

Start Date - End Date

    7/1/12 - 6/30/13

Vice Principal

Tasks

Provide professional development on the English learner strategies
(EL Program Principles) to implement in all core content areas.
☐ Provide curriculum professional development in English language
development
☐ Provide professional development in EDI with an emphasis on
English learner strategies
☐ Facilitate and/or participate in English language development
planning sessions
☐ Facilitate grade level meetings and Cycle of Inquires with a focus
on English learners
Analyze English learner data (CELDT, CST, DPA's in ELA, ELD, Math, etc.)
☐ Monitor and organize English learner groupings for ELD placement and movement
☐ Coordinate and monitor English learner compliance items: English learner
identification, reclassification, RFEP follow-ups, Parent Notification Letters, etc.
☐ Oversee English learner folders (create new folder for initial students, update
information, etc.)
☐ Provide frequent focus walks in all content areas
☐ Coordinate and identify support services for teachers
Other non-Title III duties:
☐ Attend and train staff with the administration of the CELDT

Measures

Focus Walk Data, ELD CFA and DPAs, CELDT, IEPs Scheduled and attended, Professional development
agendas for teachers, and RtI pyramids completed.

People Assigned

Principal

Start Date - End Date

7/1/12 - 6/30/13

Funding Source	Description	Cost
Title III	Vice Principal	$25,063.00

Planning Time

Tasks

1. Set dates for planning for ELA, ELD, Math and Intervention.
2. Put dates on master calendar.
3. Have materials ready for planning.
4. Have C&I TSA set schedule for planning days and working with teachers.
5. Teachers need to have a plan on what they will do if subs are not available for all teachers.
6. Teachers will register on OMS and have an agenda for the day with a sign in sheet that they turn it at the end of their day.

As per our AGB dated 10-16-09, 1-26-10, and 3-10-10.

Measures

COIs, sign in sheets, OMS, and local data

People Assigned

Teachers, C&I TSA, and administration

Start Date - End Date

7/1/12 - 6/30/13

Funding Source	Description	Cost
EIA/SCE	Teacher Extra Time/Subs for Professional Development (2.5 planning days)	$9,200.00

Intervention

We will provide intervention for students not achieving at satisfactory levels in Language Arts through leveled ELA intervention deployment. Deployment will be based on student performance in essential standards.

Madison also employs support teachers to assist in providing Tier 3 interventions for students referred by COST and SST. In order to differentiate the specific learning needs of our children, we combine our special education staff with our general education staff when creating our literacy groups of 3-5 students per adult.

Standards Plus, strategic reteaching in small groups focused on closing the achievement gaps, and after school tutoring will be provided to our students.

Actions

Intervention

Tasks

Intervention will be provided to identified students as follows:
-Academic Coaches will provide technical support to teachers needing assistance with high leverage strategies.
-Intervention Lab materials for LiPs and Seeing Stars and Visualizing & Verbalizing.
-Small group instruction will be provided in the classroom for students not meeting standards.
-Provide additional materials to enhance curriculum like essential components for EDI such as dry erase markers, white boards, chart markers, and bond paper for intervention blocks of time.
-Provide training to teachers in differentiation and Universal Access

As per our District Instructional Action Plan.

Measures

The following data will be used to monitor progress of students and evaluate the effectiveness of interventions:
CFA, DIBLES, CST, CELDT, AGB Next Steps/Mandates, Focus walks, Lesson Plans

People Assigned

-Administration, TSA, Leadership Team, Classroom teachers, and AGB

Start Date - End Date

7/1/2012 - 6/30/2013

Funding Source	Description	Cost
3010-04 Title I, Part A, Basic Allocation	Supplemental Materials including materials to check for understanding, LMB materials, Supplementary grade level materias, and Standards Plus	$818.00
3010-04 Title I, Part A, Basic Allocation	Teacher extra time/busing for tutoring	$10,000.00
EIA/LEP	Teacher extra time for tutoring	$4,000.00
EIA/SCE	Supplemental Materials including materials to check for understanding, LMB materials, Supplementary grade level materias, and Standards Plus	$3,000.00

Paraprofessional

Tasks

1. Work with grade levels identified based on classroom, district and state assessments.
2. Will work with students based on DIBELS assessments and running records using research based strategies.
3. Provide direct service to students during the instructional day.
4. Provide feedback to teachers regarding student progress.
5. Maintain records as needed for program management.
6. Plan services with support of TSAs and classroom teacher.
7. Paraprofessional aide will be employed to supplement instruction in reading through LMB. The current training and focus has been Seeing Stars.

