

Thomas Alva Edison Middle School (8113)

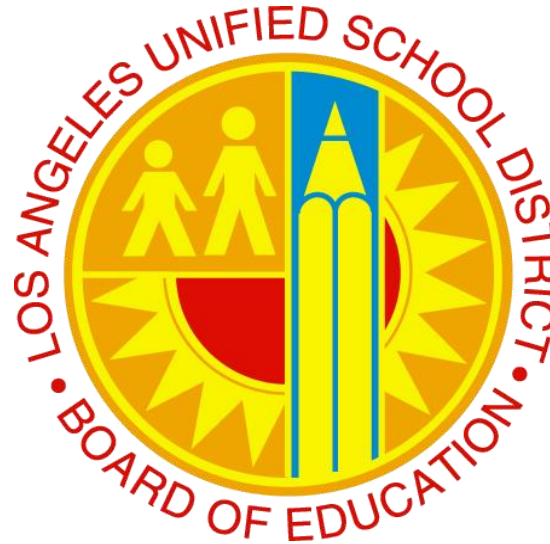
Los Angeles Unified School District

*Single Plan for Student Achievement*

2014-2016

Implementation

Thomas Alva Edison Middle School (8113)



**Superintendent**

John Deasy

**Board Members**

Richard Vladovic, Board President

Mónica Garcia

Tamar Galatzan

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Bennett Kayser

Mónica Ratliff

Template Revised: 1/31/14

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## SCHOOL PROGRAM IDENTIFICATION

School Name: Thomas Alva Edison Middle School	Educational Service Center: South
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CDS Code	County		District					School						
	1	9	6	4	7	3	3	6	0	6	1	4	4	4

**For additional information on our school programs contact the following:**

Principal: Pedro A. Garcia	E-mail address: pag0011@lausd.net
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Contact Person: David Samuel Barrett	Position: Title 1 Coordinator	E-mail address: dr_barrett@yahoo.com
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Address: 6500 Hooper Ave. Los Angeles, CA 90001	Telephone Number: 323-826-2501
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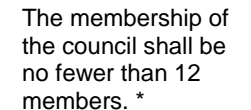
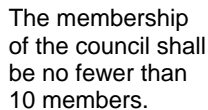
Indicate which of the following Federal, State and Local Programs are consolidated in this plan:

- ☒ Title I Schoolwide Program (SWP)
- ☒ Reward ☐ Collaborative Partner ☐ Priority ☐ Focus ☐ Support
- ☐ Title I Targeted Assistance School (TAS)
- ☒ Title III English Language Acquisition, Language Enhancement, and Academic Achievement
- ☒ Quality Education Investment Act (QEIA)
- ☐ Other \_\_\_\_\_

The District Governing Board approved this revision to update the *Single Plan for Student Achievement* on:

The Educational Service Center staff has reviewed the school plan with the principal and agreed to support and provide feedback for implementation.

Signature	Signature
_____	_____
Educational Service Center Instructional Director	Educational Service Center Superintendent or Designee
_____	_____
Date	Date



\* A School Site Council at the middle school may, but is not required to, include student representatives (EC 33133-C).

Signature of SSC Chairperson	Date
Signature of Principal	Date

# Thomas Alva Edison Middle School (8113)

## COMMITTEE RECOMMENDATIONS AND ASSURANCES

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

1. School site councils have 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 plans must be 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.

Committees	Chairperson		Check		Date of recommendation
	Print Name	Signature	Parent/Community	Staff	
English Learner Advisory Committee (ELAC)	Gloria Silva		X		
UTLA Chapter Chair or Chapter Chair's Designee	Laurie Woerfel			X	
Other (list)					

3. The content of the plan must be aligned with school goals for improving student achievement.
4. The plan must be 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 must be 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 minimizes the removal of identified children during the regular school hours for supplemental Title I instruction. (Targeted Assistance Schools only)
7. This school plan was adopted by the School Site Council on:

\_\_\_\_\_

Date

Attested:

\_\_\_\_\_  
Sonia Buenrostro  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

\_\_\_\_\_  
Pedro A. Garcia  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

**Directions:** Check which groups or committees participated in the plan writing process. If box is checked, indicate date.

<input checked="" type="checkbox"/> Grade Level Teams	Date(s): Feb. 12-13, 2014	<input checked="" type="checkbox"/> Vertical Teams	Date(s): February 12-13, 2014
<input type="checkbox"/> WASC Focus Groups	Date(s): _____	<input checked="" type="checkbox"/> Departments	Date(s): February 12-13, 2014
<input type="checkbox"/> Professional Learning Community (PLC)	Date(s): _____	<input type="checkbox"/> Community of Practice Partners	Date(s): _____
<input type="checkbox"/> Reward/Priority School Partnership	Date(s): _____	<input type="checkbox"/> Other: _____	Date(s): _____
<input checked="" type="checkbox"/> School Quality Review Team	Date(s): Feb. 7, 2014		

## Parental Involvement Policy Assurances

*Each school in LAUSD is required to develop a written parental involvement policy. This policy describes how the school will support and increase parent involvement. The parental involvement policy must be developed with parents, include participation from the appropriate advisory committee and be agreed upon by the School Site Council.*

*The written parental involvement policy at Title I schools must be developed with parent participation and describe how parents will be informed of the school's Title I program requirements, including the development of a School-Parent Compact. The policy must be distributed to parents annually.*

*Schools not receiving categorical funds must develop a written parental involvement policy with parent participation that describes how the school will:*

- (a) engage parents in their children's education by helping parents develop skills to use at home to support their children's academic efforts and their children's development as responsible members of society*
- (b) inform parents that they can directly impact the success of their children's learning by providing them with strategies to improve academic success and to assist children in learning at home*
- (c) build consistent and effective communication between the home and school so parents know when and how to help their children with classroom learning*
- (d) train teachers and administrators to communicate effectively with parents*
- (e) integrate parent involvement programs with the Single Plan for Student Achievement (EC 11504)*

*Questions regarding this requirement should be addressed to the Educational Service Center Administrator of Parent and Community Engagement or the Parent Community Student Services Branch at (213) 481-3350.*

Committees	Chairperson		Check		Date of review by Committee
	Print Name	Signature	Parent	Staff	
English Learner Advisory Committee (ELAC)	Gloria Silva		X		

Council	Chairperson		Check		Date of review and approval by Council
	Print Name	Signature	Parent	Staff	
School Site Council	Sonia Buenrostro			X	

Person(s) Responsible for Parental Involvement Activities at the School Print Name (s)	Signature(s)
David Samuel Barrett	

## Thomas Alva Edison Middle School (8113)

### Los Angeles Unified School District Profile

#### District Mission Statement

The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.

#### **District Description:**

##### **Local Educational Agency (LEA) Plan Goals**

The LEA plan serves as the instructional plan for the District and is measured through the Performance Meter and aligned to the following academic goals:

##### **Goal 1: English/Language Arts and Mathematics—Proficiency for All**

- Increasing literacy skills through the transition to the Common Core State Standards in K-12 ELA, K-12 mathematics, and literacy in secondary H/SS, science, and technical subjects.
- Increasing the number of students performing at proficient or advanced on the Algebra 1 California Standards Test.
- Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data.

##### **Goal 2: English Learners—Proficiency for All**

- Providing and administering K-12 Instructional Programs for English Learners (ELs) that include:
  - Structured English Immersion
  - Mainstream English Instructional Program
  - Dual Language two-Way Immersion
  - Transitional Bilingual Education Program
  - Maintenance Bilingual Education Program
  - Accelerated Learning Program for Long Term English Learner Program
  - Secondary English Learner Newcomer Program
- Using Title III funds to help ELs meet the State's annual measurable achievement objectives and build teacher capacity in meeting the needs of students in the core subject areas including ELD
- Meeting the District's expectation for EL at the elementary level to advance on English Language Development (ELD) and reclassify after five years of instruction
- Promoting parent and family involvement in EL programs at the central, ESC, and school site level
- Enhancing the quality of language instruction in the District's EL programs
- Planning and developing the tools necessary to implement high-quality comprehensive professional development designed to improve the instruction and assessment of ELs
- Monitoring the continued academic success of former ELs

##### **Goal 5: All Students will Graduate from High School—100% Graduation**

- Providing ongoing professional development, designed specifically towards accurate student placement and construction of the master schedule.
- Monitoring individual graduation plans to ensure all students have access to a high-quality course of study that builds toward college and career readiness.
- Offering differentiated, evidence-based instructional support and professional development that address the unique learning needs of the District's diverse learners, including at-risk students, and, as appropriate, provide interventions that respond to factors that may negatively impact student learning and achievement and impede their graduating from high school college-prepared and career-ready.

