

Los Angeles Unified School District

***Single Plan for Student Achievement
Targeted Assistance School (TAS)***

2017-2018

Implementation

NOBEL CHARTER MIDDLE SCHOOL



Superintendent

Michelle King

Board Members

Steven Zimmer, Board President

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TAS Version:
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NOBEL CHARTER MIDDLE SCHOOL

SCHOOL IDENTIFICATION

School Name: Nobel MS Location Code: 8272 Local District: LDNW

CDS Code	County		District					School					
	1	9	6	4	7	3	3	6	0	6	1	5	4

For additional information on our school programs contact the following:

Principal: Derek Horowitz E-mail address: dhorowit@lausd.net

SPSA Contact: Karen Turner/Karla Amaya Position: Assistant Principal/CPA E-mail address: kkt6425@lausd.net/kra8487@lausd.net

School Address: 9950 Tampa Avenue Northridge, CA 91324 School Telephone Number: 818-773-4700

The District Governing Board approved this Single Plan for Student Achievement on:

I have reviewed the Single Plan for Student Achievement (SPSA) and Targeted Student Population (TSP) plan and recommend both for implementation.

<u>Joseph Nacorda</u> Typed name of Local District Director	_____ Signature of Local District Director	_____ Date
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NOBEL CHARTER MIDDLE SCHOOL

LOCAL DISTRICT REVIEW AND SPSA APPROVAL

Directions: After you have reviewed the applicable sections of the Single Plan for Student Achievement (SPSA) and determined that the SPSA meets legal requirements, check the approval box and type your name and date on the appropriate line.

Reviewed by Local District English Learner Coordinator: Debra Hirsch _____
[Typed name of Local District English Learner Coordinator] Date

Reviewed by Local District PACE Administrator: Gonsalo Garay _____
[Typed name of Local District PACE Administrator] Date

Reviewed by Local District Title I Coordinator: Temo Arroyo _____
[Typed name of Local District Title I Coordinator] Date

Approved by Local District Director: Joseph Nacorda _____
[Typed name of Local District Director] Date

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RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its proposed expenditures to the district governing board for approval and assures the board of the following:

1. School Site Council has developed and approved, and will monitor the plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plan was developed with the review, certification, and advice of any applicable school advisory committees.

The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan. Signatures are requested for those advisory committees/groups providing input in the development of this plan.

3. The content of the plan is aligned with school goals for improving student achievement.
4. The plan is reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the School Site Council.
5. Plans are reviewed and approved by the governing board of the local educational agency whenever there are material changes that affect the academic programs for students covered by programs funded through the consolidated application.
6. The school will provide an accelerated, high quality curriculum.
7. The school minimizes the removal of identified children during regular school hours for supplemental Title I instruction (Targeted Assistance Schools only).
8. The school will, on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section if necessary to provide additional assistance to enable such children to meet the challenging State academic standards.

Committees	Date(s) of recommendation	Chairperson	
		Typed Name	Signature
English Learner Advisory Committee (ELAC) Mark if applicable: <input checked="" type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> School has fewer than 21 English Learners: ELAC is not required.	11/02/2015		
Other (list)			

This school plan was adopted by the School Site Council on the following date:

School plan approval appears in SSC Minutes.

_____ Date

Attested:

Julianne Fassett
Typed name of SSC chairperson

Signature of SSC chairperson

Date

Derek Horowitz
Typed name of school principal

Signature of school principal

Date

**NEEDS ASSESSMENT
SPSA Targeted Assistance School (TAS)**

A needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspensions/expulsions, and non-cognitive skills. The Needs Assessment for the TAS SPSA is comprised of recommendations derived from the review and analysis of data.

Directions: Review and analyze the data and determine strategies that will help improve teaching and increase student achievement.

Indicate all data sources reviewed to address the Academic Goal(s):	<input type="checkbox"/> Student Grades	<input checked="" type="checkbox"/> School Accountability Report Card (SARC)	<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> CELDT / AMAOs	<input type="checkbox"/> IEP Goals Data	<input type="checkbox"/> California School Dashboard	<input checked="" type="checkbox"/> School Experience Survey
<input checked="" type="checkbox"/> School Report Card	<input type="checkbox"/> DIBELS Math	<input checked="" type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)	<input type="checkbox"/> Publisher's Assessments
<input checked="" type="checkbox"/> MyData	<input type="checkbox"/> DIBELS	<input type="checkbox"/> Interim Comprehensive Assessment (ICA)	<input type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> Perception Data (e.g., surveys, focus groups, etc.)	<input type="checkbox"/> Observation Data (e.g., classroom observations, playground observations, etc.)		
<input type="checkbox"/> Other(s):			

