

John Adams Middle School Executive Summary: March 10, 2005

Goal: All students, regardless of socio-economic status, ethnicity, learning disabilities, language barriers, will achieve grade level standards and be prepared to complete the A-G requirements in high school. In order to accomplish this,

A dense network of support is provided for families to support the social, emotional, academic, and physical development of our children. The community, parents, and school work in partnership to provide enriched educational experiences for all students that includes exposure to the core curriculum of language arts, mathematics, science, and social studies, as well as the visual and performing arts, physical education, and foreign language. The school community is sensitive and responsive to the needs of a diverse community and prepares students to become leaders in a global society. Students and parents are known well in a small learning community and there is a member of the school community who serves as an advocate for students and families. Students are provided a rich curricular experience that supports the development of the whole child where all students will reach grade level standards by the time they reach 8th grade.

The campus climate reflects the commitment for excellence. The grounds and physical plant are immaculate. Students, staff and parents work to maintain litter and graffiti free grounds and beautiful landscaping projects. Student work is proudly displayed throughout the halls, classrooms and library.

The John Adams Middle School's staff identified six elements that are critical for improved, sustained academic achievement for all students.

- 1) **Academic Excellence:** Creating a professional learning community focused on instruction and student learning
- 2) **Ensuring Success for All Students:** Creating supports for all students to be successful
- 3) **Organization:** Creating smaller, personal learning environments for students with dedicated teacher teams who share responsibility for student learning
- 4) **Personalization:** Every student is known well and have an adult advocate
- 5) **Safe and Healthy Environment:** All aspects of the school promote a safe and healthy environment
- 6) **Social Equity:** All students have the right to learn and reach grade level standards

The strategies below are designed to support student achievement:

1) The following Study Teams will be formed to ensure successful implementation of the plan, Spring 2005

- **Teams:** Create and preserve interdisciplinary teams assigned to a core group of approximately 120 students. These teacher teams will have common planning time to review student work, form professional relationships that focus on teaching and learning, coordinate student learning to maximize learning experiences, and monitor student achievement.
- **Time:** Time will be provided for teams to meet during the school day. Time will also be provided for interventions and support within the school day such as; tutoring, advisory, counseling, mentoring, and advocacy.
- **Diversity:** Staff should reflect the demographics of the student body and community. A professional development series will focus on teaching sensitivity to the needs of our diverse community. In addition, it is imperative the school and district work in concert to recruit and retain a diverse staff.
- **Advisory:** The implementation of an advisory program supports the personalization of our school community.

2) Staff will be assigned to teams to support a small learning community of students, Fall 2005

3) Time will be provided within the day to create professional learning communities for teams, Fall 2005

4) Staff will create opportunities for student advocacy within the school day. This may take the form of pre-advisory in the Fall of 2005 and possible full implementation in Fall 2006

The staff of John Adams Middle School recognizes this work must be partnered with district, community, and parent support. A multifaceted plan must be implemented that creates a dense network of support for all students as well as coordinate efforts from all agencies for all students to be successful.

**John Adams Middle School
Budgetary Request, March 10, 2005**

Item	Function	Action	Estimated Cost
Collaborative Planning Time	Students are placed in small cores with a dedicated team of teachers assigned to their learning. Teachers meet weekly to collaborate on lesson design, expectations for students work, review assessments and student achievement, and reflect on how instructional strategies impact student learning. Adjustments are made to maximize learning experiences to impact student achievement that results in improved and sustained learning for all children.	Seven FTE are added to provide common collaborative planning time for core teachers; social studies, mathematics, science, and language arts	\$500,000
Professional Development	Funds are established to provide a week-long professional development workshop before the school year begins in fall 2005 to develop the skills and define the functions of teams. In addition, staff will receive information on the differentiated instruction; meeting the needs of all children including but not limited to; English Language Learners, special needs students, Gifted and Talented, students of color, and inclusion of the socio-economic spectrum	Funds will <i>compliment</i> the Site School Improvement Budget to support the professional development needs to improve student learning	\$20,000
		Week-long Summer Institute 2 days provided by the state and three by the site (three would be for core teachers only, two for entire staff)	\$12,000
		Mid-Year Leadership Retreat to review student achievement and share common understanding and learning	\$8,000
		Site will support additional funds for professional develop in diversity, teaming	\$30,000
1 year Consultant	Consultant that assists and supports school in monitoring student achievement through student data and academic achievement. In addition, supports teams in their work through this initial year in identifying standards, how they are assessed, student achievement, and lesson design.	Assign staff to support school through initial phase	\$100,000
Total Funds Requested			\$620,000

