

# The Single Plan for Student Achievement

## Martin Luther King Middle School

School Name

01-61143-6056857

CDS Code

Date of this revision: May 15, 2014

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:

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## Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.  
Telephone Number: (510) 644-6206  
Address: 2020 Bonar Street  
Berkeley, CA 94702  
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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> 2014-2015
<p><b>Summary of School Goals:</b>            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.</p> <p>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.</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>Goal #2: Strengthen the ability of King Middle School to meet the emotional and academic needs of a diverse student body.</p> <p>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 2014-2015 school year.</p> <p>Goal #3: Partner meaningfully with parents to continue to understand and support academic expectations to increase student achievement and work habits.</p>	
<b>Site Committee Representatives:</b>	
Parents/Community	Staff
(Chair): Marguerita Lightfoot	(Principal): Janet Levenson
(Co-Chair, if applicable): Christine Butterfield	(Teacher): Linda Clark
Elisabeth Hensley	(Teacher): Gabriel Fredman
Deborah Kopelman	(Teacher): Anna Holstedt
Mira Santos	(Classified): Abby Hanson
Bruce Simon	
Ed Wenrick	

**Signatures required for the following:**

BSEP Planning & Oversight Committee Representative:

  
\_\_\_\_\_

DELAC Representative (District English Learner Advisory Committee):

  
\_\_\_\_\_

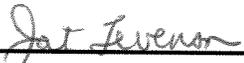
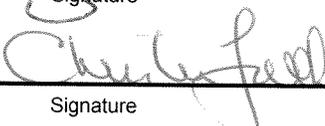
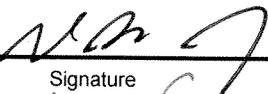
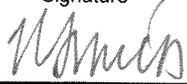
## II. Recommendations and Assurances

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 May 5, 2014.

Janet Levenson Principal	 Signature	5/15/14 Date
Marguerita Lightfoot School Governance Council Chair	 Signature	5/15/14 Date
Christina Faulkner Director, Curriculum & Instruction	 Signature	6-16-14 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6/16/14 Date
Neil Smith Assistant Superintendent, Educational Services	 Signature	6/16/14 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 17% African American, 43% White, 19% Hispanic, 7% Asian, and 13% self identified mixed ethnicity. As the "newcomer" middle school for Berkeley Unified School District, 8.6% of the students are English learners. 41% of the students are identified as low income (eligible for free or reduced-price lunch), and 12% of the students qualify for Special Education services.

## **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 current data:

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, although the numbers have held fairly steady in the past year.

With the absence of assessments due to the transition to the Common Core State Standards and SBAC testing, we are limited in the data to use for this analysis.

On the AMAO's which show growth for English Language Learners, all scores declined this year.

On the AMAO 1, only 47.7% of English Language Learners made a year's growth in a year's time compared with 52.5% last year and 72.2% the previous year.

On the AMAO 2, only 7.7% of students who have had ELD instruction for fewer than five years and 51.6% of students who have had ELD instruction for more than five years attained English proficiency according to the CELDT. Those percentages last year were 12.5% and 46.20% respectively last year and 33.3% and 64.4 % respectively the previous year.

While we do not know the reason for the lack of growth, we do know that all staff need training on how to teach EL's and we would like to provide training in Constructing Meaning strategies. We also know that we must revise the current EL program that had students grouped according to the teaching allocations that we had rather than by what the students need. Having the newcomer program without adequate financial support made 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 44% of parents responded to the survey. The respondents were fairly representative of the school's diversity, but not proportional to enrollment.

Parents largely expressed satisfaction with the school and identified areas for growth that are consistent with staff-identified focus areas but we do not believe we received a representative sample of parents. Parents who are satisfied with the school may have completed the survey in larger numbers than those who are dissatisfied.

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 nor engaged. 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. The school will establish some clear expectations around student engagement for the 2014-2015 school year.

**D. Student Work and School Documents**

Teachers examine student work in department meetings as part of the focus student inquiry work. Last 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.

There is a need for more collaboration and professional development in formative assessment, differentiation, cultural relevance/inclusion, student engagement, and academic language development. There need to be some schoolwide expectations around classroom engagement strategies and reinforcement and support from administration via frequent classroom visits.

