

The Single Plan for Student Achievement

School: Madison Elementary School
CDS Code: 10-73965-6006910
District: Central Unified School District
Principal: Christine Pennington
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

Madison Elementary School's Vision and Mission Statements

Vision: Every student is prepared for success in college, career, and community.

Mission: Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.

Madison operates under the same Guiding Principles as Central Unified School district. It holds to the belief that all students can learn.

School Profile

Madison Elementary School, with an attendance area of approximately 14 sq. miles, lies in a rural setting. The campus is situated on 17.5 acres in Fresno County, surrounded by farms, a dairy, and single family residences. The school is over 100 years old and has been at its current site for over 50 years. The attendance area has expanded to include the full spectrum of housing, i.e. trailer courts, migrant farm housing, apartment complexes, and affordable, entry level housing. The demographics of the student population reflect a low socioeconomic level school with 96% of the students qualifying for free or reduced lunch. The ethnic/racial composition of the student body is 69% Hispanic, 11% Caucasian, 10% Asian, 7% African-American.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parent surveys are conducted annually. The survey is organized into three areas Parent Communication, Quality Instruction, and School Climate. The Parent Communication results this year included over 89% of parents marking agree or strongly agree that the parent receives regular communication and is informed of important issues regarding their child. An area of growth for Madison would be that 75.6% of parents agreed that they received ideas on how to help their child though this is a 2% growth from last year. There is a need to put into place more parent support workshops to provide resources to parents of students who are struggling academically. Under the area of Quality Instruction we had over 90.3% of parents marking agree or strongly agree that students have access to technology. An area of growth would be that 77.9% of parents marked agree or strongly agree that their child opportunities to participate in a variety of clubs and/or school activities, which is a 2% gain from last year. Currently, through professional development, coaching cycle and professional learning communities, teachers are learning to implement research-based effective instructional practices. The final area on the survey is School Climate. Under this area, we had over 96% of parents marking agree or strongly agree that they feel welcome at Madison. This is a 6% growth from the previous year. An area of growth would be that 81.7% of parents feel that students are discipline in a fair consistent manner, though this is a 6% drop from the previous year. Madison has received the Bonner Character Awards as well as has been recognized as a Gold Level Model Positive Behavior and Intervention and Support school by Fresno County.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted weekly by the principal and vice principal. Feedback is provided electronically using Central Unified's Classroom Observation Form. Teachers are surveyed annually identify areas of support needed regarding the Madison Expectations for classroom instruction. Madison is currently focusing on integrating new strategies including Writer's Workshop,

Guided Reading and Literature Circles into classroom instruction. Classroom implementation is being supported by Madison's Instructional Coach and Administration.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The following assessments are used to monitor and report student and program improvement and/or needs:

Smarter Balance Common Core Assessment
CUSD Benchmark Assessments
California English Language Development Test (CELDT)
Fountas and Pinnell
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
Renaissance Star Reading Assessment
Student projects and portfolios
Student's daily work, anecdotal records, and classroom assessments

Central Unified School District and Madison Elementary have clearly identified performance benchmarks that are standards based for each grade level. All student achievement is charted and tracked to ensure that teachers can identify standards mastered and those that still need support.

At the beginning of each school year, teachers access data from the DIBELS and Fountas and Pinnell assessments that allows them to create both classroom and individual profiles for their students. They are then given time to collaborate and plan for differentiated instruction to meet those prescribed needs. The annual CELDT assessment administered to EL students provides teachers with information to assist them in providing content area instruction commensurate with the EL students' English language proficiency level and ensure universal access to the grade level core curriculum. The CELDT results are reviewed annually to identify students who meet the reclassification criteria for identification as Fluent English Proficient (FEP) and placement into the mainstream program.

Madison Elementary teachers administer District Benchmark Assessment performance tasks which are given three times a year to track student achievement. Teachers give common math assessments to organize a portfolio of ongoing work and checklists in both language arts and math that provide evidence of mastery and /or remedial efforts to allow students to meet grade level standards.

Madison Elementary have also implemented the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Fountas and Pinnell reading assessments to help determine which students need intervention. The DIBELS Benchmark and Fountas and Pinnell assessments are used to determine the intervention necessary for each 3rd- 6th student in language arts and reading. The DIBELS progress monitoring assessment is used to monitor the progress of students in interventions every two weeks.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school uses an ongoing assessment and monitoring system, Illuminate, that provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (eg. Entry-level placement or diagnostic such as Fountas and Pinnell; progress monitoring such as DIBELS, including frequent formative and curriculum-embedded; and summative assessments such as SBAC, CAHSEE, CELDT) are used to inform teachers and principals on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and our central student information system, Aeries, is established so that both systems have the appropriate information needed to support each student in placement, monitoring and advancement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All except one of the certificated classroom teacher are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All except one of classrooms are staffed with highly qualified teachers per the requirements of the ESEA.

The district provides new teachers with instructional materials professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development, referred to as Teacher Collaboratives, to support the continuing use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Madison Elementary is committed to developing the skills of our staff, administration, paraprofessionals, parents and all other staff to enable every student in achieving content and performance standards. Every Wednesday is an early release day for students in order to provide the time necessary for ongoing professional development. Several areas for specific emphasis include: professional development to promote effective teaching for diverse and special needs students, new teacher orientation/support (provided by the district BTSA program), ongoing professional education, best practice review, student engagement activities, opportunities for participation in curriculum development including collaborative inter-disciplinary programs, and programs which foster integration/articulation at a variety of instructional levels from pre-school through sixth grade. Teachers also meet every week in Professional Learning Communities to analyze assessments, discuss effective strategies to be implemented, and monitor student success.

Madison Elementary teachers are given the opportunity to participate in Elementary Collaborative Central Unified sponsored trainings to assist them with the implementation of state adopted, standards-based instructional language arts and math materials. Site administrators have completed the AB75 sponsored trainings enabling them to provide the leadership, infrastructure, and support for those teachers enrolled in the AB466 trainings. AB75 trainings provide administrators with the skills and knowledge to guide teachers and staff in their focused and concentrated efforts to improve student achievement.

Accelerated Reader - Staff members in 1st through 6th grade have received professional development in Accelerated Reader.

Cognitively Guided Instruction - Some of the staff has been trained on the CGI mathematics instruction.

English Language Development Training- The entire staff has been trained on supporting English Learners through key Specially Designed Academic Instruction in English(SDAIE) strategies.

ST Mathematics Program - The entire staff was trained on the ST Mathematics software program last year.

Literature Circles - All of our 3rd through 6th grade teachers have received professional development in the implementation of Literature Circles.

Guided Reading - All of our Kindergarten through 2nd grade teachers have received professional development in Guided Reading.

*BTSA - All new teachers must complete 2 years of District BTSA training with an assigned BTSA mentor.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. A trained instructional support coach who is knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The school facilitates and supports a one-hour structured PLC meeting weekly which provides time for the PLC team to meet in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers have been trained and continue to receive support in the use of the Data Teams Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In addition, the district provides PLC time three times during the year when teachers are together for Teacher Collaboratives. In this setting, PLCs are able to analyze, discuss, and utilize the results of student formative data to guide instructional planning and delivery with more input from teachers throughout the district.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The Madison Elementary School staff is committed to providing all of its students a broad-based curriculum with rigorous academic content. The focus of the school's academic program is the engagement of all students in learning the District's core curriculum and meeting or exceeding grade level standards. As part of the school's plan for developing and delivering a high quality instructional program, the school's curricula for all subject areas are continually aligned, as needed, with the California Department of Education's (CDE) curriculum frameworks and model curriculum guides. The instructional program at Madison is supported with up-to-date textbooks and related materials which are adopted and purchased in accordance with the CDE's seven-year textbook adoption cycle, thus ensuring that textbooks are always current and aligned to grade level content standards.

High expectations for student achievement reflect the school-wide belief that all students can learn. Curriculum and instructional practices and grouping arrangements are varied in order to address the academic, social, and personal needs of each student. A variety of teaching strategies and materials, including technology-based materials, are utilized to meet the needs of the students. Students who experience difficulty in learning the core curriculum are provided special support via classroom intervention measures (e.g., differentiated instructional techniques; specialized instructional strategies; modification of the instructional program; peer- and cross-age tutoring, etc.) and/or special programs/services (e.g., Title 1 Program, State Program for English Learners, Special Education Program, Migrant Education Program, and psychological services).

Language Arts and ELD:

Madison's language arts program is driven by California's grade level standards. The language arts program provides students varied opportunities, within a thinking, meaning-centered curriculum to develop proficiency in the integrated processes of listening, speaking, reading, and writing in English. The program is developmental, within a systematic, articulated curriculum that is aligned with the California Language Arts Framework. The school uses the following District adopted language arts and ELD materials to deliver core curriculum instruction: Grades K-6 Houghton-Mifflin, Legacy of Literacy; and Medallions!

Mathematics:

Madison's mathematics program is based upon the rigorous grade level standards contained in California's Mathematics Framework. Important mathematical ideas and their interconnections are at the heart of the mathematics program. Madison's mathematics program emphasizes a balanced mathematics curriculum through conceptual understanding, computational and procedural skills, and problem solving and reasoning. Curricular continuity is established from grade to grade both through a systematic, articulated mathematics curriculum and through the use of the District adopted Pearson Math materials.

Science:

Madison's science program provides a systematic, articulated curriculum that is derived from the California Science Grade Level Content Standards. Students learn science through a balanced curriculum based on the life, earth, and physical sciences. The District adopted Scott Foresman Science materials are utilized in kindergarten through sixth grades.

Social Science/History:

Madison's social science/history program is based upon a balanced, integrated curriculum that is aligned to the California History-Social Science Framework. The District adopted Houghton-Mifflin: History-Social Science series is used in kindergarten through sixth grades. These materials assist teachers in providing rich, relevant history lessons, geographic literacy, and lessons in active citizenship.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified ELs. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

R/LA:Core--Grade K 1 hour---Grades 1-3 2.5 hours---Grades 4-6 2 hours

R/LA Strategic---Grades K-6 30 minutes

R/LA Intensive---Grades 4-6 2.5 hours

ELD Grade K 30 minutes---Grades 1-6 45 minutes

Mathematics: Core---Grade K 30 minutes---Grades 1-6 1 hour

Mathematics Strategic---Grades K-6 15-30 minutes

Mathematics Intensive---Grades 4-6 15-30 minutes

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district and school prepare, distribute, and monitor the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade six) for the standards-aligned, basic core RLA/ELD, strategic support and intensive intervention programs and standards-aligned mathematics basic core, strategic, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.

The basic core course pacing guide is the foundational pacing guide for the strategic support class. The teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD and/or mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Central Unified School District

K-6 Core Curriculum

2013-14

Subject Grade Level District Adopted Materials

Language Arts K-6 Houghton-Mifflin: Legacy of Literacy

ELD K-6 Houghton-Mifflin: Medallions

Social Studies K-6 Houghton-Mifflin

Mathematics K-6 Pearson

Science K-6 Scott Foresman

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school/district provides for all students, including English Learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD) (1997-adopted content standards or CCSS) and for mathematics (1997-adopted content standards or CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student. ELD: Depending on the grade level ELD materials found on the SBE-approved supplementary materials list (includes Assembly Bill 1802 materials) are used to provide ELD instruction to ELs.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The staff at Madison Elementary is committed to empowering all students through education. The majority of our students come from families that are economically disadvantaged and have few educational resources at home to support learning. Many of our students are learning English as a second language. Madison Elementary is a participant of Title 1 School wide Program (SWP). Our school's academic focus in ELA is on reading fluency, vocabulary development, reading comprehension and the writing process. For Math our intervention focuses on foundational Math skills as well as the conceptual understanding of Math using ST Math in a computer lab setting. Our intervention in reading intervention is done in the Warrior Learning Center using key intervention practices using the Inside intervention program from National Geographic. There is intervention held after school from supporting math fluency and reteaching key concepts and skills.