Measures

DIBELS, CFAs, running records, CELDT, and DPAs

People Assigned

Administration, TSAs, classroom teacher and Paraprofessional

Start Date - End Date

7/1/2012 - 6/30/2013

Funding Source	Description	Cost
EIA/LEP	PARAPROFESSIONAL	$32,635.00
EIA/SCE	Paraprofessional	$8,159.00

LMB Lab

Tasks

1. Order materials and supplies necessary for Lab.
2. Set up schedule.
3. Identify, track, and monitor RtI students.
4. Assess students before starting intervention.
5. Let parents know child will be attending the lab.
6. Keep data on attendance for students attending the lab.
7. Provide identified students additional instruction in reading, assist in preparing identified students for CST, and providing instruction in LiPs and Seeing Stars and Visualizing & Verbalizing.
8. Paraprofessional aide will be employed to supplement instruction in reading through LMB.
9. LMB TSA will participate in SSTs and SST follow-up to ensure they are communicating the child's progress with the classroom teacher and the parents.

As per our District Instructional Action Plan.

Measures

Assessments for Tier III
Progress Monitoring – DIBELing down at the child's level
Pre/Post –Benchmark- August, January, and May using DIBELS Next, Twice per year using Slosson Sort, and WIAT II Listening Comprehension

Tier III

Assessments	WIAT-II Pseudoword	WIAT-II Listening Comprehension	Slosson Sort 3	LMB Symbol Imagery Test	DIBELS Next-Grade Level Benchmark
Description	Oral reading of nonsense words from a list that measures phonetic work attack skills	Assesses the ability to listen for detail by selecting the picture that matches a word or sentence and by generating a word that matches a picture and an oral description	Quick and reliable screening for word recognition	A measure of the ability to visualize, manipulate, and recall the identity and sequence of letters in both unconnected and orthographically regular combinations, from both visual and auditory stimulus	Measures accurate and fluent reading of connected text, retell quality and quality of response
Norm-referenced to	Provide grade level equivalency	Provide grade level equivalency	Provide grade level equivalency	Convert raw to standard score	
Pre and Post Instruction	X	X	X	X	X
Time Required	5-8 minutes	15-18 minutes	5-10 minutes	10-12 minutes	7 minutes

People Assigned

Administration, Classroom teachers with children at Tier III, and TSA in charge of monitoring the LMB Lab & RtI Tier 3 services.

Start Date - End Date

7/1/12 - 6/30/13

Funding Source	Description	Cost
3010-04 Title I, Part A, Basic Allocation	Full Time TSA /maestros (split funded in EIA SCE & Title I)	$27,266.00
3010-04 Title I, Part A, Basic Allocation	Part Time TSA / maestra	$23,362.00
3010-04 Title I, Part A, Basic Allocation	Part Time TSA / maestra (split funded EIA LEP & Title I)	$16,620.00
EIA/LEP	Part Time TSA / maestra (split funded EIA LEP & Title I)	$10,187.00
EIA/SCE	Full Tim TSA /maestros (split funded in EIA SCE & Title I)	$52,928.00

After School Tutoring

Tasks

1. Identify teachers who will provide tutoring in ELA.
2. Identify students for tutoring based on their most current DPA, CFA,CST, DIBELS assessment.
3. Set Schedule
4. Review procedures for attendance, time sheets, and lesson plans with teachers.
5. Send permission slips home with students to begin tutoring in September.

Measures

We will use DPA and formative assessments to measure progress of students in tutoring.

People Assigned

TSAs, classroom teachers, and Administration

Start Date - End Date

7/1/12 - 6/30/13

Response to Intervention

Tasks

1. Beginning of quarter: Principal/Vice Principal meet with teachers to review their class progress and identify students who may be at risk. Teachers should complete Tier I at risk monitoring form for students and continue to monitor classroom interventions.

2. Middle of quarter: Teacher collects data on attendance, grades, discipline, health, etc. regarding at risk students.

3. End of quarter: Coordination of Services Team (COST) meeting. Teacher brings in their referred students, discuss appropriate interventions, review data and make recommendations.

4. Continue to review student progress on a quarterly basis. Students who do not progress over two quarters are referred to the SST process.

5. The two part-time TSAs, Full-time TSA, paraprofessional, and special education staff will be providing support in Kinder - 3rd grades focused on filling the literacy gaps.

6. Parents will be contacted by the office a week prior to Student Study Team meetings. Intervention teachers will participate in SST and SST follow up meetings to ensure effective communication with the parents and classroom teachers. They will also participate on the team to develop individualized plans for our RtI students.

7. Students will not be moved to Tier III unless we have exhausted all our resources and the child is still more than 2 years behind.

As per our District Instructional Action Plan.