King does not offer any summer learning nor enrichment opportunities for students. Currently the afterschool support and learning center support focus too heavily on homework help and there could be more targeted academic intervention programs. The EL teachers and the learning center teachers will need to establish some expected grade level skills that will be taught and reinforced in lieu of homework or classwork support. In other words, students lacking skills will get help on those skills rather than having the adults focus on work completion that doesn't help the student reach proficiency.

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. Often these may be students with IEP's who are struggling with the expectations of inclusion.

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 2014-2015 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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	877	832		340	339		158	138		86	84	
Growth API	883	883		984	973		728	705		908	903	
Base API	855	884		959	985		706	732		901	909	
Target	A	A		A	A		5	5				
Growth	28	-1		25	-12		22	-27				
Met Target	Yes	Yes		Yes	Yes		Yes	No				

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	181	155		103	78		374	336		117	110	
Growth API	799	816		694	705		780	773		687	666	
Base API	786	802		687	704		752	783		656	696	
Target	5	A		6			5	5			5	
Growth	13	14		7			28	-10			-30	
Met Target	Yes	Yes		Yes			Yes	No			No	

VII. School and Student Performance Data (continued)

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

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	61	49	
Percent with Prior Year Data	100.0%	89.8%	
Number in Cohort	61	44	
Number Met	32	21	
Percent Met	52.5%	47.7%	
NCLB Target	56	57.5	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	32	39	39	31		
Number Met	4	18	3	16		
Percent Met	12.5%	46.2%	7.7%	51.6%		
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	Yes	No	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	--	
Met Percent Proficient or Above	Yes	--	
<b>Mathematics</b>			
Met Participation Rate	Yes	--	
Met Percent Proficient or Above	Yes	--	

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

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	846	852	
Percent with Prior Year Data	99.8	98.5	
Number in Cohort	844	839	
Number Met	550	527	
Percent Met	65.2	62.8	
NCLB Target	56	57.5	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	762	302	737	323		
Number Met	219	156	217	201		
Percent Met	28.7	51.7	29.4	62.2		
NCLB Target	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		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		100	100		99	98		99	100	
Number At or Above Proficient	676	631		327	324		79	56		64	63	
Percent At or Above Proficient	77.1	75.8		96.2	95.6		50.0	40.6		74.4	75.0	
<b>ES/MS</b>	<b>78.4</b>	<b>89.2</b>		<b>78.4</b>	<b>89.2</b>		<b>78.4</b>	<b>89.2</b>		<b>78.4</b>	<b>89.2</b>	
<b>HS</b>	<b>77.8</b>	<b>88.9</b>		<b>77.8</b>	<b>88.9</b>		<b>77.8</b>	<b>88.9</b>		<b>77.8</b>	<b>88.9</b>	
Met AYP Criteria	Yes	No		Yes	Yes		Yes	No		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	98		100	98		99	99		99	98	
Number At or Above Proficient	113	94		39	28		217	178		63	52	
Percent At or Above Proficient	62.4	60.6		37.9	35.9		58.0	53.0		53.8	47.3	
<b>ES/MS</b>	<b>78.4</b>	<b>89.2</b>		<b>78.4</b>	<b>89.2</b>		<b>78.4</b>	<b>89.2</b>		<b>78.4</b>	<b>89.2</b>	
<b>HS</b>	<b>77.8</b>	<b>88.9</b>		<b>77.8</b>	<b>88.9</b>		<b>77.8</b>	<b>88.9</b>		<b>77.8</b>	<b>88.9</b>	
Met AYP Criteria	Yes	No		Yes	--		Yes	No		Yes	No	

## 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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		100	100		98	97		100	100	
Number At or Above Proficient	636	610		310	304		66	52		67	68	
Percent At or Above Proficient	72.7	73.3		91.2	89.7		42.3	37.7		77.9	81.0	
<b>ES/MS</b>	<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>	
<b>HS</b>	<b>77.4</b>	<b>88.7</b>		<b>77.4</b>	<b>88.7</b>		<b>77.4</b>	<b>88.7</b>		<b>77.4</b>	<b>88.7</b>	
Met AYP Criteria	Yes	No		Yes	Yes		Yes	No		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		99	98		99	99		99	98	
Number At or Above Proficient	110	99		46	39		197	173		48	43	
Percent At or Above Proficient	60.8	63.9		44.7	50.0		53.0	51.5		41.0	39.1	
<b>ES/MS</b>	<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>	
<b>HS</b>	<b>77.4</b>	<b>88.7</b>		<b>77.4</b>	<b>88.7</b>		<b>77.4</b>	<b>88.7</b>		<b>77.4</b>	<b>88.7</b>	
Met AYP Criteria	Yes	Yes		Yes	--		Yes	No		Yes	No	