Madison's parents, teachers, support staff, and administrators have reviewed and analyzed data related to student achievement (SBAC- Smarter Balance, California English Language Development Test, CUSD Benchmark Assessments, DIBELS, and the Reading and Oral Language Assessment). Subsequent planning meetings are held to focus on the identification of school and district barriers to learning and the discussion of research-based strategies to overcome the barrier, the selection of strategies, and the allocation of resources to support and maximize improvement efforts and achievement results.

Results of the review indicated that students at Madison Elementary needed ongoing support to achieve mastery of reading/language arts standards at all levels. To meet the needs of our students, Madison Elementary has implemented the following interventions for students reading below grade level: 1) Instructional Aide support is provided in each Kindergarten room for 3 hours a day 2) 3) Fourth - 6th grade math tutorial after school by certificated teachers; and 3) Provide 1st and 2nd grade teachers a Teaching Fellow to support literacy. 4) The Warrior Learning Center is utilized for grades with students who are performing well below grade level. When appropriate, students who have scored at the basic level on the common grade level assessments or CUSD Benchmark Assessments are targeted for supplemental intervention services in an effort to advance them to the proficient or advanced level. Those students scoring below the basic level on the CUSD Benchmark Assessments receive daily remediation in small groups within their regular classrooms.

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. Developed by a district-wide classroom expectations task force in 2007, the handbook is reviewed and modified as needed based on student achievement evidence. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of highly-effective instruction that include student engagement, setting of standards-based measurable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. There is a significant correlation between student success and teacher attitude and behavior and therefore, creating and maintaining a 5-star culture in classrooms and throughout the school is emphasized.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The Madison staff provides a wide variety of opportunities for parents and community members to become involved at the school. Parents are kept informed of these opportunities through regular written communications such as the monthly school newsletter and classroom communications. There is also a weekly dialer sent out by the principal communicating with parents about key school information. Parents are welcome to visit Madison's website as well in order to locate events. Some activities and committees that parents can become involved with include the following:

- School Site Council, English Learner Advisory Committee, and Title 1 meetings.
- Parent Student Teacher Association and its activities including the Halloween Trunk or Treat, and annual school Spring carnival
- Fundraisers such as the Walk-a-thon, Healthy Choice Sales, and Holiday Boutique
- Extra-curricular activities such as Red Ribbon Week, sports programs, and, spelling bee
- Kindergarten classes' special recognition days i.e. Grandparents' Tea, Mothers' Tea, Dad's Day
- Student performances such as the Winter Program, Spring Program, Patriotic Sing-a-long, Peach Blossom Festival

The Madison staff encourages parents and community members to be involved in the improvement of student achievement by:

- Signing and agreeing to carry out their responsibilities listed on the Madison's School-Family Compact
- Volunteering to work in classrooms with small groups of students to facilitate class instruction
- Participating in the School Site Council, English Learner Advisory Committee, Title 1 and Pre-school Parent Advisory Committee meetings for the opportunity to receive training and be involved in the decision making process regarding the school's programs
- Attending school events such as Back to School Night, Parent-Teacher Conferences, Open House, Science Fair, History Day, and other student-centered academic activities
- Attending and participating in parent education and involvement activities such as Parenting Partners, Literacy Support Classes, and English Learner Parent Support Classes

Madison utilizes a number of outreach strategies to keep non-English speaking families informed and involved in their children's education. The following efforts have been very effective in meeting the needs of our non-English speaking families:

- Parents are invited to attend the English Learner Advisory Committee (ELAC) meetings to provide input and suggestions on the school's EL Program.
- Interpreters and childcare are provided at all school meetings.
- Written home-school communications are translated to the extent possible.
- Our bilingual staff assists by interpreting at meetings and making phone calls home when necessary.
- On-site training through the Parenting Partners Program that provides parents with tools and techniques that they can use to assist their children academically.
- Parents are invited to attend the Pre-school Parent Advisory Committee meetings to provide input and suggestions on the school's Pre-school Program.
- The administration makes an effort to personally communicate to non-English speaking parents that their input is important and valued by the staff.

The School Site Council (SSC) is intended to be representative of all segments of the school community. Being composed of the school principal, teachers, other school personnel, and parents, it provides a forum for all members of the school community to come together to identify common goals and establish a plan to achieve these goals. The SSC has the responsibility of developing a comprehensive Single Plan For Student Achievement including a budget, to ensure that all of the resources available to the school are coordinated and focused on providing a high quality educational program in which all students can succeed in learning. The SSC, following approval of the Single Plan For Student Achievement by the Central Unified School District Board of Education, has the on-going responsibility to review the implementation of the Single Plan For Student Achievement and to assess periodically the effectiveness of the program. Modifications or any improvement to the plan or budget are developed, recommended, and approved or disapproved in the same manner. The SSC carries out all other duties and responsibilities assigned to it in California's Education Code.

The primary task of the SSC is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and ensuring that students have access to and success in that program. The core program embodies the District's curriculum, which reflects the California academic content standards outlined in the State curriculum frameworks. The SSC is also charged with the task of developing a plan for using supplemental resources to increase student understanding of and success in learning the core curriculum

The role of the English Learner Advisory Committee (ELAC) is to advise the principal and staff regarding matters pertaining to the English Learner Program; the school's needs assessment; the school's language survey (R-30 Report); and efforts to make

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Madison offers English Language support for our EL students. Accelerated English Language Development (AELD) as well as our Transitional students are receiving English Language Development (ELD) by a teacher with a CLAD or BCLAD certification. The special needs of our EL students are addressed by utilizing the CELDT and assessment to ensure that students are given ELD by a teacher who is designated to teach either AELD or Transitional students. EL students are placed in regular classrooms with other EL students as well as English only (EO) students. In the afternoon EL students go to the classroom of the teacher who will deliver ELD at their language acquisition level. All EL students are provided universal access to the core curriculum through standards based differentiated instruction designed to meet their individual needs and facilitate their achievement at the highest level. Teachers provide access to core curriculum for EL students, at their ability level, during the course of the day by using district adopted curriculum and employing generous use of research based Specially Designed Academic Instruction in English (SDAIE) teaching strategies designed to accommodate the EL students' needs. Strategies used to shelter core curriculum include: Link Word/Semantic Webbing, Semantic Feature Analysis, Concept Definition Mapping, Question and Answer Response, Sequential Sequence and Morphology, Word Study, Language Experience Reading & Writing, Modeled and Interactive Writing, Guided Reading, and systematic explicit word study. Madison's regular school day also partners with the After School Program as they utilize some of the academic activities that occur during the day. The after school program rotates students through the computer lab using ST Math as well as participates in Academic Vocabulary activities and follows grade level curriculum map.

Migrant English Language Learners

Supplemental English Language Acquisition and Language Arts instruction will be provided to migrant students in after school settings for a prescribed amount of minutes per week.

Educationally Disadvantaged Students (EDY/Below Grade Level or Title I):

Madison's classroom teachers as well as the Student Success Team (SST) will service Educationally Disadvantaged Students (EDY/Below Grade Level or Title 1). If a student is noted to be below grade level based on SBAC or meets other District identified criteria, he/she is identified as Title 1/At Risk of Retention. A Plan to Modify Services is then completed by the teacher based upon the student's areas of weakness. The prepared Plan To Modify Services includes intervention programs and instructional strategies to assist the student improve his/her academic performance. Upon completion and implementation of the Plan To Modify Services, the teacher may elect to convene a SST on behalf of the struggling student. The SST consists of teachers, school psychologist, and an administrator. The team meets with parents and the classroom teacher to document strategies that address areas of diagnosed weakness in student achievement. The classroom teacher is able to give the SST detailed information regarding individual student needs based on the results from district benchmark exams in reading, writing, and math, the previous years' SBAC results, and DIBELS. The SST makes recommendations in regard to best practice strategies, curriculum modification/accommodations and expectations to ensure that struggling students continue to have access to core curriculum. The classroom teacher monitors the student throughout the year and based on feedback from ongoing formative assessments, revisits the Plan To Modify Services and updates the plan as necessary.

Teachers are provided support materials for each curricular area with the district adopted materials for their students that need extra support in accessing the core curriculum. Most of the Madison Elementary teachers have been trained in research based learning strategies that have proven effective for helping students who are struggling to acquire the skills they need to achieve at or above grade level standards. , Think Aloud, Story Mapping, Personal Dictionaries, and Semantic Feature Analysis in an effort to facilitate their return to grade level standards mastery and give them additional support in becoming independent learners.

Students are also placed at their instructional levels in the standards-based supplemental Accelerated Reader program. This program is individualized and allows for additional student support in learning the grade level standards taught within the language arts curriculum. Additional classroom assistance is provided by instructional aides whom work with "at-risk" students individually and/or in small group settings under the direct supervision of a certificated classroom teacher.

Gifted and Talented (GATE):

The formal identification process of gifted and talented students in CUSD may begin as early as third first grade. Gifted and Talented (GATE) students are identified through parent and/or teacher referrals and are given a battery of mandated tests for eligibility screening. This year, there are eleven students in the 4th – 6th grades who meet the GATE program standards. The thrust of the elementary GATE program occurs within the regular classroom and extends the core grade level curriculum. Classroom teachers have received training on how to provide challenging instruction within the classroom for the GATE student. Depending on the GATE students' exceptional abilities and skills, they are provided instruction within their classroom that utilizes differentiated materials and strategies. These strategies provide greater depth and complexity to the grade level standard-based curriculum, thus making instruction more challenging for GATE students. Supplemental materials such as Accelerated Reader and ST Math have been purchased to help provide challenging, individualized learning opportunities for GATE students. Additional available supplemental resources include technology such as the internet, audio-visual equipment and challenging computer software. The site GATE coordinator monitors the placement of students in the GATE Program.

18. Fiscal support (EPC)

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

The SPSA is aligned with the goals and activities in the LEA Plan.

The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.

District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

Madison Elementary is a K - 6 school that lies in a rural setting and has an attendance area of approximately 14 square miles. The campus is situated on 17.5 acres in Fresno County, surrounded by farms, a dairy and single-family residences. During the 2014-2015 school year, the school has had an average enrollment of approximately 700 students. The current ethnic background of the student population is 69% Hispanic, 11% White (not Hispanic), 10% Asian, and 7% African American. Approximately 30% of the students are English Learners, 2% participate in the Gifted and Talented Program, 3% receive services through the Special Education Program, and 5% have been identified as migrant students. The school's Free and Reduced Price Lunch Program supports 96% of the student population. There is a rich diversity at Madison and meeting the multiple needs of our students such as the academic growth of our EL population can be a challenge. Communication with our community and engaging them in the education process as a partner is also a barrier. In addition our school lacks the proper infrastructure to support many of the more recent computer based learning tools that are being used.

These needs are being addressed in the following ways. Our EL population receives ELD five days a week using Medallions which is a component of the core adopted ELA curriculum. The use of this tool provides extra support by front loading material in the classroom as well as develops the use of academic language among our EL students. In addition best first teaching including the direct instruction model, posting and teaching to an objective, checking for understanding through out the lesson, student engagement with opportunities to collaborate and justify their thinking, as well as instruction in Marzano's six step for acquiring academic vocabulary. The use of Instructional Coach to support teacher effectiveness all serve to support our students. Currently with the increased use of Accelerated Reader and ST Math at our site..

