

**SOUTHEAST MIDDLE SCHOOL**  
 High Priority School Grant – HPSG  
 Focus: Prioritized Goals and Actions

Process: Information taken from Educational Growth’s report during the HPSG Planning year 2006-2007, augmented by the NLCB PI2 School Review Process during the 2007-2008 school year.

<b>FINDING(S) English Language Learners scored below fluent English peers in all categories</b>				
<b>Response Goals</b>	<b>Action Steps/Strategies/Activities to Achieve the Goal</b>	<b>Evidence/Benchmarks/Means to Evaluating Progress</b>	<b>Interventions</b>	<b>Resources</b>
<p>EL GOAL 1:            All English Language Learners (ESL 1-4) will move:</p> <ul style="list-style-type: none"> <li>• a minimum of 1 ELD level a year to reclassify by year 3</li> <li>• a minimum of will move up one level yearly on the CST-ELA performance band</li> </ul> <p>All English Language Learners (PRP) will reclassify within a two-year period, as follows:</p> <ul style="list-style-type: none"> <li>• Year 1               <ul style="list-style-type: none"> <li>○ reach or exceed a level 3 on all 4 sections of the CELDT</li> <li>○ achieve or exceed a level of BB on the CST-ELA</li> <li>○ Earn a grade of ‘C’ or better in ELA class</li> </ul> </li> <li>• Year 2               <ul style="list-style-type: none"> <li>○ reach or exceed a level 4 on all 4 sections of the CELDT</li> <li>○ achieve or exceed a level of B on the CST-ELA</li> </ul> </li> </ul> <p>Earn a grade of ‘C’ or better in ELA class</p>	<ul style="list-style-type: none"> <li>• Analysis of student work based on Lesson Study process</li> <li>• Incorporation of the Accelerated Reader Program</li> <li>• Incorporation of a writing program</li> <li>• Analysis of monthly data that will lead to the implementation of intervention programs</li> </ul> <ul style="list-style-type: none"> <li>• Reading/Writing Connection: Journal writing on a daily basis as a warm-up with daily objectives (assertion, supporting details, etc)</li> <li>• Have a pre-assessment/writing sample at the beginning of the year to determine grammar problems.               <ul style="list-style-type: none"> <li>○ 2-3 times a week have a mini grammar lesson</li> <li>○ Post-test to evaluate progress(evidence)</li> </ul> </li> <li>• Develop a Common Rubrics: School-Wide-Clear objective for students.</li> </ul> <p>Product/essay</p> <ul style="list-style-type: none"> <li>• needs to be fully developed</li> <li>• all aspects need to be present in essay               <ul style="list-style-type: none"> <li>○ grammar</li> <li>○ accurate response to the text/question</li> </ul> </li> <li>• vocabulary</li> </ul>	<p>- Annual CELDT/CST Test results</p> <p>- ESL/ELA Semester Grades</p> <p>- ESL Department monthly data review</p> <ul style="list-style-type: none"> <li>• One selection test data to be analyzed per month.</li> <li>• Two LAA test results to be analyzed per month.</li> <li>• One piece of writing (can be any writing assignment) results to be analyzed per month.               <ul style="list-style-type: none"> <li>○ The analysis of this data will assist staff in determining, no later than the half way mark within a semester, those students not meeting the desired goals. These students can then be referred for intervention programs such as Beyond the Bell and After School Tutoring, etc.</li> </ul> </li> </ul>	<p>For those students <u>not</u> meeting the first goal of moving up a minimum of 1 ELD level a year to reclassify by year 3 we will:</p> <ol style="list-style-type: none"> <li>1. Make the distinction of those students who are not meeting the goal due to academic issues or behavior/study skills issues.</li> <li>2. If the student is not meeting the goal due to academic issues and <u>has</u> attended recommended intervention said student would most likely benefit from another semester in current level and will be recommended to LAT/SST.</li> <li>3. If the student is not meeting the goal due to academic issues and <u>has not</u> attended recommended intervention said student would be placed on a contract and recommended to LAT/SST.</li> <li>4. If the student is not meeting benchmarks due to other than academic reasons, student will be referred to counseling staff for further action.</li> </ol>	

**SOUTHEAST MIDDLE SCHOOL**  
 High Priority School Grant – HPSG  
 Focus: Prioritized Goals and Actions

Process: Information taken from Educational Growth’s report during the HPSG Planning year 2006-2007, augmented by the NLCB PI2 School Review Process during the 2007-2008 school year.