##### **2013-2014 District Professional Development Priorities:**

1. Transition to and implementation of the Common Core State Standards (CCSS) in ELA, mathematics, and H/SS, Science, and Technical Subjects
2. Improve instruction and increase reclassification rates for English learners by implementing the English Learner (EL) Master Plan
3. Use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district
4. Transition to and implementation of the Smarter Balanced Assessment Consortium

## Thomas Alva Edison Middle School (8113)

### **District Core Program for All Students:**

The District's core program is built on the Common Core State Standards (CCSS) in ELA and math, and on the California State Content Standards in all other subjects, grounded in evidence-based pedagogy for effective instruction. In the 2013/2014 school year the District will implement a phase-in transition to the CCSS in all grade levels. This phase-in will align with the provision of 1:1 devices for all students and the 3-year strategic plan. The District focus will revolve around the alignment of curriculum, instruction, and assessment ensuring successful outcomes for all students.

#### Curriculum focus-2013/2014

- Implementation of the standards in ELA and math using the District adopted texts, including digital text, effectively.
- Anchoring reading and writing instruction in evidence from the text using a variety of increasingly complex texts.
- Writing across genres, with a focus on argument.
- Providing rigorous mathematics instruction that focuses deeply on the mathematics standards for the grade-level and provides a coherent transition from one topic to another and one grade to another.

#### Instructional focus-2013/2014

- Use of close reading and quality text dependent questions to support students in reading and writing instruction.
- Emphasis on the Standards for Mathematical Practices-particularly Standard 1-Make sense of problems and persevere in solving them, Standard 3-Construct viable argument and critique the reasoning of others, and Standard 4-Modeling with mathematics.
- Stronger emphasis on the use of project-based learning and performance tasks to drive instruction.

#### Assessment focus-2013/2014

- Use of a multi-tiered system of support (RtI<sup>2</sup>) based on ongoing data analysis, to inform instruction and intervention.
- Use of MyData, *a web-based tool that will increase the availability and usability of student data for LAUSD educators, in order to improve teaching and learning.*
- Use of benchmark, progress monitoring, and diagnostic assessments (CoreK-12 Assessment System) to drive instruction and intervention.
- Use of *School Performance Framework* to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related.

Schools are expected to frame their banked Tuesday professional development in 2014-2015 around the District priorities using a Plan-Deliver-Reflect-Revise model or Cycle of Inquiry and/or problem-solving process to improve outcomes for all students. The analysis of student data and work samples is used as the anchor for building professional practice.

The District will continue to support teachers and staff in the effective use of student achievement data. The District will further integrate the use of Performance Management both at the District and school levels in order to meet Performance Meter targets.

The District has adopted six culturally responsive and linguistically appropriate instructional strategies that are threaded throughout all PreK-12 content instruction. Instructional strategies include the use of advanced graphic organizers, explicit instruction in academic language, use of cooperative communal learning strategies, instructional conversations, contrastive analysis and making cultural connections by creating optimal learning environments.

The District will effectively implement the English Learner Master Plan for educating English learners, Standard English Learners, and English Learners with disabilities. This plan focuses on the effective use of standards-based differentiated ELD instruction specifically designed for ELs, and standards-based instruction using SDAIE to ensure full access to the core curriculum, to meet the needs of all students including gifted and talented students, students with disabilities, and English learners (both English Learners and Standard English Learners).

Strong classroom management as outlined in the District's Discipline Foundation Policy frames the instructional program. Maximum use of academic engaged time is accomplished through planning resulting in clear expectations, preparing for transitions, and developing instruction that engages students in learning.



## **Thomas Alva Edison Middle School (8113)**

### **ESEA CALIFORNIA OFFICE TO REFORM EDUCATION (CORE) WAIVER**

On August 6, 2013 eight California school districts including LAUSD, received a waiver from the Program Improvement mandates of the No Child Left Behind Act from the U.S. Secretary of Education. The eight school districts are grouped together under a consortium called the California Office to Reform Education (CORE). Central to the CORE Waiver is a holistic school performance system with tailored support for schools and Local Educational Agencies (LEAs) called the School Quality Improvement System. The CORE waiver is based on three key principles that will support reform. The key principles are: Principle 1: College- and Career-Ready Expectations for All Students; Principle 2: Differentiated Recognition, Accountability, and Support; and Principle 3: Supporting Effective Instructional Leadership.

#### **Commitments:**

- Implement Common Core Standards in the 2013-2014 School Year (SY) and Smarter Balanced Assessment Consortium (SBAC) assessments, starting in 2014-2015
- Participate in the School Quality Improvement System, which includes a CORE-designed holistic accountability model, AMOs, and school designations (e.g., Reward, Focus, and Priority schools)
- Track, submit, and release school-level academic, social-emotional, and culture and climate information
- Develop guidelines for the teacher and principal evaluation system by the start of the 2013-2014 SY
- Implement by 2015-2016 (and pilot by 2014-2015) a teacher and principal evaluation system that differentiates performances into four tiers and includes, as a significant factor, student growth
- Partner with LEA peers to support and monitor waiver activity implementation
- Priority or Focus schools or other schools needing improvement will participate in pairing process with a Reward or exemplar school

#### **Goals:**

The CORE School Quality Improvement System seeks to:

- Establish a holistic school performance system that values multiple measures of student success across academic, social-emotional, and culture-climate domains
- Provide schools, teachers, and administrators clear, in-depth feedback on areas of strength and those in need of improvement to improve outcomes for students
- Create a collective ownership structure within schools, districts, and the CORE network in which teacher, staff, and administrator collaboration and shared responsibility for student outcomes are primary drivers of accountability
- Increase and restore student, parent, and community confidence in all CORE network schools.

#### **Usage:**

CORE seeks to apply these goals to the differentiated accountability, recognition and support framework required through the ESEA waiver:

- A school-level improvement index (School Quality Improvement Index) that clearly evaluates schools on student achievement, subgroup performance and graduation rates
- Annual Measurable Objectives (School Quality Improvement Goals) that are used to design targeted interventions and rewards; and
- A school designation system that identifies and outlines rewards for high performing or high progress “reward” schools, and interventions for severely underperforming Priority schools or Focus schools with persistent achievement gaps
- LEAs will use this holistic, detailed information to inform school self-assessments, professional learning community topics, and school partner pairing to drive tailored interventions and school support.

## **Thomas Alva Edison Middle School (8113)**

Required program activities for Reward schools:

- Reward schools paired with Priority or Focus schools will deliver assistance and hold monthly meetings with their paired schools
- Reward schools will establish professional learning communities with other Reward schools, and receive specialized professional development and technical assistance from CORE

Required program activities for Priority schools:

- Beginning in Fall 2013, Priority schools will be paired with Reward schools and begin attending monthly meetings designed to support implementation of the “School Quality Review Process” and the “7 Turnaround Principles.” Related professional development activities should be described in the appropriate goal matrix domain (Academic Domain, Culture and Climate Domain, or Social/Emotional Domain) of the Focus Area entitled “Effective Instructional Program (Professional Learning and Classroom Instruction)”
- “Priority” schools must continue implementation of their School Improvement Grant (SIG) plans in addition to developing a three-year plan

Required program activities for Focus and Support schools:

- Beginning in Fall 2013, Focus and Support schools will join appropriate “communities of practice” which will convene at least quarterly to address specific needs. Professional development activities related to “communities of practice” should be described in the appropriate goal matrix domain (Academic Domain, Culture and Climate Domain, or Social/Emotional Domain) of the Focus Area entitled “Effective Instructional Program (Professional Learning and Classroom Instruction)”
- In years 1 and 2 of designation, focus schools will have the option to pair with peer Reward schools that have demonstrated excellence in closing achievement gaps, or in improving results for traditionally underserved subgroups to assist in developing the improvement plan
- Upon reflecting on shared learning from the community of practice, Focus and Support schools will implement the School Quality Review Process and revise their school improvement plans
- Focus and Support schools are required to develop a two-year plan

## 2014-2015 Seven Turnaround Principles

The CORE Waiver is predicated on providing meaningful, pragmatic support for school transformation. Interventions are designed to help stakeholders rethink components of the school structure, communications, professional development, instructional practices, and family engagement that are not currently achieving desired outcomes and substitute them with proven strategies that are aligned to best practices - all of which are guided by the seven turnaround principles that are based on Principle 2 of the Core Waiver.