Additional barriers include student attendance and the lack of preparedness for school in the home. There is no city transportation to Madison, so many parents are unable to attend meetings or parent workshops.

The Madison administration, staff, and parents work together in an effort to improve student performance and achievement. This year the major school-wide changes being planned in order to improve student achievement includes providing expanding the site's core English Language Development support based on identified need according to CELDT; the continued implementation of additional supplemental instructional programs such as ST Math to support our core academic program; staff Professional Learning Communities focusing on the data cycle process for math and writing; the offer of additional staff development for teachers of English learners.

The professional development that has been occurring for our teachers include Professional Learning Communities, Literature Circles, Guided Reading, the use ST Math, Common Core, Unit Planning, and technology integration.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	100	92	98	91	98	89	98.0	98.9
Grade 4	98	103	96	102	93	102	98.0	99
Grade 5	100	94	90	90	90	90	90.0	95.7
Grade 6	99	95	98	90	98	90	99.0	94.7
All Grades	397	384	382	373	379	371	96.2	97.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2372.5	2360.3	6	3	14	16	32	27	48	54
Grade 4	2403.8	2410.9	3	8	16	12	27	23	51	58
Grade 5	2430.5	2446.8	0	3	21	22	21	27	58	48
Grade 6	2439.0	2475.7	0	7	14	19	23	28	62	47
All Grades	N/A	N/A	2	5	16	17	26	26	55	52

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	6	42	33	52	62
Grade 4	2	7	44	43	54	50
Grade 5	0	9	50	36	50	55
Grade 6	1	7	40	37	59	57
All Grades	2	7	44	37	54	56

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	1	44	38	50	61
Grade 4	2	5	53	44	45	51
Grade 5	3	3	40	47	56	49
Grade 6	1	11	35	47	64	42
All Grades	3	5	43	44	54	51

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	4	69	58	27	37
Grade 4	4	7	66	63	30	30
Grade 5	4	4	59	67	37	28
Grade 6	2	10	54	62	44	28
All Grades	4	6	62	63	34	31

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	9	44	46	49	45
Grade 4	8	10	51	45	42	45
Grade 5	12	14	41	59	47	27
Grade 6	7	10	49	54	44	36
All Grades	8	11	46	51	45	38

Conclusions based on this data:

1. According to the data, 52% of our students are not meeting grade level standard in English Language Arts.
2. Overall students scored highest with 69% of students scoring above, at, or near standard in the area of Listening.
3. Overall, students scored the lowest in areas of Reading with 44% students scoring above, at or near the standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	100	93	98	92	98	91	98.0	98.9
Grade 4	98	103	96	102	93	101	98.0	99
Grade 5	100	94	90	90	90	89	90.0	95.7
Grade 6	99	95	98	92	98	91	99.0	96.8
All Grades	397	385	382	376	379	372	96.2	97.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2383.3	2376.3	0	3	22	11	32	30	46	56
Grade 4	2398.6	2404.4	1	0	10	9	33	40	52	51
Grade 5	2447.2	2447.9	2	6	11	7	32	34	54	54
Grade 6	2440.8	2468.7	0	4	9	13	23	33	67	49
All Grades	N/A	N/A	1	3	13	10	30	34	55	53

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	7	38	27	59	66
Grade 4	2	2	15	21	83	77
Grade 5	6	6	34	26	60	69
Grade 6	2	9	22	27	76	64
All Grades	3	6	27	25	69	69

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	7	41	37	53	56
Grade 4	3	1	44	40	53	59
Grade 5	2	3	31	31	67	65
Grade 6	1	5	33	40	66	55
All Grades	3	4	37	37	60	59

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	1	10	54	44	45	46
Grade 4	2	0	38	36	60	64
Grade 5	1	3	44	44	54	53
Grade 6	0	5	40	56	60	38
All Grades	1	5	44	45	55	51

Conclusions based on this data:

1. According to the data, 53% of our students are not meeting grade level standard in Mathematics.
2. Overall, students scored highest with 50% students scoring above, at or near standard in the area of Communicating Reasoning.
3. Overall, students scored the lowest in area of Concepts and Procedures with 31% of students scoring above, at or near standard.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		14		14	14	29	29	43	57	57	29	14			
1	31	20	28	41	40	34	23	37	25	5	3	9			3
2				30	10	13	60	40	56	10	50	13			19
3					6	13	83	65	25	17	18	13		12	50
4		5		28	40	14	62	40	71	7	15	14	3		
5	4	4		40	42	36	36	46	43	8	4	14	12	4	7
6	13			44	29	8	44	52	46		14	31		5	15
Total	10	7	9	31	31	23	47	46	43	10	13	14	3	3	11

Conclusions based on this data:

1. There are 43% of our students scored Intermediate on the CELDT. Of these students, the majority of the students are in 4th - 6th grade.
2. There are 25% of our students who are either beginning or early intermediate levels.
3. There is a need to identify why students are performing at their current level by looking at a variety of data including reading, writing, attendance etc. There is a need to provide focused support to students who are in the upper grades and are not progressing beyond the Intermediate level.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	2	2		6	13		33	27		39	25		20	33	
1	28	21		42	35		26	35		5	2			7	
2				30	8		60	54		10	38				
3					18		82	50		14	14		5	18	
4		7		25	33		63	40		9	13		3	7	
5	4	3		40	38		36	45		8	7		12	7	
6	11	7		39	26		39	48		11	15			4	
Total	8	7		25	25		44	39		16	15		7	14	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	154	136	104
Percent with Prior Year Data	100.0%	99.3%	96.2%
Number in Cohort	154	135	100
Number Met	95	72	46
Percent Met	61.7%	53.3%	46.0%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	161	42	144	51	111	31
Number Met	38	14	34	14	25	6
Percent Met	23.6%	33.3%	23.6%	27.5%	22.5%	19.4%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. Madison did not meet the target with 46% of students meeting the requirement in 2015-2016.
2. Madison did not meet the target for growth on the CELDT for students who were in the program for more than 5 years with 46% meeting the goal.
3. There is a need to provide support to the 25 students who have been in the program for 5 or more years and are not scoring proficient on the CELDT.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1462	1410	1,383
Percent with Prior Year Data	99.3	99.8	97.8
Number in Cohort	1452	1407	1,353
Number Met	828	779	731
Percent Met	57.0	55.4	54
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1300	577	1284	579	1,249	542
Number Met	317	237	282	215	286	155
Percent Met	24.4	41.1	22.0	37.1	22.9	28.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. Central Unified did not meet the AMAO 1 target with 54% of students meeting the requirement in 2015-2016.
2. Central Unified had 28.6% of students who have been in the program 5 or more years score proficient.
3. Central Unified had 22.9% of students who have been in the program less than 5 years score proficient.

Planned Improvements in Student Performance

Goal: English Language Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
Goal Statement: By June of 2017, every Madison student will attain grade level proficiency or beyond as measured by multiple assessments including Smarter Balanced assessment, DIBELS and Fountas & Pinnell data.
Data Used to Form this Goal:
<ul style="list-style-type: none">• DIBELS Benchmark (3 times annually for 4th - 6th Grade)• Fountas and Pinnell Data (K - 2nd Grade)• District ELA Benchmark (3 times annually)• Smarter Balance Assessment (Annually for 3rd -6th Grade)• CELDT (Annually)
Findings from the Analysis of this Data:
Intervention Data from 2015/2016 3rd Grade 10/10 – Grown 1 or more levels on F&P 9/10 – Grown 2 or more levels on F&P 9/10 – Grown 5 or more words 9/10 – Grown 15 or more words 6/10 – Grown 20 or more words

4th Grade

- 16/16 – Grown 1 or more levels on F&P
- 15/16 – Grown 2 or more levels on F&P
- 14/16 – Grown 3 or more levels on F&P
- 16/16 – Grown 10 or more words
- 12/16 – Grown 15 or more words
- 9/16 – Grown 20 or more words

5th Grade

- 11/11 – Grown 1 or more levels on F&P
- 10/11 – Grown 2 or more levels on F&P
- 5/11 – Grown 3 or more levels on F&P
- 8/11 – Grown 5 or more words
- 8/11 – Grown 10 or more words
- 7/11 – Grown 15 or more words

Fountas and Pinnell End of Year Data 2015/2016

	NM	AS	Met	Above
Kinder Grade –	5	4	17	41
First Grade -	19	5	7	43
Second Grade –	8	10	18	65

Findings

1. Eighty-seven percent of the kindergarten students in 2015-2016 scored approaching, at or above standard on the F&P Reading Assessment.
2. Twenty four percent of our 1st grade students did non meeting standard according to the F&P Reading Assessment.
3. There is a need to provide additional support in reading and writing to students who are performing below grade level.

Means of evaluating progress & group data needed to measure gains:

- Means of evaluating progress:
 DIBELS Benchmark (3 times annually for 4th - 6th Grade)
- Fountas and Pinnell Data (K - 2nd Grade)
 - District ELA Benchmark (3 times annually)
 - Smarter Balance Assessment (Annually for 3rd -6th Grade)
 - CELDT (Annually)
 - Curriculum Embedded Assessment Data

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Madison will implement an intervention process that providing identification, support and progress monitoring to assure each student attains grade level reading mastery.</p> <p>All students students will receive Tier 1 support in the classroom. This includes instructional strategies such as guided reading, literature circles and writers workshop.</p> <p>Tier 2 support is provided in the classroom by the classroom teacher through small group differentiation.</p> <p>Tier 3 support is provided by a certificated intervention teacher during the school day or credentialed teacher after school.</p>	10/1/2016 - 10/1/2017	1. Site Administrators 2. Classroom Teachers 3. Certificated Intervention Teachers 4. Instructional Coaches	Reading Intervention Teacher for Tier 3 students in 3rd through 6th grade.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	22303.60
			Guided Reading Books for Tier 2 and Tier 3 support practices	4000-4999: Books And Supplies	LCFF	1000
			Reproduce materials to support Guided Reading and Intervention for Tier 2 and Tier 3 students	5000-5999: Services And Other Operating Expenditures	LCFF	1000
			Purchase intervention materials and supplies such as assessment and small group support materials to work with Tier 2 and Tier 3 students	4000-4999: Books And Supplies	LCFF	1000
			Substitute provided for time to assess students in order to identify and monitor students who are in need of Tier 2 or Tier 3 support .	1000-1999: Certificated Personnel Salaries	LCFF	2502.8
			Pay credentialed staff to provide after school Tier 3 reading and writing tutoring	1000-1999: Certificated Personnel Salaries	SES-Tutoring	7361.20
			Student Next live tutorial hours provided to Tier 3 students after school	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	400
			Student Nest Software licenses to provide Tier 3 support students after school	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	600