Draft
Santa Monica Malibu Unified School District
John Adams Middle School
Comprehensive Improvement Framework

Shared Purpose: A collective focus on student learning with all decisions made in the best interest of students

Shared Vision:

Our vision is that all students will be successful at John Adams Middle School. Instruction is delivered in a variety of modalities and is differentiated to appropriately challenge all students. The curriculum is well-balanced and closely tied to state content standards and frameworks. Students engage in hands-on, challenging, and high-interest learning. Students are involved in decision making and shared responsibility for school and their peers. All students feel their teachers and parents care about their personal, social, emotional, and academic growth.

Teachers have high expectations for all students and equal access to all levels of curriculum are provided to each student. Teachers receive necessary training, support and follow-up to remain current on effective practices and current issues related to middle level education. Teachers enjoy working together, actively engaging in dialogue about instruction. Parents are active and visible partners in the education process.

JAMS Mission

The mission of John Adams Middle School is to provide a dynamic, multi-faceted educational experience that allows each student to maximize his/her potential: academically, socially, emotionally, and physically. John Adams Middle School's programs will be based on shared decision-making by interested community members, parents, teachers, counselors, and administrators to meet the unique needs of our diverse, early adolescent population.

Introduction:

The faculty of John Adams Middle School has adopted norms and has begun the work of becoming a professional learning community. As a body, the faculty is committed to deepen their content knowledge and improve their teaching and learning practice. Faculty will work in study groups to begin implementation of the three year action plan. They will learn protocols, look at student work, use data to inform decision-making, read, reflect and participate in meaningful professional development that promotes improvements in teaching and learning.

Academic Excellence

All students are engaged in a standards-based academic core that is aligned to what students need to know, understand, and be able to do to succeed in English, mathematics, social studies, and science. All students need an academic core curriculum that accelerates their learning, challenges them and is meaningful to them. All students are expected to meet high academic standards. Teachers, as content area specialists, use standards to guide curriculum and instructional planning.

1. All students acquire skills/demonstrate proficiency in all core subject by the end of eighth grade.
2. Curriculum emphasizes deep understanding of important concepts and key standards, essential skills and the ability to use what is learned.
3. Expectations for learning are clear and commonly understood by students, teachers, and families
4. Students engage in extended projects, hands-on experiences, and inquiry-based learning. to foster curiosity, exploration, creativity, and the development of social skills.
5. Students have opportunities to use new skills and concepts in real-world applications.
6. All students utilize laboratory and technology experiences to learn the concepts in physical, life, and earth, science.
7. Differentiating instruction (adapting instruction to meet student need) is fundamental to student success.
8. Reading instruction is incorporated in all content areas of the core curriculum.
9. Reading, writing, and mathematic strategies are coordinated across content areas and teams.
10. Professional development is provided all teachers on reading, writing and mathematics strategies.
11. All students participate in fine arts and physical education as a core component of their curriculum.
12. Teachers use multiple sources of data in developing appropriate assessments and instruction for students and monitoring for student progress.
13. Students are provided a variety of ways to meet standards
14. Teachers provide multiple opportunities for students to demonstrate proficiency
15. Students revise work based on feedback until work meets standards.
16. Meaningful communication is sent to families on progress toward meeting standards.
17. Homework policies and timeframes are coordinated by teams/cores.