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<input checked="" type="checkbox"/> Title I (70S46)	<input type="checkbox"/> 7E046
<input type="checkbox"/> Title I (7T124)	
<input type="checkbox"/> Title III (7T197)	

***2017-2018 Single Plan for Student Achievement
Targeted Assistance School (TAS)***

Describe the findings and issues affecting student performance:

Key Findings:

Smarter Balanced Assessment ELA Achievement Levels (2015-2016)

- Sixth Grade: 27% Not/Nearly Met Standards
- Seventh Grade: 29% Not/Nearly Met Standards
- Eighth Grade: 29% Not/Nearly Met Standards

Smarter Balanced Assessment Math Achievement Levels (2015-2016)

- Sixth Grade: 40% Not/Nearly Met Standards
- Seventh Grade: 38% Not/Nearly Met Standards
- Eighth Grade: 40% Not/Nearly Met Standards

Smarter Balanced Assessment ELA Achievement Scores by Subgroups (2015-2016)

- Black: 36% Not/Nearly Met Standards
- Hispanic: 38% Not/Nearly Met Standards
- English Learners: 93% Not/Nearly Met Standards
- Socioeconomically Disadvantaged: 34% Not/Nearly Met Standards
- Students with Disabilities: 75% Not/Nearly Met Standards

Smarter Balanced Assessment Math Achievement Scores by Subgroups (2015-2016)

- Black: 50% Not/Nearly Met Standards
- Hispanic: 52% Not/Nearly Met Standards
- English Learners: 94% Not/Nearly Met Standards
- Socioeconomically Disadvantaged: 48% Not/Nearly Met Standards
- Students with Disabilities: 81% Not/Nearly Met Standards

Smarter Balanced Assessment ELA Claim Scores (2015-2016)

- Reading: 16% Below Standard, 51% Near Standard, 33% Above Standard
- Writing: 11% Below Standard, 48% Near Standard, 41% Above Standard
- Speaking & Listening: 7% Below Standard, 70% Near Standard, 23% Above Standard
- Research/Inquiry: 8% Below Standard, 48% Near Standard, 44% Above Standard

Smarter Balanced Assessment Math Claim Score (2015-2016)

- Concepts & Procedures: 21% Below Standard, 36% Near Standard, 43% Above Standard
- Problem Solving: 18% Below Standard, 47% Near Standard, 35% Above Standard
- Communicating Reasoning: 13% Below Standard, 52% Near Standard, 34% Above Standard

School Report Card (2015-2016)

- English Learners: 7% Met/Exceeded ELA Standards
- English Learners: 6% Met/Exceeded Math Standards
- Socioeconomically Disadvantaged: 66% Met/Exceeded ELA Standards

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- Socioeconomically Disadvantaged: 52% Met/Exceeded Math Standards
- Students with Disabilities: 28% Met/Exceeded ELA Standards
- Students with Disabilities: 20% Met/Exceeded Math Standards
- 52% of English Learners have not yet reclassified in 5 years (LTELs)
- 3% of students have chronic absences
- 88% of students have 96% or higher attendance

School Experience Survey (2015-2016)

- 60% of students Agree/Strongly Agree that teachers go out of their way to help students
- 62% of students Agree/Strongly Agree that they can go to an adult at this school for help to prepare them for college and career
- 33% of students Never use technology in school to make something new and creative
- 7% of students Daily/Almost Daily receive their own computer or tablet during class
- 18% of students Daily/Almost Daily use computer programs in school to complete school assignments or projects
- 23% of students Daily/Almost Daily use the internet in school to find information for school assignments
- 32% of parents Strongly Agree that the school staff provides translation and interpretation services when needed
- 22% of parents Strongly Agree that the parent center provides useful resources to help support their child's education
- Out of 2,456 only 1,580 parents completed the survey for 2015-2016.

School Accountability Report Card CAASPP Results in ELA (2015-2016)

- Sixth Grade:
 - Black: 62.96% Met/Exceeded Standards
 - Hispanic: 65.09% Met/Exceeded Standards
 - Socioeconomically Disadvantaged: 67.29% Met/Exceeded Standards
 - English Learners: 8.33% Met/Exceeded Standards
 - Students with Disabilities: 22.64% Met/Exceeded Standards
- Seventh Grade:
 - Black: 60% Met/Exceeded Standards
 - Hispanic: 60.90% Met/Exceeded Standards
 - Socioeconomically Disadvantaged: 64.25% Met/Exceeded Standards
 - English Learners: n/a
 - Students with Disabilities: 30.77% Met/Exceeded Standards
- Eighth Grade:
 - Black: 67.35% Met/Exceeded Standards
 - Hispanic: 60.90% Met/Exceeded Standards
 - Socioeconomically Disadvantaged: 65.36% Met/Exceeded Standards
 - English Learners: n/a
 - Students with Disabilities: 36.36% Met/Exceeded Standards

