

# **Madison Elementary**

## **School Accountability Report Card**

### **Reported Using Data from the 2014-15 School Year**

### **Published During 2015-16**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Madison Elementary
<b>Street</b>	3635 Madison Street
<b>City, State, Zip</b>	Riverside, CA 92504-3718
<b>Phone Number</b>	(951) 352-8236
<b>Principal</b>	John McCombs
<b>E-mail Address</b>	<a href="mailto:jmccombs@rusd.k12.ca.us">jmccombs@rusd.k12.ca.us</a>
<b>Web Site</b>	
<b>Grades Served</b>	P-6
<b>CDS Code</b>	33-67215-6032700

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

#### School Description and Mission Statement (Most Recent Year)

Madison will ensure that each student reaches his/her highest potential and is on target to become college/career- ready by engaging them in vigorous achievement of advanced scores in all subject areas in accordance with the adopted state standards. In order to accomplish our mission, we engage students in learning through research-based instructional strategies and through individualized learning goals.

#### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	107
Grade 1	115
Grade 2	107
Grade 3	92
Grade 4	105
Grade 5	95
Grade 6	97
Total Enrollment	718

#### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	0.1
Asian	0.3
Filipino	0.3
Hispanic or Latino	79.2
Native Hawaiian or Pacific Islander	0.4
White	10.6
Two or More Races	1.5
Socioeconomically Disadvantaged	86.8
English Learners	34.5
Students with Disabilities	9.5
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	32	33	1855
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	93.6	6.4
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	95.0	5.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 10/2015

The table displays information collected in October 5, 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in: 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Macmillan McGraw-Hill: California Treasures, K-2 (Adopted in 2013 ) Houghton Mifflin Reading: A Legacy of Literacy, 3-6 (Adopted in 2002) Scholastic - Read 180/System 44 (Adopted in 2010)	Yes	0%
<b>Mathematics</b>	Pearson Education: enVision Math California Common Core 2015, K-6	Yes	0%
<b>Science</b>	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
<b>History-Social Science</b>	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
<b>Visual and Performing Arts</b>	Elementary Music Program and Standards-based Arts Lessons	Yes	0%

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1952  
 Last Modernized: 2005  
 Lot Size: 10 Acres  
 15 Permanent Classrooms  
 21 Relocatable Classrooms  
 Completely Air Conditioned  
 Library  
 Multi-Purpose Room/Computer Lab Room  
 Indoor and outdoor cafeteria

“Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District’s Maintenance and Operations Office and are available for review.”

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Madison Elementary School completed their school site inspection on 10/27/15

Madison has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

# of Work Orders = 295  
 Labor Hours = 698  
 Assessed Value of Work = \$29,675.04

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/27/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 10/27/15				
Overall Rating	Exemplary	Good	Fair	Poor
	X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>English Language Arts/Literacy</b>	39	43	44
<b>Mathematics</b>	30	33	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	96	96	100.0	45	29	15	11
	4	101	101	100.0	36	19	26	20
	5	96	93	96.9	32	22	32	14
	6	103	101	98.1	23	38	29	10
Male	3		51	53.1	43	31	14	12
	4		51	50.5	39	14	29	18
	5		43	44.8	37	21	30	12
	6		55	53.4	24	40	25	9
Female	3		45	46.9	47	27	16	11
	4		50	49.5	32	24	22	22
	5		50	52.1	28	22	34	16
	6		46	44.7	22	35	33	11
Black or African American	3		5	5.2	--	--	--	--
	4		4	4.0	--	--	--	--
	5		5	5.2	--	--	--	--
	6		6	5.8	--	--	--	--
American Indian or Alaska Native	4		1	1.0	--	--	--	--
Asian	3		1	1.0	--	--	--	--
Filipino	5		1	1.0	--	--	--	--
Hispanic or Latino	3		78	81.3	46	29	14	10
	4		79	78.2	35	22	27	16
	5		77	80.2	35	22	30	13
	6		81	78.6	26	41	25	7
Native Hawaiian or Pacific Islander	6		2	1.9	--	--	--	--
White	3		9	9.4	--	--	--	--
	4		13	12.9	23	8	23	46
	5		8	8.3	--	--	--	--
	6		9	8.7	--	--	--	--
Two or More Races	3		1	1.0	--	--	--	--
	5		1	1.0	--	--	--	--
	6		2	1.9	--	--	--	--
Socioeconomically Disadvantaged	3		84	87.5	45	30	12	13
	4		88	87.1	38	19	25	18
	5		82	85.4	35	21	29	15
	6		88	85.4	24	40	28	7

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		8	8.3	--	--	--	--
	4		14	13.9	86	0	7	7
	5		13	13.5	85	0	8	8
	6		11	10.7	73	18	0	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

