

**Thomas Starr King Middle School**

Los Angeles Unified School District  
**2014-2015 Single Plan for Student Achievement Goal Matrix**  
**ACADEMIC DOMAIN**  
**ENGLISH LANGUAGE ARTS**

**LEA Goal:** All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

**\*School Goal:** By June 2016, the reading level of students who are reading 2 or more years below grade level will improve by a minimum of one grade level as measured by Accelerated Reader assessments.

Identify data used to form this goal:  AYP Report/CAHSEE  CORE Waiver Data Report (if applicable)  MyData (CST Strand Report)  
 DIBELS  Student Grades  Curriculum-Based Measure: \_\_\_\_\_  Data Summary Sheet

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?

- Based on the assessments, in what strands of the English Language Arts instructional program were subgroups of 20 or more least proficient?
- What factors explain changes in proficiency levels over time?
- Were interventions effective in moving students to proficiency? If not, what change in intervention(s) does the school propose?
- What intervention(s) will be used to address the lowest-achieving subgroups?

- Reading comprehension and writing are the strands that the students were less proficient in.
- Demographic changes, socioeconomic level, the use of the library as a teaching tool, teacher collaboration, department collaboration, ELA activities such as a million word challenge, Jupiter grades, EDmodo increase in parent involvement and the implementation of technology accounts for the changes in proficiency levels over time.
- Yes interventions were effective.
- Accelerated Reader will be used to help improve reading comprehension and teachers will create writing tasks that will aim at improving the writing of students.

**Key Strategy(ies):** A reading intervention program will be implemented school-wide to help improve the reading comprehension scores of struggling students as measured by Accelerated Reader assessments (monthly).

Focus Areas	Actions/Tasks to accomplish the Strategy(ies)** (Actions/Tasks must address subgroup needs.)	Projected Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/Completion Date
Effective Instructional Program (Professional Learning and Classroom Instruction)	<p>PD Teacher X/Z time to attend trainings on strategies to better implement lesson delivery on Common Core Standards. Focus on content strands using lesson study methods during banked time Tuesday and collaborate with members within the department to embed common core strategies into lessons.</p> <p>Day-to-Day Substitutes- to release teachers for planning related to the Accelerated Reader program or the Common Core Standards, implement peer coaching and observe best teaching practices. To allow teachers to participate in lesson study that addresses closing the achievement gap for at risk students in ELA.</p>	<p>\$14,688 PD Teacher X/Z (6hrs./36 teachers @ \$68/hr.) Title 1</p> <p>\$5,280 Day-to-Day Subs (16d @ \$330/d) Title 1</p>	<p>Principal will monitor implementation using classroom observation and feedback</p> <p>Principal, Non-Register Carrying Teacher and the Leadership Team</p>	<p>Principal</p> <p>Principal</p>	<p>August 2014-June 2016</p>

\*School Goals should be measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).  
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## Thomas Starr King Middle School