School Accountability Report Card CAASPP Results in Math (2015-2016)

- Sixth Grade:
 - Black: 48.15% Met/Exceeded Standards
 - Hispanic: 46.76% Met/Exceeded Standards
 - Socioeconomically Disadvantaged: 50.94% Met/Exceeded Standards
 - English Learners: 6.25% Met/Exceeded Standards
 - Students with Disabilities: 19.68% Met/Exceeded Standards
- Seventh Grade:
 - Black: 55% Met/Exceeded Standards
 - Hispanic: 49.20% Met/Exceeded Standards

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- Socioeconomically Disadvantaged: 53.48% Met/Exceeded Standards
- English Learners: 8.33% Met/Exceeded Standards
- Students with Disabilities: 26.42% Met/Exceeded Standards

- Eighth Grade:

- Black: 44.90% Met/Exceeded Standards
- Hispanic: 47.13% Met/Exceeded Standards
- Socioeconomically Disadvantaged: 50.45% Met/Exceeded Standards
- English Learners: n/a
- Students with Disabilities: 25% Met/Exceeded Standards

Key Issues:

Analysis of the Smarter Balanced Assessment data indicates that Targeted At-Risk students are struggling to meet both the ELA and Math Standards across all grade levels. In English Language Arts' Writing claim, there is a great percentage of students who are below/near meeting the standard. More than half of the targeted students are also having difficulties meeting the Research/Inquiry claim in ELA. A significant area of need is also evident in Math's problem solving and communicating reasoning claims. To better prepare our students to meet such standards, attention needs to be given to; in school, afterschool, and Saturday interventions that target both ELA and Math. This data analysis is consistent with the findings in the School Report Card.

In order to address these concerns, the committee believes more emphasis should be placed on interactive reading strategies and text annotation. Additionally students need more direct instruction in using digital resources to conduct authentic research. To address concerns in math, problem solving with real life situations (when possible) should be used. All of these skills will be the focus of our after hours intervention measures for our At-Risk Targeted students.

According to School Report Card a very small percentage of English Learners were able to meet or exceed the ELA and Math standards. Even though our population of English Learners remains small, it is an area of focus due to potential increases in this population that will reflect that of the district. Professional development through Buy Back Days will deliver instruction on Avid study skills, for example the use of Cornell Notes, outlining, the use of chunking of writing, and the use of graphic organizers to construct and develop thesis and research papers. Students with Disabilities also demonstrated a challenge in meeting such standards. Our targeted Socioeconomically Disadvantaged students are progressing towards meeting standards in ELA and Math, but room for growth still remains. English Learners who have not reclassified in five years remains high and is an area that needs to be addressed through intervention and professional development of the staff. Another issue analyzed through the School Report Card is the need for growth in the number of students who have 96% or higher attendance while lowering the number of chronic absences. Having more of the students attend school regularly will be a focus of the upcoming year.

The School Experience Survey exemplifies that targeted students are not having adequate experiences with technology in school to complete assignments. Only a small percentage of students report having access to computers, tablets, or computer programs on a daily basis. At-risk targeted students will be given ample opportunities to use technology through the purchase of Chrome book carts and digital platforms (AR/AM/Lightsail) in their classrooms on a regular basis and also through afterschool and Saturday school interventions. Parent involvement in completing survey is an area of needed growth. Parents report that not enough translated material or interpretation services when needed exist. Parents report that more useful resources are needed to help support their child's education in the parent center. The purchase of parenting books in English and Spanish will assist parents in having resources at their disposal in the parent center. Parent center will also house a collection of high interest low-level student library books to assist parents in their involvement in their child's education.

Analysis of the School Accountability Report Card indicates that among our targeted subgroups, we want to note that English Learners had the lowest achievement levels in both Math and ELA among all three grade levels. In addition Students with Disabilities were the second lowest group in meeting/exceeding standards in Math and ELA not exceeding 36% in all three grade levels. A third subgroup of the Socioeconomically Students are a furthers area of concern with Math at 50% achievement and ELA about 65% achievements among

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all grade levels. In order to meet the needs of all sub groups, a Categorical program Advisor (Title I coordinator) has been purchased to oversee the strategies and measures that will be taken to insure the success of the At-Risk targeted students. The role of The CPA will be to advocate for the At-Risk Targeted students in intervention and in the General Education classroom. Title1 Coordinator will work closely to monitor the progress of all sub groups with the support of the EL coordinator and administrative staff.

