

Madison Elementary Model Programs and Practices

School Information

CDS (County District School) Code: 19647256015499

County: Los Angeles

District (Local Educational Agency): Long Beach Unified

School: Madison Elementary

Demographics

Enrollment: 378 students

Location Description: Urban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

James Madison School is a TK–5 elementary school located in a pleasant and supportive neighborhood in the city of Lakewood. We are involved with businesses and individuals in the community to support student learning and safety.

Built in 1955, our school is an important part of the Lakewood community and the Long Beach Unified School District. With a rich history of academic excellence, Madison's students, parents and staff strive to live up to our Guidelines for Success:

- Make each day count.
- Act responsibly, respectfully, and safely.
- Develop a positive attitude.
- Insist on doing your best.
- Scholars strive for academic success.
- Offer to help others.
- Never give up.

The school's mission statement reflects high expectations, belief that all children will learn, and enrichment of the instructional program. Our mission is to provide each student with an education which improves and enriches their academic skills, commensurate with their abilities, so that each student will be empowered with a growth mindset towards success.

We are a Star School and are proud to have received the Campaign for Business and Education Excellence Honor Roll for academic excellence and for reducing achievement gaps among our student populations (2015 and 2016). Our student diversity is one of our greatest assets. We are a small school community. Out of a total of 378 students, African American students make up 16% of our student body, Asian 10%, Hispanic 43%, students identified as multiple races make up 13% and White students make up 12% of our population. Fifty-nine percent of our students qualify for free or reduced priced lunch. Additionally, 56 students qualify for special education services.

Madison is committed to maintaining a learning environment that is both rigorous and nurturing. Throughout Madison, we use technology to enhance our students' education, creating opportunities for students to increase collaboration, communication, critical thinking and creativity through the use of 1:1 chromebooks. Teachers are committed to ongoing professional development, collaboration, positive relationships with parents, and high expectations for student achievement. Teachers use varied and appropriate strategies and materials to meet the needs of all students and work daily to increase their collective efficacy in support of all students. We are determined to close the achievement gap and ensure academic excellence for ALL learners.

Model Program and Practices

Name of Model Program/Practice: Instructional Coherence Through Collaboration and Vertical Alignment

Length of Model Program/Practice: 2–4 years

Target Area(s): Chronic Absenteeism and Dropout Prevention, Closing the Achievement Gap, Education Supports, Parent, Family, and Community Involvement, Professional Development, Use of Technology

Target Population(s): Black or African American, Hispanic, White, Two or More Races, English Learners

Strategies Used: School Climate, Small Learning Communities, Parent Engagement, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

Madison's professional development and model practice is based on our districts guiding document, the LBUUSD Understandings, the National Teacher Council's Mathematical Teaching Practices, Tim Kanold's, Beyond the Common Core: A Handbook for Mathematics in a PLC at Work, and Jenni Donohoo's, Collective Efficacy: How Educators' Beliefs Impact Student Learning.

Our overarching aspiration at Madison is grounded in providing students with a high quality educational experience within a welcoming, safe and supportive environment. Our signature practice focuses on creating instructional coherence for all students through regular collaboration that ensures alignment within and across grade levels. This is clearly outlined in Madison's Instructional Vision: Following the standards, teachers will collaborate regularly so that there is alignment within and across grade levels ensuring student success.

Since the fall of 2014, with a shared belief that all teachers can impact student achievement, our Instructional Leadership Team has made teacher collaboration a primary focus. Monthly, Madison's teachers engage in reflective teaching practices that not only include individual teacher reflection and student analysis, but more importantly, grade level and department reflection that analyzes all students' progress. Because we are a small school of two general education teachers at each grade level, three education specialists, one part-time resource teacher, and one intervention specialist, a holistic approach that includes vertical collaboration is an essential part of our work together.

Quarterly, our professional learning community, that includes grade level and vertical collaborative teams of kindergarten, first and second grade teachers and the team of third, fourth and fifth grade teachers come together for a cycle of analysis and learning through mathematics unit studies. Using the NTC's Mathematical Teaching Practices and the California Standards as our guides, our teachers collaborate to plan grade level lessons, ensure standards alignment, create assessment plans, progress monitor student outcomes and determine needed RTI Tier II interventions. As such, the outcomes of these full-day planning sessions answer the following questions: 1. What do we want all students to know and be able to do? 2. How will we know if they know it? 3. How will we respond if they don't know it? And, 4. How will we respond if they do know it? Madison's teacher on special assignment supports our students and teachers in providing Tier III small-group or 1:1 intervention.