Measures

Assessments for Tier III
Progress Monitoring –DIBELing down at the child's level
Pre/Post –Benchmark- August, January, and May using DIBELS Next, Twice per year using Slosson Sort 3, WAIT-II Psuedoword, Lindamood-Bell Symbol, Imagery, Dibels Next Benchmark
Interventions for Tier II - Standards Plus, Seeing Stars, ELA Deployment, Small Group Using Universal Access focused on closing the achievement gap.

Tier II
CFA, DPA, CELDT, CST, running records, DIBELS,Star, Standards Plus

People Assigned

Classroom Teachers, paraprofessional, special education staff, TSAs, and Administration

Start Date - End Date

7/1/12 - 6/30/13

Funding Source	Description	Cost
3010-04 Title I, Part A, Basic Allocation	Subs for IEP/504/SST/COST Mtgs	$2,500.00

Positive Behavioral Intervention Services (PBIS)

Tasks

1. Review with students the classroom, school, and district rules in
2. Send home classroom rules with students the first week of school.
3. Set dates to review school and district rules with students.
4. Each classroom will provide Second Step Instruction.
5. Individual Behavior Charts for those students needing to modify their behavior.
6. Student Study Team held for students having behavioral problems.
7. Behavior Team to meet monthly to review suspensions and referrals.

As per our District Instructional Action Plan.

Measures

1. Monthly review of Principal/Vice Principal Referrals.
2. Analyze check in and out logs.

People Assigned

Behavior Team, teachers, and Administration

Start Date - End Date

7/1/12 - 6/30/13

Funding Source	Description	Cost
EIA/SCE	Subs for PBIS training	$2,100.00

Professional Development

The school will fund a Teacher on Special Assignment (TSA) assigned for Explicit Direct Instruction Support (EDI) in accordance with the State of California's Essential Program Component (EPC) #6.

Actions

TSA for C/I

Tasks

The TSA for Curriculum and Instructions will:
1. Provides coaching and modeling for teachers in organizing instruction, lesson design, instructional delivery and assessment related to English language arts, English language development, science, history, and math
including effective teaching and learning strategies for English Learners and students with disabilities to grade k-6.
2. Conducts demonstration lessons, one on one observations, coaching and facilitates group observations to insure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.
3. Provides on-site professional development to ensure that teachers are knowledgeable about core and intervention program components and understand the instructional design of how the program meets the standards. Support and training will be provided in Common Core.
4. Assists teachers in building an interactive classroom environment focused on the content and instructional strategies embedded in the program.
5. Serves, as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students including English learners, students with disabilities and students with diverse learning needs.
6. Assists teachers with adhering to course content, course guides and pacing guides.
7. Participates in collaborative grade level or department meetings, as assigned, to assist in the analysis and

utilization of assessment data to improve student achievement.
8. Prepares forms, records, and reports as directed.
9. Attends meetings and trainings as directed.
10. Maintain professional competence through participation in professional development activities as provided by district, county, state and other consultants.
11. Other related duties as assigned.

Measures

Focus Walk Data, DPA, CFA, DIBELS, running records, CELDT and CST Data

People Assigned

Administration, C&I TSA and classroom teachers

Start Date - End Date

7/1/12 - 6/30/13

Funding Source	Description	Cost
3010-04 Title I, Part A, Basic Allocation	TSA/maestro (EDI Support) split funded with Title I & EIA/LEP	$54,692.00
3010-04 Title I, Part A, Basic Allocation	PLC Training	$0.00
EIA/LEP	TSA/maestro (EDI Support) split funded with Title I & EIA/LEP	$33,521.00

Centralized Services

Tasks

Academic Coaches, 4 ELD Academic Coaches, 3 Secondary Academic Coaches, 1 Behavior Academic Coach and 2 LMB Academic Coaches of which currently 1 is being paid out of Title I and the other out of Special Education Funding. New positions that will support professional development in their respective areas for school staff and will be funded out of Centralized Services for 2011-2012: 1 EL Compliance Academic Coach, 2 Elementary Curriculum and Instructions Academic Coaches, 2 Secondary Curriculum and Instruction Academic Coaches, 1 Professional Development Academic Coach, and 1 Assessment Academic Coach. All will be required to demonstrate majority of time spent in enhancing the instructional program for our students. Centralized Services also funds the following programs in the district: Destiny Software, ConnectEd, Schoolwires, ESARC, EdPlan Online, SuccessMaker, Plato, DIBELS, Fred Jones, Key Data, Linda-Mood Bell, Lanuage STAR, VPSS, Fresno Pacific Online Certificate Program, DataWorks, Extra Time PD, and PLC DuFour Trainig.