Academic Excellence Action Plan

All students acquire skills/demonstrate proficiency in all core subject by the end of eighth grade. Curriculum emphasizes deep understanding of important concepts and key standards, essential skills and the ability to use what is learned.			
Current	2005-06	2006-07	2007-10
<ul style="list-style-type: none"> Curriculum is guided by state standards in all content areas. 	<ul style="list-style-type: none"> Professional development, focus on curriculum mapping, backwards design and rubric development and assessment. Assessments will measure student achievement which results in professional reflection on practices 	<ul style="list-style-type: none"> Curriculum is articulated and follows scope and sequence in line with state standards. Assessments reflect standards and teachers use assess to adjust instruction for better effectiveness. 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Staff participate in Learning Walks focusing on the Principals of Learning; clear expectations. Department Chairs serve as instructional leaders reviewing Partners work on Accountable Talk and have release time for peer coaching Teachers being evaluated are released to observe other teachers 	<ul style="list-style-type: none"> Common planning time facilitates coordinated instruction across content areas Continued partnerships with outside agencies will be coordinated to provide tutoring, enriched learning experiences for students who need additional support 	<ul style="list-style-type: none"> Professional development focus on differentiated instruction strategies and techniques. 	<ul style="list-style-type: none"> Professional development focus on differentiated instruction strategies and techniques.
<ul style="list-style-type: none"> Additional instructional time is allocated for students who need support in mathematics 	<p>The school will provide additional support and time for instruction within the school day</p>	<p>Support pathways are provided to ensure all students have access to rigorous course offerings that meet/prepare</p>	<ul style="list-style-type: none">

<ul style="list-style-type: none"> • Student academic achievement is reviewed and interventions are provided after school, Saturday School, winter school and summer school 		<p>students for the A-G requirements. This will be provided through additional support from Santa Monica College</p>	
<ul style="list-style-type: none"> • Student data is reviewed regarding student placement, grades, attendance, and discipline. 	<ul style="list-style-type: none"> • Study teams evaluate the impact of modifying classes that are leveled such as math, science magnet, music, etc. 		<ul style="list-style-type: none"> ▪
<ul style="list-style-type: none"> • Professional development focus on <i>Classroom Instruction that Works</i> to identify best instructional practices. • Area of focus includes: Summarizing and Note Taking, and Similarities and Differences • John Adams' team attend National "What Works" conference in Dallas, Texas • Teachers study, implement and reflect on Summarizing and Note Taking. Department Chairs participate in Learning Walks • All teachers receive instruction on Similarities and Differences. Collect samples of student work for review with consultants in April 2005 	<ul style="list-style-type: none"> • Student performance data is reviewed quarterly and interventions implemented to support student achievement • School continues to focus on Classroom Instruction that Works and begins collecting data on student achievement reflecting on instructional strategies that are effective 		<ul style="list-style-type: none"> ▪
<ul style="list-style-type: none"> • Student needing support are placed in academic assistance classes, double math periods, and/or 	<ul style="list-style-type: none"> • Advisory/Academic Study team assesses implementation of support within the school day 	<ul style="list-style-type: none"> • Interventions are scheduled within the day to support student achievement through 	<ul style="list-style-type: none"> ▪

receive additional support after school.			
	<ul style="list-style-type: none"> • Create clubs for students to engage them in academic thinking and strengthen peer networks for support 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> ▪
Professional development is provided all teachers on reading, writing, and mathematics strategies			
<p>Focus departments, Special Education, English Language Development, Mathematics, and Language Arts, received additional funds to support professional development to increase student achievement in language arts and mathematics.</p> <p>to support Language Arts, Humanities, Mathematics, Special Education, English Language Development department members participate in workshops targeting effective instructional strategies to support student achievement.</p> <ul style="list-style-type: none"> • CAFE • Math Conference • CLMS • Feedback to improve writing • Special Education and Mathematics 	Continued support for staff development.		

<p>Reading instruction is incorporated in all content areas of the core curriculum Reading, writing, and mathematic strategies are coordinated across content areas and teams</p>			
<ul style="list-style-type: none"> • Reading and writing are integral aspects of curriculum in all content areas • Action teams study Teaming and how teachers work together to improve, coordinate and support student achievement and instruction • Initiate the Million Word Book Club, an incentive program to encourage reading for children 	<ul style="list-style-type: none"> • Master schedule supports collaborative time for TEAMS to ensure reading, writing, and mathematic strategies are coordinated and connections are made across content • Continue incentive programs to promote reading, writing and mathematical pursuits in an engaging, fun manner 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>All students participate in fine arts and physical education as a core component of their curriculum.</p>			
<ul style="list-style-type: none"> • Curriculum offerings include the fine and performing arts, language, physical education and the core content areas. 	<ul style="list-style-type: none"> • A schedule is implemented that allows all students to access a range of elective courses as well as academic supports. 		
<p>Expectations for learning are clear and commonly understood by students, teachers, and families</p>			
<ul style="list-style-type: none"> • Introduction of electronic grading and the use of pinnacle where all parents have direct access to teacher's gradebooks • Introduction of the Pinnacle Administrative Viewer that allows for students' academic achievement be monitored for more comprehensive identification and interventions 	<ul style="list-style-type: none"> • Create a comprehensive teacher/staff handbook that provides information regarding grading procedures, professional development, goals, as well as all programs offered at John Adams Middle School • Create a comprehensive handbook for parents to understand programs, resources, grading, and opportunities available at John Adams Middle 		