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

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

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>6</b>	2	11	6	33	7	39	2	11	1	6	18
<b>7</b>	1	6	4	25	5	31	1	6	5	31	16
<b>8</b>			6	40	5	33	1	7	3	20	15
<b>Total</b>	3	6	16	33	17	35	4	8	9	18	49

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>6</b>	2	9	7	32	11	50			2	9	22
<b>7</b>	2	11	9	47	5	26	2	11	1	5	19
<b>8</b>	2	12	2	12	6	35	4	24	3	18	17
<b>Total</b>	6	10	18	31	22	38	6	10	6	10	58

## 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:

All students will demonstrate grade level proficiency in literacy and mathematics, and English learners will demonstrate at least one year of progress towards English fluency.

#### 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 local assessments.

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

1.1 Increase the percentage of students demonstrating grade level proficiency by 5% annually using the STAR test results.

1.2 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%.

1.3 Increase the percentage of English Learners demonstrating English language proficiency on the CELDT (AMAO 2) to meet or exceed state targets.

#### 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

The Single Plan for Student Achievement

Total Expenditures in this Goal: \$51,035

**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> <ol style="list-style-type: none"> <li>Resource teachers will provide support periods in the Learning Center for scheduled students.</li> <li>Case management teams will schedule intervention/support classes before and after school.</li> <li>Master schedule will include a 30 minute block advisory/tutorial with same math teacher.</li> <li>All math teachers will offer an honors challenge and classroom differentiation (extensions) for students.</li> <li>Principal will renew IXL license to provide technology- based math support and acceleration for all students.</li> <li>Math teachers will increase use of IXL in math classes and in support programs.</li> </ol>	2014-2015 school year	4300: Instructional Materials & Equipment	Math materials for differentiation	Title I 2,000
		5800: Contracted Services	IXL (web based math program), math intervention	Title I 4,000
<p>2. Provide staff development and time for curriculum development to improve alignment, assessment and instruction in Math.</p> <ol style="list-style-type: none"> <li>Provide onsite real-time coaching from an experienced math teacher.</li> <li>Math teachers will research and review intervention materials that are aligned to Common Core and make recommendations for purchasing both online and hard copy programs.</li> <li>Leadership Team will plan "Early Back" days in August to focus on curriculum development and alignment.</li> <li>Provide opportunities for teachers to observe in each other's classrooms for professional growth and</li> </ol>	2014-2015 school year.	1116: Certificated – Hourly	Teacher Curriculum Hourly, substitutes for teacher collaboration, "Early Back" days, etc.	
				TIP 1,000

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
alignment purposes.  5. Pay the registration fee for a few math teachers to attend the Asilomar math conference.				
<p>3. Family and Community Involvement</p> <p>Increase parent understanding of the middle school academic program and provide fun opportunities for whole family engagement around learning.</p> <p>1. PTA/staff will host family math/science activity or game nights.</p> <p>2. VP's/Counselors/Teachers will hold information nights about academic programs.</p> <p>3. King will partner with Stiles Hall to provide outreach support to the parents of our underrepresented students in the college system.</p> <p>4. The master schedule will offer 4 sections of AVID as an elective to serve approximately 100 total students in 7th and 8th grade. There will parent outreach through the AVID program including bringing parents on the college tours.</p> <p>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.</p>	2014-2015 school year	4380: Other / Reserve	Family Events and Information Nights	Other 1,150
		1116: Certificated – Hourly	AVID Field Trips (\$3,800 Teacher Subs)	BSEP 3,800
		5751: BUSD Buses	AVID Field Trips (\$750 Other)	Title I 1,250
		5200: Conference & Travel	AVID conterence	
<p>4. Student Academic Support in Reading</p> <p>Reinforce expectations and provide support for Independent Reading.</p> <p>1. The Humanities Department will review the AR 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. Rtl teams will monitor placement of focus students during 30 minute advisory.</p> <p>4. Humanities teachers will research and review</p>	2014-2015	4300: Instructional Materials & Equipment	Books For Classroom Libraries (addl from BSEP Carryover)	
		4300: Instructional Materials & Equipment	Incentives for Reading	PTA 500
		5800: Contracted Services	Accelerated Reader and STAR for all students	Title I 7,667
		4300: Instructional Materials & Equipment	Materials for consistent support across Learning Centers	Title I 1,800