Measures

Focus Walk Data, CFA, DPA, and CST Data

People Assigned

District Administration, Principals, Academic Coaches, and Teachers

Start Date - End Date

7/1/12 - 6/30/13

2.0 Mathematics

Goal: 2.1 Increase Mathematics Proficiency

ISSUE STATEMENT

Although we have been successful in meeting our API and AYP targets schoolwide and with all of our subgroups, too few students are achieving at Proficient and Advanced on the Math portion of the CST to meet targets for the coming years.

GOAL OBJECTIVE

By June 2012, 89.5% of all students will demonstrate proficiency on the Spring 2012 California Standards Test. (grades 2-6)

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students in grades 2-6.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

10% of students performing at the Basic, Below Basic, and Far Below Basic levels on the 11/12 CST will move to the Proficient and Advanced levels on the 12/13 CST.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Data from the following sources will be used to measure our progress in meeting our Math goal:
-Grade Level Common Formative Assessments in Math
-Math district progress assessments
-Cycles of Inquiry

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

We will use the following sources to measure academic gains in Math
-Grade Level Common Formative Assessments in Math
-Math district progress assessments
-Cycles of Inquiry.

We will need the following data to help us determine our progress towards our goal:
--Average percentage overall scored on common formative assessments and DPA
--Number/percentage of students scoring at each performance band on common formative assessments and DPAs
--Number/percentage of students scoring at each performance band on each standard tests on common formative assessments and district progress assessments.

Strategies

Improvement of Instruction

We will improve instruction schoolwide in math via the improvement of classroom instruction, professional development and Standards Plus for Tier 2.

Actions

Improvement of Instruction

Tasks

Madison teachers will be provided training in the following areas to enhance the quality of instruction in Math:
  -Use of core materials (Alternative Governing Board Mandate of next steps 1-26-10 and 3-10-10)
  -Refinement of Explicit Direct Instruction delivery. (Alternative Governing Board Mandate of next steps- 10-13-08, 12-8-08, 1-26-10, 3-10-10, 11-29-10, 1-31-11, 5-3-11)
  -Refinement of differentiation strategies to meet the needs of all learners.
  -Use of manipulatives for concept and skill development.(Alternative Governing Board Mandate of next steps - 4-1-09, 1-31-11, 5-3-11)
  -Provide training in backward mapping.(Alternative Governing Board Mandate of next steps- 10-13-08)
  -Provide supplemental materials for enhancement of instruction
  -Provide additional materials to enhance curriculum like essential components for EDI such as dry erase markers, white boards, chart markers, and bond paper for intervention blocks of time.

Measures

The following measures will be used to evaluate our progress providing quality instruction in Math:
-Focus walks/Focus walk data, Lesson plan books will be on teacher's desks, Staff Development Agendas, COI, DPA, AGB Next Steps/Mandates, Curricular maps, and CFAs

People Assigned

-Administration, C&I TSAs, Leadership, ELAC, SSC, Classroom teachers and AGB

Start Date - End Date

7/1/12 - 6/30/13

Lesson Planning & Design

Tasks

1. Teachers will examine Blue Print Standards for Mathematics and prioritize them based on the percentage of questions on the CST.
2. Unpack the standards and review released CST questions.
3. Identify the 8-10 Essential Skills or Learning for Each Semester in Math
3. Design EDI lessons for Skills that has been identified (Alternative Governing Board Mandate of next steps- 10-13-08, 12-8-08, 1-26-10, 3-10-10, 11-29-10, 1-31-11, 5-3-11).
4. Update of create a common formative assessment for skills.

As per our District Instructional Action Plan.

Measures

1. Teachers will register on OMS as evidence that they met by grade levels to prioritize Blue Print Standards.
2. A copy of EDI lessons will be collected by Academic Coaches.
3. Data will be kept for all students on their common formative assessments in Math, ELA, and ELD.

People Assigned

Teachers, TSA for C/I, and administration.

Start Date - End Date

7/1/12 - 6/30/13

Planning Time

Tasks

1. Set dates for planning for ELA, ELD, Math and Intervention.
2. Put dates on master calendar.
3. Have materials ready for planning
4. Have TSA for C/I set schedule for planning days and working with teachers.
5. Teachers need to have a plan on what they will do if subs are not available for all teachers.
6. Teachers will register on OMS and have an agenda for the day with a sign in sheet that they turn it at the end of their day.

As per our AGB dated 10-16-09, 1-26-10, and 3-10-10.

Measures

Sign in sheets, DPA, CFA, and other assessments

People Assigned

teachers, TSA, and administration

Start Date - End Date

7/1/12 - 6/30/13

Funding Source	Description	Cost
EIA/SCE	Teacher Extra Time/Subs for Professional Development (2.5 planning days)	$4,000.00

Intervention

We will improve instruction in math via the improvement of classroom instruction, professional development, and intervention. Standards Plus, strategic reteaching in small groups focused on closing the achievement gaps, and after school tutoring will be provided to our students.