### Seven Turnaround Principles are:

**1. Strong Leadership**

- a. Ensuring that the principal has the ability to lead the turnaround effort;
- b. Providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget

**2. Ensure that teachers are effective and able to improve instruction**

- a. Providing job-embedded, ongoing professional development informed by teacher evaluation and teacher and student needs such as those identified by instructional data collected by progress monitoring in the areas of reading, math and positive behavior interventions;
- b. Developing the skills to better recruit, retain and develop effective teachers

**3. Redesign the school day, week or year to include additional time for student learning and teacher collaboration**

- a. Redesigning time to better meet student needs and increase teacher collaboration focused on improving teaching and learning

**4. Strengthen school's instructional program**

- a. Ensuring teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted;
- b. Ensuring teachers utilize research-based effective instruction to meet the needs of all students

**5. Use data to inform instruction and for continuous improvement**

- a. Ensuring school-wide use of data focused on improving teaching and learning, as well as climate and culture;
- b. Using student data to inform and differentiate student instruction and to provide tiered interventions

**6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement**

- a. Establishing school environments with a climate conducive to learning and a culture of high expectations

**7. Provide ongoing mechanisms for family and community engagement**

- a. Increasing academically focused family and community engagement;
- b. Developing and implementing a family and community engagement plan which provides information and data on a formal and frequent basis to all district stakeholders and community collaborators

## MISSION STATEMENT AND SCHOOL PROFILE DESCRIPTION

### School Vision and Mission

Our mission is to develop students who:

- understand the value of education, and the need for lifelong learning
- make connections across the disciplines
- apply their understandings to real-world contexts as practitioners and apprentices
- exhibit creative and critical thinking, make suppositions, question viewpoints, and search for patterns
- adapt to a changing technological world
- practice physical, mental, emotional, and social wellness
- demonstrate character through caring, honesty, trust, appreciation of differences and family
- conduct themselves safely, respectfully, and responsibly
- set goals, explore professional directions, and demonstrate perseverance

The resulting vision is the empowerment of competent and confident visionaries, decision makers, and catalysts of positive change.

### School Profile Description

Please include:

- Thomas Alva Edison Middle School opened in 1926, and is located in an unincorporated part of Los Angeles in the inner-city of South Los Angeles in ESC South. The school population is approximately 1200 students, 97% Hispanic/Latino, 3% African American.
- Edison is a traditional, 8x2 block schedule, serving 7<sup>th</sup> and 8<sup>th</sup> grade students.
- Edison has approximately 1200 students in 7<sup>th</sup> and 8<sup>th</sup> grade. The enrollment has increased over the past few years.
- 96% of Edison students qualify for Title 1 program services
- Edison's feeder schools are: Miramonte Elementary, Parmelee Elementary, 66<sup>th</sup> St. Elementary, Wisdom Elementary, Florence Elementary, Lilian Elementary, Holmes Elementary, and Moore MST Academy.
- The school population is approximately 1200 students, 97% Hispanic/Latino, 3% African American. Approximately 25% of students are English Learners.
- The school has three computer labs and a library media center.

- Edison is a Reward School under the CORE Waiver SQI.

**FOR PRIORITY, FOCUS, and SUPPORT SCHOOLS**, identify areas and/or subgroups not meeting School Quality Improvement Index goals

**Thomas Alva Edison Middle School (8113)**

- The school will provide academic assessment results to students via the student planner both numerically and graphically so that the parents can understand the meaning.
- The school uses the Early Warning System and the At-Risk System on the District's MyData website to incorporate a system of early warning to address the needs of underperforming students.

## **COMPREHENSIVE NEEDS ASSESSMENT**

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, attendance, and suspensions/expulsions. The COMPREHENSIVE NEEDS ASSESSMENT, CORE Waiver Status and Intervention Form, and LAUSD School Review Process Recommendations comprise the LAUSD Comprehensive Needs Assessment for the SPSA.

**Directions:** Insert the following documents which were used to analyze data in order to formulate School Goals and Key Strategies. Based upon the data, determine actions/tasks that will help improve teaching and increase student achievement.

- AYP Report
- Data Summary Sheet (subgroup data reflects sample size down to 11 students)
- CORE Waiver Data Report (Reward, Priority, Focus, Support schools only)
- SPSA Evaluation

LAUSD School Review Process Recommendations

Indicate the school’s review process(es):    School Improvement Grant (SIG) ☐    Public School Choice ☐  
WASC Recommendations ☐

Identify the LAUSD School Review Process Recommendations that correspond with the Findings.

*When page expands, update the Table of Contents.  
Update Table of Contents if page is deleted.*

**Thomas Alva Edison Middle School (8113)**

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

**ACADEMIC DOMAIN  
100% GRADUATION**

<b>LEA Goal: All students will graduate from high school.</b>						
<b>*School Goal:</b>						
<b>Identify data used to form this goal:</b>		<input type="checkbox"/> AYP Report/CAHSEE	<input type="checkbox"/> CORE Waiver Data Report (if applicable)	<input type="checkbox"/> MyData (A-G Report)		
<input type="checkbox"/> Data Summary Sheet	<input type="checkbox"/> Student Grades	<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 schoolwide graduation rate targets? If not, what strategy(ies) will the school use to increase graduation rates?</li> <li>Did the school have graduation rates with less than 5% improvement? If so, what strategy(ies) will the school use to increase graduation rates to meet graduation rate targets?</li> <li>How will the school provide differentiated support to subgroups of 20 or more with the lowest proficiency rate on the CAHSEE?</li> </ul>		N/A				
<b>Key Strategy(ies):</b>						
<b>Focus Areas</b>	<b>Actions/Tasks to accomplish Strategy(ies)**</b> <small>(Actions/Tasks must address subgroup needs.)</small>	<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>	
Effective Instructional Program (Professional Learning and Classroom Instruction)						
Maximizing Instructional Time						
Interventions to Close Achievement Gaps						

\*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 Alva Edison Middle School (8113)

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 percentage of students earning a passing grade of “C” or better in their English Language Arts classes will increase schoolwide 10% (from \_\_\_% 2013 – 2014 to \_\_\_% 2015 – 2016).

**Identify data used to form this goal:**

<input type="checkbox"/> AYP Report/CAHSEE	<input type="checkbox"/> CORE Waiver Data Report (if applicable)	<input checked="" type="checkbox"/> MyData (CST Strand Report)
<input type="checkbox"/> DIBELS	<input checked="" type="checkbox"/> Student Grades	<input checked="" type="checkbox"/> Curriculum-Based Measure: <u>DREAM Diagnostics</u> <input checked="" type="checkbox"/> 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?

- Based on the assessments, the strands of the ELA instructional program that were the least proficient for our subgroups were: Writing Strategies and Written and Oral Language Components.
- Increases in proficiency levels of 15.4% over the past 5 years are attributed to consistent implementation of our intervention model, DREAM, which is run by our Instructional Coach.
- Yes, our interventions have been effective in moving students to proficiency. However, due to changes in district testing and expectations, the intervention model is being modified by the instructional coach to correspond with the changes in instructional shifts from the CCSS.
- Lower-performing students in the EL subgroup are identified and encouraged to participate in after-school intervention classes, which are planned by our EL and Title III coordinators. Teaching Assistants provide small-group support for EL and Special Ed students.

**Key Strategy(ies):** Improve performance in ELA. Transition to full implementation of the CCSS for ELA through Professional Development. Continue to implement DREAM.

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)	In order to support the implementation of the Common Core State Standards (CCSS), we will provide teachers and staff access to professional learning to accelerate proficiency for our socially economically disadvantaged, Title One students, standard English learners (SELs), English Learners (ELs), and students with disabilities (SWD). To elicit critical thinking and deeper understanding with texts and other content, professional development will focus on specific strategies for the implementation of discussion techniques, student engagement and productive groups. The professional development will be held during the school day or beyond the regular basis for grade levels/departments. Professional Development focus will be on:	\$ 7,661.00 PD Teacher Regular Title I  \$15,026.00 PD Teacher X-Time Title I	Administrators will conduct classroom observations to monitor the implementation of strategies from PD and differentiation.	Principal, Instructional Specialists, Coordinators, Instructional Coach	July 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 Alva Edison Middle School (8113)