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Teachers will be provided differentiated professional development to support the implementation of effective literacy practices for example guided reading, literature circles, and writers workshop. Support needs will be determined by teacher self reflection and through classroom drop in data.	10/1/2016 - 10/1/2017	1. Administration 2. Instructional Coach 3. Classroom Teacher	Substitute coverage for planning and PD on differentiation strategies	1000-1999: Certificated Personnel Salaries	LCFF	4735.15
			Technology aide to support teacher and student effective use of classroom technology	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	12199.00
			Substitute coverage for peer observations and conferences	1000-1999: Certificated Personnel Salaries	LCFF	1000
			Conferences and professional books to support differentiation	5000-5999: Services And Other Operating Expenditures	LCFF	1000
			Coverage for building PLCs to analyze data and collaborate on best instructional strategies.	1000-1999: Certificated Personnel Salaries	LCFF	2000
Create a culture of literacy at Madison through the creation of literacy rich classrooms and a focus on the promotion of literacy school-wide.	10/1/2016 - 10/1/2017	1. Administration 2. Instructional Coach 3. Classroom Teachers	Purchase AR Books	4000-4999: Books And Supplies	LCFF	1000
			Purchase library and informational magazines for classrooms and library	4000-4999: Books And Supplies	LCFF	7000
			Brainpop subscription	5000-5999: Services And Other Operating Expenditures	LCFF	400
			Reading progress motivation and recognition	4000-4999: Books And Supplies	LCFF	2000
			Purchase AR library books and materials for the library	4000-4999: Books And Supplies	LCFF-SLIP	1,329.93
Support student learning through fieldtrips aligned to grade level units.	10/1/2016 - 10/1/2017	1. Administration 2. Instructional Coach 3. Classroom Teachers	Transportation for fieldtrip	5000-5999: Services And Other Operating Expenditures	LCFF	2000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Field trip entry costs for students	5000-5999: Services And Other Operating Expenditures	LCFF	1000
Madison will implement small group reading support in 1st and 2nd grade classroom. Guided reading will be implemented in each classroom by the classroom teacher. Teaching Fellows literacy support staff will be pushed into classrooms.	10/1/2016 - 10/1/2017	1. Administration 2. Instructional Coach 3. Classroom Teachers	Teaching Fellows Contract	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	63034.40
After School Literacy Class	10/1/2016 - 10/1/2017	1. After School Director 2. After School Teacher	Books and supplies for family literacy class Lexia Reading Program	4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures	21st Family Literacy Grant 21st Family Literacy Grant	3,363.50 8,162.40
Teachers will provide differentiated instruction to students based on assessed need.	10/1/2016 - 10/1/2017	1. Classroom Teacher	Technology is used to support differentiation in the classroom such as headphones and interactive projectors. Classroom differentiation materials such as books, realia, and small group instructional supplies	6000-6999: Capital Outlay 4000-4999: Books And Supplies	LCFF LCFF	26000 7131.9
Provide extended library access to parents and students to support literacy.	10/1/2016 - 10/1/2017	1. Librarian	Librarian pay for extended hours	5000-5999: Services And Other Operating Expenditures	LCFF	4,327.65

Planned Improvements in Student Performance

Goal: Mathematics

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics		
LEA GOAL:		
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.		
SCHOOL GOAL:		
Goal Statement: By June of 2017, every Madison will increase to grade level math proficiency as measured by multiple measures Smarter Balance assessment, fluency assessments, curriculum embedded assessments and ST mathematics progress.		
Data Used to Form this Goal:		
<ul style="list-style-type: none"> • Curriculum Embedded Assessment Data • ST Mathematics Reports • Classroom Fluency Assessments • Mathematics Benchmarks • Smarter Balance Mathematics Assessment 3rd - 6th Grade 		
Findings from the Analysis of this Data:		
ST Math Data		
Grade Students	Progress	Progress Per Login
Kindergarten	73.2%	.8%
First Grade	72.8%	.6%
Second Grade	52.3%	.4%
Third Grade	37.5%	.4%
Fourth Grade	42.1%	.4%
Fifth Grade	59.4%	.4%
Total	52.5%	.5%
<ol style="list-style-type: none"> 1. There is a need for PLCs to assess, analyzed, support and monitor student mastery of grade level mathematics standards. 2. There is a need to provide additional student support based on identified need. 		

Means of evaluating progress & group data needed to measure gains:

Means of evaluating progress:

- Smarter Balance Math Assessment (Annually)
- Curriculum Embedded Assessment Data
- Growth on ST Mathematics Reports
- Growth on Mathematics Fluency Assessments
- Growth on Mathematics Benchmarks (K-1)

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Madison will implement an effective mathematics intervention program based on student need as identified through grade level common assessments.</p> <p>Tier 1 students will receive best first instruction including from the classroom teacher.</p> <p>Tier 2 students will receive Tier 2 small group instruction in the classroom from the classroom teacher.</p> <p>Tier 3 students will receive Tier 3 instruction from a credentialed teacher after school.</p>	10/1/2016 - 10/1/2017	<p>1. Admin</p> <p>2. Classroom Teachers</p> <p>3. Instructional Coach</p>	Pay certificated staff to provide tutorial to Tier 3 students before or after school	1000-1999: Certificated Personnel Salaries	SES-Tutoring	7638.80
			ST Math program	5000-5999: Services And Other Operating Expenditures	LCFF	7000
			Duplication for differentiation material to support Tier 2 and Tier 3 students	5000-5999: Services And Other Operating Expenditures	LCFF	500
			Provide math motivation and recognition to students	4000-4999: Books And Supplies	LCFF	1000
			Materials for mathematics differentiation for Tier 2 and Tier 3 students	4000-4999: Books And Supplies	LCFF	2000
			Student Nest Software licenses to provide Tier 3 support students after school	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	600

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Student Next live tutorial hours provided to Tier 3 students after school	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	400
Madison teachers will receive support in implementing best practices in math instruction including best practices for supporting Tier 2 and Tier 3 students. Support needs will be determined by teacher self reflection and through classroom drop in data.	10/1/2016 - 10/1/2017	1. Admin 2. Classroom Teachers 3. Instructional Coach	Teacher conference coverage expenses to learn to support the needs of Tier 2 and 3 students	1000-1999: Certificated Personnel Salaries	LCFF	1000
			Teacher Conference Expenses to learn strategies to support the needs of Tier 2 and Tier 3 students	5800: Professional/Consulting Services And Operating Expenditures	LCFF	1000
			Teacher planning time to learn key practices to support the needs of Tier 2 and Tier 3 students in the classroom	1000-1999: Certificated Personnel Salaries	LCFF	1000

Planned Improvements in Student Performance

Goal: English Language Development

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA GOAL:
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 6: Assure 1 year of growth in language acquisition for every EL student. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL
By June of 2017, all Limited English Proficient (LEP) students will progress at least one proficiency level as measured by CELDT and English Language Development benchmarks.
Data Used to Form this Goal:
<ul style="list-style-type: none">• CELDT Data• Fountas and Pinnell Data for EL students• DIBELs Data for EL students• English Language Development Benchmarks
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• There is a need to monitor progress and support each English Learner.• There is a need to provide information to parents of English Learners on strategies to support their children.• There is a need to provide support to teachers on lesson differentiation for English Learners.
Means of evaluating progress & group data needed to measure gains:
<ul style="list-style-type: none">• Foutas and Pinnell Data for EL students• DIBELs Data for EL students• ELD curriculum assessments• Curriculum Embedded Assesments.• English Language Development Benchmarks

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Students who are English Learner will be assessed and receive ELD support based on identified area of need. Student success will be monitored with multiple assessments including CELDT, ELD Benchmarks, DIBELS and Fountas and Pinnell assessment.	10/1/2016 - 10/1/2017	1. Admin 2. Classroom Teachers 3. Instructional Coach	Purchase ELD materials to support implementation of small group ELD	4000-4999: Books And Supplies	LCFF	850
			Aide to support classroom ELD and literacy support for students who are English Learner	2000-2999: Classified Personnel Salaries	LCFF	10000
			Brainpop ESL to provide support level 1 students who are English Learners	5000-5999: Services And Other Operating Expenditures	LCFF	150
			Classroom differentiation materials such as books, realia, and small group instructional supplies	4000-4999: Books And Supplies	LCFF	1000
			Pay for credentialed staff to provide Tier 3 after school tutorial to Long Term English Learners	1000-1999: Certificated Personnel Salaries	SES-Tutoring	4000
			Purchase bilingual books for the Madison library to support EL students.	4000-4999: Books And Supplies	LCFF	1000
Teachers will receive professional development on supporting student ELD need. Classroom observations will be used to monitor progress. Professional development will focus on the following: 1. Key strategies to support vocabulary development for English learners. 2. Key strategies to develop student speaking and writing from Basic Interpersonal Communication Skills to Cognitive Academic Language Proficiency. 3.	10/1/2016 - 10/1/2017	1. Admin 2. Classroom Teachers 3. Instructional Coach	Purchase professional development materials such as videos and books focused on best practices to support English Learners	4000-4999: Books And Supplies	Title I Part A: Allocation	500

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Key strategies to develop reading comprehension skills with English Learners.			<p>Principal and Instructional Coach will seek out resources such as District personnel, professional videos, and professional literature on best practices such as SDAIE strategies to support the language development of English Learners.</p> <p>Instructional coach will work with classroom teachers to provide professional development with key ELD strategies to support the needs of English Learners</p>			

Planned Improvements in Student Performance

Goal: School Culture

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 2: Prepare every student for college, career & community LCAP Goal 3: Connect every student to school LCAP Goal 4: Provide equity of access to educational opportunities & create an environment conducive to learning for all students. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
By June of 2017, we will provide an opportunity for every 4th through 6th grade student to be prepared for college career and community. Students will be connected to school. Opportunities will include lunchtime activity groups, after school activities, leadership, athletics, and cheer.
Data Used to Form this Goal:
Parent Surveys
Findings from the Analysis of this Data:
There were 77.9% of parents agreed that their child has opportunities to participate in a variety of clubs or school activities which is a 2% growth from last year. We also had a 3.4% growth from the previous year. Findings 1. There is a need to survey students regarding our school culture goals. 2. There is a need to provide additional opportunities in order to connect all students to school.
Means of evaluating progress & group data needed to measure gains:
Means of evaluating progress: <ul style="list-style-type: none">• Student Survey• Program sign up sheets

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Students will be offered a variety of activities during lunch as well as receive training and provide recess Warriors in Training	10/1/2016 - 10/1/2017	1. Admin 2. Classroom Teachers 3. Instructional Coach	PBIS student activities support	2000-2999: Classified Personnel Salaries	LCFF	8000
Sixth grade students will be offered opportunities to visit colleges and/or have guest speakers focusing on college and careers.	10/1/2016 - 10/1/2017	1. Admin 2. Classroom Teachers 3. Instructional Coach	Transportation cost	5000-5999: Services And Other Operating Expenditures	LCFF	2000
			Guest speakers brought in to promote college and careers	5000-5999: Services And Other Operating Expenditures	LCFF	1522.62
PBIS Incentives for making positive choices.	10/1/2016 - 10/1/2017	1. Admin 2. Classroom Teachers 3. Instructional Coach	Purchase PBIS motivational materials for activities	4000-4999: Books And Supplies	LCFF	2000
Students will be taught positive behavior choices and recognized for recognized in a variety of areas including academics, behavior and co curricular activities.	10/1/2016 - 10/1/2017	1. Admin 2. Classroom Teachers 3. Instructional Coach	Student agendas purchased with imbedded positive behavior and organizing lessons.	4000-4999: Books And Supplies	LCFF	2000
			Purchase positive support materials for academics, behavior, and co-curricular activities	4000-4999: Books And Supplies	LCFF	730.82
			Purchase SWIS program to monitor at risk students behavior	5000-5999: Services And Other Operating Expenditures	LCFF	500
Develop leadership skills through Safe School Ambassador Training	10/1/2016 - 10/1/2017	1. Admin	Safe School Ambassador Training cost	5800: Professional/Consulting Services And Operating Expenditures	LCFF	1000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Supplies and materials for student training	4000-4999: Books And Supplies	LCFF	500