Actions

Intervention

Tasks

We will offer a Menu of RtI Interventions for struggling students including the following:
-Math Facts in a Flash
-On Cloud Nine
-Math Facts Centers in classrooms
-Other interventions that may be added to RtI Menu
-Provide additional materials to enhance curriculum like essential components for EDI such as dry erase markers, white boards, chart markers, and bond paper for intervention blocks of time.

Measures

The following measures will be used evaluate our progress in successfully providing effective intervention in Math.
-Focus walks/Focus Walk data, Lesson plan books, Staff Development Agendas, AGB Next Steps/Mandates, RtI/COST Documentation, Grade level common formative assessments, CFA, and DPA

People Assigned

-Administration, TSAs, Leadership Team, Classroom teachers, and Alternative Governing Board

Start Date - End Date

7/1/12 - 6/30/13

Funding Source	Description	Cost
3010-04 Title I, Part A, Basic Allocation	Summer School and Summer School Busing	$0.00
EIA/SCE	Supplemental Materials including materials to check for understanding, LMB materials, Supplementary grade level materias, and Standards Plus	$1,900.00

After School Tutoring

Tasks

1. Identify the teachers who will provide tutoring in math.
2. Identify students for tutoring based on their common formative assessment scores.
3. Set Schedule
4. Review procedures for pre and post tests, attendance, time sheets, and lesson plans with teachers.
5. Send permission slips home with students to begin tutoring in September.

Measures

We will use formative assessments, DPAs, CELDT, and CST to measure progress of students in tutoring.

People Assigned

TSAs, Aministration, and classroom teachers.

Start Date - End Date

7/1/12 - 6/30/13

Funding Source	Description	Cost
EIA/SCE	Teacher extra time for math tutoring	$2,000.00

Professional Development

The school will fund a Teacher on Special Assignment (TSA) assigned for Explicit Direct Instruction Support (EDI) in accordance with the State of California's Essential Program Component (EPC) #6.

Actions

Professional Development

Tasks

-Use of manipulatives (Alternative Governing Board Mandate 10-13-08, 12-8-08, 1-26-10, 3-10-10, 11-29-10, 1-31-11, 5-3-11)
-SB 472 (Alternative Governing Board Mandate 4-1-09)

•Provide structured planning and reflection time
-Backward mapping & deconstruction of standards in the math curriculum (Alternative Governing Board Mandate 10-13-08, 12-8-08, 1-26-10, 3-10-10, 11-29-10, 1-31-11, 5-3-11)
-Cycles of Inquiry
-Focus on Safe Harbor Students
-Focus on RtI Students

•Provide support materials as needed to enhance instruction such as Standards Plus

Measures

We will use data from the following sources to measure our effectiveness in professional development:
-Staff development agendas, Lesson plan books, Focus walks/Focus Walk Data, RtI Progress Monitoring, AGB Next Steps/Mandates, CFA, DPA

People Assigned

-Administration, TSAs, Leadership Team, Classroom Teachers, Alternative Governing Board

Start Date - End Date

7/1/12 - 6/30/13

3.0 English Language Learners

Goal: 3.1 Increase Reclassification of EL Students

ISSUE STATEMENT

Although our redesignation rates had been increasing yearly, too few of our English Learners are meeting AMAO 1 by advancing one level on the CELDT and AMAO 2. The October of 2011 administration of the CELDT was a challenge for our students and staff. Our students had a huge drop in their scores.

AMAO 1 Measures the percent of English learners (ELs) who are meeting their annual growth target in learning English. ELs at the Beginning, Early Intermediate, and Intermediate levels are expected to gain one performance level. ELs at the Early Advanced or Advanced level who are not yet English proficient are expected to achieve the English proficient level on the CELDT. ELs at the English proficient level are expected to maintain that level. The AMAO 1 target for 2011-2012 is 56.0%.
AMAO 2 measures the percent of English learners that attain the English proficient level on the annual CELDT. California has determined English learners to be English proficient on the CELDT when their overall CELDT score is early advanced or advanced and all of the domain scores (listening, speaking, reading, and writing) are at the intermediate level or above. AMAO 2 targets for 2011-2012 are 20.1% for English learners who have been in language instruction educational programs for less than 5 years. It is 45.1% for English learners who have been in language instruction educational programs for 5 years or more.