	<p><b>Teacher Librarian-</b> to broaden students' awareness of and interest in books and to enhance their growth as competent and avid readers. Collaborate with teachers to design relevant learning experiences for student that need to meet common core standards. Promote family literacy and build partnerships between the community and the school.</p> <p><b>Class Size Reduction Teachers-</b> to reduce class size in 7<sup>th</sup> and 8<sup>th</sup> grades in both English and Math.</p>	<p>\$93, 761 Teacher Librarian (@100%) Title 1</p> <p>\$187, 522 CSR Teachers (2 @ 100%) Title 1</p>	<p>will monitor through observations</p> <p>Principal or Assistant Principal assigned will monitor through classroom observation and feedback</p>	<p>Principal</p> <p>Principal</p>	<p>August 2014-June 2016</p>
	<p><b>Office Technician-</b> Performs a variety of clerical services in connection with the Title 1 Program. Duties include maintenance of records and preparation of various documents for parental involvement and intervention activities as related to the Title 1 Program.</p>	<p>\$54, 454 Office Tech (5d @ 100%) Title 1</p>	<p>Principal or Assistant Principal will monitor activities as appropriate</p>	<p>Principal</p>	
	<p><b>Educational Resource Aid 2/3hr-</b> Assist in supporting and extending the focus of the school's instructional program under the direct supervision of a highly qualified teacher. Assist in maintaining a safe and nurturing environment, and support and strengthen school-community relations. Provided limited supervision.</p>	<p>\$21, 252 ED Resource Aids (2 @ 3hrs/d) Title 1</p>	<p>Principal or Assistant Principal will monitor activities as appropriate</p>	<p>Principal</p>	
	<p><b>Teacher Auxiliary Intervention- (2 classes)</b> to purchase a highly qualified, registered-carrying teacher to teach one additional intervention class period each day (5dys/wk) in English to address the needs of LTEL, and at-risk students.</p>	<p>\$22, 680 Teacher Auxiliary (2 classes) Title 1</p>	<p>Principal or Assistant Principal will monitor activities through classroom observations</p>	<p>Principal</p>	
<p>Maximizing Instructional Time</p>	<p><b>Categorical Program Advisor (3hr/day)</b>- Provides services to all students, includes; conducting professional development activities, writing updates to the Single Plan and program evaluation activities. Additional services include; providing parents with parenting classes/workshops, as well as assisting with development of the school's Parent Involvement Policy and Parent Compact (3-Way Pledge) monitoring program expenditures and providing tutoring opportunities for at risk students and coordinating any planning related to the program.</p>	<p>\$58,045 CPA (3hrs/5d @ 100%) Title 1</p>	<p>Principal will monitor the coordinator's activities</p>	<p>Principal</p>	<p>August 2014-June 2016</p>

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<p><b>Day-to-Day Substitutes-</b> to release teachers for planning related to the Common Core program, implement peer coaching and observe best teaching practices. To allow teachers to participate in lesson study that addresses closing the achievement gap for at risk students in mathematics and ELA.</p>	<p>\$13,830 Day-to-Day Subs (41d @ \$330/d) Title 1</p>	<p>Principal or Assistant Principal will monitor activities as appropriate</p>	<p>Principal</p>	<p>August 2014-June 2016</p>
<p><b>Professional Development-Teacher Regular-</b> to pay regular status teachers during the school day to attend mandated training during the basic assignment with categorical funds. To achieve consistent high quality teaching and learning for all students through high quality teaching informed by student centered data, align instruction with content standards and increase the use of technology across all grade levels.</p>	<p>\$6,015 PD Teacher Reg. (15d @ \$401/d) Title 1</p>	<p>Principal or Assistant Principal will monitor activities as appropriate</p>	<p>Principal &amp; or AP</p>	
<p><b>Other Non-Instructional Contracts-</b> allows for repairs and maintenance of our copiers that provide us with the opportunity to share and analyze student work as well as provide parents with information regarding school activities. (Toshiba Unified Print)</p>	<p>\$12, 000 Toshiba Contract Title 1</p>	<p>Principal will monitor activities as appropriate</p>	<p>Principal</p>	
<p><b>Staff Conference Attendance-</b> to allow teachers to attend conferences that address the Common Core Standards, that deal with SDAIE Strategies, differentiation, Accelerated Reader, literacy numeracy, cooperative learning, multiple intelligences, Cornell Notes, etc. These conferences become an integral part of the professional development activities at our school.</p>	<p>\$7, 000 Staff Conference Title 1</p>	<p>Principal or Assistant Principal will monitor activities as appropriate</p>	<p>Principal &amp; or AP</p>	
<p><b>Problem-Solving Data Coordinator, Single Track-</b> to provide support to teachers, students and administrators in the delivery of data based problem-solving professional development and evidence-based strategies to provide access to core instruction and intervention, work collaboratively with the school leadership team to develop and implement the PS/Rt12 training agenda, provide non-evaluative classroom observation and feedback, and other supportive assistance necessary to implement the PS/Rt12 process.</p>	<p>\$58, 045 Prob. Solv. Cord.. (3hrs/5d @100%) Title 1</p>	<p>Principal will monitor the coordinator's activities</p>	<p>Principal</p>	
<p><b>Clerical Overtime/Relief-</b> to provide parents and students service and support beyond their schedule time</p>	<p>\$1,400 Clerical Overtime Title 1</p>	<p>Principal will monitor the clerical staff's activities</p>	<p>Principal</p>	
<p><b>Custodial Overtime/Relief-</b> to provide parents and students service and support beyond their schedule time</p>	<p>\$1,400 Custodial Overtime Title 1</p>	<p>Principal will monitor the custodial staff's activities</p>	<p>Principal</p>	

