

If applicable, identify the findings from the process which led to SPSA update.

PI Year 1 Identification

PI Year 2 NCLB Review

PI Year 3 Identification

PI Year 4/5 Restructure School Assistance Intervention Team (SAIT)

WASC Accreditation

Single Plan for Student Achievement Update 2007-2008

Title I Program

TAS SWP

School Southeast Middle School Local District 6 State Code 19-64733 School Code

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<p><u>English Language Learners scored below fluent English peers in all categories</u></p> <p><u>ELD Goal 1-Part 1 of 2:</u> 80% or more English Language Learners (ESL 1-4) will move:</p> <ul style="list-style-type: none"> • a minimum of 1 ELD level a year to reclassify by year 3 • a minimum of one level yearly on the CST-ELA performance band 	<ul style="list-style-type: none"> • Teachers in collaborative teams, will analyze student work based on Lesson Study (PLC) process • Incorporation of the Accelerated Reader (AR) Program with at least one book per month. <ul style="list-style-type: none"> ○ Book Club using a common grade-level book to support AR school-wide. • Incorporation of a writing program, such as Jane Schaffer. • Teachers in collaborative teams will analyze monthly data that will lead to the implementation of intervention programs 			<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"> • One selection test data to be analyzed per month. • Two LAA test results to be analyzed per month. • One piece of writing (can be any writing assignment) results to be analyzed per month. <p>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.</p>	<p>ELD Coordinator, Administrator of ELD program, ELD teachers and Content Leads.</p>

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ELD Goal 1-Part 2 of 2: 80% or more English Language Learners (PRP) will reclassify within a two-year period, as follows: <ul style="list-style-type: none"> • Year 1 <ul style="list-style-type: none"> ○ reach or exceed a level 3 on all 4 sections of the CELDT ○ achieve or exceed a level of BB on the CST-ELA ○ Earn a grade of 'C' or better in ELA class • Year 2 <ul style="list-style-type: none"> ○ reach or exceed a level 4 on all 4 sections of the CELDT ○ achieve or exceed a level of B on the CST-ELA ○ Earn a grade of 'C' or better in ELA class 	<ul style="list-style-type: none"> • Reading/Writing Connection: Journal writing on a daily basis as a warm-up with daily objectives (assertion, supporting details, etc) • Have a pre-assessment/writing sample at the beginning of the year to determine grammar problems. <ul style="list-style-type: none"> ○ 2-3 times a week have a mini grammar lesson • Develop a Common Rubrics: School-Wide-Clear objective for students. 			Post-test to evaluate progress <u>Common Culminating Task</u> <ul style="list-style-type: none"> • needs to be fully developed • all aspects need to be present in essay <ul style="list-style-type: none"> ○ grammar ○ accurate response to the text/question • vocabulary 	ELD Coordinator, Administrator of ELD/ELA programs, ELD/ELA teachers, Content leads.						

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ELD GOAL 2: All Teachers will implement strategies for differentiated instruction for academic success of EL's in all content areas.	- Reading/Writing Connection: Journal writing on a daily basis as a warm-up with daily objectives (assertion, supporting details, etc) - PD on ELD and SDAIE strategies such as <ul style="list-style-type: none"> • Graphic Organizers (from the periodic assessments) • Note taking • Vocabulary development (develop common academic vocabulary list which can be applied to all content areas) - Action Learning Systems, or similar provider to model specific ELD and SDAIE strategies in specific content areas - Have a pre-assessment/writing sample at the beginning of the year to determine grammar problems. <ul style="list-style-type: none"> • Implementation of AR through advisement • Post-test to evaluate progress(evidence) - Teachers will develop vocabulary "word walls" by content - Implement differentiated PD based on self-identified teaching strategies at least twice a year. - Develop Common Rubrics: Content-Wide with Clear objectives for students. - Create a Saturday class that has an emphasis on content vocabulary.			-Based on classroom observations, students will be asked to write in their journals, 60% of the time during warm-ups. -Teachers will use ELD and SDAIE strategies 80% of the time as measured by the school developed classroom observation tool/checklist. -Students will be utilizing the AR program 3 times a week in Advisement. -Word walls will be found in 80% of the classrooms. -Students work will reflect grading based on common-content rubrics. -Teacher evaluation and observations. -PD Agenda's	Administrators, Instructional Coaches, Content Leads, Categorical Programs Coordinator, Teachers.						