Strategy Number 1 - Instructional Program
Tactics
a. All K-12 students in core, intervention and English language development programs will have
access and use on a daily basis State Board adopted and/or District approved English language
arts, English language development and math instructional materials. (Elem/MS/HS EPC 1)
b. All principals will provide evidence of full implementation of identified daily instructional minutes for English language
arts, English language development and math for all students. (Elem/MS/HS
EPC 2)
c. All principals will provide evidence of adherence to aligned updated course guides and pacing
calendars for: Math; K-Algebra 2 and English language arts; grades K-12. (Elem/MS/HS EPC 3)
d. District academic coaches, as assigned, will provide evidence of supporting the full
implementation of the Common Core State Standards in English language arts, History, Science, English language
development and math. (Elem/MS/HS EPC 6)
e. Site administrators, teachers and support staff will provide evidence of participation in DIAP aligned professional
development activities to ensure full implementation of English language arts, English language development and math. (
Elem/MS/HS EPC 4,5)

STRATEGY NUMBER 2: Instructional Strategies
Tactics
a. Principals will assure full implementation of: (Elem/MS/HS
EPC 4)
   1. Explicit Direct Instruction: English Language Arts and Math: grades 2-10
   2. MUSD English Learner Principles in grades k-12.
b. District Academic coaches, as assigned, will provide evidence of supporting the full
implementation of (Elem/MS/HS EPC 6):
   1. Explicit Direct Instruction: English Language Arts and Math: grades 2-10
   2. Language Star/English language development: grades 7-12, two elementary schools
c. Site administrators, teachers and support staff will provide evidence of participation in DIAP aligned professional

development activities to ensure full implementation of English language arts, English language development and math instructional strategies. (Elem/MS/HS EPC 4,5)

STRATEGY NUMBER 3: Response to Intervention; Academic and Behavior
Tactics
a. All principals will provide evidence of applying multiple measures to identify and provide appropriate Tier I, II and III academic and behavioral interventions for all students. (Elem/MS/HS
EPC 7)
   1. All principals will apply appropriate Tier I, II, and III behavior interventions for all students. (Elem/MS/HS EPC 7).
   2. Site administrators, teachers and support staff will participate in DIAP aligned professional development activities to assure full implementation of RtI.
b. Principals will apply multiple measures to identify and provide appropriate Tier I, II, and II behavior interventions for all students.
   1. All principals will provide evidence of supporting the full implementation of RtI behavior interventions.
   2. All principals will monitor and evaluate site Tier I, II, and III behavior intervention data for all students.
   3. Site administrators, teachers and support staff will provide evidence of participation in DIAP aligned professional development activities to ensure full implementation of RtI. (EPC 4,5)

GOAL OBJECTIVE

1. AMAO 1 Measures the percent of English learners (ELs) who are meeting their annual growth target in learning English . Our goal is to have 56.0% of all English Learners meet the annual growth target by advancing one level on the CELDT as measured by AMAO 1.
2A. AMAO 2 measures the percent of English learners that attain the English proficient level on the annual CELDT. AMAO 2 targets for 2012 are 20.1% for English learners who have been in language instruction educational programs for less than 5 years. 2B. It is 45.1% for English learners who have been in language instruction educational programs for 5 years or more.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All English Language Learners.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

To have a 10% increase of English Language Learners achieving at Proficient or Advanced on the ELA portion of the CST from the 11/12 CST to the 12/13 CST.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

We will use data from the following sources to evaluate our progress toward our goals:
  -ELA and ELD common formative assessments and district progress assessments, DIBELS

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

CST, CELDT, DPA, CFA

Strategies

Improvement of Instruction

We will improve instruction in ELD through staff development and intervention.

Actions

Improvement of Instruction

Tasks

We will improve instruction in English Language Development as follows (Alternative Governing Board Mandate of next steps 2-11-09, 9-9-09, 3-10-10, 5-3-11):

1. Identify students who have been at level 3 for two years and pursue the RtI process and after school intervention.
2. Monitor progress of Intermediate students on DPAs.
3. Review data and set language goals with students.
4. Purchase Standards Plus Materials.
5. Refine daily the use of HM strategies Restructuring – implementation of ELD/ELA intervention/differentiation to
address needs of students.
6. Continue to refine ELD HM Scope and Sequence.
7. Provide grade level planning time for ELD.
8. Provide funding for technology including, computer, promethean boards, ipads, and other technology.

ELD Deployment
1. Divide by groups according to ELD Pre-Test and CELDT for grades K-6.
2. Have a set time in the day for ELD instruction.
3. Monitor Student progress in ELD to determine if current placement is appropriate at each DPA.
4. Provide Professional development for staff in ELD.
5. Have the Vice Principal work with the teaching staff on Lesson Design and provide coaching.
6. Review CELDT Blue Prints with classroom Teachers through professional development.