Planned Improvements in Student Performance

Goal: Parent Engagement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
By June of 2017, we will provide a variety of support opportunities to parents including technology classes, English learner support classes, literacy support classes, and general parenting support classes.
Data Used to Form this Goal:
Parent Survey
Findings from the Analysis of this Data:
There were 75.6% of parent that marked agree for the survey question regarding teacher and/or principal providing ideas on how to help their child. This is up 2% from the previous year.
Means of evaluating progress & group data needed to measure gains:

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide parent support training and resources to support student academic development.	10/1/2016 - 10/1/2017	1. Admin 2. Classroom Teachers 3. Instructional Coach	Parent literacy support class presenter pay	5800: Professional/Consulting Services And Operating Expenditures	LCFF	1500
			Materials for supplies for parent training	4000-4999: Books And Supplies	LCFF	500

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Pay for staff members to implement training	1000-1999: Certificated Personnel Salaries	LCFF	500
Provide parent with support training and resources to support student academic success.	10/1/2016 - 10/1/2017	1. Admin 2. Classroom Teachers 3. Instructional Coach	Extra pay for staff members to implement training.	1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	563.00
			Parent Support materials and snacks for parent support night.	4000-4999: Books And Supplies	LCFF	500
			Translation for parent training	2000-2999: Classified Personnel Salaries	LCFF	500
Provide parents of English learner students strategies to support English development.	10/1/2016 - 10/1/2017	1. Admin 2. Classroom Teachers 3. Instructional Coach	Extra pay for staff members to implement training.	1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	1700
			Parent Support material and snacks for meeting.	4000-4999: Books And Supplies	LCFF	500
			Translation for parent training	2000-2999: Classified Personnel Salaries	LCFF	500
Certificated teacher will provide support with co-curricular academic events. Parent resources and materials purchased to support parents for events such as History Day and Science Fair.	10/1/2016 - 10/1/2017	1. Admin 2. Classroom Teachers 3. Instructional Coach	Purchase and duplicate parent support materials.	4000-4999: Books And Supplies	Title I Part A: Allocation	1000
			Pay for staff members to implement training	1000-1999: Certificated Personnel Salaries	LCFF	1000
Parent Support Class	10/1/2016 - 10/1/2017	1. Administration 2. After School Program Director 3. Classroom Teachers	Parenting Support Training including speakers and presenter costs	5000-5999: Services And Other Operating Expenditures	21st Family Literacy Grant	4500

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	115,350.94	0.00
21st Family Literacy Grant	16,025.90	0.00
LCFF-SLIP	1,329.93	0.00
Title I Part A: Allocation	99037.00	0.00
Title I Parent Involvement	2263.00	0.00
SES-Tutoring	21000.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
21st Family Literacy Grant	16,025.90
LCFF	115,350.94
LCFF-SLIP	1,329.93
SES-Tutoring	21,000.00
Title I Part A: Allocation	99,037.00
Title I Parent Involvement	2,263.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	57,304.55
2000-2999: Classified Personnel Salaries	31,199.00
4000-4999: Books And Supplies	37,906.15
5000-5999: Services And Other Operating Expenditures	90,934.67
5800: Professional/Consulting Services And Operating	11,662.40
6000-6999: Capital Outlay	26,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	21st Family Literacy Grant	3,363.50
5000-5999: Services And Other Operating	21st Family Literacy Grant	4,500.00
5800: Professional/Consulting Services And	21st Family Literacy Grant	8,162.40
1000-1999: Certificated Personnel Salaries	LCFF	13,737.95
2000-2999: Classified Personnel Salaries	LCFF	19,000.00
4000-4999: Books And Supplies	LCFF	31,712.72
5000-5999: Services And Other Operating	LCFF	21,400.27
5800: Professional/Consulting Services And	LCFF	3,500.00
6000-6999: Capital Outlay	LCFF	26,000.00
4000-4999: Books And Supplies	LCFF-SLIP	1,329.93
1000-1999: Certificated Personnel Salaries	SES-Tutoring	19,000.00
5000-5999: Services And Other Operating	SES-Tutoring	2,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	22,303.60
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	12,199.00
4000-4999: Books And Supplies	Title I Part A: Allocation	1,500.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	63,034.40
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	2,263.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	183,851.53
Goal: Mathematics	22,138.80
Goal: English Language Development	17,500.00
Goal: School Culture	18,253.44
Goal: Parent Engagement	13,263.00

School Site Council Members

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

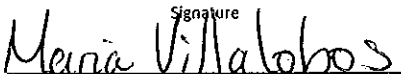
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Christine Pennington	X				
Leida Crumb				X	
John Loughney		X			
Helen Keeney		X			
Jessica Martinez				X	
Robin Alcala		X			
Maria Villalobos				X	
Jackie Oliver			X		
Maria Martinez				X	
Michele Jackson				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

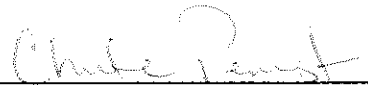

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	 _____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on 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.
6. This SPSA was adopted by the SSC at a public meeting on 10/2/16.

Attested:

Christine Pennington		10/3/16
Typed Name of School Principal	Signature of School Principal	Date
Robin Alcalá		10/3/16
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Budget By Expenditures

Madison Elementary School

Funding Source: 21st Family Literacy Grant

\$16,025.90 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Books and supplies for family literacy class	4000-4999: Books And Supplies	\$3,363.50	English Language Arts	After School Literacy Class
Lexia Reading Program	5800: Professional/Consulting Services And Operating Expenditures	\$8,162.40	English Language Arts	After School Literacy Class
Parenting Support Training including speakers and presenter costs	5000-5999: Services And Other Operating Expenditures	\$4,500.00		Parent Support Class
21st Family Literacy Grant Total Expenditures:		\$16,025.90		
21st Family Literacy Grant Allocation Balance:		\$0.00		

Funding Source: LCFF

\$115,350.94 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
PBIS student activities support	2000-2999: Classified Personnel Salaries	\$8,000.00	School Culture	Students will be offered a variety of activities during lunch as well as receive training and provide recess Warriors in Training
Transportation cost	5000-5999: Services And Other Operating Expenditures	\$2,000.00	School Culture	Sixth grade students will be offered opportunities to visit colleges and/or have guest speakers focusing on college and careers.
Guest speakers brought in to promote college and careers	5000-5999: Services And Other Operating Expenditures	\$1,522.62	School Culture	Sixth grade students will be offered opportunities to visit colleges and/or have guest speakers focusing on college and careers.
Purchase PBIS motivational materials for activities	4000-4999: Books And Supplies	\$2,000.00	School Culture	PBIS Incentives for making positive choices.

Madison Elementary School

Student agendas purchased with imbedded positive behavior and organizing lessons.	4000-4999: Books And Supplies	\$2,000.00	School Culture	Students will be taught positive behavior choices and recognized for recognized in a variety of areas including academics, behavior and co curricular activities.
Purchase positive support materials for academics, behavior, and co-curricular activities	4000-4999: Books And Supplies	\$730.82	School Culture	Students will be taught positive behavior choices and recognized for recognized in a variety of areas including academics, behavior and co curricular activities.
Purchase SWIS program to monitor at risk students behavior	5000-5999: Services And Other Operating Expenditures	\$500.00	School Culture	Students will be taught positive behavior choices and recognized for recognized in a variety of areas including academics, behavior and co curricular activities.
Safe School Ambassador Training cost	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	School Culture	Develop leadership skills through Safe School Ambassador Training
Supplies and materials for student training	4000-4999: Books And Supplies	\$500.00	School Culture	Develop leadership skills through Safe School Ambassador Training
Parent literacy support class presenter pay	5800: Professional/Consulting Services And Operating Expenditures	\$1,500.00		Provide parent support training and resources to support student academic development.
Materials for supplies for parent training	4000-4999: Books And Supplies	\$500.00		Provide parent support training and resources to support student academic development.
Pay for staff members to implement training	1000-1999: Certificated Personnel Salaries	\$500.00		Provide parent support training and resources to support student academic development.
Purchase bilingual books for the Madison library to support EL students.	4000-4999: Books And Supplies	\$1,000.00	English Language Development	Students who are English Learner will be assessed and receive ELD support based on identified area of need. Student success will be monitored with multiple assessments including CELDT, ELD Benchmarks, DIBELS and Fountas and Pinnell assessment.
Parent Support materials and snacks for parent support night.	4000-4999: Books And Supplies	\$500.00		Provide parent with support training and resources to support student academic success.
Translation for parent training	2000-2999: Classified Personnel Salaries	\$500.00		Provide parent with support training and resources to support student academic success.
Parent Support material and snacks for meeting.	4000-4999: Books And Supplies	\$500.00		Provide parents of English learner students strategies to support English development.
Translation for parent training	2000-2999: Classified Personnel Salaries	\$500.00		Provide parents of English learner students strategies to support English development.

Madison Elementary School

Pay for staff members to implement training	1000-1999: Certificated Personnel Salaries	\$1,000.00		Certificated teacher will provide support with co-curricular academic events. Parent resources and materials purchased to support parents for events such as History Day and Science Fair.
Technology is used to support differentiation in the classroom such as headphones and interactive projectors.	6000-6999: Capital Outlay	\$26,000.00	English Language Arts	Teachers will provide differentiated instruction to students based on assessed need.
Classroom differentiation materials such as	4000-4999: Books And Supplies	\$7,131.90	English Language Arts	Teachers will provide differentiated instruction to students based on assessed need.
Librarian pay for extended hours	5000-5999: Services And Other Operating Expenditures	\$4,327.65	English Language Arts	Provide extended library access to parents and students to support literacy.
ST Math program	5000-5999: Services And Other Operating Expenditures	\$7,000.00	Mathematics	Madison will implement an effective mathematics intervention program based on student need as identified through grade level common assessments. Tier 1 students will receive best first instruction including from the classroom teacher. Tier 2 students will receive Tier 2 small group instruction in the classroom from the classroom teacher. Tier 3 students will receive Tier 3 instruction from a credentialed teacher after school.
Duplication for differentiation material to support Tier 2 and Tier 3 students	5000-5999: Services And Other Operating Expenditures	\$500.00	Mathematics	Madison will implement an effective mathematics intervention program based on student need as identified through grade level common assessments. Tier 1 students will receive best first instruction including from the classroom teacher. Tier 2 students will receive Tier 2 small group instruction in the classroom from the classroom teacher. Tier 3 students will receive Tier 3 instruction from a credentialed teacher after school.
Provide math motivation and recognition to students	4000-4999: Books And Supplies	\$1,000.00	Mathematics	Madison will implement an effective mathematics intervention program based on student need as identified through grade level common assessments. Tier 1 students will receive best first instruction including from the classroom teacher. Tier 2 students will receive Tier 2 small group instruction in the classroom from the classroom teacher. Tier 3 students will receive Tier 3 instruction from a credentialed teacher after school.