State the School's Measurable Objectives:

By June 2018, Nobel Charter Middle School will demonstrate the following gains:

1. English Language Arts Measurable Objectives:
 - The number of Black students who did not/nearly met SBAC standards will decrease from 36% to 34%.
 - The number of Hispanic students who did not/nearly met SBAC standards will decrease from 38% to 36%.
 - English Learners who did not/nearly met SBAC standards will decrease from 93% to 91%.
 - The number of Socioeconomically Disadvantaged students who did not/nearly met SBAC standards will decrease from 34% to 32%.
 - The number of Students with Disabilities who did not/nearly met SBAC standards will decrease from 75% to 73%.
2. Math Achievement Measureable Objectives:
 - The number of Black students who did not/nearly met SBAC standards will decrease from 50% to 48%.
 - The number of Hispanic students who did not/nearly met SBAC standards will decrease from 52% to 50%.
 - English Learners who did not/nearly met SBAC standards will decrease from 94% to 92%.
 - The number of Socioeconomically Disadvantaged students who did not/nearly met SBAC standards will decrease from 48% to 46%.
 - The number of Students with Disabilities who did not/nearly met SBAC standards will decrease from 81% to 79%.
3. Attendance:
 - The attendance of students who have 96% or higher will increase from 88% to 90%.
 - The number of chronic absences will decrease from 3% to 1% of targeted students..
4. Parent Involvement:
 - The number of School Experience Surveys will increase from 1,580 to 1,800 for the 2017-2018 school year.
 - According to the School Experience Survey, the number of parents who feel the parent center provides useful resources (information, classes) to help parents assist them in their child's education will increase from 22% who strongly agree to 25%.
 - According to the School Experience Survey, the number of parents who strongly agree that the school staff provides translation and interpretation services when needed with increase from 32% to 35%.
5. Technology
 - The number of students who daily or almost daily use computer programs while in school to complete school assignments will increase from 18% to 20% in the School Experience Survey.
 - The number of students who never use technology in school to make something new and creative for class will decrease from 33% to 30%.

Goals	Focus Areas	Describe the evidence-based strategies selected to achieve the school's measurable objectives and the actions the school will take to carry out the strategies. Indicate the targeted subgroups.	On what dates will the actions begin and end? mm/dd/yy	How will the school measure the effectiveness of each action?	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE? (if applicable)	What is the program funding source?
<input type="checkbox"/> 100% Graduation <input checked="" type="checkbox"/> ELA <input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Lesson Planning, Data Analysis, PD <input checked="" type="checkbox"/> Effective	Education Aides III will assist in AVID classes and intervention classes in grades 6-8 to support both at-risk targeted students and the teacher with instructional support and student	08/15/2017 06/08/2018	Principal, Assistant Principals, and CPA will observe the effectiveness of the Education Aides in	Education Aides III	24460	10,493 x 3 = \$31,479	.38	Title I 70S46