Measures

Data from the following sources will be used to measure our success in improving instruction in English Language Development: CELDT, CFA, CST, Rigby Levels, DPA, Writing Assessments

People Assigned

-Administration, TSA, AGB, Leadership, SSC, ELAC, TEACHERS

Start Date - End Date

7/1/2012 - 6/30/2013

Intervention

We will provide interventions in language development for students not moving at least one level on the CELDT as evidenced by the 2011 and 2012 CELDT data. Interventions will be given via Explicit Direct Instruction, HM component of ELD, and interventions on the district RtI Interventions.

Actions

Intervention

Tasks

We will provide interventions for struggling English Language Learners as follows (Alternative Governing Board Mandate of next steps 2-11-09, 9-9-09, 3-10-10, 5-3-11):
-Deployment for k-6
-Provide busing for students staying for after school for students struggling to gain English proficiency (unfunded item)
-Provide LiPs and Seeing Stars instruction in our Intervention Lab
-Pull out support for new comers
-Provide support teachers for LiPs and Seeing Stars instruction in our Intervention Lab
-Provide additional materials to enhance curriculum like essential components for EDI such as dry erase markers, white boards, chart markers, and bond paper for intervention blocks of time.
-Provide additional support and training on ELD strategies as needed
-Provide supplementary materials

Measures

Data from the following sources will be used to measure the effectiveness of our intervention efforts: DPA, CFA, DIBELS, CELDT, running records, CST

People Assigned

-Administration, TSAs, Classroom teachers, SSC, ELAC, Leadership, and Alternative Governing Board

Start Date - End Date

7/1/2012 - 6/30/2013

Funding Source	Description	Cost
EIA/LEP	Supplemental Materials including materials to check for understanding, LMB materials, Supplementary grade level materias, and Standards Plus	$4,887.00
EIA/LEP	certificated extra time for sub during CELDT administration	$1,150.00

Paraprofessionals

Tasks

1. Work with grade levels on identified needs based on local and state assessments.
2. Will work with students based on DIBELS assessments and running records using research based strategies.
3. Provide direct service to students during the instructional day.
4. Provide feedback to teachers regarding student progress.
5. Maintain records as needed for program management.
6. Plan services with support of TSAs.
7. Provide LMB services to students.

Measures

DIBELS, running records, CELDT, CFAs, and DPAs.

People Assigned

Paraprofessional, TSAs, teachers and administration

Start Date - End Date

7/1/2012 - 6/30/2013

ELD Principles

Tasks

In an effort to improve ELA and Math scores for the English learner population, MUSD has developed a philosophy of ELD as a foreign language approach. The district has implemented MLS, which is a systematic, grammar based set of methods and strategies to teach the English language to our English Learner students. This ELD program is based on five language principles, which include a discrete language objective for each lesson, 50% student oral language production, student response in complete sentences, immediate error correction/effective feedback, and pushing students to work at a level beyond what they would be able to produce independently.We will review ELD principles with all teachers and paraprofessionals.

Measures

Focus Walk Data and implementation of principles

People Assigned

TSA, Teachers, and Administration.

Start Date - End Date

7/1/2012 - 6/30/2013

Intervention for Redesignated Students

Tasks

1. Conference with students and parents.
2. Provide tutoring and extra support for students.
3. Monitor progress and send home progress reports to parents.

RFEP follow up

<table>
<tr><td colspan="3" align="center">Madera Unified School District
English Learner Reclassification Follow-up Review</td></tr>
</table>

ID#:	Name:		DOB:	
Grade Level:	School:		Reclassification Date:	

		6 Month Follow-up	**12 Month Follow-up**	**24 Month Follow-up**
		Date:	Date:	Date:
☐ **CST** (Scale Score 325) ☐ **CASHEE**	☐ **CMA** ☐ **CAPA**			
GPA 2.0 (Academic Courses) (Language Arts, Math, SS, Science, ELD Reading Levels I-III)				
Other Assessment Data (Optional, list assessment & results)				
Teacher signature (For Grades 7-12, need core ELA teacher signature)				
Other signature (Resource teacher, parent, etc.)				
Administrator's signature				

	6 Month	12 Month	24 Month
• Interventions **must** be listed if the student does **not** meet the <u>CST</u> and <u>GPA</u> criteria. • Interventions **must** include additional support that will take place during the school year. Refer to MUSD's RtI model for a list of interventions. • Implement interventions and list outcomes prior to the next follow-up review.	**Interventions:**	**Interventions:**	**Interventions:**
• List intervention outcomes for each identified support item.	**Outcomes:**	**Outcomes:**	**Outcomes:**

• After completion of the 24 month follow-up review, all documents need to be placed inside a manila envelope. Label envelope with student's name, ID number, and completed date of the RFEP 24 month follow-up. The manila envelope is to be maintained inside the cumulative folder.

WHITE: Maintain form inside English learner folder.   COPY: Submit copy of each follow-up review to the ELD Dept.   CANARY: Parent

Rev. 04/11 sh   Form# 220B-E

Measures

Grades in Class, CFAs, DPAs, and daily classroom assignments.