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## Thomas Starr King Middle School

Interventions to Close Achievement Gaps	<p><b>Teacher Tutoring X-Time-</b> To purchase teacher time for tutoring sessions before, during, and after school to address the academic needs of at-risk students. These intervention services may include Accelerated Reader or teacher-created curriculum specific for students who are not making adequate academic progress.</p> <p><b>Categorical Program Adviser X-Time, Tutoring-</b> to purchase tutoring time specifically to address the needs of students that are struggling readers.</p> <p><b>IMA-</b> to purchase supplemental materials that will support the instructional program and achievement of our students. Math and science manipulatives, reading and writing materials such as Accelerated Reader that will address the English Language Arts state standards as well as intervention materials for use in our intervention program after school.</p>	<p>\$12,160 Tutor Teach X-Time (30d @\$405/d) Title 1</p> <p>\$2,005 CPA X-Time Tutor Title 1</p> <p>\$16, 864 IMA Title 1</p>	Principal or Assistant Principal will monitor activities as appropriate	Principal & or AP	August 2014-June 2016
	<p><b>General Supplies-</b> for the purchase of expendable items in nature that are consumed or worn out, deteriorate in use or are easily broken, damaged or lost: portfolios to use for student-led conferencing, readers writers notebooks, and sentence strips.</p>	<p>\$25,000 General Supplies Title 1</p>	Principal will monitor purchases with the assistance of the Categorical Program Advisor	Principal	August 2014-June 2016
	<p><b>Curricular Trips-</b> to enhance the learning opportunities for all students outside of the school.</p>	<p>\$2,100 Curricular Trips (6 buses) Title 1</p>	Principal will monitor purchases with the assistance of the Categorical Program Advisor	Principal	August 2014-June 2016
	<p><b>Community Representative-</b> Performs a liaison role between the school and the community. Participates as a neighborhood resource adviser to principals, teachers, parents, or project personnel concerned with school-community relations.</p>	<p>\$31,567 Comm. Rep. (3@ 3hrs/5d) Title 1</p>	Principal will monitor activities with the assistance of the Categorical Program Advisor	Principal	August 2014-June 2016
	<p><b>Software License Maintenance-</b> Allocate resources to purchase Accelerated Reader and Accelerated Math as an on going intervention program aimed at supporting and enhancing the ELA and Mathematics Program.</p>	<p>\$25,821 Software License Maintenance Title 1</p>	Principal and designee will monitor outcomes using software generated reports	Principal	August 2014-June 2016

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**Thomas Starr King Middle School**

**Los Angeles Unified School District  
2014-2015 Single Plan for Student Achievement Goal Matrix  
ACADEMIC DOMAIN  
MATHEMATICS**

**LEA Goal:** All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

**\*School Goal:** By June 2016 school year student proficiency scores will increase by 5% schoolwide from 61.6% to 66.6% or higher in mathematics using periodic assessments.

Identify data used to form this goal:  AYP Report/CAHSEE  CORE Waiver Data Report (if applicable)  MyData (CST Strand Report)  
 DIBELS  Student Grades  Curriculum-Based Measure:  Data Summary Sheet

<p>Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?</p> <ul style="list-style-type: none"> <li>Based on the assessments, in what strands of the mathematics instructional program were subgroups of 20 or more least proficient?</li> <li>What factors explain changes in proficiency levels over time?</li> <li>Were interventions effective in moving students to proficiency? If not, what change in intervention(s) does the school propose?</li> <li>What intervention(s) will be used to address the lowest-achieving subgroups?</li> </ul>	<ul style="list-style-type: none"> <li>LEP and RFP students are our lowest performing subgroups.</li> <li>Factors that contributed to change in proficiency were better test preparation, explicit instruction on outcomes, and focus on power standards. Better collaboration as a department explicitly by grade level. Intervention before, during and after school was used to target the most struggling students. The use of technology increased. Conferences attendance and PDs were meaningful. Demographics changed and has accounted for change. Teacher transiency was minimal to none.</li> <li>Yes intervention was effective.</li> <li>The lowest-achieving students will be offered intervention opportunities before and after school using a district approved Tier 2 intervention program.</li> </ul>
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**Key Strategy(ies):** The least proficient students in mathematics will be targeted and provided small group after or before school intervention