	<ul style="list-style-type: none"> <li>Text Complexity</li> <li>Cooperative Learning/Purposeful Group Work</li> <li>Discussion &amp; Debate</li> <li>Close Reading</li> <li>Academic Vocabulary</li> </ul>	<p>\$13,000.00 Teacher X-Time Title I</p> <p>Teacher Librarian &amp; Media Specialist QEIA</p> <p>\$500.00 Staff Training Rate Title I</p> <p>\$500.00 Staff Conference Attendance Title I</p> <p>\$13,193 Day-to-Day Subs Title I &amp; QEIA</p>			
Maximizing Instructional Time	<ul style="list-style-type: none"> <li>Teachers will maximize instructional time by having evidence of short and long term planning that include grade appropriate content. Instructional time will include lessons that are rigorous and differentiated to meet the needs of all students. Teachers will use content objectives and plan lessons with research-based strategies in order to maintain appropriate pacing and transitions with students. (i.e. timers, pre-set time allotted for specific tasks)</li> </ul> <p>The <b>Instructional Coach</b>, <b>Instructional Specialist</b>, and <b>Categorical Program Advisors</b> will provide support in order to apply key strategies and promote effective learning to address the needs of all at-risk students and support Common Core State Standards.</p> <ul style="list-style-type: none"> <li>Will conduct, design lessons and professional development during or beyond the regular assignment.</li> <li>Facilitate the collection and analysis of data and work that reflects the problem-solving approach.</li> <li>Identify targeted students for interventions.</li> <li>Coordinate ELA intervention programs for Tier III students.</li> <li>Coordinate lesson studies and facilitate debrief sessions with staff.</li> <li>Work with teachers to create, manage, interpret, use formative assessment data, examine student work, and plan and deliver appropriate instruction and interventions.</li> </ul>	<p>\$1,452.00 Categorical Program Advisors and Differentials</p> <p>\$1,452.00 Categorical Program Advisor (Title I) and Differential Title One</p> <p>\$49,566.00 Instructional Specialist Title I</p> <p>\$873.00 Instructional Coach and</p>	<p>Administrators will collect evidence of planning and offer feedback. They will utilize formal and informal observations with an emphasis on the T&amp;L Framework focus standards.</p> <p>Teachers will do reciprocal observations and provide strategic feedback focused on specific strategies.</p>	Principal, Instructional Specialists, Coordinators, Instructional Coach	July 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 Alva Edison Middle School (8113)

	<p>Staff members will also attend conference and training in order to gather strategies and innovations in literacy for differentiating instruction to target at-risk learners. Attendees will then present these strategies to others within their departments, grade levels, and/or school-wide. Staff will attend the California Association of Teachers of English Conference, Computer Using Educators Conference, and other Common Core Conferences or others that support the key strategies.</p> <p>Using the cycle of inquiry model, we will implement intervention programs and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.</p> <p>Intervention Programs will target students both inside and outside of the CORE classes to increase percentage of students scoring proficiency in Math.</p> <ul style="list-style-type: none"> <li>All students will be programmed into a double-block of math with the same teacher (schedule-permitting).</li> <li>Renew ST Math intervention program site licenses to provide supplemental services to those students performing below grade level in math.</li> </ul> <p>Locally designed intervention materials will be generated for intervention during the school day and for in-class supplemental instruction for supporting CCSS.</p>	<p>Differential Title I</p> <p>\$3,654.00 CPA/Coach X-Time Title I</p> <p>\$942,979 Class-Size Reduction Teacher(s) QEIA</p> <p>\$11,372 Auxiliary(ies) EL</p> <p>\$64,840.00 Teacher's Assistant(s) Title I</p>			
Interventions to Close Achievement Gaps	<ul style="list-style-type: none"> <li>All students will be programmed into a double-block of English with the same teacher (schedule-permitting).</li> <li>Locally designed intervention materials will be generated for intervention during the school day and for in-class supplemental instruction for supporting CCSS.</li> <li>Curricular Field Trips to provide context for lessons.</li> </ul>	<p>\$30,607 Tutor Teacher X-Time Title I</p> <p>Software License Maintenance</p> <p>General Supplies</p> <p>\$3,450.00 Curricular Field Trips Title I</p> <p>\$30,000.000 Other Non-Instructional Contract Title I</p>	Counselors and CPAs will monitor that students are programmed into the correct classes according to the Master Plan and student intervention needs as determined by data.	Principal, Department Chairs, Counselors, Instructional Leadership Team, Instructional Specialist	July 2014 – June 2016

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Thomas Alva Edison Middle School (8113)

		\$1,000.00 Clerical Overtime Title One			
		\$1,000.00 Custodial Overtime Title One			
		Custodial Supplies			

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Thomas Alva Edison Middle School (8113)

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, the percentage of students earning a passing grade of “C” or better in their English Language Arts classes will increase schoolwide 10% (from \_\_\_% 2013 – 2014 to \_\_\_% 2015 – 2016).

**Identify data used to form this goal:**

<input type="checkbox"/> AYP Report/CAHSEE	<input type="checkbox"/> CORE Waiver Data Report (if applicable)	<input checked="" type="checkbox"/> MyData (CST Strand Report)
<input type="checkbox"/> DIBELS	<input checked="" type="checkbox"/> Student Grades	<input checked="" type="checkbox"/> Curriculum-Based Measure: <u>DARTS Diagnostics</u> <input checked="" type="checkbox"/> 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 mathematics 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?

- Based on the assessments, the strands of the mathematics program that were least proficient for subgroups were Exponents, Powers, and Roots in 7<sup>th</sup> grade, Measurement and Geometry in 8<sup>th</sup> grade, and Functions and Rational Expressions in Algebra.
- Increases in proficiency levels of 28.7% over the past 5 years are attributed to consistent implementation of our intervention model, DARTS during the second block of Math Tutorial that we program for every student.
- Yes, our interventions have been effective in moving students to proficiency. However, due to changes in district testing and expectations, the intervention model is being modified to correspond with the changes in instructional shifts from the CCSS.
- Edison will use the ST Math program to address the lowest-achieving subgroups in mathematics.

**Key Strategy(ies):** Improve performance in Math. Transition to full implementation of the CCSS for Math through Professional Development. Continue to implement DARTS.

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)	In order to support the implementation of the Common Core State Standards (CCSS), we will provide teachers and staff access to professional learning to accelerate proficiency for our socially economically disadvantaged, Title One students, standard English learners (SELs), English Learners (ELs), and students with disabilities (SWD). To elicit critical thinking and deeper understanding with texts and other content, professional development will focus on specific strategies for the implementation of discussion techniques, student engagement and productive groups. The professional development will be held during the school day or beyond the regular basis for grade levels/departments. Professional Development focus will be on: <ul style="list-style-type: none"> <li>Math Practices</li> <li>Cooperative Learning</li> <li>Academic Vocabulary and Language Development</li> <li>Writing in Mathematics</li> </ul>	\$ 7,661.00 PD Teacher Regular Title I  \$15,026.00 PD Teacher X-Time Title I  \$13,000.00 Teacher X-Time Title I	Administrators will conduct classroom observations to monitor the implementation of strategies from PD and differentiation.	Principal, Instructional Specialists, Coordinators, Instructional Coach	July 2014 – June 2016

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## Thomas Alva Edison Middle School (8113)

	<ul style="list-style-type: none"> <li>Rigor: Fluency, Conceptual Understanding, Application</li> </ul> <p>Staff members will also attend conference and training in order to gather strategies and innovations in Math for differentiating instruction to target at-risk learners. Attendees will then present these strategies to others within their departments, grade levels, and/or school-wide. Staff will attend the California Mathematics Council Conference, Computer Using Educators Conference, and other Common Core Conferences or others that support the key strategies.</p>	<p>Teacher Librarian &amp; Media Specialist</p> <p>\$228.00 Staff Training Rate Title I</p> <p>\$750.00 Staff Conference Attendance Title I</p> <p>\$3,528.00 Day-to-Day Subs Title I</p>			
Maximizing Instructional Time	<p>Teachers will maximize instructional time by having evidence of short and long term planning that included grade appropriate content. Instructional time will include lessons that are rigorous and differentiated to meet the needs of all students. Teachers will use content objectives and plan lessons with research-based strategies in order to maintain appropriate pacing and transitions with students. (i.e. timers, pre-set time allotted for specific tasks)</p> <p>The Instructional Coach, Instructional Specialist, and Categorical Program Advisors will provide support in order to apply key strategies and promote effective learning to address the needs of all at-risk students and support Common Core State Standards.</p> <ul style="list-style-type: none"> <li>Will conduct, design lessons and professional development during or beyond the regular assignment.</li> <li>Facilitate the collection and analysis of data and work that reflects the problem-solving approach.</li> <li>Identify targeted students for interventions.</li> <li>Coordinate math intervention programs for Tier III students.</li> <li>Coordinate lesson studies and facilitate debrief sessions with staff.</li> <li>Work with teachers to create, manage, interpret, use formative assessment data, examine student work, and plan and deliver appropriate instruction and interventions.</li> </ul> <p>In order to ensure the most effective instructional environment and instructional interventions</p>	<p>Categorical Program Advisor (EL Coordinator) and Differential</p> <p>Categorical Program Advisor (Title 1) and Differential</p> <p>CPA/Coach X-Time</p> <p>Instructional Specialist</p> <p>Instructional Coach</p> <p>Class-Size Reduction Teacher(s)</p>	<p>Administrators will collect evidence of planning and offer feedback. They will utilize formal and informal observations with an emphasis on the T&amp;L Framework focus standards.</p> <p>Teachers will do reciprocal observations and provide strategic feedback focused on specific strategies.</p>	Principal, Instructional Specialists, Coordinators, Instructional Coach	July 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 Alva Edison Middle School (8113)