	School		
Homework policies and timeframes are coordinated by teams/cores			
•	• Teachers will be placed in interdisciplinary teams to communicate and coordinate instruction and homework within their core		

Ensure Success

Students at John Adams learn in different ways and at different rates. Because middle grades students vary in the amount of time and support needed to meet rigorous standards, John Adams provides the time and support needed for all students to be successful.

Students

1. All students are expected to meet high standards.
2. All students participate in a rigorous course of study and enriching experiences.
3. All students are supported in gaining proficiency at grade level standards.
4. All students have equal access to curriculum in classes and activities with little or no ability grouping. This one is a stumbling block...many members of the group were concerned about the realistic nature of this and especially in math and music...I'd like to hear back from everyone about this.
5. All students are aware of their academic standing at all times.
6. All students have good attendance.

Faculty

7. Curriculum and instruction is adapted to meet adolescents' diverse and changing needs.
8. Specific academic support is systemically offered to students within the school day ensuring that they meet grade level standards. Mentoring, tutoring and academic support programs are widely used and available to students.
9. Faculty work with a caseload of students that allows them to know students well and to offer the individual support students need to be successful.
10. Staff closely resemble student demographics in terms of ethnicity, gender and language.
11. Lessons require students to edit, review and revise work until mastery is demonstrated.
12. Professional development supports differentiation in curriculum and instruction to meet all students' needs.

Families and Community

13. Parents play an integral role in assisting student learning
14. Parents are supported in assisting children through a variety of activities surrounding study skills, conflict resolution, and academic subject areas.
15. Comprehensive social and mental health services which support student and family needs are available and utilized.
16. Communication between the home and school is regular, two-way, and meaningful

Ensure Success Action Plan

Current	2005-06	2006-07	2007-10
<p>All students are expected to meet high standards All students are aware of their academic standings at all times Specific academic support is systemically offered to students within the school day ensuring that they meet grade level standards Faculty work with a caseload of students that allows them to know students well and to offer the individual support students need to be successful.</p>			
<ul style="list-style-type: none"> • Counselors loop with their grade level students. Counselors monitor student achievement and connect student and families with interventions to support academic achievement • Introduction of electronic grading and the use of pinnacle where all parents have direct access to teacher’s gradebooks • Introduction of the Pinnacle Administrative Viewer that allows for students’ academic achievement be monitored for more comprehensive identification and interventions • AVID available for students, sections grew from two sections to four in two years. Program doubled 	<ul style="list-style-type: none"> • Interdisciplinary teams meet regularly to review student achievement • Possibility of implementation of Study Advisory for all students within the school day 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
<ul style="list-style-type: none"> • Interventions are offered after school, on Saturdays and during the summer. • Algebra students may participate in double math periods. 	<ul style="list-style-type: none"> • A schedule is implemented that allows all students to access a range of elective courses as well as academic supports. 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

<ul style="list-style-type: none"> • Special Education students have Academic Advisory supports; there are some core classes taught through the special education classroom. • English Language Learners are mainstreamed at levels 4 and 5. There are sheltered classes in math, science and humanities. A support class is provided for Fluent English Language Proficient who need addition support in literacy and comprehension. 	<ul style="list-style-type: none"> • Formative and summative assessments are used to identify and systemically support struggling students. • Academic Advisory programs are aligned with cores to better facilitate support. • RSP teachers work in collaboration with general education teachers, team teaching as appropriate. 		
<ul style="list-style-type: none"> • Tutors from Santa Monica College are placed in mathematics classes with students needing additional support 	<ul style="list-style-type: none"> • Continued tutoring services available within and beyond the school day. Opportunities for academic support are multiple and are integrated within neighborhoods. 	<ul style="list-style-type: none"> ▪ Creation of enrichment programs coordinated throughout the city that fosters academic achievement and positive social-emotional development for all children ▪ Specialty classes/accelerated classes for students identified as those who have historically been denied access to four year universities 	
<ul style="list-style-type: none"> • Grade level support classes in literacy are designed for ELL students. 	<ul style="list-style-type: none"> • Continued literacy class support for FLEP students. 		
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Study group identifies and plans for implementation of full Advisory program. 	<ul style="list-style-type: none"> ▪ Implementation of Advisory 	<ul style="list-style-type: none"> ▪
<ul style="list-style-type: none"> • Professional development has been provided surrounding adolescent learning needs. 	<ul style="list-style-type: none"> • Grade level support groups are provided for students to gain a peer network that supports academic achievement 	<ul style="list-style-type: none"> ▪ Professional development focus on differentiated instruction strategies and techniques. 	<ul style="list-style-type: none"> ▪ Professional development focus on differentiated instruction strategies and techniques.