Focus Areas	Actions/Tasks to accomplish the Strategy(ies)** (Actions/Tasks must address subgroup needs.)	Projected Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/Completion Date
Effective Instructional Program (Professional Learning and Classroom Instruction)	<p>PD Teacher X/Z time to attend trainings on strategies to better implement lesson delivery of Common Core Standards in mathematics. Focus on content strands using lesson study methods during banked time Tuesday. Collaborate with members within the department to embed common core strategies into lessons.</p> <p>Day-to-Day Substitutes- to release teachers for planning related to the Success for All program, implement peer coaching and observe best teaching practices. To allow teachers to participate in lesson study that addresses closing the achievement gap for at risk students in mathematics.</p>	<p>\$14,688 PD Teacher X/Z (6hrs./36 teachers @ \$68/hr.) Title 1</p> <p>\$5,280 Day-to-Day Subs (16d @ \$330/d) Title 1</p>	<p>Principal will monitor implementation using classroom observation and feedback</p> <p>Principal, Non-Register Carrying Teacher and the Leadership Team will monitor through</p>	Principal	August 2014-June 2016

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<p>Maximizing Instructional Time</p>	<p><b>Teacher Librarian-</b> to broaden students' awareness of and interest in books and to enhance their growth as competent and avid readers. Collaborate with teachers to design relevant learning experiences for student that meet common core standards. Promote family literacy and build partnerships between the community and the school.</p> <p><b>Class Size Reduction Teachers-</b> to reduce class size in 7<sup>th</sup> and 8<sup>th</sup> grades in both English and Math.</p> <p><b>Office Technician-</b> Performs a variety of clerical services in connection with the Title 1 Program. Duties include maintenance of records and preparation of various documents for parental involvement and intervention activities as related to the Title 1 Program.</p> <p><b>Educational Resource Aid 2/3hr-</b> Assist in supporting and extending the focus of the school's instructional program under the direct supervision of a highly qualified teacher. Assist in maintaining a safe and nurturing environment, and support and strengthen school-community relations. Provided limited supervision.</p> <p><b>Teacher Auxiliary Intervention- (2 classes)</b> to purchase a highly qualified, register-carrying teacher to teach one additional intervention class period each day (5dys/wk) in English to address the needs of LTEL, and at-risk students.</p> <p><b>Categorical Program Advisor (3hr/day)-</b> Provides services to all students, includes; conducting professional development activities, writing updates to the Single Plan and program evaluation activities. Additional services include; providing parents with parenting classes/workshops, as well as assisting with development of the school's Parent Involvement Policy and Parent Compact (3-Way Pledge) monitoring program expenditures and providing tutoring opportunities for at risk students and coordinating any planning related to the program.</p>	<p>\$93, 761 Teacher Librarian (@100%) Title 1</p> <p>\$187, 522 CSR Teachers (2 @ 100%) Title 1</p> <p>\$54, 454 Office Tech (5d @ 100%) Title 1</p> <p>\$21, 252 ED Resource Aids (2 @ 3hrs/d) Title 1</p> <p>\$22, 680 Teacher Auxiliary (2 classes) Title 1</p> <p>\$58, 045 CPA (3hrs/5d @ 100%) Title 1</p>	<p>observations Principal or Assistant Principal assigned will monitor through classroom observation and feedback</p> <p>Principal or Assistant Principal will monitor activities as appropriate</p> <p>Principal or Assistant Principal will monitor activities as appropriate</p> <p>Principal or Assistant Principal will monitor activities through classroom observations</p> <p>Principal will monitor the coordinator's activities</p>	<p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal</p>	<p>August 2014-June 2016</p> <p>August 2014-June 2016</p>
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## Thomas Starr King Middle School

