

# The Single Plan for Student Achievement

## Martin Luther King Middle School

School Name

01-61143-6056857

CDS Code

Date of this revision: April 15, 2013

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Janet Levenson  
Position: Principal  
Telephone Number: (510) 644-4544  
Address: 1781 Rose Street  
Berkeley, CA 94703  
E-mail Address: janetlevenson@berkeley.net

## Berkeley Unified School District

School District

Superintendent: Javetta Cleveland/Neil Smith  
Telephone Number: (510) 644-6348  
Address: 2020 Bonar Street  
Berkeley, CA 94702  
E-mail Address: javettacleveland@berkeley.net/neilsmith@berkeley.net

The District Governing Board approved this revision of the School Plan on .

## I. Consolidated School Plan for Educating The Whole Child

<b>School Name:</b> Martin Luther King Middle School	<b>School Year:</b> 2013-2014
--	-------------------------------

### Summary of School Goals:

Goal #1: Continue to build and implement a 6th-8th grade comprehensive and aligned system of core curriculum, instruction, and assessment in order to address and eliminate the achievement gap.

#### Math SMART Goals:

90% of King students (student by student) will score at or above the same performance level band as the previous year. For example a student who scored basic as a 5th grader would score at basic or above as a 6th grader on the 6th grade assessment. The measurement tool will be the BUSD math final.

75% of African-American and 85% of Latino students will score at level 3 or above on the BUSD math final (analyzed in separate ethnic groups)

#### Reading SMART Goals:

90% of King students not already at the max level in the fall will rise at least one grade level as scored by the Renaissance Place STAR Reading exam or BUSD reading comprehension test (not the CST)

75% of African-American and Latino students will read at grade level or above as measured by the STAR Reading exam or BUSD reading comprehension test (not the CST)

Goal #2: Strengthen the ability of King Middle School to meet the emotional and academic needs of a diverse student body.

SMART Goal: The average Habits of Work (HOW) grade point average will be 3.3 or above for each of the largest three ethnic groups at King (white, African-American, and Latino) each quarter of the 2013-2014 school year.

Goal #3: Partner meaningfully with parents to continue to understand and support academic expectations to increase student achievement and work habits.

### Site Committee Representatives:

Parents/Community	Staff
(Chair): Angie McAllister	(Principal): Janet Levenson
(Co-Chair, if applicable):	(Teacher): Jacob Dalton
Michele Arreola-Burl	(Teacher): Barbara Lind
Elizabeth Cazares	(Teacher): Katherine Schaaf
Gwyneth Galbraith	(Classified): John Alford-Leaks
Jena Resner	(Teacher) Julie Searle
Elisabeth Hensley	
(Alternate) Bruce Simon	
Elisabeth Hensley (P&O Rep)	
Bruce Simon (B&O Rep)	

### Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

Elisabeth Hensley

Bruce Simon

DELAC Representative (District English Learner Advisory Committee):

## II. Recommendations and Assurances

The School Governance Council recommends this School Plan and its related expenditures to the District governing Board for approval, and assures the Board of the following:

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
  - School Advisory Committee for State Compensatory Education Programs
  - English Learner Advisory Committee
  - Other:  
School Leadership Team

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on .
8. This school plan was adopted by the School Governance Council on April 15, 2013.

Janet Levenson

Principal

Signature

Date

Angie McAllister

School Governance Council Chair

Signature

Date

Christina Faulkner

Director, Curriculum & Instruction

Signature

Date

Natasha Beery

Director, Berkeley Schools Excellence Program

Signature

Date

Neil Smith

Co-Superintendent, Educational Services

Signature

Date

### **III. School Vision and Mission**

King Middle School is committed to practicing and teaching the ideals of Dr. Martin Luther King in order to insure that every student will be valued as an individual and as a contributing member of a nurturing and equitable learning community. These ideals are Equality, Academic Excellence, Community Action, Respect for Self and Others, Nonviolence, and Leadership based on Democratic Principles.

The King vision calls for equitable academic outcomes for all students, and offers a challenging, standards-based curriculum, with attention to the social and psychological needs of developing adolescents.

King students are active participants in their own learning. All students participate in the Edible Schoolyard where their academic learning meets with experiential learning in the garden and kitchen. As they plant, harvest, cook and eat, they explore the foods of other cultures and past civilizations. They learn respect for living systems and practice sustainable, organic environmental stewardship. This project brings the private and public sector together in a community venture for the good of the planet and each King student.

#### **IV. School Profile**

Martin Luther King Middle School, a 1996 and 2001 California Distinguished School Award recipient, is a sixth, seventh, and eighth grade school with an ethnically, educationally, and economically diverse student population of 920 students. It is the largest of three middle schools in the Berkeley Unified School District, an urban school system. The composition of the King student body is 18% African American, 37.5% white, 20.3% Hispanic, 9.9% Asian, and 10.2% self identified mixed ethnicity. As the "newcomer" middle school for Berkeley Unified School District, 8.8% of the students are English learners and 58% of these students are Spanish speakers. 42% of the students are identified as low income (eligible for free or reduced-price lunch), 64% of the parents graduated from college and 19% of the parents have attended some college. 13% of the students have disabilities.

## **V. Comprehensive Needs Assessment Components**

### **A. Data Analysis (See Section IV)**

See attached PowerPoint presentation for an analysis of school performance data. The data was presented to the School Governance Committee, and includes CST, CELDT, district assessments, attendance, and discipline data. Below are some key findings from the data comparing 2011-2012 to 2012-2013:

As demographics shift in Berkeley, so they do at King. There shows a declining enrollment of African American students, English Language Learners, and Economically Disadvantaged students.

African American students gained 22 points on the API last year.

Latino students scored one point shy of proficiency on the API with a 13 point gain ending up at 799.

White students gained 25 points and Economically Disadvantaged students jumped 28 points.

Both Asian and White students had an API score over 900, while African American and Latino students' API was in the 700's.

The students with disabilities made a large gain but the Economically Disadvantaged students had a large decline.\*

In terms of Adequate Yearly Progress (AYP), all subgroups made gains in reading and math except Asian students' scores declined slightly in both.\*

The lowest % of students proficient in reading were the English Language Learners (37.9%) and the next lowest were African American students (50%).

The lowest % of students proficient in math were the students with disabilities (41%) and the next lowest were African American students (42.3%).

Most White students were proficient in reading (96.2%) and in math (91.2%). The nearest subgroup was 14-20% lower.

On the AMAO's which show growth for English Language Learners, all scores were significantly lower than last year.

On the AMAO 1, only 52.5% of English Language Learners made a year's growth in a year's time compared with 72.2% last year.

On the AMAO 2, only 12.5% of students who have had ELD instruction for fewer than five years and 46.2% of students who have had ELD instruction for more than five years attained English proficiency according to the CELDT. Those percentages last year were 33.3% and 64.4 % respectively.

While we do not know the reason for the decreased growth this year we do know that all staff need training on how to teach EL's. We also know that we must revise the current EL program has students grouped according to the teaching allocations that we have rather than by what the students need. Having the newcomer program without any financial support makes it difficult to meet the needs of all the EL's.

\*Since this is not a cohort analysis the fluctuations are to be expected.

### **B. Surveys**

Parents and staff were surveyed this year in an effort to collect comprehensive feedback about King Middle School. About 60% of the teachers and about 45% of parents responded to the survey. The respondents were fairly representative of the school's diversity, but not proportional to enrollment. The responses from the subgroups were as follows: Roughly 63% of Asian families, 24% of African American families, 63% of White families, 45% of Latino families and 26% of Mixed Race families responded to the survey.

Parents largely expressed satisfaction with the school and identified areas for growth that are consistent with staff-identified focus areas.

Teachers and staff also responded with largely positive feedback, with suggestions that school climate and support programs could improve.