Madison Elementary School

Materials for mathematics differentiation for Tier 2 and Tier 3 students	4000-4999: Books And Supplies	\$2,000.00	Mathematics	Madison will implement an effective mathematics intervention program based on student need as identified through grade level common assessments. Tier 1 students will receive best first instruction including from the classroom teacher. Tier 2 students will receive Tier 2 small group instruction in the classroom from the classroom teacher. Tier 3 students will receive Tier 3 instruction from a credentialed teacher after school.
Teacher conference coverage expenses to learn to support the needs of Tier 2 and 3 students	1000-1999: Certificated Personnel Salaries	\$1,000.00	Mathematics	Madison teachers will receive support in implementing best practices in math instruction including best practices for supporting Tier 2 and Tier 3 students. Support needs will be determined by teacher self reflection and through classroom drop in data.
Teacher Conference Expenses to learn strategies to support the needs of Tier 2 and Tier 3 students	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Mathematics	Madison teachers will receive support in implementing best practices in math instruction including best practices for supporting Tier 2 and Tier 3 students. Support needs will be determined by teacher self reflection and through classroom drop in data.
Teacher planning time to learn key practices to support the needs of Tier 2 and Tier 3 students in the classroom	1000-1999: Certificated Personnel Salaries	\$1,000.00	Mathematics	Madison teachers will receive support in implementing best practices in math instruction including best practices for supporting Tier 2 and Tier 3 students. Support needs will be determined by teacher self reflection and through classroom drop in data.
Purchase ELD materials to support implementation of small group ELD	4000-4999: Books And Supplies	\$850.00	English Language Development	Students who are English Learner will be assessed and receive ELD support based on identified area of need. Student success will be monitored with multiple assessments including CELDT, ELD Benchmarks, DIBELS and Fountas and Pinnell assessment.
Aide to support classroom ELD and literacy support for students who are English Learner	2000-2999: Classified Personnel Salaries	\$10,000.00	English Language Development	Students who are English Learner will be assessed and receive ELD support based on identified area of need. Student success will be monitored with multiple assessments including CELDT, ELD Benchmarks, DIBELS and Fountas and Pinnell assessment.
Brainpop ESL to provide support level 1 students who are English Learners	5000-5999: Services And Other Operating Expenditures	\$150.00	English Language Development	Students who are English Learner will be assessed and receive ELD support based on identified area of need. Student success will be monitored with multiple assessments including CELDT, ELD Benchmarks, DIBELS and Fountas and Pinnell assessment.
Classroom differentiation materials such as	4000-4999: Books And Supplies	\$1,000.00	English Language Development	Students who are English Learner will be assessed and receive ELD support based on identified area of need. Student success will be monitored with multiple assessments including CELDT, ELD Benchmarks, DIBELS and Fountas and Pinnell assessment.

Madison Elementary School

Substitute coverage for peer observations and conferences	1000-1999: Certificated Personnel Salaries	\$1,000.00	English Language Arts	Teachers will be provided differentiated professional
Conferences and professional books to support differentiation	5000-5999: Services And Other Operating Expenditures	\$1,000.00	English Language Arts	Teachers will be provided differentiated professional
Coverage for building PLCs to analyze data and collaborate on best instructional strategies.	1000-1999: Certificated Personnel Salaries	\$2,000.00	English Language Arts	Teachers will be provided differentiated professional
Purchase AR Books	4000-4999: Books And Supplies	\$1,000.00	English Language Arts	Create a culture of literacy at Madison through the creation of
Purchase library and informational magazines for classrooms and library	4000-4999: Books And Supplies	\$7,000.00	English Language Arts	Create a culture of literacy at Madison through the creation of
Brainpop subscription	5000-5999: Services And Other Operating Expenditures	\$400.00	English Language Arts	Create a culture of literacy at Madison through the creation of
Reading progress motivation and recognition	4000-4999: Books And Supplies	\$2,000.00	English Language Arts	Create a culture of literacy at Madison through the creation of
Guided Reading Books for Tier 2 and Tier 3 support practices	4000-4999: Books And Supplies	\$1,000.00	English Language Arts	Madison will implement an intervention process that providing identification, support and progress monitoring to assure each student attains grade level reading mastery. All students students will receive Tier 1 support in the classroom. This includes instructional strategies such as guided reading, literature circles and writers workshop. Tier 2 support is provided in the classroom by the classroom teacher through small group differentiation. Tier 3 support is provided by a certificated intervention teacher during the school day or credentialed teacher after school.

Madison Elementary School

Reproduce materials to support Guided Reading and Intervention for Tier 2 and Tier 3 students	5000-5999: Services And Other Operating Expenditures	\$1,000.00	English Language Arts	Madison will implement an intervention process that providing identification, support and progress monitoring to assure each student attains grade level reading mastery. All students students will receive Tier 1 support in the classroom. This includes instructional strategies such as guided reading, literature circles and writers workshop.Tier 2 support is provided in the classroom by the classroom teacher through small group differentiation. Tier 3 support is provided by a certificated intervention teacher during the school day or credentialed teacher after school.
Purchase intervention materials and supplies such as assessment and small group support materials to work with Tier 2 and Tier 3 students	4000-4999: Books And Supplies	\$1,000.00	English Language Arts	Madison will implement an intervention process that providing identification, support and progress monitoring to assure each student attains grade level reading mastery. All students students will receive Tier 1 support in the classroom. This includes instructional strategies such as guided reading, literature circles and writers workshop.Tier 2 support is provided in the classroom by the classroom teacher through small group differentiation. Tier 3 support is provided by a certificated intervention teacher during the school day or credentialed teacher after school.
Substitute provided for time to assess students in order to identify and monitor students who are in need of Tier 2 or Tier 3 support .	1000-1999: Certificated Personnel Salaries	\$2,502.80	English Language Arts	Madison will implement an intervention process that providing identification, support and progress monitoring to assure each student attains grade level reading mastery. All students students will receive Tier 1 support in the classroom. This includes instructional strategies such as guided reading, literature circles and writers workshop.Tier 2 support is provided in the classroom by the classroom teacher through small group differentiation. Tier 3 support is provided by a certificated intervention teacher during the school day or credentialed teacher after school.
Substitute coverage for planning and PD on differentiation strategies	1000-1999: Certificated Personnel Salaries	\$4,735.15	English Language Arts	Teachers will be provided differentiated professional
Transportation for fieldtrip	5000-5999: Services And Other Operating Expenditures	\$2,000.00	English Language Arts	Support student learning through fieldtrips aligned to grade level units.
Field trip entry costs for students	5000-5999: Services And Other Operating Expenditures	\$1,000.00	English Language Arts	Support student learning through fieldtrips aligned to grade level units.

Madison Elementary School

LCFF Total Expenditures: \$115,350.94

LCFF Allocation Balance: \$0.00

Funding Source: LCFF-SLIP

\$1,329.93 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase AR library books and materials for the library	4000-4999: Books And Supplies	\$1,329.93	English Language Arts	Create a culture of literacy at Madison through the creation of

LCFF-SLIP Total Expenditures: \$1,329.93

LCFF-SLIP Allocation Balance: \$0.00

Funding Source: SES-Tutoring

\$21,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Pay credentialed staff to provide after school Tier 3 reading and writing tutoring	1000-1999: Certificated Personnel Salaries	\$7,361.20	English Language Arts	Madison will implement an intervention process that providing identification, support and progress monitoring to assure each student attains grade level reading mastery. All students students will receive Tier 1 support in the classroom. This includes instructional strategies such as guided reading, literature circles and writers workshop. Tier 2 support is provided in the classroom by the classroom teacher through small group differentiation. Tier 3 support is provided by a certificated intervention teacher during the school day or credentialed teacher after school.

Madison Elementary School

Student Next live tutorial hours provided to Tier 3 students after school	5000-5999: Services And Other Operating Expenditures	\$400.00	English Language Arts	Madison will implement an intervention process that providing identification, support and progress monitoring to assure each student attains grade level reading mastery. All students students will receive Tier 1 support in the classroom. This includes instructional strategies such as guided reading, literature circles and writers workshop.Tier 2 support is provided in the classroom by the classroom teacher through small group differentiation. Tier 3 support is provided by a certificated intervention teacher during the school day or credentialed teacher after school.
Student Nest Software licenses to provide Tier 3 support students after school	5000-5999: Services And Other Operating Expenditures	\$600.00	English Language Arts	Madison will implement an intervention process that providing identification, support and progress monitoring to assure each student attains grade level reading mastery. All students students will receive Tier 1 support in the classroom. This includes instructional strategies such as guided reading, literature circles and writers workshop.Tier 2 support is provided in the classroom by the classroom teacher through small group differentiation. Tier 3 support is provided by a certificated intervention teacher during the school day or credentialed teacher after school.
Pay for credentialed staff to provide Tier 3 after school tutorial to Long Term English Learners	1000-1999: Certificated Personnel Salaries	\$4,000.00	English Language Development	Students who are English Learner will be assessed and receive ELD support based on identified area of need. Student success will be monitored with multiple assessments including CELDT, ELD Benchmarks, DIBELS and Fountas and Pinnell assessment.
Student Nest Software licenses to provide Tier 3 support students after school	5000-5999: Services And Other Operating Expenditures	\$600.00	Mathematics	Madison will implement an effective mathematics intervention program based on student need as identified through grade level common assessments. Tier 1 students will receive best first instruction including from the classroom teacher.Tier 2 students will receive Tier 2 small group instruction in the classroom from the classroom teacher. Tier 3 students will receive Tier 3 instruction from a credentialed teacher after school.
Student Next live tutorial hours provided to Tier 3 students after school	5000-5999: Services And Other Operating Expenditures	\$400.00	Mathematics	Madison will implement an effective mathematics intervention program based on student need as identified through grade level common assessments. Tier 1 students will receive best first instruction including from the classroom teacher.Tier 2 students will receive Tier 2 small group instruction in the classroom from the classroom teacher. Tier 3 students will receive Tier 3 instruction from a credentialed teacher after school.

Madison Elementary School

Pay certificated staff to provide tutorial to Tier 3 students before or after school	1000-1999: Certificated Personnel Salaries	\$7,638.80	Mathematics	Madison will implement an effective mathematics intervention program based on student need as identified through grade level common assessments. Tier 1 students will receive best first instruction including from the classroom teacher. Tier 2 students will receive Tier 2 small group instruction in the classroom from the classroom teacher. Tier 3 students will receive Tier 3 instruction from a credentialed teacher after school.
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SES-Tutoring Total Expenditures: \$21,000.00

SES-Tutoring Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation

\$99,037.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Teaching Fellows Contract	5000-5999: Services And Other Operating Expenditures	\$63,034.40	English Language Arts	Madison will implement small group reading support in 1st and 2nd grade classroom. Guided reading will be implemented in each classroom by the classroom teacher. Teaching Fellows literacy support staff will be pushed into classrooms.
Technology aide to support teacher and student effective use of classroom technology	2000-2999: Classified Personnel Salaries	\$12,199.00	English Language Arts	Teachers will be provided differentiated professional
Reading Intervention Teacher for Tier 3 students in 3rd through 6th grade.	1000-1999: Certificated Personnel Salaries	\$22,303.60	English Language Arts	Madison will implement an intervention process that providing identification, support and progress monitoring to assure each student attains grade level reading mastery. All students students will receive Tier 1 support in the classroom. This includes instructional strategies such as guided reading, literature circles and writers workshop. Tier 2 support is provided in the classroom by the classroom teacher through small group differentiation. Tier 3 support is provided by a certificated intervention teacher during the school day or credentialed teacher after school.
Purchase and duplicate parent support materials.	4000-4999: Books And Supplies	\$1,000.00		Certificated teacher will provide support with co-curricular academic events. Parent resources and materials purchased to support parents for events such as History Day and Science Fair.

