



SCHOOLS TO WATCH – TAKING CENTER STAGE

MODEL SCHOOL – VISITOR'S GUIDE



Medea Creek Middle School



Designated 2004, Re-Designated 2007, 2010

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<http://www.oakparkusd.org/mcems/site/default.asp>

2009 School Statistics

(Sources: 2009 API Growth Report; 2009 AYP Report)

Community: Urban fringe of a large city
Enrollment: 927
Grade Levels: 6-8
School Schedule: Seven periods

Student Demographics

- 80% White
- 13% Asian
- 4% Hispanic/Latino
- 1% African American
- 1% Filipino
- 0% American Indian/Alaska Native
- 0% Pacific Islander

- 7% Free/Reduced Lunch
- 1% English Learners

2008 API Base: 896

2009 API Growth: 904 (up 95 points since 1999-00)

2009 AYP: Met 13 of 13 criteria

(Visit <http://www.cde.ca.gov/ta/ac/ar/index.asp> to view this school's data for prior years.)

School Characteristics and Replicable Practices

Academic Excellence

- High standards for student work and expectations are conveyed clearly to parents and students.
- Academic excellence is celebrated in every classroom.
- The school focuses on providing authentic, hands-on learning opportunities.
- Writing across the curriculum is embedded in instruction.
- The differentiation of instruction has become a major focus of the whole school. Every teacher creates opportunities for differentiated instruction.
- Many intervention options are available to students.
- A 24-hour communications system between home and school is in place.
- Multiple forms of assessment are used.
- Sandra Kaplan's icons are used for depth and complexity.
- Flexible groupings in classes and team teaching models have been developed.
- Course offerings allow students advance in math through Algebra II.
- Elective course offerings include music, visual and performing arts, technology, foreign language, journalism, and leadership.
- A strong physical education program uses technology and fitness-for-life concepts.

(Continued)

Developmental Responsiveness

- The school uses a modified block schedule and a 10-week grading schedule.
- The school has a strong co-curricular program in place.
- The school presents quarterly and yearly academic awards to students.
- There is a school-wide emphasis on supporting the whole child.
- Counselors are connected to “families” and loop with students across three years.
- Interdisciplinary planning and teacher coordination are common.
- There is no tracking of students; all the teachers differentiate their instruction to meet the needs of all students.
- Technology is frequently used to support student learning.
- Twenty-first century classrooms with interactive technology and extensive teacher training produce powerful and innovative lessons for students.
- Students feel safe and connected to school.
- Parents have many opportunities to connect with and support the school.

Social Equity

- All student subgroups reach the school’s high academic expectations.
- All the students are heterogeneously grouped and not tracked.
- Support programs for intervention—rather than placing students in tracks—are designed to make progress toward restoring students to grade level performance.
- Instruction is designed to meet students’ current skill levels.
- A positive school environment makes all students feel welcome and respected.

Organizational Support

- District delegates make financial allotments to the site.
- Staff, parents, and students provide input for site-based decision making.
- Mature staff members are well-grounded in middle-grades philosophy.
- The school receives strong district and community support. The district is very responsive to school staff members’ needs.
- The school uses collaborative decision making.