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<input checked="" type="checkbox"/> EL Programs	<input type="checkbox"/> Classroom Instruction <input checked="" type="checkbox"/> Interventions During and After the Regular School Day <input type="checkbox"/> Building Parent Capacity and Partnership	<p>monitoring. Students will be supported in both ELA and Math in the use of Cornell Notes. Students will be supported in techniques and strategies to build strong study habits, both in the classroom and independently that will filter into all academic areas. Such strategies include Cornell Notes, revising and editing, and close reading. Education Aides are a strong measure to increase one on one attention for our lower achieving students. Education Aides will work in both small group and in whole group sessions to redirect students attention to the lesson being presented. This type of regular support builds confidence and increases accessibility to help for the student. Education Aides. The Educational Aides will be used in large group to help targeted students with strategies that include; Cornell notes, outlining techniques, active reading and annotation of text and duties to help facilitate the teacher's lesson on a daily basis.</p> <p>Tutor X Time will be used to create and host Saturday School for a 10 week period (\$89,280/ \$77 = 1,159 hours) both in the fall and spring semesters which will target at-risk identified students whose intervention needs exceed that of the regular school day in grades 6-8.. Each Saturday will consists of four hours of instruction. 12 qualified teachers per session will be hired to staff Saturday school along with an administrator to provide support to parents, students and teachers. In math problem solving skills and communicating reasoning skills will be targeted and in ELA writing and comprehension skills will be addressed with one class per grade level in each subject not to exceed 25 students. (If greater need arises, sections and teachers may be added). The Parents of targeted students will be involved with regular informative workshops aimed at supporting students in study habits and strategies for success. The</p>	<p>09/30/2017 12/09/2017 (Fall)</p> <p>01/20/2018 03/24/2018 (Spring)</p>	<p>the classroom on multiple occasions and provide feedback to the teachers and the Education Aides.</p> <p>Categorical Program Advisor will gather data in three ways. First, students will take a baseline test at the start of each session and at the end of the session to determine growth using the Accelerated Reader and Accelerated Math platforms from Renaissance Learning. Second, teachers will conduct informal observations and keep notes as needed. Third, students will provide a writing sample in both ELA and math</p>	<p>Tutor Teacher X Time (Saturday School)</p>	<p>10376</p>	<p>89,280</p>		<p>Title I 70S46</p>
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		<p>goal of this is to reinforce the role of parents as educators and empower them to support their children at home. The sessions will focus on strengthening literacy in all content areas with traditional instruction by way of Accelerated Reader and Renaissance Learning and also an extensive use of technology. Chrome Book carts will be utilized as an important tool with a focus on academic/instructional purposes. ELA Springboard Intervention workbooks will be utilized to strengthen reading comprehension and writing skills. GoMath online intervention downloadable resources will also be used.</p> <p>To ensure that our at-risk targeted students increase their gains on the Smarter Balanced Assessment, Categorical Program Advisor, College and Career Coach, and Administrators will provide professional development that is data-driven and results-based to address the gaps in achievement between our targeted students in ELA and Math. Our targeted students include Socioeconomically Disadvantaged, English Learners, Black, Hispanics, and Students with Disabilities. The Categorical Program Advisor will also provide instructional guidance including PD to staff on how to access reports online to identify at-risk students. Source of data gathering will involve myData, SBAC, report card grades, and special education assessment data. Current and past data will be addressed. Categorical Program advisor will monitor the gains of targeted students who have attended all intervention to assess effectiveness at the end of each semester. CPA will also coordinate Title I Program and Services including compliance documentation for targeted at-risk identified students.</p>	<p>08/15/2017 06/08/2018</p>	<p>to be reflected upon by all stakeholders and if possible be shared with the content area teacher when appropriate. Categorical Program Advisor will carefully monitor targeted student SBAC scores to determine effectiveness of the program.</p> <p>Administrators, CPA, and College and Career Coach will maintain agendas and evaluations of each professional development. Regular meetings to discuss additional support and topics needed by the staff will be discussed throughout the year.</p>	<p>Categorical Program Advisor (CPA) CPA Differential</p>	<p>11736 11681</p>	<p>115,897 1,821</p>	<p>1FTE</p>	<p>Title I 70S46 Title I 70S46</p>
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		<p>To ensure the efficacy and quality of our Saturday Intervention program Administrative supervision will be required. At a rate of \$6,536/&77= 84 hrs. Administrator will ensure that a high quality curriculum and instruction is being delivered through classroom visits. Additionally the administrator will support the teacher with any material needed for successful supplemental intervention instruction.</p>	<p>09/30/2017 12/09/2017 (Fall)</p>	<p>Administrators will access the data gathered by the teachers of each Saturday School session and share as appropriate, with all stakeholders</p>	<p>Administrator X Time</p>	<p>11458</p>	<p>6,536</p>		<p>Title I 70S46</p>	
		<p>Tutor X Time will be used to create an after school intervention program both in the fall and spring semesters which will target at-risk identified students whose intervention needs exceed that of the regular school day. At a rate of \$18,696/\$77= 242 hours offered for grades 6-8. Offered Monday, Wednesday, Thursday for one hour and a half each day for a total of 4.5 hours per week. Six qualified teachers per session will be hired to staff the after school intervention to provide support to students. Both math and ELA will be addressed with one class per grade level in each subject not to exceed 25 students. (If greater need arises, sections and teachers may be added). Students who were not able to attend Saturday school will be targeted first. Springboard, Accelerated Reader, Accelerated Math, Renaissance Learning, and GoMath intervention components will be used as curriculum. The Parents of targeted students will be involved with regular informative workshops aimed at supporting students in study habits and strategies for success. The goal of this is to reinforce the role of parents as educators and empower them to support their children at home The sessions will focus on strengthening literacy in all content areas with traditional instruction and extensive use of technology. Laptop carts will be utilized as an important tool with a focus on academic/instructional purposes.</p>	<p>01/20/2018 03/24/2018 (Spring)</p>	<p>09/25/2017 02/05/2018 (Weekly)</p>	<p>Data will be gathered in three ways. First,students will take a baseline test at the start of each session and at the end of the session to determine growth using the Accelerated Reader and Accelerated Math platforms from Renaissance Learning. Second, teachers will conduct informal observations and keep notes as needed. Third, students will provide a writing sample in both ELA and math to be reflected upon by all stakeholders and if possible be shared with the content area teacher when appropriate. All data will be used to evaluate and assess the effectiveness of the Saturday intervention program. Categorical Program Advisor will carefully monitor targeted student SBAC scores to determine effectiveness of the program.</p>	<p>Tutor Teacher X Time (After School Intervention)</p>	<p>10376</p>	<p>18,696</p>		<p>Title I 70S46</p>