Madison Elementary School

Purchase professional development materials such as videos and books focused on best practices to support English Learners	4000-4999: Books And Supplies	\$500.00	English Language Development	Teachers will receive professional development on supporting student ELD need. Classroom observations will be used to monitor progress. Professional development will focus on the following: 1. Key strategies to support vocabulary development for English learners. 2. Key strategies to develop student speaking and writing from Basic Interpersonal Communication Skills to Cognitive Academic Language Proficiency. 3. Key strategies to develop reading comprehension skills with English Learners.
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Title I Part A: Allocation Total Expenditures: \$99,037.00

Title I Part A: Allocation Allocation Balance: \$0.00

Funding Source: Title I Parent Involvement

\$2,263.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Extra pay for staff members to implement training.	1000-1999: Certificated Personnel Salaries	\$1,700.00		Provide parents of English learner students strategies to support English development.
Extra pay for staff members to implement training.	1000-1999: Certificated Personnel Salaries	\$563.00		Provide parent with support training and resources to support student academic success.

Title I Parent Involvement Total Expenditures: \$2,263.00

Title I Parent Involvement Allocation Balance: \$0.00

Madison Elementary School Total Expenditures: \$255,006.77

MADISON ELEMENTARY SCHOOL
Title 1
Parent Involvement Policy

A critical dimension of effective schooling is parent involvement. A major goal of the Title 1 Program is to encourage greater involvement of parents in the education of their children. The Madison Elementary School staff is committed to developing strong partnerships with the parents/guardians of our students. Parents and school staff working together as partners can positively affect student achievement, behavior, and attendance in addition to developing positive student attitudes about self and school. It is important to Madison's staff to maintain an open channel of communication between the home and school, thereby promoting a partnership of student, parent, and school. Madison's policy describes the means for carrying out the following Title 1 parental involvement requirements. (*Title 1 Parental Involvement, 20 USC 6318a-f*)

Involvement of Parents In the Title 1 Program

Madison staff does the following:

1. Convenes an annual meeting to communicate the Title 1 Program requirements to the parents of Title 1 students and inform them of their rights to be involved in the program.
 - Title 1 parents are invited to meet before the first SSC meeting by using Connect Ed. In addition, notices of the meeting are sent home with all students.
2. Offers a flexible number of meetings.
 - At the first Title 1 Program meeting, parents are given the option to schedule additional meetings for the purpose of providing suggestions and participating in improvement efforts.
3. Involves parents of Title 1 students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title 1 Program and the Parent Involvement Policy.
 - All parents are invited to attend regularly scheduled SSC meetings to participate in the planning, review, and improvement of the Title 1 Program including the Parent Involvement Policy, School – Family Compact, and Madison's Single Plan For Student Achievement.
 - All parents are mailed an annual Title 1 Program Survey in order to rate the effectiveness of Madison's Title 1 Program and make suggestions for improvement.
4. Provides parents of Title 1 students with timely information about the Title 1 Program.
 - Parents are provided information about the school's Title 1 Program during Back to School Night, at parent-teacher conferences, and at the first Title 1 meeting during the first quarter of the school year. Title 1

brochures are also available in the school's front office. Madison's Title 1 Program is fully described in the Single Plan for Student Achievement (SPSA). Copies of the SPSA are distributed at the 1st School Site Council meeting and are available to all parents upon request.

5. Provides parents of Title 1 students with an explanation of the curriculum, assessments, and proficiency levels students are expected to achieve.
 - Parents are provided this information at various times throughout the school year including the annual Title 1 meeting, School Site Council meetings, English Learner Advisory Committee meetings, Back to School Night, and parent-teacher conferences.
 - Teachers provide curriculum descriptions, grade level standards, and grading policies to parents at the beginning of each school year during Back to School Night or parent teacher conference week.
6. Provides parents of Title 1 students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
 - All Title 1 parents are invited to attend School Site Council and English Learner Advisory Committee meetings. Notices of these meetings including the agenda items for the meetings are sent home with the students in Spanish and English. Agendas are posted in the office 3 days prior to the meetings in Spanish and English.

School – Family Compact

Madison Elementary School has jointly developed with and distributed to parents of Title 1 students a School – Family Compact that outlines how parents, staff, and students will share the responsibility of improved student academic achievement. It also describes how the school and parents will develop a partnership to help students reach proficiency on the Common Core State Standards. By signing Madison Elementary School's School-Family Compact, teachers, students, and parents agree to carry out their responsibilities as listed on the compact.

Building Parents' Capacity For Involvement

Madison Elementary School engages Title 1 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 1 parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children through:
 - the distribution of monthly newsletters, informational booklets, and other printed materials,
 - the posting of parent resources on the school's website,

- the distribution and discussion of grade level content standards during Back to School night or parent teacher conferences,
 - providing parents with reports on their children's progress at regular intervals. Parent-teacher conferences are scheduled during the 9th week of school for all students and during the 28th week of school for students at-risk of failing to meet grade level content standards. Student progress reports are provided to parents during these conferences. Parents may request additional conferences with their child's teacher if desired. Report cards are sent home during the 18th and 36th weeks of school, for 2nd through 6th grade students.
 - Parent training that is specific to Madison, including current academic and behavior data, as well as strategies to help students in academic area. The trainings have been offered during Saturday schools in order to allow parents to attend.
2. Provides materials and training to help Title 1 parents work with their children to improve their children's achievement by:
- providing on-site training opportunities through existing parent advisory groups such as School Site Council and the English Learner Advisory Committee, Parent Literacy events and Parenting Partners conducted in English and Spanish.
 - providing information to parents regarding trainings offered through the school district and other community organizations such as Birth -5 Parent Workshops,
 - making the school's library materials available to parents,
 - providing parents with information about the Fresno County Library where parents and their children can check-out reading material,
 - making accessible to parents the Spanish translations of student textbooks if available through the CUSD Instruction Office.
- Information regarding trainings and materials available to parents is made available through the school's monthly newsletter, postings on the site's website, as well as through notices sent home with students.
3. Educates staff, with the assistance of Title 1 parents, in the value of parent contributions and how to work with parents as equal partners through:
- reviewing the results of the Title 1 Parent Survey at a staff meeting and discussing how to reach out to and communicate with parents to improve the school – family partnership, and
4. Coordinates and integrates the Title 1 parental involvement policy program with other programs and conducts other activities that encourage and support parents in more fully participating in the education of their children. This is done by:
- providing on-site training opportunities through the series of Positive Parenting Workshops facilitated by Madison's After School Program which is funded by The After School Literacy Grant,

- encouraging and welcoming parents to participate in a wide variety of school functions and activities, as well as serve as volunteers in their children's classrooms.
5. Distributes to Title1 parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
 - All school communications sent home and distributed at parent advisory meetings are translated into Spanish.
 6. Provides support for parental involvement activities requested by Title 1 parents by:
 - providing childcare and interpreters at all parent advisory committee meetings, and
 - scheduling meetings at times convenient for parents.
 7. Staff welcomes parents to volunteer on campus in the classrooms and for events on campus and fieldtrips throughout the school year.

Accessibility

High achieving elementary schools provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. This is accomplished by:

- providing, to the extent possible, information related to school and parent programs, meetings, and other activities in the language parents understand;
- providing interpreters, childcare, and transportation, when necessary, for parent-teacher conferences and other school meetings and functions;
- providing accommodations, to the extent possible, to meet any special needs of our parents for participation including holding meetings in locations accessible to the disabled; and
- The students will all have access to tablets at school.
- In addition, Madison is provide more parent access to training by using funds from the 21st century grant with our after school program, as well as the Birth-3rd grade grant.

The Madison Elementary School staff, in collaboration with our students' parents, will continue efforts to enhance parent involvement that reflect the needs of our students and their families.

ESCUELA PRIMARIA MADISON

Título 1

Póliza De Participación Para Los Padres

Una dimensión crítica para una escuela operante es la participación de los padres. La meta principal para el programa del Título 1 es de fomentar más participación de los padres en la educación de sus hijos. El personal de la escuela primaria Madison están comprometidos a desarrollar una fuerte asociación con los padres tutores de nuestros estudiantes. Al trabajar los padres y el personal de la escuela en conjunto y como aliados; puede tener un efecto positivo en los logros del estudiante, comportamiento, asistencia en las clases, además de desarrollar positivas en los estudiantes y hacia la escuela. Es importante que el personal de la escuela primaria Madison mantenga una vía de comunicación abierta entre la casa y la escuela, además de promover una asociación entre el estudiante, los padres y la escuela. La política de Madison describe los medios para realizar los parentales de la implicación del Título 1 siguiente. (Título 1 Participación Paternal, 20 USC 6318a-f)

Participación de Padres En el Título 1 Programa

El personal de Madison hace lo siguiente:

1. Convoca una reunión anual para comunicar los requisitos del Programa del Título 1 a los padres de los estudiantes del Título 1 y informarles de sus derechos para estar implicados en el programa.
2. Ofrece un número flexible de reuniones.
 - En la primera reunión del Programa del Título 1, dan a padres la opción para programar reuniones adicionales para proporcionar sugerencias y de participar en esfuerzos de mejora.
3. Implica a padres de los estudiantes del Título 1 en una manera organizada, en curso, y oportuno, de la planificación, revisión, y mejora de su Programa Título 1 y la Política de Participación Paternal.
 - Todos los padres son invitados a asistir a reuniones regularmente programadas de SSC para participar en el planeamiento, la revisión, y mejora del Programa Título 1 incluso la Política de Participación Paternal, Convenio Entre la Escuela y la Familia, y Madison Compacto Para el Logro de Estudiante.
 - Todos los padres son enviados un Título 1 anual Revisión del Programa para clasificar la eficacia del Programa Título 1 de Madison y hacer sugerencias para la mejora.
4. Proporciona a padres del Título 1 estudiantes con la información oportuna sobre el Programa Título 1.
 - Proporcionan a padres información sobre el Programa Título 1 de la escuela durante a la Noche Escolar, en conferencias de profesor paternal, y en el primer Título 1 reunión durante el primer cuarto del año escolar.

Los folletos del Título 1 están también disponible en la oficina central de la escuela. El Programa Título 1 de Madison es totalmente descrito en el Plan Solo para el Logro de Estudiante (SPSA). Las copias del SPSA son distribuidas en la 1a reunión de Consejo de Sitio Escolar y están disponibles a todos los padres sobre la petición.

5. Proporciona a padres del Título 1 estudiantes con una explicación del plan de estudios, evaluaciones, y se espera que estudiantes de niveles de habilidad consigan.
 - Proporcionan a los padres esta información en varios tiempos del año escolar, incluyendo la reunión anual de Título 1, sesiones del consejo del Sitio de escuela, reuniones de Comité Asesor de Principiante inglesas, Noche Escolar, y a conferencias de profesor paternal.
 - Los profesores proporcionan descripciones de plan de estudios, estándares del nivel de grado, y políticas de clasificación a las padres al principio de cada año escolar durante Noche de Escuela o la semana de la conferencia de profesor paternal.
6. Proporciona a padres del Título 1 estudiantes, de ser solicitados, con oportunidades de reuniones regulares para participar en decisiones acerca de la educación de sus niños.
 - Se invita a todos los padres del Título 1 a asistir a la Escuela Sitúa Consejo y reuniones de Comité Asesor de Principiante inglesas. Los avisos de estas reuniones incluso los artículos de orden del día para las reuniones son enviados a casa con los estudiantes en Español y en Inglés. Los órdenes del día son puestos en la oficina 3 días antes de las reuniones en Español y en Inglés.