	<ul style="list-style-type: none"> <li>Teachers will incorporate the strategies learned from professional development opportunities.</li> <li>Class-size reduction teacher(s) will reduce class size to meet QEIA requirements.</li> <li>Instructional Materials such as manipulatives, visuals, and supplementary workbooks to support discussion techniques, student engagement, and differentiated instruction.</li> </ul>	Auxiliary(ies)  Teacher's Assistant(s)			
Interventions to Close Achievement Gaps	<p>Using the cycle of inquiry model, we will implement intervention programs and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.</p> <p>Intervention Programs will target students both inside and outside of the CORE classes to increase percentage of students scoring proficiency in Math.</p> <ul style="list-style-type: none"> <li>All students will be programmed into a double-block of math with the same teacher (schedule-permitting).</li> <li>Renew ST Math intervention program site licenses to provide supplemental services to those students performing below grade level in math.</li> <li>Locally designed intervention materials will be generated for intervention during the school day and for in-class supplemental instruction for supporting CCSS.</li> </ul>	Tutor Teacher X-Time  Software License Maintenance  Other Non-Instructional Contract  Supplemental Classroom Technology  \$40,648.00 Microcomputer Support Assistant (MSA) Title One  Clerical Overtime  Custodial Overtime  Custodial Supplies	Counselors and CPAs will monitor that students are programmed into the correct classes according to the Master Plan and student intervention needs as determined by data.	Principal, Department Chairs, Counselors, Instructional Leadership Team, Instructional Specialist  Microcomputer Support Assistant (MSA)	July 2014 – June 2016

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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:** The percentage of students who reclassify will increase by 3% per annum from 15.0% in 2012 – 2013 to 24% in 2015 - 2016. The EL Coordinator will monitor students who will potentially reclassify by tracking their Periodic Assessment scores, their ELA grades at each grading period, and presenting and prepping students for the CELDT exam. **By June, 2016, the percentage of EL students earning a passing grade of “C” or better in their English Language Arts classes will increase schoolwide 10% (from \_\_\_% 2013 – 2014 to \_\_\_% 2015 – 2016).** Increase AMAO II from 37.5% in 2012 – 2013 to 44.5% in 2015 – 2016.

<b>Identify data used to form this goal:</b>		<input type="checkbox"/> AYP Report/CAHSEE	<input type="checkbox"/> CORE Waiver Data Report (if applicable)	<input checked="" type="checkbox"/> MyData (CST Strand Report)
<input checked="" type="checkbox"/> CELDT / AMAOs	<input checked="" type="checkbox"/> Student Grades	<input checked="" type="checkbox"/> Curriculum-Based Measure: Periodic Assessments and Diagnostics	<input checked="" type="checkbox"/> Data Summary Sheet	

<p><b>Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?</b></p> <ul style="list-style-type: none"> <li>What factors explain the changes in proficiency levels over time?</li> <li>Why were interventions effective or ineffective in moving students to proficient or advanced on the assessment?</li> <li>What factors explain the increase or decrease in the number of Long Term English Learners (LTELs)?</li> </ul>	<p>English Learners comprise 23% of Edison's student population, and 90% of the school's EL's are Long-Term English Learners (LTELs). The overall achievement of our EL's this past year did not show significant improvement as measured by AMAO 1 and AMAO 2.</p> <p>In 2011-2012, AMAO 1= 54.4% compared to 2012-2013, AMAO 1= 53.3% In 2011-2012, AMAO 2= 40.6% compared to 2012-2013, AMAO 2= 37.5%</p> <p>However, Edison EL students did demonstrate individual improvement in every skill area tested on the CELDT. Changes in proficiency levels over time are due to targeted interventions provided to ELs during the school day and after school hours, data driven decision making, and the school-wide implementation of research-based strategies. Interventions have increased parent, student, and teacher awareness as to students' language classification, program placement and CELDT scores. The implementation of the double block schedule provides students additional instructional time needed to receive support in area(s) of need. The number of LTELs has decreased from 92.0% in 2012 to 89.1% in 2013 due to targeted interventions and implementation of common research-based strategies within the Interdisciplinary Teams.</p>
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<b>Key Strategy(ies):</b>	Improve the performance of EL students and reduce the percentage of LTELs by following the Master Plan and monitoring student progress. Teachers will receive Professional Development in the area of the four Access Strategies. English Learner students that are not making adequate progress on CELDT, core subject areas, and Periodic Assessments will be provided targeted intervention services during and outside of the school day.
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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
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## Thomas Alva Edison Middle School (8113)

Effective Instructional Program (Professional Learning and Classroom Instruction)	<p>English Language Development (AMAO1 and 2) - English Learner faculty and staff will participate in the following professional development:</p> <ul style="list-style-type: none"> <li>-Peer observations</li> <li>-Interdisciplinary Teaching</li> <li>-Expository Writing Across the Curriculum</li> <li>-Access to Core Strategies <ul style="list-style-type: none"> <li>o Collaborative Groups</li> <li>o Graphic Organizers (Thinking Maps)</li> <li>o Instructional Conversations</li> <li>o Academic Vocabulary</li> </ul> </li> <li>-Effective Language Acquisition</li> <li>-CELDT, and the Reclassification process</li> <li>-SDAIE strategies/methodology</li> <li>-Attend conferences:</li> <li>-Protocols for Checking for Understanding</li> <li>-Text Complexity</li> <li>-EL Shadowing Protocol</li> <li>-Data Analysis</li> <li>-Sentence/Paragraph Frames</li> <li>- Reading Strategies</li> <li>-Annotating the text</li> <li>-Anticipatory guides</li> <li>-Long-Term English Learners</li> <li>-ELD Portfolios</li> <li>- New English Learner standards</li> <li>- Content and Language Objectives</li> <li>-Language Appraisal Team</li> </ul> <p>UCLA conference, CABE, Language Acquisition, Kate Kinsella,</p> <p>Teachers of English Learners will be provided with the following in order to participate in the actions listed above:</p> <p><i>PD Teacher Regular</i> to participate in PD during their regular assignment.</p> <p><i>PD Teacher X-Time</i> to participate in PD outside of their regular assignment.</p> <p><i>General Supplies</i> will be provided to support the academic achievement of ELs, professional development for teachers, and or trainings/workshops specifically for parents of EL's</p>	<p>PD Teacher Regular</p> <p>PD Teacher X-Time</p> <p>Teacher X-Time</p> <p>CPA EL Coordinator X-Time</p> <p>TITLE III Coach X-Time</p> <p>Staff/Parent Conference Attendance</p> <p>\$25,700 General Supplies</p> <p>Title One &amp; EL</p> <p>Teacher Librarian &amp; Media Specialist</p>	Instructional Leadership Team will conduct classroom observations to ensure the proper implementation of strategies learned during professional development.	Principal, Instructional Leadership Team, EL Coordinator, Title III Coach, Title 1 Coordinator	July 2014-June 2016
Maximizing Instructional Time	<p>Monitor the implementation of an effective Instructional program that meets the needs of English Learners using an observation template.</p> <p>Fund an English Learner Coordinator with differential to provide direct services to ELs. Direct services will include: Coordinating instructional programs and services, conduct professional development, conduct classroom observations, functioning as a resource for data and data analysis related to English Learners, conduct CELDT awareness activities, guide the effective functioning of the English Learner Advisory Committee (ELAC), maintain a compliance English Learner program, in-service EL teachers on the EL benchmarks, language classifications and conduct EL parent/teacher workshops/trainings.</p> <p>Title III Instructional Coach will conduct demonstration lessons to model use of effective ELD/SDAIE methodologies and access to core strategies to ensure equitable access to core standards-base instruction. Support teachers to manage, interpret and use formative assessment data, systematically examine student work, plan and deliver appropriate instruction, conduct EL parent/teacher workshops/trainings, serve as LTEL Designee and be part of the Language Appraisal Team</p>	<p>CPA- EL Coordinator</p> <p>CPA- EL Coordinator X-Time</p> <p>TITLE III Coach X-Time</p> <p>Instructional Specialist</p> <p>Day-to-Day Subs</p> <p>\$6,443.00</p>	Principal will monitor the EL Coordinator/TITLE III Coaching Logs	Principal, Instructional Leadership Team, EL Coordinator, Title III Coach, Title 1 Coordinator	July 2014-June 2016

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## Thomas Alva Edison Middle School (8113)