**C. Classroom Observations**

Administrators conduct informal classroom walkthroughs as well as formal observations as part of the evaluation process. Classroom observations indicate a highly competent teaching staff. The classrooms are managed well, with relatively few disruptions. The teachers display both strong content knowledge and a deep caring for middle school students. There is good communication among teachers in their departments, and many departments use the same summative assessments. Teachers are expanding their repertoire and using a wider variety of instructional strategies with students. Students mostly are on task and focused, but generally are not highly motivated. More work needs to be done around formative assessment, differentiated instruction, and active learning. Additionally, a school-wide focus on No Opting Out and gradual release would help improve student engagement. It is also clear that more work needs to be done to identify and differentiate the role of the general education and special education teachers in their collaborative effort to support all students.

**D. Student Work and School Documents**

Teachers examine student work in department meetings as part of the focus student inquiry work. This year teachers used structured "consultancies" more than in previous years to share the work of their focal students and receive feedback from their colleagues. Student work and school documents roughly reflect the same results we see in both district and state testing. Student performance has risen significantly for all groups, but particularly for Latino, African-American, and low income students. Still, students at King perform at a wide variety of academic levels.

**E. Analysis of Current Instructional Program (See Appendix E)**

## **VI. Description of Barriers and Related School Goals**

### **Identified Barriers**

The instructional day is too short making it difficult for teachers to do more than "cover" the curriculum without taking time for more hands-on learning and arts integration, for example.

Class size is small in math but teachers in other departments find it difficult to give the individual attention that is needed due to large class sizes. Some of the large class sizes are due to the lack of funding for the newcomer program so we have to create FTE by raising class sizes.

There is a need for more collaboration and professional development in formative assessment, differentiation, cultural relevance/inclusion, student engagement, and academic language development

King does not offer any summer learning nor enrichment opportunities for students. Currently the afterschool support is mostly homework help and there could be more targeted academic intervention programs. There is an overlap of after school services that could be combined to reach more students effectively.

A small percentage of students are very disruptive and the administrators struggle to find effective discipline measures. Suspension does not work and takes away a student's education, but keeping disruptive students at school drains resources and can cause distractions for other students.

Teacher and parents are not necessarily working in partnership to help underachieving students. Better communication, more frequent meetings, and more parent education are needed to solidify that partnership.

It is a challenge to teach students with irregular attendance patterns. The referral to SART and SARB need to be used more effectively to remind parents of their responsibility to get their children to school and to support parents who are struggling to get their students to attend regularly.

Students who enter from outlying districts are sometimes not prepared to meet the current standards.

### **Related School Goals**

Generally, the school goals for 2013-2014 are laid out in the action plan sections. These focus on improving academic achievement (particularly math and reading), creating more opportunities for all students to learn through the arts, improving King's ability to meet the social, emotional and academic needs of students, and improving parent involvement and communication. Many of the identified barriers are addressed in this plan, including increasing instructional time in focus areas, creating some smaller work groups for at risk students, engaging in intensive professional development on improving instructional practices, improving parent involvement and school-home communication, building student motivation, continuing work around healthy eating, and improving attendance.

## VII. School and Student Performance Data

**Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	934	877		334	340		183	158		80	86	
Growth API	855	883		959	984		707	728		901	908	
Base API	831	855		954	959		649	706		867	901	
Target	A	A		A	A		8	5				
Growth	24	28		5	25		58	22				
Met Target	Yes	Yes		Yes	Yes		Yes	Yes				

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	199	181		126	103		415	374		94	117	
Growth API	785	799		687	694		752	780		656	687	
Base API	782	786		673	687		717	752		574	656	
Target	5	5		6	6		5	5				
Growth	3	13		14	7		35	28				
Met Target	No	Yes		Yes	Yes		Yes	Yes				

VII. School and Student Performance Data (continued)

**Table 2a - Title III Accountability (Martin Luther King Middle School)**

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	95	61	
Percent with Prior Year Data	94.7	100.0	
Number in Cohort	90	61	
Number Met	65	32	
Percent Met	72.2	52.5	
NCLB Target	54.6	56	57.5
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	45	59	32	39		
Number Met	15	38	4	18		
Percent Met	33.3	64.4	12.5	46.2		
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	No	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2010-11	2011-12	2012-13
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	

**Table 2b - Title III Accountability (District Data)**

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	1,098	846	
Percent with Prior Year Data	94.6	99.8	
Number in Cohort	1,039	844	
Number Met	630	550	
Percent Met	60.6	65.2	
NCLB Target	54.6	56	57.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less than 5	5 or More	Less than 5	5 or More
Number in Cohort	865	423	762	302		
Number Met	278	217	219	156		
Percent Met	32.1	51.3	28.7	51.7		
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
<b>Met Target for AMAO 3</b>	<b>Yes</b>	<b>No</b>	

**VII. School and Student Performance Data (continued)**

**Table 3: English-Language Arts Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99		100	100		100	99		100	99	
Number At or Above Proficient	657	676		305	327		75	79		61	64	
Percent At or Above Proficient	70.3	77.1		91.3	96.2		41.0	50.0		76.2	74.4	
<b>ES/MS</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>
<b>HS</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>
Met AYP Criteria	Yes	Yes		Yes	Yes		Yes	Yes		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100		99	100		100	99		98	99	
Number At or Above Proficient	111	113		41	39		204	217		47	63	
Percent At or Above Proficient	55.8	62.4		32.5	37.9		49.2	58.0		50.0	53.8	
<b>ES/MS</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>
<b>HS</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>
Met AYP Criteria	Yes	Yes		Yes	Yes		Yes	Yes		--	Yes	

**VII. School and Student Performance Data (continued)**

**Table 4: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	99		99	100		99	98		99	100	
Number At or Above Proficient	627	636		293	310		67	66		65	67	
Percent At or Above Proficient	67.5	72.7		88.3	91.2		36.8	42.3		82.3	77.9	
<b>ES/MS</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>
<b>HS</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>
Met AYP Criteria	Yes	Yes		Yes	Yes		Yes	Yes		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100		98	99		99	99		97	99	
Number At or Above Proficient	106	110		53	46		199	197		36	48	
Percent At or Above Proficient	53.3	60.8		42.4	44.7		48.2	53.0		38.7	41.0	
<b>ES/MS</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>
<b>HS</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>
Met AYP Criteria	Yes	Yes		Yes	Yes		Yes	Yes		--	Yes	

**VII. School and Student Performance Data (continued)**

**Table 5: California English Language Development (CELDT) Data**

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>6</b>	2	11	6	33	7	39			3	17	18
<b>7</b>	1	6	5	29	6	35	2	12	3	18	17
<b>8</b>	1	4	8	31	10	38	7	27			26
<b>Total</b>	4	7	19	31	23	38	9	15	6	10	61

## **VIII. Planned Improvements in Student Performance**

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Governance Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community.

Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

### **Goal #1: ACADEMIC ACHIEVEMENT**

#### **Goal Statement:**

Martin Luther King Middle School will increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum and aligned assessments.

#### **Student groups and grade levels to participate in this goal:**

All Sixth through Eighth Graders

English Language Learners (EL), including Long term EL's (LTEL's)

Grades 6-8 scoring at Far Below Basic and Below Basic on the California Standards Test (CST)

#### **Anticipated annual performance growth for each group:**

1.1 Reduce the percentage of all students scoring Below Basic and Far Below Basic on the CST in ELA by at least 3 percentage points annually.

1.2 Reduce the percentage of all students scoring Below Basic and Far Below Basic on the CST in 6th and 7th Grade Math, Algebra and Geometry by at least 3 percentage points annually.

1.3 Increase the percentage of English learners who demonstrate annual progress in reading, writing, speaking and listening on the CELDT (AMAO 1), which already exceeds the state target, to 75%.