<b>FINDING(S) English Language Learners scored below fluent English peers in all categories</b>				
<b>Response Goals</b>	<b>Action Steps/Strategies/Activities to Achieve the Goal</b>	<b>Evidence/Benchmarks/Means to Evaluating Progress</b>	<b>Interventions</b>	<b>Resources</b>
<p>EL GOAL 2:            All Teachers will implement strategies for differentiated instruction for academic success of EL’s in all content areas.</p>	<ul style="list-style-type: none"> <li>- Reading/Writing Connection: Journal writing on a daily basis as a warm-up with daily objectives (assertion, supporting details, etc)</li> <li>- PD on SDAIE strategies such as               <ul style="list-style-type: none"> <li>• Graphic Organizers (from the periodic assessments)</li> <li>• Note taking</li> <li>• Vocabulary development (develop common academic vocabulary list which can be applied to all content areas)</li> </ul> </li> <li>- ESL teachers or experts to model specific SDAIE strategies in specific content areas</li> <li>- Have a pre-assessment/writing sample at the beginning of the year to determine grammar problems.               <ul style="list-style-type: none"> <li>• 2-3 times a week have a mini grammar lesson</li> <li>• Post-test to evaluate progress(evidence)</li> </ul> </li> <li>- Teachers will develop vocabulary “word walls” in English and Spanish</li> <li>- Implement periodic “teachers choice” PD</li> <li>- Develop a Common Rubrics: School-Wide-Clear objective for students.</li> <li>- Product/essay               <ul style="list-style-type: none"> <li>• needs to be fully developed</li> <li>• all aspects need to be present in essay                   <ul style="list-style-type: none"> <li>○ grammar</li> <li>○ accurate response to the text/question</li> </ul> </li> </ul> </li> </ul> <p>vocabulary</p>			

**SOUTHEAST MIDDLE SCHOOL**  
 High Priority School Grant – HPSG  
 Focus: Prioritized Goals and Actions

Process: Information taken from Educational Growth’s report during the HPSG Planning year 2006-2007, augmented by the NLCB PI2 School Review Process during the 2007-2008 school year.

FINDING(S) CST identifies the majority of students performing at Basic or below performance in reading, writing, and vocabulary				
Development 6 <sup>th</sup> grade: 83% 7 <sup>th</sup> grade: 77% 8 <sup>th</sup> grade: 86% Overall: 81%				
Response Goals	Action Steps/Strategies/Activities to Achieve the Goal	Evidence/Benchmarks/Means to Evaluating Progress	Interventions	Resources
ELA GOAL 1: All students will improve their reading comprehension by a minimum of one grade-level per year.	Implementation of <ul style="list-style-type: none"> <li>School-wide novel, by grade</li> <li>Incentives for meeting AR goals (i.e. movie showing)</li> <li>Advisement competition</li> <li>Reader's Lounge/Book Club</li> <li>Elective for Advanced students (advanced literature)</li> <li>Study Hall during the day (as a class)</li> <li>Peer observations</li> <li>Time to meet with other ELA teachers--sub day--to discuss what's going on, to catch up, etc. and/or observation day</li> <li>Eagle \$\$ for AR</li> <li>Core Literature (novels) List by grade level</li> <li>Implementation of common reading strategies as a dept. (Talking to the text, note-taking/double entry journal, checking for understanding w/wait time, vocabulary sheet (creative meaning making w/vocabulary)</li> <li>PD and/or workshops on SDAIE strategies</li> <li>PD in reading comprehension techniques, vocabulary development, and writing strategies</li> </ul>	- Data analysis of <ul style="list-style-type: none"> <li>Accelerated Reader pre/post tests results</li> <li>CST Test results</li> <li>Student work produced through the Lesson Study process</li> <li>Quarterly Periodic Assessments</li> </ul> - Improvement in Periodic Assessment scores and Academic Marks after students have participated in intervention programs such as After School, Beyond the Bell, HPSG, and the Summer Programs	- After school tutoring - Beyond the Bell Program - Content specific and locally-developed intervention classes - Summer School	

**SOUTHEAST MIDDLE SCHOOL**  
 High Priority School Grant – HPSG  
 Focus: Prioritized Goals and Actions

Process: Information taken from Educational Growth’s report during the HPSG Planning year 2006-2007, augmented by the NLCB PI2 School Review Process during the 2007-2008 school year.