Interventions to Close Achievement Gaps	<p><b>Day-to-Day Substitutes-</b> to release teachers for planning related to the Common Core program, implement peer coaching and observe best teaching practices. To allow teachers to participate in lesson study that addresses closing the achievement gap for at risk students in mathematics and ELA.</p> <p><b>Professional Development-Teacher Regular-</b> to pay regular status teachers during the school day to attend mandated training during the basic assignment with categorical funds. To achieve consistent high quality teaching and learning for all students through high quality teaching informed by student centered data, align instruction with content standards and increase the use of technology across all grade levels.</p> <p><b>Other Non-Instructional Contracts-</b> allows for repairs and maintenance of our copiers that provide us with the opportunity to share and analyze student work as well as provide parents with information regarding school activities. (Toshiba Unified Print)</p> <p><b>Staff Conference Attendance-</b> to allow teachers to attend conferences that address the Common Core Standards in mathematics, that deal with SDAIE Strategies, differentiation, literacy numeracy, cooperative learning, multiple intelligences, Cornell Notes, etc. These conferences become an integral part of the professional development activities at our school.</p> <p><b>Problem-Solving Data Coordinator, Single Track-</b> to provide support to teachers, students and administrators in the delivery of data based problem-solving professional development and evidence-based strategies to provide access to core instruction and intervention, work collaboratively with the school leadership team to develop and implement the PS/RtI2 training agenda, provide non-evaluative classroom observation and feedback, and other supportive assistance necessary to implement the PS/RtI2 process.</p> <p><b>Teacher Tutoring X-Time-</b> To purchase teacher time for tutoring sessions before, during, and after school to address the academic needs of at-risk students. These intervention services may include Accelerated Reader or teacher-created curriculum specific for students who are not making adequate academic progress.</p>	<p>\$13,830 Day-to-Day Subs (41d @ \$330/d) Title 1</p> <p>\$6,015 PD Teacher Reg. (15d @ \$401/d) Title 1</p> <p>\$12,000 Toshiba Contract Title 1</p> <p>\$7,000 Staff Conference Title 1</p> <p>\$58,045 Prob. Solv. Cord.. (3hrs/5d @100%) Title 1</p> <p>\$12,160 Tutor Teach X- Time (30d @ \$405/d) Title 1</p>	<p>Principal or Assistant Principal will monitor activities as appropriate</p> <p>Principal or Assistant Principal will monitor activities as appropriate</p> <p>Principal will monitor activities as appropriate</p> <p>Principal or Assistant Principal will monitor activities as appropriate</p> <p>Principal will monitor the coordinator's activities</p> <p>Principal or Assistant Principal will monitor activities as appropriate</p>	<p>Principal</p> <p>Principal &amp; or AP</p> <p>Principal</p> <p>Principal &amp; or AP</p> <p>Principal</p> <p>Principal &amp; or AP</p>	<p>August 2014-June 2016</p> <p>August 2014-June 2016</p>
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**Thomas Starr King Middle School**

	<p><b>Categorical Program Adviser X-Time, Tutoring-</b> to purchase tutoring time specifically to address the needs of students that are struggling readers.</p> <p><b>IMA-</b> to purchase supplemental materials that will support the instructional program and achievement of our students. Math and science manipulatives, reading and writing materials such as Accelerated Reader that will address the English Language Arts state standards as well as intervention materials for use in our intervention program after school.</p> <p><b>General Supplies-</b> for the purchase of expendable items in nature that are consumed or worn out, deteriorate in use or are easily broken, damaged or lost: portfolios to use for student-led conferencing, readers writers notebooks, and sentence strips.</p> <p><b>Curricular Trips-</b> to enhance the learning opportunities for all students outside of the school.</p> <p><b>Community Representative-</b> Performs a liaison role between the school and the community. Participates as a neighborhood resource adviser to principals, teachers, parents, or project personnel concerned with school-community relations.</p> <p><b>Software License Maintenance-</b> Allocate resources to purchase Accelerated Reader and Accelerated Math as an on going intervention program aimed at supporting and enhancing the ELA and Mathematics Program.</p>	<p>\$2,005 CPA X-Time Tutor Title 1</p> <p>\$16,864 IMA Title 1</p> <p>\$2,100 Curricular Trips (6 buses) Title 1</p> <p>\$2,100 Curricular Trips (6 buses) Title 1</p> <p>\$31,567 Comm. Rep. (3@ 3hrs/5d) Title 1</p> <p>\$25,821 Software License Maintenance Title 1</p>	<p>Principal will monitor the coordinator's activities</p> <p>Principal will monitor purchases with the assistance of the Categorical Program Advisor</p> <p>Principal will monitor purchases with the assistance of the Categorical Program Advisor</p> <p>Principal will monitor purchases with the assistance of the Categorical Program Advisor</p> <p>Principal will monitor activities with the assistance of the Categorical Program Advisor</p> <p>Principal and designee will monitor outcomes using software generated reports</p>	<p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal</p>	<p>August 2014-June 2016</p>
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Los Angeles Unified School District  
2014-2015 Single Plan for Student Achievement Goal Matrix