1.4 Increase the percentage of English Learners demonstrating English language proficiency so that at least 60% of English learners will be re-classified as Fully English Proficient (RFEP) within six years of attending BUSD or another California school by 2014.

1.5 Maintain and continue progress for all students scoring Proficient or Advanced on the CST in ELA and Math.

#### **Means of evaluating progress toward this goal:**

On a regular basis, teachers, principal and other support staff will evaluate progress of all students through:

Weekly Case Management Meetings

Professional Learning Community (PLC) Data Meetings

Other Collaboration / Staff Meetings

District Benchmark Assessments for ELA and Math

Class Profiles

Illuminate Reports

**Group data to be collected to measure academic gains:**

- District Benchmark Assessments for ELA and Math
- CST in English Language Arts and Math
- California English Language Development Test (CELDT)
- Re-Designation (RFEP) Records

**Total Expenditures in this Goal: \$137,534**

**Description of Specific Actions to Meet This Goal**

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Student Academic Support in Math</p> <p>Provide flexible options for additional math instruction and support.</p> <p>1. 8th grade VP will schedule double period algebra for target students. (Double period pre-algebra will be dropped with the transition to the common core)</p> <p>2. Case management teams will schedule intervention/support classes before and after school.</p> <p>3. Master schedule will include a 30 minute block advisory/tutorial with same math teacher</p> <p>4. 8th grade VP will offer an intervention math class as an alternative to Algebra.</p> <p>5. Resource teachers will provide support periods in the Learning Center for scheduled students.</p> <p>6. All math teachers will offer an honors challenge and classroom differentiation (extensions) for students.</p>	2013-2014 school year	1116: Certificated – Hourly	Intervention classes	
		4300: Instructional Materials & Equipment	Math materials for differentiation	
		1116: Certificated – Hourly	Subs/Hourly	PTA 6,000 Other 1,000
<p>2. Provide staff development and time for curriculum development to improve alignment, assessment and instruction in Math.</p> <p>1. Math teachers will re-visit Curriculum Maps with new Common Core implementation.</p> <p>2. Leadership Team will continue effective</p>	2013-2014 school year.	5800: Contracted Services	IXL (web based math program), math intervention	BSEP 3,600
		1116: Certificated – Hourly	Teacher Curriculum Hourly, substitutes for teacher collaboration, "Early Back" days, etc.	BSEP 10,000 PTA 9,000
		1116: Certificated – Hourly	Dept. Chair	

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
instructional practices.  3. Principal will renew IXL license to provide tech based math support and acceleration for all students.  4. Math teachers will increase use of IXL in math classes and in support programs.  5. Leadership Team will plan "Early Back" work days for professional development and collaboration.  6. Site will fund an additional department chair position to provide teacher leadership in all departments.		1116: Certificated – Hourly		TIP 2,690 Other 800
		1116: Certificated – Hourly		
3. Family and Community Involvement  Increase parent understanding of the middle school academic program and provide fun opportunities for whole family engagement around learning.  1. PTA/staff will host family math/science activity or game nights.  2. VP's/Counselors/Teachers will hold information nights about academic programs.  3. King will partner with Stiles Hall. Berkeley Scholars to Cal will continue to provide support for a target group of 7th grade students (mentoring, family support, extended support)*  4. The master schedule will offer 4 sections of AVID as an elective to serve approximately 100 total students in 7th and 8th grade.  5. Parent conferences will be scheduled mid-year (in lieu of a staff meeting) for teachers to meet with the families of students who are struggling academically.  * Berkeley Scholars to Cal is largely funded by Stiles Hall with a small contribution from King.	2013-2014 school year	4380: Other / Reserve	Family Events and Information Nights	Title I 1,001
		4380: Other / Reserve	Reserve	Title I 847 EIA-LEP 864 EIA-SCE 882
		1116: Certificated – Hourly	AVID Field Trips (\$3,800 Teacher Subs)	BSEP 3,800
		5751: BUSD Buses	AVID Field Trips	BSEP 2,000
		5200: Conference & Travel	AVID conterence	
4. Student Academic Support in Reading  Reinforce expectations and provide support for Independent Reading.	2013-2014	4300: Instructional Materials & Equipment	Books For Classroom Libraries (addl from BSEP Carryover)	Other 8,000
		4300: Instructional Materials & Equipment	Incentives for Reading	

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Leadership Team will review the initial program goals and study the current outcomes to determine how to strengthen the program.</p> <p>2. Teachers will build stronger classroom libraries with support from BSEP, PTA, and grants.</p> <p>3. VP's will monitor placement of focus students during 30 minute advisory.</p> <p>4. The humanities teachers will initiate intervention and directed assignments early in each quarter for students not meeting benchmarks.</p> <p>5. Teachers will create additional, mid-quarter incentives to help motivate students to increase reading quantity, including setting mini-goals for AR.</p> <p>6. Humanities teachers will establish grade level genres so students will engage in wider reading over the course of the year.</p> <p>7. VP's/Teachers will continue parent trainings for at home monitoring of independent reading progress.</p> <p>8. Teachers who most effectively implement independent reading will share best practices.</p> <p>9. Teachers will provide incentive rewards for students who meet their AR goals each semester.</p>		5800: Contracted Services	Accelerated Reader and STAR for all students	BSEP 2,400 Title I 2,450 EIA-LEP 750 EIA-SCE 1,800
		1102: Certificated – Monthly	Read 180 Teacher, 0.20 FTE	Title I 21,171
		1116: Certificated – Hourly	Subs/Hourly	PTA 5,500 Other 1,000
<p>5. Provide systematic support for readers below grade level, including English Learners.</p> <p>1. Teachers will use ELA/ELD adopted materials for all students.</p> <p>2. Teachers will assess reading comprehension quarterly.</p> <p>3. The Read 180/System 44 program will serve a minimum of 40 students.</p> <p>3. Teachers will use the ELA/ELD texts to provide standards-based instruction and instructional supports to students.</p> <p>4. VP's will use CELDT Level and other data to determine placement in newcomer class, System 44,</p>	2013-2014 school year	5800: Contracted Services	IXL Contract	Title I 5,350
		1102: Certificated – Monthly	ELL Resource Teacher (.40 FTE)	EIA-LEP 21,171 EIA-SCE 21,171
		4300: Instructional Materials & Equipment	Learning Center support materials	EIA-SCE 300
		1116: Certificated – Hourly	Teacher Hourly - PD	Title I 1,187 TIP 2,000 Other 800

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>intermediate ELD class, or Read 180. Students will move between levels during the year.</p> <p>5. Resource teachers will use Read Naturally and other research-based programs in the Learning Centers to help struggling readers.</p> <p>6. Teachers will utilize parent and community volunteers as reading coaches for students needing support to reach their AR goal.</p> <p>7. A teachers will case manage for identified ELD students needing support, and will continue to develop the targeted ELD instructional program during the 30 minute block.</p> <p>8. Professional development and curriculum development around academic language development will be scheduled into the "Early Back" Teacher collaborative work days, and will be a focus of professional development all year.</p> <p>9. The master schedule will offer an Academic Language Development (ALD) elective for long term English Language Learners in 7th/8th grade.</p> <p>10. The master schedule will offer a section of science for English Learners as well as two humanities classes for EL learners.</p>				

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$21,800	\$32,006	\$20,500	\$22,785	\$24,153	\$4,690	\$11,600

## **VIII. Planned Improvements in Student Performance (continued)**

### **Goal #2: STRATEGIES TO PROMOTE STUDENT SUCCESS**

#### **Goal Statement:**

Martin Luther King Middle School will implement strategies to engage students in their learning and interventions to eliminate barriers to student success.