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		<p>Professional Development for the staff of all targeted students will be offered once each semester for a total of two sessions in the year for 90 teachers, grades 6-8. Strategies to address culturally responsive teaching will be presented by the Center for Culturally Responsive Teaching (CCRT) in Marina del Rey. Teachers will gain the strategies needed to minimize the achievement gap of our targeted students. At a rate of \$85,845/\$77=1,114 hrs.</p>	<p>11/20/2017 04/16/2018</p>	<p>Administrators and Categorical Program Advisor will do classroom observations to ensure the implementation of skills that were presented during the Buy Back Days. Student work samples will be collected when appropriate.</p>	<p>PD Teacher X Time</p>	<p>10375</p>	<p>85,845</p>		<p>Title I 70S46</p>
		<p>Professional Development will be offered for select teachers to meet the instructional needs of at-risk identified targeted students (Els, SWD, African Americans, and Latinos) who instructional support in editing skills in their writing and comprehension of grade level material. UCLA Center X will provide customized professional development in the Spring to address continued challenges with common core writing tasks across the curriculum.</p>	<p>11/20/2017 04/16/2018</p>		<p>Contracted Instructional Services</p>	<p>50002</p>	<p>3,000</p>		<p>Title I 70S46</p>
		<p>21 days Teacher Release Time will be used to further the effect of professional development received during professional development for teachers of identified at-risk students. Teachers will request and be granted the opportunity to meet by department and by grade level to do lesson planning/study based on the new strategies acquired by the Center X and CCRT presenters. This will take place in increments of two hours per day on a rotating basis; one day periods 1,2 the next day periods 3,4 and periods 5,6. This will maximize time teachers can address a targeted strategy and minimize disruption to instruction. Hours may also be reserved to observe the completed lessons of colleagues. A group of 6 will be able to meet 3-4 times as classes and time allows and have 2 hours of observation time per group.</p>	<p>11/21/2017 05/01/2018</p>	<p>Principal will monitor schedule of release time and collect agendas of each release period of teachers involved. Share out time will be allotted during department meetings for participating teachers to share with colleagues their experiences and students achievements.</p>	<p>Teacher Release Days (21 days at \$470= 9,870)</p>	<p>10377</p>	<p>9,870</p>		<p>Title I 70S46</p>

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		<p>Teachers will work collaboratively outside of their basic assignment to examine and analyze data including: SBAC results, LCAP, SARC, School Report Card, Student Grades, California Dashboard, My Data and the School Experience Survey to compile all necessary information in order to draft an initial a comprehensive SPSA for Nobel Charter Middle School reflective of the needs of our targeted students. Input from all stakeholders will be taken into account. At a rate of \$7,900/\$77=102 hours divided among three teachers and one administrator.</p>	<p>06/19/2017 06/20/2017 06/21/2017 06/23/2017 07/03/2017 07/04/2017 07/05/2017 10/01/2017</p>	<p>Principal and Assistant Principal will review and evaluate the development of the plan and make adjustments/additions when needed. Single Plan will be continuously be examined to ensure expenditures are carefully monitored and used to their greatest possible effect.</p>	<p>Teacher X Time (Indirect)</p>	<p>10391</p>	<p>7,900</p>		<p>Title I 70S46</p>
		<p>Teachers of identified targeted at-risk students, Categorical Program Advisor (CPA), Administrators, and Parent Community Representative will attend the following conferences to learn and support effective research based strategies and activities: (1) California League of Middle Schools (2) Computer Using Educators (CUE) (3) California Math Council (4) California Association of Teachers of English (5)National Science Teacher Association (5) National Title I (6) AVID training (7). Attendance of these conferences is needed to address th 16% of students who are scoring below standard in Reading, 11% who are scoring below in Writing and 21% who are scoring below standard in mathematical concept and procedures, and to address need for the use of computers in the classroom that students report not having on a daily basis.</p>	<p>08/15/2017 06/08/2018</p>	<p>Administrators will collect attendees verification of attendance and schedule PD time to allow attendees to share with grade levels the information gathered at such conferences. Teachers who participate in conferences will share their learning with grade levels and departments to ensure all stakeholders have access to new information gained.</p>	<p>Staff Conferences Fees/Mileage</p>	<p>50080</p>	<p>15,000</p>		<p>Title I 70S46</p>