FINDING(S) CST identifies the majority of students performing at Basic or below performance in reading, writing, and vocabulary				
Development 6 <sup>th</sup> grade: 83% 7 <sup>th</sup> grade: 77% 8 <sup>th</sup> grade: 86% Overall: 81%				
Response Goals	Action Steps/Strategies/Activities to Achieve the Goal	Evidence/Benchmarks/Means to Evaluating Progress	Interventions	Resources
<b>ELA GOAL 2:</b> Students will be able to articulate content knowledge and justify their reasoning through writing.	Implementation of <ul style="list-style-type: none"> <li>• Jane Schaeffer training</li> <li>• Student writing contest</li> <li>• Peer to peer observations</li> <li>• Follow-up training on ATLAS protocol (and others as needed)</li> </ul>	<ul style="list-style-type: none"> <li>- Student journals</li> <li>- Student portfolios</li> <li>- On-going analysis of student work utilizing the ATLAS/TUNING protocols</li> <li>- Quick writes</li> <li>- Quarterly data analysis of PA results during PD time</li> <li>- Structured Peer Edit</li> <li>- Lesson Study Step 7</li> <li>- Implementation of a uniform essay-writing process across all content areas and disciplines</li> <li>- # of cited sources as evidence of appropriate research</li> </ul>		<ul style="list-style-type: none"> <li>- \$ for</li> <li>• <b>Student incentives (writing contest)</b></li> <li>• <b>Supplies for Jane Schaeffer</b></li> <li>• <b>“Student friendly” dictionaries</b></li> <li>• <b>Student journals or composition books</b></li> <li>• <b>Highlighters for students in class</b></li> <li>- <b>Time for peer to peer observations of writing activities</b></li> </ul>

**SOUTHEAST MIDDLE SCHOOL**  
 High Priority School Grant – HPSG  
 Focus: Prioritized Goals and Actions

Process: Information taken from Educational Growth’s report during the HPSG Planning year 2006-2007, augmented by the NLCB PI2 School Review Process during the 2007-2008 school year.

FINDING(S) CST data identifies the majority of students performing at Basic or below in Mathematics				
Development 6 <sup>th</sup> grade: 85% 7 <sup>th</sup> grade: 87% 8 <sup>th</sup> grade: General Math 99% Algebra 77% Overall: 86%				
Response Goals	Action Steps/Strategies/Activities to Achieve the Goal	Evidence/Benchmarks/Means to Evaluating Progress	Interventions	Resources
<b>Mathematics GOAL 1:</b> All students will receive the pre-requisite skills necessary in order to successfully complete Algebra with a grade of ‘C’ or better by the 8 <sup>th</sup> grade.	Implementation of <ul style="list-style-type: none"> <li>• Departmental Lesson Study (analysis of student work to mitigate misconceptions and share best practices)</li> <li>• Professional Development (MIG and Carnegie Programs) to help low achieving students)</li> <li>• Departmental Professional development on SDAIE strategies once a semester</li> <li>• Sharing best practices once a month (kinesthetic, use of manipulatives, Special Education strategies)</li> <li>• Peer observations during conference periods to observe best practices</li> <li>• Cross content collaboration at the beginning of both semesters</li> <li>• Algebra Readiness classes for students who are not prepared to take Algebra I in the 8<sup>th</sup> grade</li> <li>• Student incentives to improve intervention programs attendance rate</li> </ul>	<ul style="list-style-type: none"> <li>- Student data collected from the Algebra Readiness classes</li> <li>- Articulation with elementary to ID student needs</li> <li>- Quarterly data analysis of Periodic Assessments during Departmental meetings in order to share data by standards among colleagues and identify best practices</li> <li>- Improvement in Periodic Assessment scores and Academic Marks after students have participated in grade and content specific intervention programs such as After School, Beyond the Bell, HPSG, and the Summer Programs</li> <li>- Implementation of Common Assessments for all grade levels before CST. Analysis of data will be used to create CST reviews</li> </ul>	<ul style="list-style-type: none"> <li>- After school tutoring</li> <li>- Beyond the Bell Program</li> <li>- Content specific and locally-developed intervention classes</li> <li>- Summer School</li> </ul>	

**SOUTHEAST MIDDLE SCHOOL**  
 High Priority School Grant – HPSG  
 Focus: Prioritized Goals and Actions

Process: Information taken from Educational Growth’s report during the HPSG Planning year 2006-2007, augmented by the NLCB PI2 School Review Process during the 2007-2008 school year.