#### **Student groups and grade levels to participate in this goal:**

All Sixth through Eighth Graders  
Special Education Students  
Students defined as "at-risk" through excessive absences or suspensions  
Underperforming subgroups

#### **Anticipated annual performance growth for each group:**

2.1 Reduce the number of students with ten or more total absences by 10% of the 2012-2013 percentages (enrollment reported as of June).

2.2 Reduce the number of African-American students identified for special education services with a specific focus on reducing the percentage of African-American students who are found eligible as specific learning disabled (SLD) or as emotionally disturbed (ED).

2.3 Reduce the total number of suspensions by 5% annually, and reduce the percentage of African-Americans suspended by 5% annually.

#### **Means of evaluating progress toward this goal:**

On a regular basis, teachers, principal and other support staff will evaluate progress of all students through:

Weekly Case Management Meetings  
School Climate Committee Meetings  
Other Collaboration / Staff Meetings  
Teacher / Parent / Student Conferences

#### **Group data to be collected to measure academic gains:**

PowerSchool Attendance Information  
Special Education Information System (SEIS) Reports  
PowerSchool / Student Services Suspension Report  
PowerSchool PBIS Report

**Total Expenditures in this Goal: \$229,740**

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Provide a systematic structure to support emotional and academic growth of students.</p> <p>1. Principal/VP's will develop continuity and consistency across grade level teams in terms of referrals, use of data, individual learning plans, case management, and parent communication.</p> <p>2. A third counselor and two resource teachers per grade level will support full development of each team using a cohort model.</p> <p>3. Counselors will develop a comprehensive counseling program based on the National Standards to address emotional safety on campus- school approach, classroom approach, individual/group therapy support approach.</p> <p>4. Staff will create more academic support and enrichment opportunities outside the school day.</p> <p>5. Principal will work to increase African-American and Latino mentoring/role models at King through Stiles Hall, role model visitations, and other creative partnerships.</p> <p>6. "Keepin it Real" will provide mentoring and support to at-risk youth through mentoring groups.</p> <p>7. Counselors/VP's will implement comprehensive school approach to prevent drug and alcohol use/abuse among students (curriculum implementation, guest speakers, and student leadership).</p> <p>8. Afterschool coordinator and Athletic Director will develop a study hall for student athletes in the afterschool program.</p> <p>9. Establish strong academic liaisons to coordinate and align the work of the afterschool program with the classroom instruction.</p>	2013-2014 school year	1102: Certificated – Monthly	Vice Principal-ULSS Coordination & Support - 3 @ .25 FTE each	BSEP 95,500
		2916: Noon/Recess Director - Hourly	Lunch Yard/Activity Support/Dining Commons Supervision (487 hours)	PTA 29,000
		4380: Other / Reserve	Reserve for BSEP Personnel Variance	BSEP 3,140
		5800: Contracted Services	"Keeping It Real" Mentoring contract (Nikao Youth Services)	BSEP 32,400
		5800: Contracted Services	Stiles Hall Mentorship	BSEP 2,000 Title I 17,000
<p>2. Improve the school climate and increase student engagement/ownership.</p> <p>1. Staff will work on ways to develop student voice and ownership of campus (send students to statewide Student Council conference andGSA conference; include students on safety, school climate and</p>	2013-2014	1102: Certificated – Monthly	Counselor - .60 FTE	BSEP 50,200
		5800: Contracted Services	Assembly programs	

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>technology committees; hold focus groups; and survey students annually).</p> <p>2. Staff will provide more opportunities for student involvement to increase school spirit such as Student Council, student film festival, lunchtime activities, student vs. staff contests, Spirit Days, clubs, student created assemblies, etc.</p> <p>3. PTA will support the student lunch times by increasing the number of adults on the yard to plan additional lunch time activities and support student eating time in the Dining Commons.</p> <p>4. Monthly grade level assemblies will focus on school climate and desired behaviors.</p> <p>5. Principal/VP's will provide incentive rewards for positive behavior.</p> <p>6. Staff will focus on creating a stronger tie to the ideals of Dr. King by organizing a community event to celebrate the contributions of the school's namesake.</p> <p>7. PTA will support the effort to increase student engagement by increasing family engagement through more events (A's game, Fall festival, Spring festival, welcome event, morning coffees, etc)</p>				
<p>3. Improve on time attendance.</p> <p>1. Principal/VP's will explain to families the absence codes and process for excusing absences, clearly and repeatedly through written documentation and reminders.</p> <p>2. VP's will use the SART and SARB process on students who are absent frequently, including students with excessive excused absences due to illness.</p> <p>3. Counselors will provide support to the families of homeless students who are truant.</p> <p>4. Leadership team/Admin team will review the current tardy detention system for efficacy and make changes to policy as needed.</p> <p>5. Principal/VP's will provide incentives to students individually and as a grade level for meeting</p>		4300: Instructional Materials & Equipment		PTA 500

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
attendance goals.  6. Attendance data will be reviewed as part of the weekly case management meetings.				
4. Work proactively to address barriers to learning before students are assessed for special education testing.  1. The staff will work on universal practices related to student engagement such as "No Opt Out" and active learning structures.  2. Faculty will continue inquiry work using the consultancy model to focus on students who are not scoring proficient on state, district, and classroom assessments.  3. Leadership Team will dedicate Wednesday collaboration time to differentiated PD groups that focus on classroom instruction for struggling students: student engagement, strategies for EL's, differentiated instruction, etc.  4. VP's will bring behavior referrals into the case management process to address behavioral issues in conjunction with teaching strategies.  5. Tier 1 strategies for Rtl will be shared with the staff as part of the focal student inquiry process.  6. Give teachers time to observe other classrooms and plan for differentiated instruction with the resource teachers.		1116: Certificated – Hourly	Substitutes and planning time for teachers to observe each other and plan lessons collaboratively.	

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$183,240	\$17,000	\$29,500	\$0	\$0	\$0	\$0

## **VIII. Planned Improvements in Student Performance (continued)**

### **Goal #3: Goal 3: PARTNERSHIPS WITH FAMILIES AND COMMUNITY / CULTURAL AND LINGUISTIC RESPONSIVENESS**

#### **Goal Statement:**

Martin Luther King Middle School will establish Partnerships with our families and community to increase academic success for all students while ensuring that all systems are culturally and linguistically responsive to the needs of our students and families.

#### **Student groups and grade levels to participate in this goal:**

All 6th through 8th Graders

African-American and Hispanic / Latino Students and Families

#### **Anticipated annual performance growth for each group:**

3.1 Increase the percentage of families who report in the annual survey feeling welcomed and valued as a partner in their child's education.

3.2 Increase the percentage of certificated employees of color by 3% annually.

3.3 Increase the percentage of participants of color serving on the SGC so that the representatives on this committee mirrors the demographics of our student population.

3.4 Increase the number of community/parent education events to bring families together at King by 1 event each semester in 2013-2014.