Escuela – Familia Compacta

La Escuela Primaria de Madison se ha desarrollado conjuntamente con y ha distribuido a padres del Título 1 estudiantes una Escuela – Familia Compacta que perfila como los padres, el personal, y los estudiantes compartirán la responsabilidad del rendimiento académico de estudiante mejorado. Esto también describe como la escuela y los padres desarrollarán una sociedad para ayudar a estudiantes a alcanzar la habilidad en los estándares de California. Firmando la Familia escolar de la Escuela Primaria de Madison Compacta, los profesores, los estudiantes, y los padres consienten en realizar sus responsabilidades como puesto en una lista en el compacto.

El Edificio de la Capacidad de los Padres Para Participación

La Escuela Primaria de Madison contrata el Título 1 padres en interacciones significativas con la escuela. Esto apoya una sociedad entre personal, padres, y la comunidad para mejorar al estudiante logro académico. Para ayudar a alcanzar estos objetivos, la escuela hace lo siguiente:

1. Asiste al Título 1 padres en el entendimiento de estándares contenidos académicos, evaluaciones, y como supervisar y mejorar el logro de sus niños por:
 - la distribución de boletines de noticias mensuales, folletos informativos, y otros materiales impresos,

- Publicar recursos para padres en el sitio Web de la escuela,
- la distribución y la discusión del grado de nivel y el contenido de los estándares durante la Noche de Escuela o conferencias paternales,
- el envío a padres de los resultados de la prueba de los Estándares de California de cada estudiante tan pronto como ellos están disponibles con una carta de explicación, y
- proveer de padres con informes en su progreso de niños con regularidad. Las conferencias de profesor paternal son programadas durante la 9a semana de la escuela para todos los estudiantes y durante la 28 semana de la escuela para estudiantes en peligro de no poder cumplir estándares de contenido de nivel de grado. Los informes sobre la marcha de estudiante son proporcionados a padres durante estas conferencias. Los padres pueden solicitar conferencias adicionales con el profesor de su niño de ser deseado. Las libretas de calificaciones son enviadas a casa durante el 18 y las 36 semanas de la escuela.

2. Proporciona materiales y entrenando para ayudar al Título 1 trabajo de padres con sus niños a mejorar su logro de niños por:

• Provee oportunidades de formación locales por grupos consultivos paternales existentes como Consejo de Sitio Escolar y el Comité Asesor de Principiante de Inglés, eventos de alfabetización para padres y Padres de crianza de los hijos se llevaron a cabo en Inglés y Español.

- Provee información a padres en cuanto a formaciones ofrecidas por el distrito escolar y otras organizaciones de comunidad,
- poner a disposición los materiales de biblioteca de la escuela a padres,
- proveer a padres con una lista del Bibliobús de Biblioteca de Condado de Fresno que es accesible en la escuela para padres y sus niños a la comprobación leyendo el material, y
- fabricación accesible a padres las traducciones españolas de libros de texto de estudiante de estar disponible por la Oficina de Instrucción CUSD.

La información en cuanto a formaciones y materiales disponibles a padres es puesta a disposición por el boletín de noticias mensual de la escuela, fijaciones en el sitio Web del sitio, así como por avisos enviados a casa con estudiantes.

3. Educa el personal, con la ayuda del Título 1 padres, en el valor de contribuciones paternales y como trabajar con padres como compañeros iguales por:

- repaso de los resultados del Título 1 Revisión Paternal en una reunión de personal y la discusión como tender la mano y comunicarse con padres para mejorar la escuela – sociedad familiar, y
- proveer a profesores con el boletín de noticias mensual Personal de Ideas titulado Puede Usar para Promover la Participación Paternal Eficaz.

4. Las coordinadas e integran el Título 1 programa de política de participación paternal con otros programas y conducen otras actividades que animan y apoyan a padres en participar más totalmente en la educación de sus niños. Este es hecho por:

Proveyendo talleres de entrenamientos para padres con una serie de talleres positivos para los padres facilitados por Madison del programa Después de escuela que es fundado por el Después de Escuela Literacy Grant.,

- el abastecimiento de oportunidades en sitio de participar en la Comunidad Basó Programa Inglés del Curso particular, y
- animando y dar la bienvenida a padres para participar en una gran variedad de funciones escolares y actividades, así como servir como voluntarios en sus aulas de niños.

5. Distribuye a la información de padres Title1 relacionada con programas escolares y paternales, reuniones, y otras actividades en una forma y lengua que los padres entienden.

- Todas las comunicaciones escolares enviaron a casa y distribuyeron en reuniones consultivas paternales son traducidos en el español.

6. Proporciona el apoyo a actividades de participación paternales solicitadas por el Título 1 padres por:

- proporcionando cuidado de niños y intérpretes en todas las reuniones de comité asesor paternales, y
- reuniones de previsión ocasionalmente convenientes para los padres.

7. • El personal da la bienvenida a todos los padres para que sean voluntarios en las clases, en los eventos, y en las excursiones todo el año.

Accesibilidad

Las escuelas primarias de alcanzamiento altas proporcionan oportunidades para que todos los padres del Título 1 participen, incluso padres con la habilidad inglesa limitada, padres con discapacidades, y padres de estudiantes migratorios. Este incluye informes de información y escolares que proveen en una forma que los padres de lengua entienden. Este es llevado a cabo por:

- el suministro, al grado posible, de información relacionado con programas escolares y paternales, reuniones, y otras actividades en que los padres de lengua entiende;
- proporcionando a intérpretes, puericultura, y transporte, cuando necesario, para conferencias de profesor paternal y otras reuniones escolares y funciones;
- suministro de alojamientos, al grado posible, para encontrar cualquier necesidad especial de nuestros padres para participación incluso posesión de reuniones en posiciones accesibles al discapacitado; y
- Los estudiantes tendrán todos el acceso a las tabletas en la escuela.

Y Además , Madison es proporcionar un mayor acceso de los padres a la formación mediante el uso de fondos de la subvención del siglo 21 con nuestro programa después de la escuela , así como la concesión de grado Nacimiento - 3ª .

Centros de Recurso y Información Paternales (PIRCs)

Los PIRC's son financiados por el Departamento estadounidense de la Educación. Ellos proveen tanto local como por todo el estado servicios. California tiene dos PIRC's: PIRCI, Proyecto Inspire en la Asociación de California de Educación Bilingüe, Covina, CA y PIRC2, Cal-PIRC en Academias de Cambridge, Modesto, CA.

<http://www.nationalpirc.org/directory/CA-7.html>

PIRCI, el Proyecto Inspira es el resultado de una sociedad entre la Asociación de California para la Educación Bilingüe, el Superintendente de Bernardino County San de Escuelas, y la Oficina de Condado Alameda de la Educación. El Proyecto Inspira proporciona al padre que entrena talleres y será financiado a 2011. Una lista de temas de taller y un folleto en inglés y español que describe servicios está disponible en <http://www.bilingualeducation.org/programs/parent.php>. están disponibles en lenguas múltiples. PIRC2, El Cal-PIRC ha establecido tres centros de Centro de Recurso e Información Paternales en California del Norte y Central. El Cal-PIRC proporciona servicios directos a padres y escuelas en comunidades seleccionadas dentro de Merced y Stanislaus condados, y áreas de Sacramento de Oeste. Esto también proporciona el apoyo en todas partes del estado por conferencias, talleres, y un Sitio Web. El Cal-PIRC será financiado a 2011. Siempre que disponible, los recursos son fijados en inglés, español, ruso, chino, árabe, y Hmong. <http://www.calpirc.org>

El personal de Escuela Primaria Madison, en la colaboración con los padres de nuestros estudiantes, seguirá esfuerzos para realzar la participación paternal que reflejan las necesidades de nuestros estudiantes y sus familias.

Name _____

Grade _____

Madison Elementary School
SCHOOL - FAMILY COMPACT

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

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Provide a safe, positive, and healthy learning environment.
- Communicate regularly with families about student progress.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Participate in collaborative decision making and consistently work with families and my school colleagues to make our school accessible and welcoming places for families which help our students achieve the school's high academic standards.
- Respect the school, students, staff, and families.

Teacher's Signature

Date

Student Pledge:

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

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

Student's Signature

Date

Parent/Guardian Pledge:

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

- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Communicate the importance of education and learning to my child.
- Provide a quiet place & time for my child to complete his/her homework and monitor TV viewing.
- Communicate with the teacher or the school when I have a concern.
- Read to my child or encourage my child to read every day (20 minutes for grades K-3, and 30 minutes for grades 4-6)
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Respect the school, staff, and families.

Parent's / Guardian's Signature

Date

Nombre _____

Grado _____

Nombre _____

Grado _____

Escuela Primaria de Madison
ESCUELA – FAMILIA COMPACTA

Es importante que familias y las escuelas trabajen juntas para ayudar a estudiantes a conseguir altos estándares académicos. Por un proceso que incluyó a profesores, familias, estudiantes y representantes de comunidad, lo siguiente es concordado sobre papeles y responsabilidades que como compañeros realizaremos para apoyar el éxito de estudiante en la escuela y en la vida.

Compromiso del Profesor:

Consiento en realizar las responsabilidades siguientes a la mejor de mi capacidad:

- Proporcione el plan de estudios de alta calidad y instrucción.
- Esfuerzo para motivar a mis estudiantes para aprender.
- Tenga grandes expectativas altas y ayude cada niño para desarrollar un amor del aprendizaje.
- Proporcione un ambiente de aprendizaje seguro, positivo, y sano.
- Comunique con regularidad con familias sobre progreso de estudiante.
- Proporcione las asignaciones de tarea significativas, diarias para reforzar y ampliar el aprendizaje (30 minutos para grados 1-3 y 60 minutos para grados 4-6).
- Participe en las oportunidades profesionales del desarrollo que mejoran la enseñanza y el aprendizaje y apoyan la formación de sociedades con familias y la comunidad.
- Participan en la fabricación de decisión de colaboración y consecuentemente trabajan con familias y mis colegas escolares para hacer nuestros sitios escolares accesibles y que dan la bienvenida para familias que ayudan a nuestros estudiantes a conseguir los estándares académicos altos de la escuela.
- Respetan la escuela, estudiantes, personal, y familias.

La Firma del Profesor

Fecha

Compromiso del Estudiante:

Consiento en realizar las responsabilidades siguientes a la mejor de mi capacidad:

- Vienen a la escuela a tiempo, listo a aprender y trabajar mucho.
- Traen los materiales necesarios, asignaciones completadas y tarea.
- Sepa y siga las reglas de la escuela y clase.
- Comunique regularmente con mis padres y profesores sobre experiencias escolares de modo que puedan ayudarme a ser acertado en la escuela.
- Limitan mi mirada de television y en cambio estudian o leen cada día después de la escuela.
- Pedir la ayuda cuando lo necesito.
- Respetan la escuela, compañeros de clase, personal y familias.

La Firma del Estudiante

Fecha

Compromiso del Padre/Guarda:

Seguiré realizando las responsabilidades siguientes a la mejor de mi capacidad:

- Aseguran que mi niño asiste a la escuela cada día, consigue el sueño adecuado, la asistencia médica regular y la nutrición apropiada.
- Comunican la importancia de educación y aprendizaje a mi niño.
- Proporcionan un lugar tranquilo y el tiempo para mi niño para completar su tarea y supervise la vision de television.
- Se comunican con el profesor o la escuela cuando tengo una preocupación.
 - Lea a mi niño o anime a mi niño a leer diario (20 minutos K-3, y 30 minutos para grados 4-6)
- Supervise regularmente el progreso de mi niño en la escuela.
- Participan en la escuela en actividades como fabricación de decisión escolar, ofrecerse voluntariamente y/o asistencia a conferencias del padre - profesor.
- Respetan la escuela, personal, y familias.

La Firma de los Padres / de los Guardas

Fecha