	<p>Conference with students not making adequate progress on EL benchmarks.</p> <p>Recognize students that score proficient on the CELDT and those that meet the criteria for reclassification.</p> <p>Day-to-Day Subs to release teachers to plan academic content lessons, plan activities related to the EL Instructional Program, analyze test data, conduct CELDT awareness presentations to ELs, EL parents, and staff, monitor and analyze EL portfolios, do peer observation.</p>	<p>General Supplies Title One &amp; EL</p> <p>\$29,296.00 IMA Title One &amp; EL</p>			
Interventions to Close Achievement Gaps	<p>Fund Bilingual Teacher Assistants to assist content area teachers of ELs with less than reasonable fluency with primary language support under the direction of a highly qualified teacher during and outside of the school day. Additionally, teacher assistants will provide instructional assistance in computer labs, assist with parental involvement activities/parent conferences, and provide support with Master Plan related activities. Teacher assistants will receive professional development/trainings during and outside of the regular school day.</p> <p>Provide X-Time to Teachers, EL Coordinator, Coaches to analyze CELDT, Periodic, and Diagnostic data in order to identify student needs and plan for the appropriate targeted intervention. They will construct curriculum, coordinate classes, and prepare material for intervention programs. Conduct Parent/Student/ Teacher workshops, trainings, informational meetings to discuss the importance of meeting English Learner benchmarks, reclassification and the Long-Term English Learner Goal Sheet. Additionally, they will conduct student presentations before the administration of any state test.</p> <p>Refer ELs not making adequate progress to the Language Appraisal Team in order to provide students with appropriate action plans.</p> <p>Tutor X-Time for Teachers, Coordinators, and Coaches to provide targeted intervention programs/materials to ELs not making adequate progress on CELDT, core subject areas, and Periodic Assessments during and outside of the school day. Intervention services will focus in Listening, Speaking, Reading Comprehension, Writing, Mathematics, and assisting students that can reclassify and are only pending their English Language Arts grade.</p> <p>Provide X-Time for Teachers/Coordinators/Coaches in planning and leading EL teacher/parent workshops/trainings.</p> <p>Review EL and RFEP monitoring rosters monthly and provide proper interventions.</p> <p>Title III access to Core Coach/EL Coordinator X-Time -will support the consistent implementation of the districts initiatives in regards to the Long-Term English Learners. Coach/Coordinator will monitor Long-Term English Learners -plan for LTEL student and parent meetings at least twice yearly either individually or in group. Discuss the LTELs program placement, test results, language status and establish goals for reclassification as well as how to meet the academic progress targets.</p>	<p>\$38,904.00 Bilingual Teacher Assistants EL</p> <p>\$1,730 Bilingual Assistant Relief Time Title One</p> <p>CPA- EL Coordinator</p> <p>CPA EL Coordinator X-Time</p> <p>\$3,497.00 TITLE III Coach X-Time EL</p> <p>Teacher X-Time</p> <p>Tutor Teacher X-Time</p> <p>Curricular Field Trips</p>	<p>CPA-EL Coordinator and teacher will monitor bilingual teacher assistants</p> <p>Principal will monitor the EL Coordinator/TITLE III Coaching Logs</p> <p>Pre and post assessment data will be implemented for intervention programs to evaluate the effectiveness of the program.</p> <p>Planned lessons shall be uploaded to Curriculum and Instruction MOODLE</p> <p>PD evaluations completed by parents</p>	Principal, Instructional Leadership Team, EL Coordinator, Title III Coach, Title 1 Coordinator	July 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 Alva Edison Middle School (8113)**

	<p>Provide Teacher Auxiliary Intervention class where a highly qualified teacher assigned to teach one additional class period each day to provide instructional support to Long-term English Learners.</p> <p>Curricular Field Trips to provide context of lessons.</p>				
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Thomas Alva Edison Middle School (8113)

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

<b>LEA Goal:</b> All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.						
<b>*School Goal:</b> The school will increase the percentage of parents who respond “Often” or “Very Often” to the Opportunities for Involvement question by 10% (from 13.7% in 2013 – 2014 to 23.7% in 2015-2016).						
<b>Identify data used to form this goal:</b>		<input type="checkbox"/> AYP Report/CAHSEE <input type="checkbox"/> CORE Waiver Data Report (if applicable) <input type="checkbox"/> MyData (CST Strand Report)				
<input type="checkbox"/> Student Grades		<input checked="" type="checkbox"/> School Experience Survey <input checked="" type="checkbox"/> Data Summary Sheet <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>What factors explain changes in parents feeling welcomed at school over the last two years?</li> <li>What factors explain changes in parents having opportunities for involvement at school over the last two years?</li> <li>What factors explain the changes in parents talking with their child's teacher about schoolwork over the last two years?</li> </ul>		<ul style="list-style-type: none"> <li>Changing of staff and parent representative. The former parent representative retired, and there was no one to fill the position for a short period of time.</li> <li>We use an online gradebook called EngradePro that allows students and parents to see their grades, message teachers, and complete missing work. Parents are invited every month to observe classrooms and offer feedback. We have annual Family Math and Literacy Night, a Health and Science Fair, and a Civil War Reenactment and Play, all of which invite parents and community members to attend. There are AVID parent workshops, volunteer clean-up days, and an active Parent Center that offers a variety of classes.</li> <li>We communicate more frequently through posters, ConnectEd messages, EngradePro parent accounts, teacher webpages, and monthly newsletters to remind parents to talk to teachers.</li> </ul>				
<b>Key Strategy(ies):</b>		<ul style="list-style-type: none"> <li>Increase parent engagement by providing ongoing parent trainings that focus on instructional practices and curriculum at the school.</li> <li>School will communicate with parents through various mediums appropriate to the school community.</li> <li>Provide parents with the opportunity to participate in classroom activities.</li> <li>Create a welcoming environment that supports meaningful parent engagement.</li> <li>Develop a system that allows the communication between school site and parents effectively.</li> </ul>				
<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>
Parent Engagement	<ul style="list-style-type: none"> <li>Student-Led Conferences</li> <li>Parent Observations of Classrooms</li> <li>Math/Literacy Night</li> <li>Volunteer Service Day</li> <li>Civil War Reenactment</li> <li>Orientation Day(s)</li> <li>AVID Parent Meetings (every other month)</li> <li>GATE/SAS Parent Meetings</li> </ul>		Teacher Assistants  \$3,064 Teacher Assistant Relief Time Title One & EL	The school will review the data from the school report card.  Sign-ins	Administrator  Title I Coordinator And Differential	

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## Thomas Alva Edison Middle School (8113)

	<ul style="list-style-type: none"> <li>SSC / SDMC / ELAC Meetings</li> <li>Computer Workshops</li> </ul>	\$2,164.00 Advisory Committee Expenses Title One & EL			
Parent Communication	<p>The school will communicate with parents in a variety of ways, including (but not limited to):</p> <ul style="list-style-type: none"> <li>School website</li> <li>Connect-Ed</li> <li>Student Planner</li> <li>School Correspondence</li> <li>School Marquee</li> <li>EngradePro</li> <li>Parent Newsletters</li> </ul>	<p>\$11,484.00 Community Representative Title One</p> <p>Teacher X-Time</p> <p>\$10,440.00 Xerographic Machinery; Gestetner / Duplo Machines and machinery maintenance Title One</p> <p>Student Planner (1 per student @ \$3.75 ea.)</p> <p>Custodial Overtime</p> <p>Clerical Overtime</p>	Principal will approve parent communications	Title 1 Coordinator, Principal  Microcomputer Support Assistant (MSA)	
Parent Training	<ul style="list-style-type: none"> <li>Training is provided to parents regularly on the following topics: Developing a School-Parent Partnership Using the School-Home Compact and Student Planner, LAUSD Graduation Requirements/College Workshops/Financial Aid Workshops, Literacy/Numeracy Trainings, Common Core Workshops, Technology Training (MS Office, EngradePro, Internet Usage, School Website), How to Support Children's Learning at Home and at School, Healthy Habits (exercise, cooking tips, nutrition), Parenting Skills (Back in Control), Presentations by Planned Parenthood, Weber Mental Health Workshops for Home and Students.</li> <li>Parent Center Personnel will hold monthly training to build the capacity of parents to support learning at home and at school.</li> </ul>	<p>\$1,000.00 Parent Training Allowance Title One &amp; EL</p> <p>\$1,200 Parent Conference Attendance EL</p> <p>\$10,440.00 Instructional Materials Account (IMA)</p>	<p>Semester review of trainings offered to parents (agendas, sign-ins, flyers, evaluations, etc.)</p> <p>Monthly review of Parent Center Activities focused on building parent capacity</p>	Title I Coordinator, Instructional Specialist, Principal	August 2014 – June 2015

\*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 Alva Edison Middle School (8113)**

		Title One & QEIA			
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# Thomas Alva Edison Middle School (8113)