#### **Means of evaluating progress toward this goal:**

The School Governance Committee will evaluate progress on this goal by:

Reviewing parent survey results

Monitoring the community calendar at SGC meetings

Reviewing the faculty list sorted by ethnicity

#### **Group data to be collected to measure academic gains:**

Parent Survey

SGC Ethnicity Report

CALPADS

**Total Expenditures in this Goal: \$16,300**

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Increase Parent Support Through Parent Trainings, Guest Speakers, and Edible Schoolyard events.</p> <p>1. 6th grade VP/PTA room parents will organize 6th grade parent nights---potlucks in Sept and information nights in January and March. Consider expanding to 7th grade this year.</p> <p>2. PTA will host a "Counseling Night" series of guest speakers in targeted areas (parent-teen communication, cyber safety, drug and alcohol use/abuse, etc).</p> <p>3. Staff will offer at least 3 "parent tech nights" to train parents on PowerSchool, Accelerated Reader, and other key tech programs from King.</p> <p>4. Staff will organize a LUNA series to support Latino parents through a structured series of meetings on key topic areas.</p> <p>5. PTA will organize a "Welcome Fair" for all grade levels in August before the start of the school year- collect and distribute information about the whole school and special programs.</p> <p>6. Staff will schedule "academic information nights" in key areas such as math, reading, science to help parents understand how to support their students in these subjects.</p>	2013-2014 school year	1116: Certificated – Hourly	Extra duty Curric Dev Hourly for teachers/counselors	
		4380: Other / Reserve	Mailings and Other Communications	PTA 300
		1116: Certificated – Hourly	Teacher Curric Dev hourly for Academic information nights	
		5800: Contracted Services	Parent Education speakers	PTA 1000
<p>2. Improve School-Home Communication.</p> <p>1. Principal/Leadership Team/PTA will create and distribute an information booklet about King Middle School to all parents.</p> <p>2. Staff will use PowerSchool Student Information System and Accelerated Reader so all parents can have access to student attendance and academic progress information through the web (parent can use school computers if needed).</p> <p>3. PTA will maintain the school website with up to date information about the school and school events.</p> <p>4. PTA volunteer will work collaboratively with the principal to create a newsletter to be mailed with each progress report, highlighting staff, programs and important information related to King.</p>	This action area will span the 2013-2014 school year.	1116: Certificated – Hourly	Teacher Curric Dev hourly to create an information booklet about King, and to work on community events such as parent education.	
		2102: Classified – Monthly	Instructional Technology Support	PTA 15,000

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>5. Staff/PTA will sponsor informational evening meetings approximately one time per quarter.</p> <p>6. Administrative team and counselors will develop a stronger outreach plan for hard to reach parents, particularly those with low achieving students.</p> <p>7. Principal will continue weekly phone blast to parent community.</p> <p>8. E-tree coordinator will maintain a FaceBook page that posts all information sent to the etree.</p> <p>9. A grade level VP and/or counselor will hold intake meetings with all new students and their parents to get background information and establish the expectation of parent involvement.</p> <p>10. Staff will provide translation of all robocalls and written materials sent home from the office.</p>				
<p>3. Build a stronger and more cohesive parent community.</p> <p>1. The PTA will host a welcome event each year in June for all new incoming families so they can meet and we can begin to bring them into the community.</p> <p>2. Principal/VP's/Counselors will connect with parents at the Welcome Fair and PTA coffee events to start the year.</p> <p>3. The 6th grade VP/PTA room parents will schedule 6th grade core classroom potlucks in the first three weeks so parents can make connections with each other early.</p> <p>4. The VP's will create community within each cohort through special events that are grade level specific.</p> <p>5. The afterschool coordinator and teachers will schedule more after school student performances through the after school program, such as hosting a dance festival for all BUSD schools.</p> <p>6. PTA will create more schoolwide community events that are not fundraising events, such as the Fall Festival.</p>	<p>This action area will span the 2013-2014 school year.</p>			

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>4. Engage parents whose students have behavioral or academic challenges.</p> <p>1. Teachers and VP's will schedule meetings with families when students are underperforming either behaviorally or academically.</p> <p>2. Staff will make home visits when appropriate, particularly the counselors.</p> <p>3. The Principal will schedule meeting with any parent of a student with behavioral and/or academic issues who doesn't attend scheduled meetings.</p> <p>4. The Records Clerk will contact all families for whom we have no current address. He will turn in the names of all families with incorrect addresses to the District's Student Services department. Strategies will include re-enrollment and/or requests for home visits by district staff.</p> <p>4. The VP's/Counselors will hold intake meetings with the family of any student transferred to King.</p> <p>5. Use the Restorative Justice model to help address behavioral issues without issuing suspensions, and to engage parents in the supporting the student's positive behavior.</p>		1116: Certificated – Hourly	Home visits - Curric Dev Hrly	

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$0	\$0	\$16,300	\$0	\$0	\$0	\$0

**VIII. Planned Improvements in Student Performance (continued)**

**Goal #4: To provide a well rounded and joyful learning experience that begins in and goes beyond the walls of the classroom.**

**Goal Statement:**

Martin Luther King Middle School will provide opportunities for learning that are infused with the arts; that are hands-on; and that build creativity, critical thinking, and independence.

**Student groups and grade levels to participate in this goal:**

All 6th-8th graders

**Anticipated annual performance growth for each group:**

Every student will have at least one class outside of the proscribed course of Humanities, Math, Science and P.E. either as an elective during the day or as an afterschool class.

All students will have an opportunity to learn in the garden and kitchen.

As funding becomes available through grants or PTA, more art and hands-on learning programs will be offered.

Develop a stronger visual arts program in the afterschool program to match the strength of the dance and drama programs.

**Means of evaluating progress toward this goal:**

Create better systems for collecting data.

Establish a baseline of what % of students are already meeting this goal.

On a regular basis, counselors, VP's, and principal will evaluate progress through:

Snapshot and Case management meetings

Collaboration/Staff meetings

Student survey results

**Group data to be collected to measure academic gains:**

Student schedules

Afterschool class rosters

Afterschool class schedules

**Total Expenditures in this Goal: \$15,800**

**Description of Specific Actions to Meet This Goal**

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. All students will be given the opportunity to take at least one class outside the normal academic load.  1. Students will be allowed to choose an elective or afterschool class that meets their interests.	September 2013, continuing all year through weekly case management meetings		No cost to this item except for LEARNS classes.	

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>2. VP's will monitor the schedules of all students, particularly those with academic electives (AVID, ALD, double period math).</p> <p>3. VP and Counselor will review afterschool class enrollment as part of the snapshot process with the grade level case management teams.</p>				
<p>2. All students will participate in the Edible Schoolyard program during the school day.</p> <p>1. VP's will monitor the schedules for their grade levels to be sure that all students are participating, particularly those students in academic support classes.</p> <p>2. Teachers and ESY staff will meet to plan lessons that provide an experiential, hands-on connection to the classroom learning.</p>			PTA funded Americorps volunteer	PTA 15,000
<p>3. Strengthen the visual arts program to increase access to all students.</p> <p>1. Grade level department teams will explore ways to integrate more art into the curriculum.</p> <p>2. Parent volunteers will organize and support art projects in the library during lunch time.</p> <p>3. The afterschool coordinator will offer more visual art classes in the afterschool schedule.</p> <p>4. Principal/staff will work with community programs to bring more visual arts into the school.</p>			art supplies, LEARNS classes	PTA 800

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$0	\$0	\$15,800	\$0	\$0	\$0	\$0

**VIII. Planned Improvements in Student Performance (continued)**

**Goal #5:**

**Goal Statement:**

**Student groups and grade levels to participate in this goal:**

**Anticipated annual performance growth for each group:**

**Means of evaluating progress toward this goal:**

**Group data to be collected to measure academic gains:**

**Total Expenditures in this Goal: \$0**

**Description of Specific Actions to Meet This Goal**

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost			
	BSEP----	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0

## Appendix A - Program Summary: Martin Luther King Middle School

Goal 1	
ACADEMIC ACHIEVEMENT	
BSEP	21,800
Title I	32,006
PTA	20,500
EIA-LEP	22,785
EIA-SCE	24,153
TIP	4,690
Other	11,600
<b>Total</b>	<b>137,534</b>

Goal 2	
STRATEGIES TO PROMOTE STUDENT SUCCESS	
BSEP	183,240
Title I	17,000
PTA	29,500
EIA-LEP	0
EIA-SCE	0
TIP	0
Other	0
<b>Total</b>	<b>229,740</b>

Goal 3	
Goal 3: PARTNERSHIPS WITH FAMILIES AND COMMUNITY /	
BSEP	0
Title I	0
PTA	16,300
EIA-LEP	0
EIA-SCE	0
TIP	0
Other	0
<b>Total</b>	<b>16,300</b>

Goal 4	
To provide a well rounded and joyful learning experience that begins in and	
BSEP	0
Title I	0
PTA	15,800
EIA-LEP	0
EIA-SCE	0
TIP	0
Other	0
<b>Total</b>	<b>15,800</b>

Goal 5	
BSEP	0
Title I	0
PTA	0
EIA-LEP	0
EIA-SCE	0
TIP	0
Other	0
<b>Total</b>	<b>0</b>

Total Expenditures	
BSEP	205,040
Title I	49,006
PTA	82,100
EIA-LEP	22,785
EIA-SCE	24,153
TIP	4,690
Other	11,600
<b>Total</b>	<b>399,374</b>

Total Allocation*	
BSEP	205,040
Title I	49,006
PTA	82,100
EIA-LEP	22,785
EIA-SCE	24,153
TIP	4,690
Other	11,600
<b>Total</b>	<b>399,374</b>

Funds to Allocate	
BSEP	0
Title I	0
PTA	0
EIA-LEP	0
EIA-SCE	0
TIP	0
Other	0
<b>Total</b>	<b>0</b>

\* Please complete the yellow "Total Allocation" section of the template so the formulas can function correctly.