People Assigned

Teachers, TSAs, and administration.

Start Date - End Date

7/1/12 - 6/30/13

After School Tutoring

Tasks

1. Identify teachers who will provide tutoring in ELD.
2. Identify students in need of tutoring based on their most current DPA, running records, CELDT, CFA, or DIBELS assessments.
3. Set tutoring Schedule.
4. Review procedures for attendance, time sheets, pre/post assessments, and lesson plans.
5. Send permission slips home with students to begin tutoring in September.

Measures

We will use CELDT, running records, Standards Plus, DPA, and formative assessments to measure progress of students in tutoring.

People Assigned

TSAs, classroom teachers, and Administration.

Start Date - End Date

7/1/12 - 6/30/13

Funding Source	Description	Cost
EIA/SCE	after school tutoring - Extra Time for Certificated Staff to work with Intermediate Level Students	$2,729.00

Actions

Professional Development

Tasks

We will provide professional development and substitutes for Madison staff as follows (Alternative Governing Board Mandate of next steps 2-11-09, 9-9-09, 3-10-10, 5-3-11):
•Provide training on Explicit Direct Instruction, including academic and content vocabulary
-Coaching -Peer Visitations -Concept/Skill Development
•Use of Thinking Maps to support concept and skill development
•Provide training on Differentiated Instruction
-Training on Guided Reading and running records
•Provide structured planning and reflection time -Backward mapping & deconstruction of standards in the math curriculum (AGB10-13-08)
•Provide support materials as needed to enhance instruction such as Standards Plus
-Provide grade level planning time for ELD
-Provide supplemental materials to enhance instruction
-Provide training and support for incorporating EDI elements into HM ELD instruction (Alternative Governing Board Mandate of next steps- 10-13-08, 12-8-08, 1-26-10, 3-10-10, 11-29-10, 1-31-11, 5-3-11)
-Provide training and support on use of Universal Access materials and strategies

Measures

Data from the following sources will be used to measure the success of our professional development efforts.

-Coaching logs, Staff development agendas, Focus walks feedback sheets, Lesson plan books, Grade level planning time, and AGB Next Steps/Mandates

People Assigned

-Administrators, TSAs, Leadership Team, Classroom teachers, and AGB

Start Date - End Date

7/1/2012 - 6/30/2013

Funding Source	Description	Cost
EIA/LEP	staff extra time to analyze CELDT data	$1,680.00

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

Federal Funding Sources	Amount
3010-01 Title I, Part A Professional Development	$0.00
3010-02 Title I, Part A, Parent Education	$0.00
3010-03 Title I, Part A, Admin / Indirect Costs	$0.00
3010-04 Title I, Part A, Basic Allocation	$166,936.00
Title III	$0.00
State Funding Sources	**Amount**
EIA/LEP	$89,060.00
EIA/SCE	$93,016.00
School Funding Sources	**Amount**
Community Grant-Chukchansi	$0.00

SCHOOL SITE COUNCIL MEMBERS

Name	Represents	Contact Info	Reviewed Plan Date
Arora Chavez	Principal	675-4630	5/14/2012
Bertha Huerta term expires in May 2013	Teacher	675-4630	5/14/2012
Fabiola Gaona term expires in September 2013	Parents/Community Members	329-7721	5/14/2012
Frank Espinosa term expires in May 2013 Vice President	Other Staff	675-4630	5/14/2012
Grisel Galicia term expires in September 2013	Parents/Community Members	675-4630	5/14/2012
Francisca Garcia term expires in May 2014	Parents/Community Member	675-4630	5/30/2012
Ida Moreno term expires in May 2013	Teacher	675-4630	5/14/2012
Maria Yeniz term expires in September 2013 President	Parents/Community Member	363-5781	5/14/2012
Martha Stephens term expires in September 2013	Teacher	675-4630	5/14/2012
Porfiria Vasquez term expires in May 2013	Parents/Community Member	675-4630	5/14/2012

ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

	Approval Date
Assurances	
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	5/30/2012
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	5/14/2012
The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	5/14/2012
This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	5/14/2012
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	
Alternative Governance Board	5/14/2012
ELAC	5/22/2012
Madison Leadership	5/1/2012
Approval	
The school plan was adopted by the council on:	5/14/2012
Public Notice Due Date:	5/7/2012
District Governing Board Review Due Date:	
School Site Plan Approved:	5/14/2012
Attested by School Principal:	5/14/2012
Attested by School Site Council Chairperson:	5/14/2012

Attested:

Arora Chavez		
Typed Name of School Principal	Signature of School Principal	Date
Maria Yeniz		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date