<p>Professional development supports differentiation in curriculum and instruction to meet all students' needs Staff closely resemble student demographics in terms of ethnicity, gender, and language</p>			
<p>Study Team formed to examine staff development needs to better service all students</p>			
<p>Parents play an integral role in assisting student learning Parents are supported in assisting children through a variety of activities surrounding study skills, conflict resolution, and academic subject areas Comprehensive social and mental health services which support student and family needs are available and utilized</p>			
<ul style="list-style-type: none"> • All information sent home are available in English and Spanish. • Parent education is available for all parents • School is supported by bi-lingual liaison and African-American liaison. • PESA is implemented supported through the Medi-Cal Grant. Parent education to support the academic achievement of children. 	<ul style="list-style-type: none"> • Parent and student seminars are available for students to prepare for more academic rigor in language arts and mathematics • Implementation of Project Lead, recruiting families to enroll in a three year program at John Adams Middle School for parent education to support the academic achievement of children. 	<ul style="list-style-type: none"> ▪ Creation of a cohort of families that are supported over several years through the transition to high school. Goal is to focus on families who children have historically been denied access to higher education. Partnership with Santa Monica College facilitate and support work and ensure enrollment to four year institutions. 	
<ul style="list-style-type: none"> • Partnerships with mental health agencies that support family needs; St. Johns, Jewish Family Services, Boys and Girls Club, Virginia Park, YWCA 	<ul style="list-style-type: none"> • Create monthly sessions to coordinate and articulate services • Strengthen relationships between home and agencies to create more seamless transitions for families utilizing services 	<ul style="list-style-type: none"> ▪ Create and foster a network of services that support the Pico neighborhood to foster enriched learning experiences that extend beyond the school day <ul style="list-style-type: none"> ▪ To explore and possibly utilized small school alternatives for students that support academic achievement that leads to the completion of the A-G requirements for UC entrance 	

Organization

Creating smaller, personal learning environments, teams, for students is an essential component of John Adams Middle School. Interdisciplinary teaching and learning is an essential attribute of effective instruction. Teachers need time to plan together, develop, and coordinate interdisciplinary learning activities, share student work and share responsibility for teaching literacy strategies.

1. Teachers share the same students in small learning communities called teams.
2. Teaming is the “root” of the scheduling process, and, as such, the first priority.
3. Develop master schedule that allows all students access to full curriculum.
4. Include special programs like exploratory, music in students’ schedules.
5. Students are heterogeneously grouped assuring balance by race, gender, ethnicity, etc.
6. Instructional needs of students drive decisions about scheduling. Flexible blocks of learning time are recommended.
7. Multiple sources of data reflect the learning needs of students and drive decisions about scheduling.
8. Decision making is student-centered, data-driven and based on shared vision.
9. Teachers meet regularly within the school day in common planning time to plan and collaborate (look at student work, make connections across the curriculum, engage in professional development).
10. Embedded professional development occurs within the regular school day, across the regular school year, in order to deepen teachers’ knowledge and improve their practice.