## Appendix B - Budget Summary: Martin Luther King Middle School

Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other	Total
Monthly Tchrs	145,700	21,171		21,171	21,171			<b>209,213</b>
Hourly Teachers	13,800	1,187	20,500			4,690	3,600	<b>43,777</b>
Monthly Classified			15,000					<b>15,000</b>
Hourly Classified								<b>0</b>
Coach Stipends								<b>0</b>
Hourly Tutors								<b>0</b>
Noon Directors			29,000					<b>29,000</b>
Materials/Supplies			1,300		300		8,000	<b>9,600</b>
Conference & Travel								<b>0</b>
BUSD Buses	2,000							<b>2,000</b>
Contracted Services	40,400	24,800	16,000	750	1,800			<b>83,750</b>
Other/Reserve	3,140	1,848	300	864	882			<b>7,034</b>
<b>Total</b>	<b>205,040</b>	<b>49,006</b>	<b>82,100</b>	<b>22,785</b>	<b>24,153</b>	<b>4,690</b>	<b>11,600</b>	<b>399,374</b>

**Appendix C  
BSEP SCHOOL SITE DISCRETIONARY FUNDS  
School Year 2013-2014**

**King Middle School**

Location Code: 132

<b>CERTIFICATED MONTHLY SALARIES &amp; FRINGE:</b>		
1102	TEACHER	\$0
1202	COUNSELOR - .60 FTE	\$50,200
1302	VICE PRINCIPALS FOR RTI - 3 @ .25 FTE EACH	\$95,500
<b>TOTAL CERTIFICATED MONTHLY:</b>		<b>\$145,700</b>
<b>CERTIFICATED HOURLY SALARIES &amp; FRINGE:</b>		
1114	SUBS FOR AVID TEACHERS - FIELD TRIPS (25 days)	\$3,800
1116	HOURLY CURRICULUM DEV - EARLY BACK (336 hours)	\$10,000
1116	HOURLY TEACHING	\$0
1116	CURRICULUM DEVELOPMENT	\$0
<b>TOTAL CERTIFICATED HOURLY:</b>		<b>\$13,800</b>
<b>CLASSIFIED MONTHLY SALARIES &amp; FRINGE:</b>		
2102	INSTRUCTIONAL ASSISTANT	\$0
2182	INSTRUCTIONAL SPECIALIST	\$0
2182	INSTRUCTIONAL SPECIALIST	\$0
2902	PROGRAM ASSISTANT	\$0
<b>TOTAL CLASSIFIED MONTHLY:</b>		<b>\$0</b>
<b>CLASSIFIED HOURLY SALARIES &amp; FRINGE:</b>		
2116	CHILD CARE FOR PARENT WORKSHOPS	\$0
2117	CLASSIFIED STIPEND (COACHES)	\$0
2146	TUTORS HOURLY	\$0
2146	TUTORS HOURLY	\$0
2916	NOON DIRECTOR	\$0
<b>TOTAL CLASSIFIED HOURLY:</b>		<b>\$0</b>
<b>SUB-TOTAL PERSONNEL:</b>		<b>\$159,500</b>
<b>NON-SALARIED CATEGORIES</b>		
4200	CLASSROOM LIBRARY BOOKS	\$0
5751	FIELD TRIPS - BUSD BUSES	\$2,000
5800	SOFTWARE CONTRACT - WEB CURRICULUM (IXL)	\$3,600
5805	ACCELERATED READER (AR) CONTRACT	\$2,400
5805	KEEPIN' IT REAL (NIKAO) MENTORING CONTRACT	\$32,400
5805	STILES HALL MENTOR/TUTOR CONTRACT	\$2,000
<b>SUB-TOTAL NON-SALARIED:</b>		<b>\$42,400</b>
<b>TOTAL EXPENDITURES:</b>		<b>\$201,900</b>
<b>RESERVE FOR PERSONNEL VARIANCE &amp; SUBSEQUENT ALLOCATION (4380):</b>		<b>\$3,140</b>
<b>TOTAL FY 2014 BSEP ALLOCATION:</b>		<b>\$205,040</b>
<b>(DIFFERENCE):</b>		<b>\$0</b>

**NOTES:**

**Priorities for Fall 2013 Carryover Funding:**

- Additional Hourly Teaching - \$2,000
- Substitutes for Professional Development - \$1,600
- Instructional Materials - \$8,000
- Noon Director - \$7,000

**BSEP FY 13  
Carryover projected to be at least \$10,000.**

Appendix D – State and Federal Programs FY 2013-2014 Budget Projection

Berkeley Unified School District  
Office of Educational Services  
Preliminary Site Budget Allocations  
FY 2013 - 2014

#	LOC	SCHOOL SITES	CALPADS Enrollment	(A)	(B)	(C)	(D = B + C)	(E)	(F)	(G = E + F)	(H = A + D + G)
				BSEP/Measure A FD 04, RS 0852 233/ Pupil	Title I, Part A (Basic)			EIA Funds			Total Pre. 2013-14 Allocation
				Basic Apport. RS 3010	Parent Involve. RS 3010	Total Title I, A	ELL RS 7091	SCE RS 7090	Total EIA		
1	112	Cragmont	416	96,928	20,696	483	21,179	23,111	11,344	34,455	152,562
2	113	Emerson	288	67,104	17,667	412	18,079	12,044	8,994	21,038	106,221
3	116	Jefferson	335	78,055	17,931	374	18,305	12,044	7,261	19,305	115,665
4	118	LeConte	337	78,521	19,055	445	19,500	27,342	11,845	39,187	137,208
5	126	Malcolm X	480	111,840	25,697	536	26,233	16,926	11,402	28,328	166,401
6	128	John Muir	260	60,580	18,355	383	18,738	13,346	8,609	21,955	101,273
7	119	Oxford	315	73,395	17,415	406	17,821	10,742	7,646	18,388	109,604
8	124	Rosa Parks	453	105,549	24,567	512	25,079	27,017	12,269	39,286	169,914
9	120	Thousand Oaks	450	104,850	25,743	601	26,344	39,711	15,524	55,235	186,429
10	121	Washington	447	104,151	18,929	442	19,371	18,554	10,439	28,993	152,515
11	123	Arts Magnet	404	94,132	22,210	518	22,728	16,275	10,901	27,176	144,036
<b>11</b>		<b>Total K-5 Schools</b>	<b>4,185</b>	<b>975,105</b>	<b>228,265</b>	<b>5,112</b>	<b>233,377</b>	<b>217,112</b>	<b>116,234</b>	<b>333,346</b>	<b>1,541,828</b>
1	132	King	880	205,040	48,005	1,001	49,006	22,785	24,153	46,938	300,984
2	127	Longfellow	479	111,607	38,236	892	39,128	18,228	19,068	37,296	188,031
3	131	Willard	511	119,063	35,586	830	36,416	13,020	20,243	33,263	188,742
<b>3</b>		<b>Total 6-8 Schools</b>	<b>1,870</b>	<b>435,710</b>	<b>121,827</b>	<b>2,723</b>	<b>124,550</b>	<b>54,033</b>	<b>63,464</b>	<b>117,497</b>	<b>677,757</b>
1	137	BHS *	3,026	705,058				75,191	76,927	152,118	857,176
2	136	B-Tech *	150	34,950	9,086	212	9,298	5,208	6,048	11,256	55,504
3	135	Independent Study *	150	34,950							34,950
<b>3</b>		<b>Total 9-12 Schools</b>	<b>3,326</b>	<b>774,958</b>	<b>9,086</b>	<b>212</b>	<b>9,298</b>	<b>80,399</b>	<b>82,975</b>	<b>163,374</b>	<b>947,630</b>
1	262	Early Childhood *	375	87,375	10,855		10,855				98,230
<b>1</b>		<b>Total Pre-k</b>	<b>375</b>	<b>87,375</b>	<b>10,855</b>		<b>10,855</b>				<b>98,230</b>
<b>18</b>		<b>TOTAL DISTRICT *</b>	<b>9,756</b>	<b>2,273,148</b>	<b>370,033</b>	<b>8,047</b>	<b>378,080</b>	<b>351,544</b>	<b>262,673</b>	<b>614,217</b>	<b>3,265,445</b>