## 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>	The percentage of students with 96% or higher attendance rate will increase by 6% from 72% 2013 – 2014 to 78% in 2015 – 2016 by the end of June 2016.				
<b>Identify data used to form this goal:</b>	<input type="checkbox"/> AYP Report/CAHSEE <input checked="" 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>This year is not over yet, but so far, we are meeting attendance targets.</li> <li>The school incentives for students and parents.</li> <li>There were 19 instructional days lost to suspension over the last two years.</li> <li>The number of Category 1 suspensions increased over the past two years by 0.3%, but none from Category 2 or 3.</li> <li>The suspension rate increased because of acts that fell under Category 1.</li> <li>The number of days lost due to suspensions has decreased over the past two years due to an alternative to suspension program and interventions for early warning signs.</li> <li>There is a skewed perception of safety due to unfortunate circumstances in the community.</li> </ul> <p>Students at Edison feel safe overall at the campus. The use of strategies from our SWPBS Plan has begun to increase student morale.</p>		
<b>Key Strategy(ies):</b>	To maintain a suspension rate of less than 1% by focusing on our SWPBSP. To increase the percentage of students who feel safe on campus.				
Focus Areas	Actions/Tasks to accomplish the Strategy(ies)**	Projected Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/Completion Date
Social / Emotional Interventions	<p>Clubs such as the Running, Ambassadors, and Gardening Clubs are intended to increase student participation in a positive way beyond the school day. These clubs help create social skills and positive student interactions.</p> <p>The school will implement a school-wide attendance program to ensure that the number of students losing instructional time is within the target goal and that the social and emotional interventions are addressed to lessen the number of days absent.</p> <ul style="list-style-type: none"> <li>The PSA Counselor will:               <ul style="list-style-type: none"> <li>Conduct parent workshops and home visits during or beyond the school day</li> <li>Facilitate SST/COST teams to provide interventions for students with chronic absences – including informational mailers and meetings with parents/families</li> </ul> </li> </ul>	<p>\$20,718.00 PSA Counselor Title One</p> <p>PSW Counselor FTE 0.20 Title 1</p> <p>\$100,582.00 Behavior/ Intervention Coordinator and</p>	<p>The club sponsor will provide agendas and sign-ins for all meetings.</p> <p>The school will collect data via the School Experience Survey to monitor student perception of safety.</p>	Principal, CPA Coordinators, Teachers, Behavior Intervention Coordinator, Administrators	

\*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 Alva Edison Middle School (8113)

	<ul style="list-style-type: none"> <li>Coordinate incentive programs in the form of ice-cream socials, non-uniform/free-dress days, school supplies, pictures on our webpage, and special assemblies will be used for students with perfect monthly attendance.</li> <li>Provide individual or group counseling during or beyond the school day</li> <li>Refer families to community resources</li> <li>Facilitate the implementation of a 96% attendance policy for 8<sup>th</sup> grade culmination participation.</li> </ul> <ul style="list-style-type: none"> <li>The Psychiatric Social Worker will <ul style="list-style-type: none"> <li>Work with students who are at risk for dropping out due to trauma, grief, and other social-emotional issues.</li> <li>Provide parent education, training, and other evidence informed programs.</li> <li>Conduct staff development to address barriers to learning, including Impact of Trauma on Learning; Psychological First Aid; Crisis Intervention &amp; Management; Threat Assessment &amp; Management.</li> <li>Participate in the school's Coordination of Services Team (COST) and Student Success Team (SST) meetings.</li> </ul> </li> <li>The School Psychologist will <ul style="list-style-type: none"> <li>Meet with at-risk students and families to discuss the trends in attendance during or beyond the school day</li> <li>Provide early interventions and provide consultation for parents and staff</li> <li>Assist in designing interventions to address students with high absences or suspensions</li> <li>Will refer students with high absenteeism to intervention opportunities for skills they missed</li> </ul> </li> <li>The School Nurse will follow-up on health factors that lead to students' poor achievement and chronic absenteeism: <ul style="list-style-type: none"> <li>Health/hygiene related counseling and education</li> <li>Staff development in health-related issues and counseling</li> </ul> </li> <li>Administration will ensure that all staff follow the school-wide attendance program by <ul style="list-style-type: none"> <li>Having protocols for student attendance and tardies to avoid erroneous absence records in MiSiS.</li> <li>Having awards assemblies for students and parents at the end of each semester to recognize students with perfect attendance.</li> <li>Giving certificates to the parents of students with perfect attendance.</li> <li>Teachers and administration will utilize ConnectEd messaging to inform parents of attendance, important dates, policies, and early warnings for attendance issues.</li> <li>Having alternatives for suspension with in-school training and creating positive support plans.</li> </ul> </li> </ul>	Differential Title One  \$20,718.00 School Psychologist Title One  \$19,826.00 Nurse Title One  \$1,245.00 Other Non- Instructional Contract Title One  Community- School Coordinator  Counselor(s)  Clerical Overtime	Attendance will be monitored monthly, and students will be rewarded for perfect attendance.  Student referrals will be entered into a database for monitoring and to target intervention.		
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\*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 Alva Edison Middle School (8113)**

	Clerical Staff will support the attendance goal with personalized phone calls and translation of parent communication.				
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\*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 Alva Edison Middle School (8113)

### CORE Waiver Status and Interventions Form

Title I schools that fail to meet their California Annual Measurable Objectives (CA AMO) and/or their School Quality Improvement System growth goal\* will be required to help inform appropriate interventions and shall indicate so in the annual Single Plan for Student Achievement (SPSA) by adding the Status and Interventions form and answering template questions provided by CORE staff to the participating LEA. A template to indicate AMO achievement and questions for 2014-15 are as follows

LEA:	Los Angeles Unified School District		Year:	2014-2015	
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2013-2014 AMOs (based on 2012-2013 data)	Yes	No	Prior Year AMOs (based on 2011-2012 data)	Yes	No
Did the school meet this year's API growth target?	X		Did the school meet the prior year's API growth target?	X	
Did the school meet this year's achievement target? (California Annual Measurable Objectives)		X	Did the school meet the prior year's achievement target? (California Annual Measurable Objectives)		X
Did the school meet the graduation rate target? (if applicable)	N/A	N/A	Did the school meet the prior graduation rate target? (if applicable)	N/A	N/A
Did the school meet this year's School Quality Improvement Goal?	N/A	N/A	Did the school meet this year's School Quality Improvement Goal?	N/A	N/A

1. Based on analysis of the CA AMOs, graduation rates and School Quality Improvement System, which subgroups and content areas will the school target for improved achievement in the 2014-15 school year?		Provide a narrative in response to question 1: The school will target Students with Disabilities and English Learners in Math and English.	
2. Are there existing goals within the SPSA addressing the target areas for improved academic achievement identified in the Status and Intervention form?		Mark boxes where existing goals within the SPSA are found: <input type="checkbox"/> 100% Graduation <input checked="" type="checkbox"/> English Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> English Language Development -Title III <input checked="" type="checkbox"/> Parent & Community Engagement <input checked="" type="checkbox"/> 100% Attendance, Suspension/Expulsion & Non-Cognitive Skills	
3. Are there existing interventions planned to address the target areas for improved academic achievement linked to the goals related to the Status and Intervention form?		Mark boxes where existing interventions within the SPSA are found: <input type="checkbox"/> 100% Graduation <input checked="" type="checkbox"/> English Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> English Language Development -Title III <input checked="" type="checkbox"/> Parent & Community Engagement <input checked="" type="checkbox"/> 100% Attendance, Suspension/Expulsion & Non-Cognitive Skills	
4. What indicators will be used to measure success of the applied interventions and indicate where those goals are found?		Provide a narrative in response to question 4: To measure the success of applied interventions, we will use measures such as grades (passing with a C or better), CELDT scores and reclassification rates, and attendance rates. These goals can be found in the goal matrix.	