Organization Action Plan

Current	2005-06	2006-07	2007-10
<ul style="list-style-type: none"> ▪ Cores are poorly aligned with teachers and students often cross-cored or teaching multiple grade levels. ▪ Counselors loop with students creating a lasting personal relationship. 	<ul style="list-style-type: none"> ▪ A schedule is implemented that allows all students to access a range of elective courses as well as academic supports. ▪ Common planning time is included in the schedule for cores. ▪ Study group identifies and plans for implementation of full Advisory program. 	<ul style="list-style-type: none"> ▪ Implementation of Advisory ▪ Articulate and develop an educational pathway the leads and support students to complete the A-G requirements for students traditionally denied access to such courses ▪ Create supports to ensure all students have the ability to complete courses of high academic rigor in mathematics and language arts 	<ul style="list-style-type: none"> ▪ Evaluation and refinement of Advisory program
<ul style="list-style-type: none"> ▪ Professional development has been provided surrounding adolescent learning needs. 	<ul style="list-style-type: none"> ▪ Professional development has been provided surrounding adolescent learning needs. 	<ul style="list-style-type: none"> ▪ Professional development focus on differentiated instruction strategies and techniques. 	<ul style="list-style-type: none"> ▪ Professional development focus on differentiated instruction strategies and techniques.
<ul style="list-style-type: none"> ▪ School improvement plan and budget is tied to school improvement goals and working to help all students, especially sub groups, achieve academic success. 	<ul style="list-style-type: none"> ▪ Alignment of school plans with improvement goals and restructuring. ▪ Expenditures emphasize professional development and collaboration. 	<ul style="list-style-type: none"> ▪ Interventions are systematic and early identification in elementary school; 4th grade, activate support 	<ul style="list-style-type: none"> ▪

Personalization

Students should be well-known at John Adams. Each student needs to have an adult who advocates for and takes an interest in his or her successful learning, goal-setting, educational planning and personal growth. Linkages exist between home, our school and community support student learning.

1. Small heterogeneous groups of students are assigned to small learning communities called teams.
2. Students have opportunities to meet in small groups with an adult staff member (advisory) on a regular basis to discuss issues pertinent to academic achievement and personal growth.
3. Celebrations mark group and individual accomplishments.
4. Each child is heard, acknowledged, and respected. Students have opportunities to pose questions, reflect on experiences, develop rubrics, and participate in decisions both about their learning and the governance of John Adams.
5. Families are partners in their children's learning and are assured participation in decision-making.
6. Many opportunities exist for students to participate in a wide variety of intramurals, club, and service activities.
7. ***Parenting skills are promoted and supported***
8. ***Parents are full partners in the decisions that affect their children***

Personalization Action Plan

Current	2005-06	2006-07	2007-10
<p>Small heterogeneous groups of students are assigned to small learning communities called teams Students have opportunities to meet in small groups with an adult staff member (advisory) on a regular basis to discuss issues pertinent to academic achievement and personal growth</p>			
<ul style="list-style-type: none"> ▪ Study group studies feasibility of a pre-advisory program 	<ul style="list-style-type: none"> ▪ Study group identifies and plans for implementation of full Advisory program. ▪ Pre-advisory possible implementation 	<ul style="list-style-type: none"> ▪ Implementation of Advisory 	<ul style="list-style-type: none"> ▪ Evaluation and refinement of Advisory program
<p>Celebrations mark group and individual accomplishments</p>			
<ul style="list-style-type: none"> ▪ Students earning 3.0 GPA receive a principal congratulatory letter ▪ Students of the Month receive a certificate and pictures are placed in Wall of Fame ▪ Students earn “Catch Them Being Good” coupons and are eligible for drawing for Character Counts 	<ul style="list-style-type: none"> ▪ Continue the work established 2004-2005 school year. Develop more affiliation with core and develop core recognition for exemplary behavior that reflects Character Counts 		
<p>Families are partners in their children’s learning and are assured participation in decision making</p>			
<ul style="list-style-type: none"> ▪ Community Circles held in fall of 2004 to identify areas of concern by parents 	<ul style="list-style-type: none"> ▪ Address issues and concerns by parents regarding; homework, academic rigor, discipline, and enriched learning experiences to support student academic achievement 		<ul style="list-style-type: none"> ▪ Professional development focus on differentiated instruction strategies and techniques.
<ul style="list-style-type: none"> ▪ Community liaisons provide outreach to families. 	<ul style="list-style-type: none"> ▪ Hire internal Spanish speaking staff to improve communication with bilingual community and translation. 		<ul style="list-style-type: none"> ▪