**\* Notes for 2013-14 EIA Funding:**

- ~ New Local Control Funding Formula to replace old Weighted Student Funding based on Governor's Proposal for the 2013-14 State Budget and K-12 Education.
- ~ Will notify principals of new Local Control Funding Formula resource code when information becomes available.

**\* Notes for BSEP Funding:**

Per Pupil rate of \$233 is identical to that of FY 2012-13.

Enrollment figures for Independent Study, B-Tech, and Early Childhood are agreed-upon Average Enrollments.

Independent Study's enrollment is deducted from Berkeley High's CALPADS enrollment of 3,176.

**Berkeley Unified School District  
Office of Educational Services  
Teacher Initiated PD Allocation (TIP)  
FY 2013-2014**

#	LOC	SCHOOL SITES	FY 2012-13 Enrollment (10/3/2012 CALPADS)	Teacher Initiated PD Allocation (TIP) \$5.3299/ Pupil
1	112	Cragmont	416	\$2,217
2	113	Emerson	288	\$1,535
3	116	Jefferson	335	\$1,786
4	118	LeConte	337	\$1,796
5	126	Malcolm X	480	\$2,558
6	128	John Muir	260	\$1,386
7	119	Oxford	315	\$1,679
8	124	Rosa Parks	453	\$2,414
9	120	Thousand Oaks	450	\$2,398
10	121	Washington	447	\$2,382
11	123	Arts Magnet	404	\$2,153
<b>11</b>	<b>(A)</b>	<b>Total K-5 Schools</b>	<b>4,185</b>	<b>\$22,306</b>

1	132	King	880	\$4,690
2	127	Longfellow	479	\$2,553
3	131	Willard	511	\$2,724
<b>3</b>	<b>(B)</b>	<b>Total 6-8 Schools</b>	<b>1,870</b>	<b>\$9,967</b>

1	137	<i>BHS</i>	3,026	\$16,128
2	136	B-Tech	150	\$799
3	135	<i>Independent Study</i>	150	\$799
<b>3</b>	<b>(C)</b>	<b>Total 9-12 Schools</b>	<b>3,326</b>	<b>\$17,727</b>

<b>17</b>	<b>D=A+B+C</b>	<b>TOTAL DISTRICT</b>	<b>9,381</b>	<b>\$50,000</b>
-----------	----------------	-----------------------	--------------	-----------------

	Description	PD Budget
	Measure A, Staff Development	\$50,000
	Enrollment #	\$9,381
	Per Pupil Allocation	\$5.3299

**Notes for TIP Funding:**

- \* Enrollment figure for B-Tech is agreed-upon Average Enrollment of 150.
- \* Independent Study receives funding for 150 students.
- \* Berkeley High's CBEDS enrollment is decreased by 150 pupils (from 3,176 to 3,026); those pupils are enrolled in the Independent Study program.

## Appendix E - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

### Standards, Assessment, and Accountability

#### 1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Students are identified for services by both state and local criteria. Entering sixth grade students come with CST reading and math scores, a district writing proficiency score, fifth grade reading proficiency levels (TCRWP), a local math assessment and teacher recommendations for placement. English Learners also have an annual CELDT score. All student records now contain student California Reading List Levels (lexiles), which can be used to help students find books at an appropriate comfort level for maximum success. Students whose reading scores are significantly below grade level read books on tape in the reading lab under the tutelage of the reading resource teacher. Students significantly below grade level in math receive small group instruction during whole class reading periods and support during the 30 minute flexible block period. If the added support does not prove adequate, a student study team meets to determine if program modification, special education testing or some other measure will lead to more success. CST and writing proficiency scores combined with English and mathematics assessments and spring semester grades are used to determine which students need special services in the seventh and eighth grades. Teachers look at collective and individual data to design and modify their instruction and to determine the need for extra services. Students who are not performing at grade level in reading, writing or math are placed in an English/language arts or math support class, including double period math classes.

Students who are identified for the Special Education program have individualized education plans (IEP's) that determine the services they receive. Resource teachers regularly speak with classroom teachers to determine ways to support their students in the regular program. This arrangement allows resource students to be present in their core instructional classes for a maximum amount of time and still receive individual or small group services. Some students receive extra tutorial support within their classroom as part of their IEP. The structure of Special Education is in continual review adjustment as we look at ways to better serve our population. In addition, services are more and more being "front loaded" so that students receive the support they need without the need of a special ed designation. Student "response to intervention and instruction" (RTI2) is an integral component of any SST process. Our goal is to fully include as many special ed students as possible as well as reducing our identification numbers; especially in our overrepresented populations (i.e.: African American males.)

English Learners take the CELDT test annually, which provides additional information to help place EL students in appropriate programs. Possibilities include English Language Development classes, SDAIE classes, English Communication and Academic Skills (7th and 8th grades) and mainstreamed classes. In sixth grade, English Learners are clustered by English language levels. In seventh and eighth, there are sheltered humanities and science classes. Students are placed in mainstreamed classes on the basis of test scores and teacher recommendation. There is a sheltered after school homework center specifically designed to meet the needs of English Learners. In 2012-2013 an Academic Language Development elective will be added for long term EL's.

#### 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The Holt math materials are a key component of the district wide quarterly math assessment at grades 6-8 and as part of teachers assessment as they work through chapters and units. The Pearson ELA/ELD provide some

curriculum embedded assessment in English and Pearson materials are a major component of the BUSD quarterly assessment in ELA/Reading. This data is collected and provided to teachers quickly so that they can utilize the information to guide instructional decisions and student support.

### Staffing and Professional Development

#### 3. Status of meeting requirements for highly qualified staff (NCLB)

All King staff meet the NCLB requirements for highly qualified staff. Classified staff also meet the NCLB requirements.

#### 4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The King principal will attend or participate in any required trainings related to the adopted instructional materials

#### 5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Most mathematics teachers at King Middle School attended five day state sponsored training on the Holt adoption. Most English teachers attended five day state sponsored training on the Pearson adoption. King has been able to recruit outstanding credentialed teachers in all subject areas. All teachers participated in a Teaching With a Cultural Eye workshop followed up with ongoing inquiry training through the National Equity Project. Several teachers have been involved in leadership roles that support the district's transition to common core standards.