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>intervention materials that are aligned to Common Core and make recommendations for purchasing both online and hard copy programs.</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. Teachers who most effectively implement independent reading will share best practices.</p> <p>8. Teachers will provide incentive rewards for students who meet their AR goals each semester.</p>				
<p>5. Provide systematic support for readers below grade level, including English Learners.</p> <p>1. All teachers will receive training in Constructing Meaning strategies.</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>4. VP's will use CELDT Level and other data to determine placement in newcomer class, System 44, 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. The master schedule will offer an Academic Language Development (ALD) elective for long term English Language Learners in 7th/8th grade.</p> <p>8. The master schedule will offer two humanities classes for EL learners.</p>	2014-2015 school year	<p>1102: Certificated – Monthly</p> <p>4300: Instructional Materials &amp; Equipment</p> <p>4300: Instructional Materials &amp; Equipment</p>	<p>ELL Resource Teacher (.20 FTE)</p> <p>Learning Center support materials</p> <p>Upgrade technology</p>	<p>Title I 22,114</p> <p>Title I 4,000</p>

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

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
6. Provide staff development to improve instruction in reading.  1. Provide opportunities for 6th grade teachers to observe 4th and 5th grade literacy program at elementary schools using a literacy coach to provide the tour.  2. District literacy TSA and RtI TSA will provide professional development in reading assessment and interventions to Humanities teachers.		1116: Certificated – Hourly	Substitute teachers	TIP 1,754

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$3,800	\$42,831	\$500	\$	\$	\$2,754	\$1,150

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

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

#### **Goal Statement:**

All students will receive the academic, social and emotional support services they need.

#### **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 2013-14 percentages (enrollment reported as of June).
- 2.2 Use Toolbox competencies to measure social-emotional progress. (Baseline year)
- 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  
Admin team 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: \$222,050**

## 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 supervise interns and also work with Family Paths to provide individual mental health counseling for students.</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> <p>10. Train 6th grade teachers in the use of the Toolbox.</p>	2014-2015 school year	1102: Certificated – Monthly	Vice Principal-Rtl Coordination & Support - 3 @ .25 FTE each	BSEP 101,310
		2916: Noon/Recess Director - Hourly	Lunch Yard/Activity Support/Dining Commons Supervision (487 hours)	
		4380: Other / Reserve	Reserve for BSEP Personnel Variance	BSEP 2,860
		5800: Contracted Services	"Keeping It Real" Mentoring contract (Nikao Youth Services)	BSEP 32,400
		5800: Contracted Services	Stiles Hall Mentorship	BSEP 4,215 Title I 12,800
<p>2. Improve the school climate and increase student engagement/ownership.</p> <p>1. Staff will continue to work on ways to develop student voice and ownership of campus (send students to statewide Student Council conference and</p>	2014-2015	1102: Certificated – Monthly	Counselor - .60 FTE	BSEP 50,865
		4300: Instructional Materials & Equipment	Materials to support the cultural competency professional development work	Title I 200

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>GSA conference; include students on safety, school climate and technology committees; hold focus groups; and survey students annually).</p> <p>2. Staff will provide 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>8. All staff will attend the Cultural Competency Academy. Equity work will be integrated into all professional development.</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>	2014-2015	4300: Instructional Materials & Equipment	Incentives for attendance	PTA 400

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>4. Principal/VP's will provide incentives to students individually and as a grade level for meeting attendance goals.</p> <p>5. Attendance data will be reviewed as part of the weekly case management meetings.</p>				
<p>4. Work proactively to address barriers to learning before students are assessed for special education testing.</p> <p>1. The staff will work on universal practices related to student engagement such as "No Opt Out" and active learning structures. The admin team will set expectations around strategies for student engagement that should be a part of every classroom and reinforce this through frequent classroom visits.</p> <p>2. Faculty will meet in Professional Learning Communities to focus on students who are not scoring proficient on state, district, and classroom assessments as well as those who are routinely scoring above grade level.</p> <p>3. The Special Ed department will develop a model of Response to Intervention that focuses on short term interventions with progress monitoring, and defines essential grade level skills.</p> <p>4. VP's will bring behavior referrals into the case management process to address behavioral issues in conjunction with teaching strategies.</p> <p>5. EL teachers will help other teachers develop ways to scaffold and modify assignments for EL's.</p> <p>6. Give teachers time to observe other classrooms and plan for differentiated instruction with the resource teachers.</p> <p>7. Continue to build a successful Bridge program for incoming 6th graders and continuing 7th graders.</p>	2014-2015	1116: Certificated – Hourly	Substitutes and planning time for teachers to observe each other and plan lessons collaboratively.	TIP 2,000
		1116: Certificated – Hourly	Early Back days for professional development	BSEP 15,000

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$206,650	\$13,000	\$400	\$	\$	\$2,000	\$



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

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

**Goal Statement:**

Students and their families will feel respected, welcome and connected to their schools.