Implementation and Monitoring

At Madison, we believe the home-school connection to be an integral part of our students' success. It is important for us to engage parents in various aspects of our academic and social-emotional programs. Through the Madison PTA, School Site Council (SSC), and the Madison Mail-Online, we create a venue in which parents and the community at large are able to offer suggestions, feedback and monies on how to best assist all students and staff.

Collaboration both within grade levels and vertical teams provides the basis for our instructional efforts. The input of both grade alike professionals and school wide colleagues ensures a clear alignment to a logical sequence of instruction as well begin to build instructional coherence.

As a result of our collaborative work, we have implemented the following mathematical instructional practices school-wide: establish mathematics goals to focus learning, facilitate meaningful math discourse, build procedural fluency from conceptual understanding, and elicit and use evidence of student thinking. With this instructional knowledge and student outcomes, grade level and vertical teams then reflect on implementation of the instructional practices and determine identified next steps for teaching and learning.

Equally important is our dedication to students' social-emotional growth. Through our Growth Mindset work, we have created a schoolwide system in which all staff and students speak a common language around the power of "Yet." Monthly, teachers engage students in mini lessons to help students believe that their abilities can be developed through dedication and hard work. More importantly, teachers are finding ways to integrate growth mindset into math lessons which encourages students to grapple with mathematical concepts.

As progress monitoring is an important focus area for us, eliciting student evidences of learning and formative assessments occur throughout weekly instruction. Additionally, monitoring occurs at the end of each unit assessment, each semester and prior to parent-teacher conferences. Student achievement data, goals, and strategies are discussed amongst grade level teams, and vertical grade level partners as a professional learning community of teachers, as well as parents to best monitor and support students' progress toward our school-wide goals. Our teachers use progress monitoring data to offer parent-friendly ideas and suggestions to further support our students at home. All parents are offered training on how to access ST Math at home as well as use of the district Math Facts practice tests.

Results and Outcomes

Madison's practice of collaborative planning and vertical alignment has resulted in continued and increased achievement in school based measures, academic achievement, and culture climate measures. The evidence of the effectiveness of increasing our collective efficacy has resulted in increased levels of achievement and success.

During our current Collaborative Inquiry Visit, Madison teachers received the following feedback regarding their implementation efforts: "how are grade levels collaborating on the "how," of the instructional practices that are aligned with the task (vs. the "what") of the math task. And, "design the tasks so that students HAVE TO collaborate by design, vs. just teamwork (divide and conquer the task)

In SBAC, 3rd thru 5th grade students have increased 9% in ELA and 19% in mathematics over a three year span, with all subgroups demonstrating steady growth. Cohorts have demonstrated even greater growth; from 2016 to 2017, cohorts have grown 20% in ELA and 11% in math.

Our outcomes related to closing the achievement gap include our SBAC ELA results demonstrating growth of 4% overall and our lowest performing subgroup (African American) increasing by 7%. SBAC Math results demonstrate growth of 11% overall and our lowest performing subgroup (African American) increasing by 20%. On SBAC aligned, Math Unit assessments, English Learners are performing at an average of 70%, only 9% short of the school average.

In Culture and Climate, at time of submission, Madison's overall chronic absenteeism rate had not changed to the rate at the closing of the 2016–17 school year however our concentrated efforts of supporting our African American students yielded a 3.7% decrease in chronic absenteeism among that subgroup. We will continue to intensify our support for all students while keeping a steady focus on our identified subgroups in both academic and social emotional areas.

Additionally, we are proud of our Climate and Culture Survey in that every area showed positive growth over the previous year. We also attribute our collaborative approach in having the greatest positive impact on our students who reported increases in positive response rates (between +5% to +8%) greater than the increases of our Staff (+1% to +8%) or our Parents (+1% to +4%).

We believe that through continued collaboration and alignment as well as our focus on building a positive Growth Mindset, Madison students will continue to achieve and the achievement gap will continue to narrow, while we work diligently to bring instructional coherence to our campus.