\*Availability to be determined at a later date

# **TITLE I SCHOOLWIDE PROGRAM SCHOOLS/NCLB 1114 (PI—Section 1116) COMPONENTS FOR IMPLEMENTATION**

<p>1. Describe how the school provides increased learning time to underperforming students outside the school day. (Include intervention programs provided before school, during the school day, after school, and on Saturdays.)</p> <p>During the school day, students are programmed into intervention classes for ELA/ELD and Math. This intervention is targeted, based on formative assessment data, high-stakes testing data, and teacher assessment. Supplemental CELDT classes are offered during summer vacation to support students needing additional assistance. Intervention time for ELD students is offered after school to help students improve their grades.</p>
<p>2. Describe the strategies to be utilized to meet the educational needs of historically underserved population (migrant students, homeless students and American Indian students).</p> <p><b>The following strategies will be utilized to meet the educational needs of Migrant Students:</b></p> <ul style="list-style-type: none"> <li>• Address the needs of migrant students in the Single Plan for Student Achievement.</li> <li>• Ensure that the Migrant Education Program (MEP) <i>Family Work Questionnaire</i> is part of the enrollment packet.</li> <li>• The Principal will designate a certificated staff member to be the MEP school contact person. The certificated contact person will be the Instructional Specialist working in the counseling office.</li> <li>• Complete the Intervention Services Survey.</li> <li>• Conduct the initial assessment of the migrant student using the MEP Individual Learning Plan (MEP ILP).</li> <li>• Arrange a Parent/Teacher conference to discuss the student's MEP ILP.</li> <li>• Record the MEP ILP in the student's cumulative record.</li> <li>• Implement the Migrant Education Purple Folder.</li> <li>• Monitor documentation requirements for migrant students.</li> <li>• Address the individual student's needs through the recommended services noted on the MEP ILP.</li> <li>• Provide an in-service on the Migrant Education Program. (Please contact the MEP Office for assistance with in-service).</li> </ul> <p><b>The following strategies will be utilized to meet the educational needs of Homeless Students:</b></p> <ul style="list-style-type: none"> <li>• Ensure that the Student Residency Questionnaire is included in every school enrollment packet.</li> <li>• Make sure that The Student Residency Questionnaire is also disseminated annually to account for students who become homeless after initial enrollment.</li> <li>• Assure that any Student Residency Questionnaires identifying homeless students are faxed to the Homeless Education Program for services immediately upon receipt.</li> <li>• Each principal shall designate an administrator to serve and be responsible as the School Site Homeless Liaison or oversee a designee to ensure that procedures related to homeless students are implemented appropriately. The designated person will ensure adherence to current District policy regarding the enrollment of homeless children and youth in schools and ensure that these students receive services at the school site and from The Homeless Education Program. The school designee will be the lead school counselor.</li> </ul> <p><b>The following strategies will be utilized to meet the educational needs of American Indian Students:</b></p> <ul style="list-style-type: none"> <li>• The Title VII Student Eligibility certification form will be included in the school's enrollment packet and the contact person to assure that American Indian students receive services is the Instructional Specialist.</li> </ul>
<p>3. Description of strategies used by the District to attract high-quality, highly qualified teachers to high-need schools includes recruitment efforts to ensure that core academic subject areas are staffed with high-caliber teachers.</p> <p>LAUSD maintains an aggressive and far reaching recruitment plan. On June 30, 2010, all non-compliant elementary teachers were subject to Reduction in Force. Current hiring practices limit hiring to credentialed and intern candidates only. Principals are increasingly selective in their hiring practices, seeking only to interview and select those candidates who are in compliance with NCLB. The District is continuing to offer a Verification Process for Special Settings (VPSS) program to assist secondary special education teachers and alternative school teachers to become NCLB compliant in all subjects taught.</p>

**TITLE I SCHOOLWIDE PROGRAM SCHOOLS/NCLB 1114 (PI—Section 1116)**  
**COMPONENTS FOR IMPLEMENTATION**  
**(continued)**

4. Describe how the school will coordinate and integrate federal, state, and local services and programs.

The school site council, in collaboration with the school's stakeholders, will coordinate federal, state, and local services and programs to ensure resources are allocated based on student needs. Low-achieving, at-risk students not meeting grade-level standards will receive the appropriate supplemental support based upon a rigorous analysis of all pertinent subgroup and individual student data. These include students in target populations of all programs in the SWP plan. Supplemental academic support will include, without exception, student interventions.

5. Describe how the school will evaluate the effectiveness of the program in meeting the goals and make necessary modifications.

To determine whether or not district, state, and federal goals were met, a report will be compiled [i.e., AYP (AMOs), AMAOs, and MCDs]. Strategies to achieve the goals will be measured for effectiveness through data and the completion of the Annual Evaluation of *Single Plan for Student Achievement*. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the Goal Matrix pages have not provided results or sustained improvement. In addition, parents are provided opportunities (i.e., participation in SSC, various public meetings, and/or advisory committees) to renew the report and provide feedback on the programs that have been implemented.

6. Describe how the school assists preschool children in the transition from early childhood programs to elementary school. (elementary schools only)

N/A

7. Describe how teachers are included in the decisions regarding the use of academic assessments that provide information on and that improve student achievement and the overall instructional program.

Teachers are involved in the following activities:

- Training on the use of MyData to determine the progress of their students on periodic assessments and annual assessment scores
- The development of assessments based on their lessons
- Collaboration among grade levels and departments on the assessment results and developing lessons
- Providing intervention for students not meeting grade level standards on the assessments

PARENTAL INVOLVEMENT POLICY

**Insert**

**2013 – 2014 Parental Involvement Policy**

*Each school in LAUSD is required to develop a written parental involvement policy. This policy describes how the school will support and increase parent involvement. The parental involvement policy must be developed with parents and include participation from all appropriate advisory committees and be agreed upon by the School Site Council. The written parental involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.*

*The sample in the Resource Guide will assist schools in customizing their own Parental Involvement Policy based on identified data-driven needs. Beginning May 2010, schools are required to annually submit evidence that the Parental Involvement Policy was reviewed and/or revised by the SSC with input from the appropriate advisory committees. Schools are required to submit copies of the Parental Involvement Policy to the Educational Service Center Parent and Community Engagement Unit.*

**\*\* When submitting final school plan, place Parental Involvement Policy behind this placeholder page. \*\***

SCHOOL-PARENT COMPACT

# Insert

## 2013 – 2014 School-Parent Compact

*Section 1118 of NCLB advocates shared responsibilities for high student academic achievement. The school-parent compact is a component of the Parental Involvement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.*

*The sample in the Resource Guide will assist schools in customizing their own Parental Involvement Policy based on identified data-driven needs. Beginning in May of 2010, schools are required to submit evidence annually that the Parental Involvement Policy was reviewed and/or revised by the SSC with input from the appropriate advisory committees. Schools are required to submit copies of the Parental Involvement Policy to the Educational Service Center Parent and Community Engagement Unit.*

***\*\* When submitting final school plan, place School-Parent Compact behind this placeholder page. \*\****

**Educational Service Center MONITORING**

A comprehensive and multi-level monitoring process assists the Educational Service Center (ESC) in evaluating the implementation of the Goal Matrix and helps to inform future practice. Schools are monitored by the Educational Service Center through the use of the School Support Visit Report completed by ESC Instructional Directors following multiple site-based visits. Instructional Directors conduct performance dialogues with their network principals to review the academic progress of all students and the School Support Visit Reports are a mechanism for memorializing the support Instructional Directors offer to the schools and for giving feedback to principals. The School Support Visit Report provides a consistent manner of summarizing an Instructional Director's visit to the campus. The focus of the School Support Visit Report is to monitor implementation of the Single Plan for Student Achievement, key strategies, and analysis of student data as evidence of school progress. School Support Visit Reports help ensure that the director and the principal are maintaining a focus on the instructional priorities of the school. These reports allow staff to determine instructional strengths and weaknesses on a school- and district-wide basis. The Deputy Superintendent of Instruction, Instructional Superintendents, and Instructional Directors have access to the School Support Visit Reports and the information is used to guide the professional development and differentiated support provided by instructional support staff.

Instructional Directors review and recommend for approval the Single Plan for Student Achievement (SPSA) and school site budgets throughout the school year. Instructional Directors supporting schools identified as Rewards, Priority, Focus, or Support schools monitor school growth and the implementation of CORE Waiver mandates. All school site budgets are reviewed and approved by the ESC Superintendent.

Instructional Directors must describe the additional service and support provided to the school's instructional program below. In addition to the above, Instructional Directors of schools identified as Rewards, Priority, Focus, or Support must describe monitoring of the school's implementation of the CORE Waiver mandates, and additional service and support provided to the instructional program:

## BUDGET

**Insert**

Budget Pages found at:

[fsep.lausd.net](http://fsep.lausd.net)

**Budget Funding**

**2014-2015 Assurances & Justifications Budget Pages**



## ATTACHMENTS

*Directions: Attach materials which include the following:*

### Submit with Plan:

- **SSC Approval of SPSA**
  - Include copies of agenda, minutes, and sign-ins verifying approval of the SPSA.
  - Include any written parent comments of dissatisfaction with the SPSA (SWP).
  - Documentation (i.e., agendas, sign-ins, and minutes) must remain at the school site for five years.
- **Annual Title I Meeting**  
Evidence of yearly Title I parent meeting. (Agenda and flier)
- **School Report Card** (School Experience Survey for Parents) New Schools—insert the Analysis of School Experience Survey for Parents located in the *Resource Guide for Completing the SPSA*.
- **CD containing an electronic copy of the 2014-2015 SPSA in Word format**

### Retain at the School:

- **Small Learning Community Plan**
- **GATE Plan**
- **Grants**  
Include plans for any grants received by the school.
- **Safe School Plan**
- **LAUSD Public School Choice Proposal**