<p>Parent skills are promoted and supported Parents are full partners in the decisions that affect their children</p>			
<ul style="list-style-type: none"> ▪ Staff receive training in Project Lead, a parent education program designed to support the academic achievement of children ▪ Request additional Spanish speaking community liaison to support the work connecting with families, provide interventions with students, and support translation of literature for families 	<ul style="list-style-type: none"> ▪ Identify and recruit families for Project Lead. ▪ Retain enrollment in Project Lead for multiple years 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
<p>Many opportunities exist for students to participate in a wide variety of intramurals, clubs, and service activities</p>			
<ul style="list-style-type: none"> ▪ Many clubs available for students such as; Intramural sports, Animation, National Junior Honor Society, California Junior Scholarship Federation, Adelante, Black Student Union, chess ▪ Need to address the issue that Leadership, Yearbook, and advanced placement in math, music, and higher levels of courses meeting the A-G requirement do not represent the student population ▪ The Ambassador program is initiated. Over 100 students are trained to work with students through transitions from elementary to middle school. In addition these students serve as hosts for visitors to campus, providing orientation to our school 	<ul style="list-style-type: none"> ▪ Create supports, recruit and retain students to excel in electives, clubs, and service activities ▪ Continue and expand the Ambassador program to include mentorship opportunities for incoming 5th grade students. ▪ Create summer camp to prepare students for fall 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

Safe and Healthy Environment

A safe and healthy school environment is essential to student learning. John Adams creates a safe and healthy school environment which facilitates increased academic achievement and develops caring and ethical citizens. Students develop social skills and responsibilities that contribute to a positive learning community.

1. Clear, common, and consistent behavioral expectations and rules are the norm.
2. Students develop skills in peer mediation and conflict resolution.
3. Students take responsibility for/contribute to maintaining a clean and safe campus.
4. Community mentors are provided for students who need them.
5. The school community values, models and promote practices that support healthy lifestyles and fitness (comprehensive P.E., health and nutrition).
6. School-based services from outside agencies are available.
7. Students have service-learning opportunities.
8. Colleges and universities are partnered with John Adams to recruit mentors, buddies, and community members who support the healthy development of young people.
9. ***Parents are welcome in the school, and their support and assistance are sought***
10. ***Community resources are used to strengthen schools, families, and student learning.***

Safe and Healthy Environment Action Plan

Current	2005-06	2006-07	2007-10
Clear, common, and consistent behavioral expectations and rules are the norm			
<ul style="list-style-type: none"> ▪ School wide discipline code is clear and presented to all student and families. ▪ Student handbook includes Discipline Rubric that reflects Character Counts ▪ Staff review rules with students in school wide assembly each fall and each spring ▪ Administrative staff reviews rules with staff each fall 	<ul style="list-style-type: none"> ▪ New teacher orientation includes session on rules, expectations, referral process, and school norms for behavior ▪ Create opportunities that support and recognize positive behavior ▪ Create alternatives to suspension through outside agencies ▪ Discipline interventions are addressed by a student support team of administrator, counselor, community liaison, and teacher. 		
Students develop skills in peer mediation and conflict resolution			
<ul style="list-style-type: none"> ▪ Peer Mediation is supported and implemented in the school 	<ul style="list-style-type: none"> ▪ Continued support through Peer Mediation ▪ Student education and support is coordinated and included in curriculum 		
The school community values, models and promote practices that support healthy lifestyles and fitness (comprehensive P.E., health and nutrition			
<ul style="list-style-type: none"> ▪ Health and Nutrition curriculum is incorporated into the 6th grade physical education curriculum to ensure all students have access 	<ul style="list-style-type: none"> ▪ Full implementation of a Health and Nutrition curriculum is included in the 6th grade physical education curriculum 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
<ul style="list-style-type: none"> ▪ Character Counts is a cornerstone of character development and promoting a safe campus. ▪ Peer mediation operates on campus. 	<ul style="list-style-type: none"> ▪ Character Counts is interwoven into Advisory program. 	<ul style="list-style-type: none"> ▪ Character Counts is interwoven into Advisory program. 	<ul style="list-style-type: none"> ▪ Character Counts is interwoven into Advisory program.