#### CAASPP Assessment Results - Mathematics

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	96	96	100.0	40	28	24	8
	4	101	101	100.0	35	34	23	9
	5	96	93	96.9	45	29	11	15
	6	103	101	98.1	35	35	20	10
Male	3		51	53.1	33	20	33	14
	4		51	50.5	39	24	25	12
	5		43	44.8	44	30	5	21
	6		55	53.4	35	38	16	9
Female	3		45	46.9	47	38	13	2
	4		50	49.5	30	44	20	6
	5		50	52.1	46	28	16	10
	6		46	44.7	35	30	24	11
Black or African American	3		5	5.2	--	--	--	--
	4		4	4.0	--	--	--	--
	5		5	5.2	--	--	--	--
	6		6	5.8	--	--	--	--
American Indian or Alaska Native	4		1	1.0	--	--	--	--
Asian	3		1	1.0	--	--	--	--
Filipino	5		1	1.0	--	--	--	--
Hispanic or Latino	3		78	81.3	41	28	24	6
	4		79	78.2	35	34	22	9

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		77	80.2	48	30	12	10
	6		81	78.6	40	32	21	6
Native Hawaiian or Pacific Islander	6		2	1.9	--	--	--	--
White	3		9	9.4	--	--	--	--
	4		13	12.9	23	23	38	15
	5		8	8.3	--	--	--	--
	6		9	8.7	--	--	--	--
Two or More Races	3		1	1.0	--	--	--	--
	5		1	1.0	--	--	--	--
	6		2	1.9	--	--	--	--
Socioeconomically Disadvantaged	3		84	87.5	40	27	24	8
	4		88	87.1	38	33	23	7
	5		82	85.4	48	30	6	16
	6		88	85.4	35	36	19	8
Students with Disabilities	3		8	8.3	--	--	--	--
	4		14	13.9	93	7	0	0
	5		13	13.5	77	15	0	8
	6		11	10.7	91	0	0	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	45	52	45	56	60	58	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Students at the School	45
Male	53
Female	38
Black or African American	--
Filipino	--
Hispanic or Latino	42
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	12
Students with Disabilities	41
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.30	12.90	22.60

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (Most Recent Year)

The parental involvement contact at this school is John McCombs, principal, and can be contacted at 951-352-8236.

Madison offers many opportunities to participate with the staff as partners in the education of their children. Parents and guardians are invited to attend all parent meetings at the school. The School Site Council meets monthly and is the voting body for categorical programs. Everyone is invited to attend these meetings and participate during the Oral Communications portion of the agenda. The English Language Advisory Committee meets a minimum of four times a year and is the advisory committee to School Site Council. The purpose of this committee is to give voice to the parents of Academic English Learners and to inform them of the importance of attendance, information on the school plan, to report on student progress including the R30 report (showing progress on the English Learners in the school), and a needs assessment (what additional information they are interested in learning about the school).

At Madison, parents with limited English skills are provided opportunities to improve their knowledge of and ability to speak English using computers and apps that the school provides. The school computer lab is open daily for parents to work on their language skills. Parents are also encouraged to use their child's school-provided iPad to learn English at home.

Parents are encouraged to take an active role in their child's education through volunteering in their child's classroom, ongoing communications with the school, and attending all parent meetings and parent workshops. Parents are encouraged to call or email

their child's teacher to increase communication about their child's progress. Progress on every child is discussed at parent/teacher conferences in the fall.

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	4.14	2.50	3.67	4.82	4.50	4.37	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.25	0.18	0.22	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	Yes	Yes	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	Yes	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	Yes	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	Yes	Yes

**Federal Intervention Program (School Year 2015-16)**

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2007-2008
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	73.3

Note: Cells with N/A values do not require data.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		5		24		5		24		5	
1	32		2		27		4		25		4	
2	27	1	3		31		3		22	1	4	
3	32		3		30		3		29		3	
4	26	1	3		26	1	3		32		1	2
5	32		3		31		3		30		3	
6	28	1	1	3	28	1	3		26	1	3	
Other					6	1			12	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5,606	1,276	4,330	79,273
District	N/A	N/A	\$4,709	\$79,035
Percent Difference: School Site and District	N/A	N/A	-17.9	-7.4
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-27.7	0.3

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2014-15)**

Madison Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$104,253 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

\$220,007 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,695	\$43,165
Mid-Range Teacher Salary	\$73,295	\$68,574
Highest Teacher Salary	\$95,855	\$89,146
Average Principal Salary (Elementary)	\$119,572	\$111,129
Average Principal Salary (Middle)	\$126,482	\$116,569
Average Principal Salary (High)	\$137,354	\$127,448
Superintendent Salary	\$239,574	\$234,382
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

Madison employs one full-time instructional coach to support teachers in the area of language arts, math and ELD. The coach provides support to teachers in their respective content area to enrich instruction for students. In addition, the coach attends many workshops and conferences to further help teachers reflect and improve their teaching skills. The instructional coach also meets with teachers during team meetings, and during planning time. The coach also supports the principal in analyzing student achievement data and planning for the academic achievement of all students paying particular attention to students who are not making adequate academic progress including as well as monitoring English Learners and GATE students.

All staff members at Madison participate in staff development training at least twice per month. Staff development is facilitated by the principal, the instructional coaches, and district support staff. Some topics covered in staff development meetings include effective instructional methods, instructional room environment, vocabulary development, the writing process, learner engagement, implementation of the math and language arts program and vocabulary for English Learner students.

A rigorous district-wide professional development plan is in place to provide regular support for teachers in advancing their knowledge of the Common Core State Standards.

Many staff members participate throughout the year in professional conferences, trainings and workshops that are appropriate for their individual needs.