FINDING(S) CST data identifies the majority of students performing at Basic or below in Mathematics				
Development				
6 <sup>th</sup> grade: 85%				
7 <sup>th</sup> grade: 87%				
8 <sup>th</sup> grade: General Math 99%				
Algebra 77%				
Overall: 86%				
Response Goals	Action Steps/Strategies/Activities to Achieve the Goal	Evidence/Benchmarks/Means to Evaluating Progress	Interventions	Resources
Mathematics GOAL 2: All students will become conceptual problem solvers by implementing problem solving skills such as identifying relevant/irrelevant information and selecting adequate problem solving strategies appropriate to their grade level through journal writing a minimum of two opportunities a month.	Implementation of <ul style="list-style-type: none"> <li>• A uniform essay-writing process across all content areas and disciplines</li> </ul>	- On-going analysis of student work utilizing the ATLA/TUNING protocols		

**SOUTHEAST MIDDLE SCHOOL**  
 High Priority School Grant – HPSG  
 Focus: Prioritized Goals and Actions

Process: Information taken from Educational Growth’s report during the HPSG Planning year 2006-2007, augmented by the NLCB PI2 School Review Process during the 2007-2008 school year.

<b>FINDING(S)</b> The percentage of parent participation in school life is very low The percentage of student suspensions, opportunity transfers, and expulsions needs to decrease to meet standards set forth by LAUSD				
<b>Response Goals</b>	<b>Action Steps/Strategies/Activities to Achieve the Goal</b>	<b>Evidence/Benchmarks/Means to Evaluating Progress</b>	<b>Interventions</b>	<b>Resources</b>
Culture GOAL 1: Parent participation will be maintained or increased yearly through the school’s providing of a parent center, volunteer program, and opportunities to participate in activities, trainings, meetings and receive information through various modes of communication.	Implementation of <ul style="list-style-type: none"> <li>• Nell Soto Parent Visitation Program</li> <li>• GEAR UP parent participation component</li> <li>• Parent Institute for Quality Education (PIQE) classes</li> <li>• PTA meetings</li> <li>• Weekly/monthly parenting classes</li> <li>• Academic Assistance classes</li> <li>• College visitation field trips               <ul style="list-style-type: none"> <li>○ Invite parents on upcoming college trips</li> <li>○ Invite college to set up info tables during special events such as Back to School</li> </ul> </li> <li>• Attendance to Info-Tech Conference were student work will be on display               <ul style="list-style-type: none"> <li>○ Parents and students are bussed free of charge</li> </ul> </li> <li>• Content showcases of student work/projects for parents</li> <li>• Incentives to get parents to come to school</li> </ul>	<ul style="list-style-type: none"> <li>- At least one student/family per staff participating in the Nell Soto Program will be visited twice each year</li> <li>- 30 families will attend a weekend college visit</li> <li>- The number of parents graduating from PIQE classes will be maintained or will increase according to available funding</li> <li>- PTA will maintain or increase the number of active members every year</li> <li>- The number of parents participating in parenting classes or workshops will increase</li> <li>- The number of referrals for parenting classes will increase and will be monitored</li> <li>- At least one college visitation field trip will be geared specifically to parents every year</li> </ul>		

**SOUTHEAST MIDDLE SCHOOL**  
 High Priority School Grant – HPSG  
 Focus: Prioritized Goals and Actions

Process: Information taken from Educational Growth’s report during the HPSG Planning year 2006-2007, augmented by the NLCB PI2 School Review Process during the 2007-2008 school year.

<b>FINDING(S)</b> The percentage of parent participation in school life is very low The percentage of student suspensions, opportunity transfers, and expulsions needs to decrease to meet standards set forth by LAUSD				
<b>Response Goals</b>	<b>Action Steps/Strategies/Activities to Achieve the Goal</b>	<b>Evidence/Benchmarks/Means to Evaluating Progress</b>	<b>Interventions</b>	<b>Resources</b>
Culture GOAL 2: School safety will increase as demonstrated by a yearly reduction of 10% or more in the number of violent incidents, student suspensions, opportunity transfers, and expulsions.	Implementation of <ul style="list-style-type: none"> <li>• Comprehensive Positive Behavior Support System by the 2008-09 school year</li> <li>• Anti-Bullying Program</li> <li>• Peer Counseling Program</li> <li>• COST Program to provide social/academic assistance to individual students and their families</li> <li>• Increase the number of discipline/safety student assemblies by grade level to discuss and clarify student expectations</li> <li>• Revisit supervision schedule to ensure personnel are dispersed appropriately</li> <li>• Establish GPA criteria for one free dress day per semester</li> <li>• Implement “Why Try” program through Impact</li> <li>• Implement Character Counts Program through PE classes</li> <li>• Criteria for “mandatory” parent visit to their child’s class/es</li> </ul>	- LD6 monthly data reports	Culture GOAL 2: School safety will increase as demonstrated by a yearly reduction of 10% or more in the number of violent incidents, student suspensions, opportunity transfers, and expulsions.	