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<u>ELA GOAL 2:</u> Students will be able to articulate content knowledge and justify their reasoning through writing.	Implementation of <ul style="list-style-type: none"> A writing program, such as Jane Schaeffer Student writing contest Peer to peer observations Follow-up training on ATLAS protocol (and others as needed) 			-Student will respond with a minimum of one paragraph in their daily journals demonstrating understanding of content knowledge. - Student will demonstrate growth through assignments kept in their portfolios. - On-going analysis of student work, through lesson study cycle/PLC's, utilizing the ATLAS/TUNING protocols - Periodic data analysis of CST/PA results during PD time to identify needs and strengths related to this goal. - Collectively develop a common school-wide student-editing protocol for students to use in all content classes. - Implementation of a uniform essay-writing process, such as Jane Schaffer, across all content areas and disciplines. - Student will appropriately cite sources utilized in their research projects.	Administrators, Instructional Coaches, Content Leads, Categorical Programs Coordinator, Teachers.

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<u>Mathematics GOAL 2:</u> 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"> • A uniform writing process across all content areas and disciplines <ul style="list-style-type: none"> ○ Math Journal Writing for all math grade levels/ Quick writes ○ Writing prompts that promote critical thinking with real world issues. • Talking to the text. • Think-Ink-Pair-Share (TIPS) • T-notes 6th, Cornell notes 7th/8th grades • Higher levels of Blooms Taxonomy (Level of questioning) • Use of Realia • Multiple representations of data (graphs) • Reciprocal teaching • ELD and SDAIE Strategies • Cooperative learning in Small groups • Vocabulary review • Measurement: Unit Conversion 			-In Content PLC's, teacher will analyze: <ul style="list-style-type: none"> • student work • use of accountable talk • oral presentations • feedback of teacher observations • plan common assessments. • Results of PA's/Common Unit-Chapter assessments 	Administrators, Instructional Coaches, Content Leads, Categorical Programs Coordinator, Teachers.		

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<p><u>FINDING(S): The percentage of student suspensions, opportunity transfers, and expulsions needs to decrease to meet standards set forth by LAUSD</u></p> <p><u>Culture GOAL 2:</u> 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.</p>	<p>Implementation of</p> <ul style="list-style-type: none"> • Comprehensive Positive Behavior Support System by the 2008-09 school year • Anti-Bullying Program • Peer Counseling Program • COST Program to provide social/academic assistance to individual students and their families • Increase the number of discipline/safety student assemblies by grade level to discuss and clarify student expectations • Revisit supervision schedule to ensure personnel are dispersed appropriately. <ul style="list-style-type: none"> ○ Add supervision personnel. ○ Local Law Enforcement campus visits to assist with supervision as needed. • Establish GPA criteria for one free dress day per semester • Implement "Why Try" program through Impact • Implement Character Counts Program through PE classes <p>Criteria for "mandatory" parent visit to their child's class/es</p>			<p>-Results of data analysis will inform development of Comprehensive Positive Behavior Support System.</p> <p>-Monthly writing assignment responding to prompts given as discipline/safety assemblies in PE classes.</p> <p>-Periodic spot-check of supervision posts to ensure proper coverage as planned.</p> <p>-Produce a mid-semester academic probation list to be used for all school activities and incentives. Such as free-dress day pass.</p> <p>-Decrease number of student referrals to IMPACT.</p> <p>-Add Parent visit to student contract.</p>	<p>Faculty and Staff.</p>		

Single Plan for Student Achievement
Update 2007-2008

The School Site Council revised the *Single Plan for Student Achievement* with the advice and review of applicable school advisory committees.

Principal

Date

School Site Council Chairperson

Date

CEAC Chairperson

Date

ELAC Chairperson

Date

***Local District Superintendent/Designee**

Date

**Required for Program Improvement schools only.*