#### 6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

With a limited number of State-funded staff development days during the school year, on site staff development occurs as part of Early Back days, and at weekly staff and department meetings. Additionally, there are weekly minimum days and periodic department workshops, which allow staff to focus for extended periods of time on specific needs. Each year the entire staff analyzes student data and refines its program and student support systems. This school wide infrastructure and on-going analysis has led to the current instructional program as described in the King school profile.

Two District-wide staff development days were centered on reviewing programmatic strengths and needs and focusing on strategies that will directly improve content literacy. King teachers used the information gained from the Content Literacy workshops to develop note-taking templates and other scaffolding materials to support all learners.

Staff members regularly take advantage of TIP funds to attend conferences such as the annual Asilomar Math and the California Teachers of English conferences. They participate in local offerings of the Bay Area Math, Science, and Writing projects. Since many staff members are teacher leaders who present at these venues, they also serve as site leaders and resource people for the King staff.

Over the past several years, the Berkeley Unified School District has placed particular emphasis on improving student literacy. As part of that effort, sixth through ninth grade teachers have received training in coordinated, research based methodology to facilitate student growth in all components of literacy development. Two King teachers have participated in The California History Project through UC Berkeley. They have shared and facilitated staff development with other middle school humanities teachers.

Two programs that specifically target new teachers, interns and veterans who may be experiencing difficulty are BTSA (Beginning Teacher Support Assessment) and BPAR (Berkeley Peer Assistance and Review). King is fortunate to have present and former staff members as part of these two teams. These veteran teachers provide immediate, intensive support to King staff because they intimately know the State Standards, the school, its resources and its student needs.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

In 2013-2014 King will target instructional assistance based on teacher need, with the support of District TSA's.

8. Teacher collaboration by grade level (EPC)

King teachers meet within department grade level (for example 7th grade humanities) approximately three times per month. Two of these times are structured inquiry cycles and one is for curriculum/assessment mapping work. Intensive work times are provided at the start of the year to coordinate pacing, content, and assessment.

### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

Teachers have participated in site, district and county planning in order to align curriculum and State standards in all subjects. At the District level, committee members have reviewed, piloted and adopted texts aligned to the content and performance standards and continue to meet to share strategies and discuss mutual needs. At the site level, King Middle School's "Early Back" days focus on alignment and implementation of a standards based curriculum. Departments and grade levels meet regularly during the school year to articulate within and between grade levels. As an example, mathematics teachers have aligned the curriculum to the standards, established minimum competencies for promotion and developed quarterly tests.

In reading and writing, humanities teachers have created a standards-based, articulated writing program across the grade levels and continue to work on strategies that increase vocabulary and reading comprehension in all subject areas. ELA teachers have developed a template for note-taking across the curriculum.

The science department has redesigned curriculum and made grade level adjustments required by the changes in sixth through eighth grade science standards.

All departments regularly review new materials that will support their program as well as discuss and share strategies for the most effective use of their current resources. Math teachers participate in summer district and site-based staff development to further identify best practices, pacing and delivery of math concepts so that all students at all grade levels are able to achieve their highest potential and meet California Math Standards.

All core subject areas (Math, English, History, and Science) utilize state adopted materials. In 2013-2014 significant time will be spent preparing for realignment of curriculum to the Common Core Standards.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

The school schedule meets district and contract requirements, and includes an instructional block of 90 minutes per day with the exception of Wednesdays which are all period days.

11. Lesson pacing schedule (EPC)

Lesson pacing is well articulated in mathematics, science, and humanities.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Berkeley Unified School District has adopted and purchased state approved instructional materials in history, science, mathematics, and English. Each year King submits an order to insure that the materials will continue to be available to all students.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

State adopted and standards aligned materials are part of the King instructional program in math, science, history, and next year in English. Read 180/System 44 is the site intervention program for reading support.

## Opportunity and Equal Educational Access

### 14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

The King Middle School philosophy and organizational structure promote maximum support for all students. If students are not experiencing success in any class, teachers use a variety of strategies including adjusting or modifying assignments. Many teachers provide on-going individual and small group tutoring before school, at lunch and break, and after school. Some provide their own homework centers or small group tutorials. Within the classroom environment, teachers pair students, group students for cooperative learning and make use of peer and adult volunteer tutors. They provide regular feedback to students and their families so that both understand what needs to be accomplished and what resources are available at the school or in the community.

King Vice-principals also take an active role in the support of underperforming students. Vice-principals and counselors follow a class through their entire tenure at King. They provide student services, monitor grades and behavior, chair weekly case management team meetings, and advise students and families of available services. They track detentions and suspensions and coordinate weekly reports and services for those most at risk. During the three years that students attend King, the vice-principals and counselors get to know them well, especially if they have special needs. This individual attention helps many students become more accountable and successful.

### 15. Research-based educational practices to raise student achievement at this school (NCLB)

The following research-based educational practices are widely utilized at King to raise student achievement:

- De-tracked academic classes with high expectations for all students
- Lower class size (20:1) in pre-algebra (7th grade) and algebra (8th grade)
- Opportunities for increased time and targeted instruction (see #16)
- Utilization of state board adopted, research based core programs
- Utilization of research based intervention programs like Read 180 and Read Naturally
- School wide sustained silent reading
- Reinforcing effort through a high profile habits of work grade
- Wide use of cues, questions, and advance organizers
- Cohort based intervention teams that meet weekly and review student progress/plan to meet student needs
- Inquiry based team meetings using formative assessment and team planning to improve target results

### 16. Opportunities for increased learning time (Title I SWP and PI requirement)

Students in need of additional targeted instruction have opportunities for increased learning time in the before school tutorial, the 30 minute flexible block, after school, and through the learning center.

### 17. Transition from preschool to kindergarten (Title I SWP)

N/A

## Involvement

### 18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

King Middle School and the Berkeley school community provide many services for at risk students:

- Counselor, interns and volunteers
- Berkeley Mental Health
- English Language Learner Resource Teacher, instructional assistants, tutors

- Student safety supervisors
- “Keepin’ It Real” Group
- YMCA , Stiles Hall mentors, Y Scholars
- Staff members who sponsor clubs such as the Gay Straight Alliance
- Earphone English, Read 180, Read Naturally, Writers' Coach Connection
- Extended Day program
- Extended Year program
- AVID
- UC Early Academic Outreach programs
- Cal Scholars
- Berkeley Schools Volunteers and a cadre of King parent volunteers

19. Strategies to increase parental involvement (Title I SWP)

See action plans and action plan budgets

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

King Middle School had an active School Governance Council that met at least once per month. The parent and staff communities gave input through the school survey.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

See action plans and action plan budgets

22. Fiscal support (EPC)

## **Appendix F - Home/School Compact**

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

### **Student Pledge:**

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability.

BE SAFE  
BE RESPECTFUL  
BE RESPONSIBLE  
BE AN ALLY

### **Parents Pledge:**

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability

- support my child to arrive on time to school daily
- support the school in educating my child
- encourage my student to complete his/her homework
- review all school communications and check the King Cobra binder regularly
- attend Back To School Night, Parent-Teacher Conferences, Open House, and other school events
- hold my child accountable for 20-30 minutes of at home reading daily
- make sure my student gets adequate sleep and has a healthy diet
- support the school/district's homework, discipline, attendance, and other policies
- provide the school with up-to-date address and telephone numbers

### **Staff Pledge:**

We understand the importance of the school experience to every student and our role as educators and models. Therefore, we agree to carry out the following responsibilities to the best of our ability:

- teach the California state standards appropriate for the student's grade
- work with parents and students to ensure a high level of academic success
- strive to address the individual needs of each student
- communicate with parents/guardians regarding students' progress
- provide a safe, positive, and healthy learning environment
- correct and return appropriate work in a timely manner
- communicate classwork and homework expectation
- provide parent education nights to help families navigate the middle school years