ACADEMIC DOMAIN  
ENGLISH LANGUAGE PROGRAMS  
English Language Development (ELD) and Access to Core

**LEA Goal:** All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**\*School Goal:** By June 2016, there will be a 15% increase in reclassification within the LTEL population from 12.6% to 26.6%.

Identify data used to form this goal:  AYP Report/CAHSEE  CORE Waiver Data Report (if applicable)  MyData (CST Strand Report)  
 CELDT / AMAOs  Student Grades  Curriculum-Based Measure: \_\_\_\_\_  Data Summary Sheet

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?

- What factors explain the changes in proficiency levels over time?
- Why were interventions effective or ineffective in moving students to proficient or advanced on the assessment?
- What factors explain the increase or decrease in the number of Long Term English Learners (LTELs)?

- Proficiency levels over time have increased due to the rise in the parents' academic involvement and the effectiveness of professional development carried out in departments. The EL population has decreased dramatically and now makes about 1.1% of the entire population of students. Of the 126 ELs, 90 are LTELs who are missing one or more of the criteria needed to reclassify.
- Intervention was effective in moving students toward proficiency. We went from 32.5% to 40.2%, which is a 7.7% increase. The proficiency in AMAO 3 in ELA went from 27.4% to 53.4%, a 26% increase, and in Math 28.6% to 51.2%, a 22.6% increase.
- A major factors that explain the decrease in the numbers of LTELs are parent workshops and one to one parent conferences geared towards educating parents on the new Master Plan requirements and implications.

**Key Strategy(ies):** Targeted intervention and strategic EL monitoring will be used to increase access to the core curriculum.

Focus Areas	Actions/Tasks to accomplish the Strategy(ies)** (Actions/Tasks must address English learner needs.)	Projected Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/Completion Date
Effective Instructional Program (Professional Learning and Classroom Instruction)	<p>PD Teacher X/Z time to attend trainings on strategies to better implement lesson delivery of Common Core Standards to ELs. Focus on successful research-based strategies specially designed to meet the needs ELs. Use lesson study methods during department meetings. Collaborate with members within the department to embed common core strategies into lessons delivered to ELs</p> <p>Day-to-Day Substitutes - to release teachers for planning related to the EL curriculum. Implement peer coaching and observe best teaching practices. To allow teachers to participate in lesson study that addresses closing the achievement gap for ELs in mathematics and ELA.</p>	<p>\$1,224 PD Teacher X/Z (18hrs @ \$68/hr.) Title III</p> <p>\$990 Day-to-Day Subs (3d @ \$330/day) Title III</p>	<p>Principal will monitor implementation using classroom observation and feedback</p> <p>Principal will monitor activities as appropriate</p>	Principal	August 2014-June 2016

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## Thomas Starr King Middle School

	<p><b>Staff Conference Attendance-</b> to allow teachers to attend conferences that address the specific needs of ELs and L/TELEs, that deal with SDAIE Strategies, differentiation, CABE, cooperative learning, multiple intelligences, HADE, etc. These conferences become an integral part of the professional development activities at our school.</p>	\$600 Staff Conference Title III	Principal will monitor activities as appropriate	Principal	August 2014-June 2016
Maximizing Instructional Time	<p><b>Paraprofessional- Teacher Assistant (TA)-</b> to provide educational services to ELs/L/TELEs under the direct supervision of a highly qualified classroom teacher. Services range from one-to-one tutoring, translation, to assisting with the organization of instructional materials.</p>	\$16,393 Teacher Assistant (6hrs/d 5d/wk) Title III	Principal will monitor implementation using classroom observation and feedback	Principal	August 2014-June 2016
Interventions to Close Achievement Gaps	<p><b>Teacher Tutoring X-Time-</b> To purchase a teacher with EL authorization time for tutoring sessions before, during, and after school to address the academic needs of EL/L/TELE students. These intervention services are geared towards EL students who are not making adequate academic progress in either not making yearly progress or moving from one ELD level to the next successfully.</p>	\$1,224 Teacher Tutor X/Z (18hrs @ \$68/hr.) Title III	Principal will monitor activities as appropriate	Principal	August 2014-June 2016