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		<p>To ensure that our At-Risk targeted students are closely monitored in their academic gains in Writing, Comprehension, and Mathematical problem solving and communicating reasoning skills; 1,500 licenses for Accelerated Reader (AR), Accelerated Math (AM), and Lightsail will be purchased to be used by our targeted At-Risk students. After School and Saturday Intervention will use these programs to supplement their instruction to student's literacy in both ELA, Math, and technology skills which in turn will increase achievement across the core curriculum. All the teachers of targeted At-Risk students will have access to the resources and reports of AR/AM and Lightsail to assist them in assessing student literacy and math skill level in order to more accurately plan and implement appropriate instruction specifically designed for At-risk targeted students..</p>	<p>08/15/2017 06/08/2018</p>	<p>Data will be gathered through the use of the respective platforms with initial testing, mid-year testing and end of year testing to show increase in student grade equivalency, lexile level and fluency. Reports will also be generated every 5 weeks indicating progress in the area of comprehension, words read and quiz scores. Math skills will be measured by the increased number correct on each quiz that corresponds with each skill.</p>	<p>Supplementa I Instructional Material</p>	<p>40267</p>	<p>25,000</p>		<p>Title I 70S46</p>
		<p>80 hp Chrome Books (model # 11 G5 2GB) at the unit price of \$228.31 through Arey Jones, and two carts at the Amazon price of \$1,523.89 Learniture LNT-NEH 5001-SO 36-BAY Deluxe will be purchased. The total price of the 2 carts is 3,047.78. The purchase of two Chrome Book carts will be used to integrate technology in the classroom and address the need of At-Risk targeted students who reported that they do not have enough experiences to create and complete classroom assignments on a daily basis. The Chrome Book carts will be used to enrich the core curriculum through the use of AR/AM and Lightsail licenses. To increase writing skills by composing and submitting documents through Google Classroom and by increasing revision and peer editing</p>	<p>08/15/2017 06/08/2018</p>	<p>Administrator and CPA will conduct observations in classrooms where the carts are being used to monitor the level of effectiveness and frequency of use. A check-out log will be carefully reviewed and teacher reports will be generated using AR/AM and Lightsail showing improvement in Math and ELA grade equivalency, lexile and skill increase.</p>	<p>Non- capitalized equipment (technology)</p> <p>General Supplies Technology (\$3,048)</p>	<p>40124</p> <p>40127</p>	<p>3,048</p> <p>18,265</p>		<p>Title I 70S46</p> <p>Title I 7S046</p>

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		<p>skills. Students will have regular practice with authentic directed internet searches for specific purpose that fit the need and ability level of the At-risk targeted students. Additionally students will work in small groups with Education Aides/Instructional Aides to access reinforcement lessons found online through Khan Academy, Ted Talks and exchanges with students from other schools in writing and through virtual chat. The computers will be used during the regular school day, in after school targeted intervention, and both the fall and spring Saturday schools. These carts will be housed in the math and ELA intervention classrooms.</p>							
		<p>Six Instructional Aides will be used in At-Risk Targeted student classrooms in grades 6-8. Aides will assist a teacher reinforcing instructional ELA/Math content, providing student services, , and communicating with teachers about student academic progress. Students will be arranged regularly in small group to be assisted by aides in the use of technology and individual remediation using Freerice.com, Readtheory.org, accessing an online or hard copy dictionary for clarification, and in fluency, and building reading comprehension in both math and ELA.</p>	<p>08/15/2017 06/08/2018</p>	<p>Principal, Assistant Principals and CPA will conduct observations to assess the effectiveness of the Instructional Aides frequently. Feedback will be provided to all stakeholders and adjustments made in scheduling and duties if necessary.</p>	<p>Instructional Aides</p>	<p>20750</p>	<p>10,493 x 6 = 62,958</p>	<p>.38</p>	<p>Title I 70S46</p>
		<p>2nd Title I Allocation received on July 27, 2017 will be placed in Pending Distribution and will be allocated into appropriate line items in the Fall. Teacher and parent input will be gathered based on 2016-17 student academic data. School Site Council will then approve all Title I Expenditures and services for at-risk identified targeted students.</p>	<p>08/14/17-10/30/17</p>	<p>School Site Council will approve/monitor all Title I Expenditures and services for at-risk identified targeted students.</p>	<p>Pending Distribution</p>	<p>40261</p>	<p>78,815</p>		<p>Title I 70S46</p>
		<p>Potential Funding Variance</p>	<p>08/14/17-06/30/18</p>		<p>Potential</p>	<p>40239</p>	<p>7,150</p>		<p>Title I 70S46</p>