Community mentors are provided for students who need them Colleges and universities are partnered with John Adams to recruit mentors, buddies, and community members who support the healthy development of young people			
<ul style="list-style-type: none"> ▪ Some mentoring, tutoring programs exist for students with local agencies. ▪ SMC provide tutors for students during the school day in the academic classes of concern 	<ul style="list-style-type: none"> ▪ Develop tutoring programs so that more students can access them. Recruit more tutors and coordinate efforts to maximize impact on student achievement <ul style="list-style-type: none"> ▪ Coordinate with SMC, Virginia Park, Boys and Girls Club to provide connections to monitor student achievement and provide support 	<ul style="list-style-type: none"> ▪ Create courses that enrich student educational experience and prepare them to enroll in courses that meet A-G requirements ▪ Create a spring board into programs that support and maintain student achievement in the A-G requirements 	<ul style="list-style-type: none"> ▪ Create a pathway on ongoing support from 5th through 11th grade that supports student achievement in the A-G requirements
<ul style="list-style-type: none"> ▪ Counseling services are offered in partnership with outside agencies 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

Social Equity

The John Adams learning community acknowledges our responsibility to maintain an environment that effectively responds to issues related to social equity. In such an environment, staff employs practices and perspectives that promote () social transformation and equitable learning outcomes for all students. At John Adams, staff works systematically to meet the instructional and psychological needs of the linguistic, ethnic, and socio-economically diverse students we serve.

1. Expects high quality work of all students
2. Use curriculum, materials and instructional practices that respond to students diverse needs
3. Hears, acknowledges, and respects each child's voice
4. Makes certain that all students understand and have acquired the "codes of power", or methods for successful participation in the educational process. Among these codes are linguistic forms, communicative strategies, presentation of self, and positive ways of interacting that promote success. Parent education supports families
5. Develop procedures to work with local universities to recruit student teachers/ tutors that reflect the diversity of the student population and hire faculty that reflects the diversity of the student population. Strategies include outreach, legality, dissemination of information, recruitment.
6. Recruits all parents to volunteer in classrooms with a focus on linguistic minorities
7. Works proactively so the suspension rate for all students is low, and in proportion to the student population.
8. Provides a positive balanced representation of the student population through diversity of assemblies, displays, and other student activities
9. Engages in professional development that increases the cultural proficiency of adults who interact with students.

Social Equity Action Plan

Current	2005-06	2006-07	2007-10
<p>Expects high quality work of all students Use curriculum, materials and instructional practices that respond to students diverse needs Engages in professional development that increases the cultural proficiency of adults who interact with students.</p>			
<ul style="list-style-type: none"> ▪ Actively recruit and retain staff that reflect diversity of student body 	<ul style="list-style-type: none"> ▪ Continue to develop staff recruitment plans to increase faculty diversity. ▪ 		
<ul style="list-style-type: none"> ▪ Professional development has been provided surrounding issues of cultural sensitivity and awareness. 	<p>Professional development focus on differentiated instruction strategies and techniques.</p>	<ul style="list-style-type: none"> ▪ Professional development focus on differentiated instruction strategies and techniques. 	
<ul style="list-style-type: none"> ▪ Learning Walks focus on clear expectations ▪ AVID program makes clear the “rules” of school ▪ Monitor student achievement and retention of students in academically rigorous courses 	<ul style="list-style-type: none"> ▪ Teacher provided more feedback and guidance on the importance of Learning Walks. Connect more closely the instructional impact of Learning Walks and how to use the information to improve instruction ▪ Provide support and enrichment activities that lead to retention of students in academically demanding courses 		
<p>Makes certain that all students understand and have acquired the “codes of power”, or methods for successful participation in the educational process. Among these codes are linguistic forms, communicative strategies, presentation of self, and positive ways of interacting that promote success. Parent education supports families</p>			
<ul style="list-style-type: none"> ▪ Community liaisons provide outreach to families. ▪ Coordinate efforts with PTSA to create an environment of inclusion with families ▪ Pinnacle Training provided to parents 	<ul style="list-style-type: none"> ▪ Initiate Project Lead with cohort of families ▪ Develop mentorship opportunities with outside agencies, school staff, and student to student mentors ▪ Ensure all parents have training and access to pinnacle grading program 		

Hears, acknowledges, and respects each child's voice			
<ul style="list-style-type: none">▪ Revisit the use of Community Student Circles for students▪ Initiate Counsel as a pilot program▪ Train staff in sensitivity to hear input from students▪ Senate meetings▪ Examine how more students can gain access and participate to leadership	<ul style="list-style-type: none">▪ Continue work in 2004-2005 school year and review student achievement▪ Create opportunities for students to meet with principal to address concerns through school wide convention to create platform issues		