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Los Angeles Unified School District  
 2014-2015 Single Plan for Student Achievement Goal Matrix  
 CULTURE and CLIMATE DOMAIN  
 PARENT AND COMMUNITY ENGAGEMENT

LEA Goal: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

\*School Goal: Increase the number of parents that actively participates in organized parent groups by 10% as reported by the Parent Experience survey 2015.

Identify data used to form this goal:

- Student Grades
- AYP Report/CAHSEE
- CORE Waiver Data Report (if applicable)
- MyData (CST Strand Report)
- School Experience Survey
- Data Summary Sheet
- Other: \_\_\_\_\_

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?

- What factors explain changes in parents feeling welcomed at school over the last two years?
- What factors explain changes in parents having opportunities for involvement at school over the last two years?
- What factors explain the changes in parents talking with their child's teacher about schoolwork over the last two years?

- Although 82% of our parents felt welcomed at King, it reflects an 8% drop from the previous year. This was probably due to the need of more out of class personnel. Over the course of two years our campus has lost 3-4 positions due to budget cuts that handled some of the parent involvement.
- The same level of opportunities exist for parents to get involved, however, parents find it difficult to get involved due to job demands and scarcity of free time.
- 2012-2013 was the first year that a large majority of teachers at King adopted Jupitergrades, an online program that allows parents and students access to their grades and vital classroom information, which resulted in more parent and student awareness in classroom, homework, and assessment information. The increase was dramatic in parents talking to the teachers about their children: from 25.2% to 68.7% and increase of 43.5%.

Key Strategy(jes): Create more learning opportunities for parents as it pertains to the common core standards.

Focus Areas	Actions/Tasks to accomplish the Strategy(jes)**	Projected Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/ Completion Date
Parent Engagement	<p>Create a more welcoming environment where parents can feel heard and connected to what the goals are of the school.</p> <p><b>Community Representative-</b> Performs a liaison role between the school and the community. Participates as a neighborhood resource adviser to principals, teachers, parents, or project personnel concerned with school-community relations.</p> <p>Develop a better way, such as online webinars, to engage parents that cannot attend meetings due to work or lack of time.</p> <p>Establish Parent Patrol Team Leaders to manage parent volunteer options and opportunities.</p>	<p>\$0</p> <p>\$10,500 (1@ \$14hr/3hrs a day 5d/w) 7E046</p>	Principal will monitor activities as appropriate	Principal and CPA	August 2014-June 2016

\*School Goals should be measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).  
 \*\*Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix

## Thomas Starr King Middle School

<p>Parent Communication</p>	<p>Set up a monthly calendar of events that deal with ways that parents can participate on campus and distribute them to students and parents as well as on the school's website.</p> <p>Blackboard Connect will be used to announce events, workshops, and volunteer opportunities.</p> <p>The Title 1 Coordinator will provide pertinent information about student achievement and progress to SSC, ELAC, and SDM.</p> <p>Jupitergrades will continue to be used as a way to inform parents about their children's academic standing and progress.</p> <p>Friends of King will send a weekly newsletter announcing events and parent involvement opportunities to parents.</p>	<p>Principal will monitor activities as appropriate</p>	<p>Principal and CPA</p>	<p>August 2014-June 2016</p>
<p>Parent Training</p>	<p>Offer workshops that help parents better engage with their children's academic needs using data analysis. For example, common core standards workshop, Understanding and interpreting CELDT scores, Reclassification, ELD support, Cyber-bullying, and the monitoring of social networks.</p> <p>Parent trainings will be offered in: Jupitergrades, Edmodo, social network monitoring, LTEL, Master Plan, and Creating a School-Parent Partnerships using the Parent Involvement Policy as a guide.</p> <p><b>IMA</b>- to purchase supplemental materials that is geared towards the instructional support of parents and the achievement of our students.</p>	<p>Principal will monitor activities as appropriate</p>	<p>Principal and CPA</p>	<p>August 2014-June 2016</p>