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					Funding Variance				
<input checked="" type="checkbox"/> Culture and Climate	<input checked="" type="checkbox"/> Student, Staff, Parent Engagement <input checked="" type="checkbox"/> Student, Staff, Parent Communication	<p>Parent Community Representative will provide workshops, language support including translation, technology assistance, accessibility for parents of identified targeted students to school and community resources. Will facilitate communication between parents and school personnel.</p> <p>Representative will conduct workshops on social emotional parenting elements including: stress management, communication with teens, nutrition, homework help, financial education, and resources for low costs medical and psychological services.</p>	<p>08/15/2017 06/08/2018</p>	<p>Parent Representative will maintain logs of all workshops. A parents' needs assessment will be given at the beginning of each semester. Parent Representative will also continuously conduct post evaluations of the effectiveness of workshops given.</p>	<p>Community Rep.</p>	<p>21720</p>	<p>10,875</p>		<p>Title I Parent Involvement 7E046</p>
		<p>Create a library of parent resources in the Parent Center for parents of At-Risk Targeted students to be the caretaker of which is the Parent Community representative and categorical program advisor. Training specifically targeted at at-risk students would be held to help such parents use the resources.</p> <p>Bimonthly workshops held on the last Friday of the month with parents of targeted assistance students will encourage parent involvement and the use of resources. Resources would only be used by the parents of identified Title 1 students. These books will include titles that give practical support and advice to parents in the area of academics, social-emotional challenges of early teens, resources for counseling and will contain titles in English and Spanish. List of book titles is attached.</p> <p>Two Sandusky Lee Double Sided Sloped Welded Book Carts at the price of \$694 (x2= 1,388) will be used to create mobile library in Parent Center. Library: The contents will include a collection of high interest low level fiction and non- fiction books that address the interests and reading levels of our At-Risk Targeted students. These carts will be housed in the Parent Center where parents and children may access as well as teachers of At-Risk</p>	<p>08/15/2017 06/08/2018 (Monthly)</p>	<p>Administrator, Parent Center Representative, and CPA will monitor proper usage of library books and parent resources of At-Risk targeted students. Check-out logs will be used to inventory the collection of books</p>	<p>Supplemental Instructional Materials For parents</p>	<p>40267</p>	<p>8,338</p>		<p>Title I 7S046</p>

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		<p>Targeted students may move to the classroom when needed. The books will range in lexile level and subject matter. These will be purchased from Perm-A-Bound at the approximate cost of 20.00 per book for a total of 350 books (\$7,000) for 6th, 7th, and 8th grade students. (High interest low level fiction /non fiction books, and cart)</p> <p>Potential Funding Variance</p>	08/14/17-06/30/18		Potential Funding Variance	40239	123		Title I Parent Involvement 7E046
<input checked="" type="checkbox"/> Social/Emotional	<input type="checkbox"/> Building Parent Capacity and Partnership <input type="checkbox"/> Lesson Planning, Data Analysis, PD <input checked="" type="checkbox"/> Social/Emotional Interventions	<p>PSA Counselor will attend to and assist counselors and teachers in contacting and communicating with families of identified targeted students to minimize chronic and unexcused absences and tardies of the targeted students one day per week. Additionally the PSA counselor will conduct home visits where and when appropriate. The PSA will work closely with the School Psychologist and other school personnel to monitor and follow up with challenges being experienced by the students and families in the area of irregular or poor attendance.</p>	08/15/2017 06/08/2018	Administrator will conduct periodic attendance reports to ensure the increase of students attendance. Reports will be saved and filed by CPA for end of year data comparison.	PSA Counselor	12103	25,200	.20	70S46

ATTACHMENTS

Attach the following materials

Submit with Plan:

- **SSC Approval of SPSA**
 - Include copies of agenda, minutes, and sign-ins verifying approval of the SPSA. [Documentation (i.e., agendas, sign-ins, and minutes) must remain at the school site for five years.]
 - Include any written parent comments of dissatisfaction with the SPSA (SWP).
- **Electronic copy of TAS SPSA in Microsoft Word format**

Submit to Principal's Portal:

- **Annual Title I Meeting**
- **SSC Certification Form**
- **Safe School Plan**
- **Parental Involvement Policy**
- **School-Parent Compact**

Retain at the School:

- **SSC Certification Form**
- **GATE Plan**
- **Grants** (Include plans for any grants received by the school.)
- **Safe School Plan**
- **LAUSD Public School Choice Proposal**