\$800  
IMA  
7E046

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**Thomas Starr King Middle School**

**Los Angeles Unified School District  
2014-2015 Single Plan for Student Achievement Goal Matrix  
SOCIAL/EMOTIONAL DOMAIN  
100% ATTENDANCE, SUSPENSION/EXPULSION and NON-COGNITIVE SKILLS**

<b>*School Goal:</b> During the 2014-2015 school year King MS will have a 96% attendance rate.					
<b>Identify data used to form this goal:</b> <input type="checkbox"/> AYP Report/CAHSEE <input type="checkbox"/> MyData (Early Warning/At-Risk Report) <input type="checkbox"/> Student Grades <input checked="" type="checkbox"/> Data Summary Sheet <input checked="" type="checkbox"/> School Experience Survey <input type="checkbox"/> Curriculum-Based Measure: _____ <input type="checkbox"/> Other: _____					
<b>Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?</b> <ul style="list-style-type: none"> <li>Did the school meet its 2013-2014 attendance targets?</li> <li>What factors explain changes in student attendance rates over the last two years?</li> <li>How many instructional days were lost to suspension over the last two years?</li> <li>What factors explain the changes that occurred in the suspension rates over the last two years?</li> <li>What factors explain the changes that occurred in instructional days lost to suspension over the last two years?</li> <li>What factors explain the changes that occurred in student responses to school safety?</li> </ul>	<ul style="list-style-type: none"> <li>The attendance targets were met.</li> <li>Students are acknowledged for making school a priority through certificates, raffle prizes, and attendance t-shirts.</li> <li>166 instructional days were lost due to suspensions over the past two years.</li> <li>The district has changed the ways that school sites suspend students which accounts for the dramatic decline.</li> <li>A factor that could explain the changes in students' response over school safety is the increase in student population. We have an additional 200 students on campus.</li> </ul>				
<b>Key Strategy(ies):</b> An incentive program will be implemented to acknowledge students that have perfect and good attendance and daily phone calls will be made to students who are absent.					
<b>Focus Areas</b>	<b>Actions/Tasks to accomplish the Strategy(ies)**</b>	<b>Projected Costs, Expenditures, and Funding Sources</b>	<b>How will the school monitor the actions/tasks?</b>	<b>Staff Responsible</b>	<b>Start/ Completion Date</b>
Social / Emotional Interventions	Students will receive incentive t-shirts for perfect attendance at the end of each semester that they can wear instead of their uniform shirts on Fridays. <ul style="list-style-type: none"> <li>Monthly raffle prizes will be offered as an incentive for attendance and to acknowledge positive behavior displayed towards peers and adults</li> <li>Hold parent conferences for students who are habitually tardy or absent and create an action plan that will address the concerns and help eradicate the issue.</li> </ul> The Peer Mediation Program will continue to be used as an option for students to used to resolve problems they are having with other peers. Conflicts that can not be solved through peer mediation will be dealt with by the administrative and/or counseling staff. This program is funded by the County of Los Angeles Dispute Resolution Program in Association with the Asian Pacific American Legal Center.	\$0 (donated from local vendor)          \$0	Attendance Reports          Monthly Reports          The Principal will monitor the Lead Teacher and associated program staff	Principal/ AP over attendance          Principal          Principal	August 2014-June 2016

\*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).  
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## Thomas Starr King Middle School

	<p><b>Nurse-</b> Provides parent in-service and training through our school advisory and parent-group meetings, provides health related counseling for parents/community groups, referrals and follow-up on preventative health concerns, and participation in staff development regarding health related issues. Participates in multidisciplinary teams such as Student Success Team (SST) to identify necessary support services.</p> <p><b>School Psychologist-</b> provides specialized services to students in groups or individually in the form of observations, assessing either formal or informal, collaborates with teachers, staff, and community agencies, and assists parents in understanding student's special needs.</p>	<p>\$59, 480 ITIN Nurse (3d @ 100%) Title 1</p> <p>\$20, 718 ITIN Psych (1d @ 100%) Title 1</p>	<p>through observation and on going communication</p> <p>Principal will monitor activities as appropriate</p> <p>Principal or Assistant Principal will monitor activities as appropriate</p>	<p>Principal</p> <p>Principal</p>	<p>August 2014-June 2016</p>
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