**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 students and families who report feeling welcomed and valued as a partner in their child's education as measured by CHKS and district survey.

3.2 Recruit and retain certificated employees of color.

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.

**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: \$**

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

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. Increase Parent Support Through Parent Trainings, The Single Plan for Student Achievement	2014-2015 school year	1116: Certificated – Hourly	Extra duty Curric Dev Hourly for	

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>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. 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>4. 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> <p>5. PTA will provide parenting support through individual or group sessions with a licensed counselor.</p>			teachers/counselors	
		4380: Other / Reserve	Mailings and Other Communications	
		1116: Certificated – Hourly	Teacher Curric Dev hourly for Academic information nights	
		5800: Contracted Services	Parent Educationand Support providers	
<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 send out information weekly via the school etree to update parents on important school information.</p> <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,</p>	2014-2015 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.	

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>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>	2014-2015 school year			
<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</p>				

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>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. She 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>5. The VP's/Counselors will hold intake meetings with the family of any student transferred to King.</p> <p>6. 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>				
<p>5. Create a truly inclusive community.</p> <p>1. The principal will lead the PTA Executive Board and the School Leadership Team through a process to review all school events in chronological order for the year using a racial equity lens.</p> <p>2. Ensure that the school has a functioning ELAC.</p> <p>3. The SGC will develop ways to get input from more families throughout the year using other means than the annual survey.</p>				

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

**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

Bring back a strong dance program

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

Create better systems for collecting data.

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: \$**

**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.  2. VP's will monitor the schedules of all students,	September 2014, 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>particularly those with academic electives (AVID, ALD, Read 180).</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>				
<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, in particular as part of the 6th grade wheel.</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	

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

**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: \$**

**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>	\$	\$	\$	\$	\$	\$	\$

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

Goal 1 ACADEMIC ACHIEVEMENT	
BSEP	3,800
Title I	42,831
PTA	500
EIA-LEP	
EIA-SCE	
TIP	2,754
Other	1,150
<b>Total</b>	<b>51,035</b>

Goal 2 STRATEGIES TO PROMOTE STUDENT SUCCESS	
BSEP	206,650
Title I	13,000
PTA	400
EIA-LEP	
EIA-SCE	
TIP	2,000
Other	
<b>Total</b>	<b>222,050</b>

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

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

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

Total Expenditures	
BSEP	210,450
Title I	55,831
PTA	900
EIA-LEP	
EIA-SCE	
TIP	4,754
Other	1,150
<b>Total</b>	<b>273,085</b>

Total Allocation*	
BSEP	210,450
Title I	55,831
PTA	900
EIA-LEP	
EIA-SCE	
TIP	4,754
Other	1,150
<b>Total</b>	<b>273,085</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	152,175	22,114						<b>174,289</b>
Hourly Teachers	18,800					4,754		<b>23,554</b>
Monthly Classified			12,980					<b>12,980</b>
Hourly Classified			4,000					<b>4,000</b>
Coach Stipends								
Hourly Tutors								
Noon Directors			20,000					<b>20,000</b>
Materials/Supplies		8,000	15,900					<b>23,900</b>
Conference & Travel								
BUSD Buses		1,250					750	<b>2,000</b>
Contracted Services	36,615	24,467	17,600					<b>78,682</b>
Other/Reserve	2,860	1,150						<b>4,010</b>
<b>Total</b>	<b>210,450</b>	<b>56,981</b>	<b>70,480</b>			<b>4,754</b>	<b>750</b>	<b>343,415</b>

Appendix C  
 BSEP SCHOOL SITE DISCRETIONARY FUNDS 2014-15  
 Martin Luther King Middle School (132)

<b>CERTIFICATED MONTHLY SALARIES &amp; FRINGE</b>			
1102	Teacher		
1202	Counselor (.60 FTE)	\$50,865	
1302	Vice Principals - Rtl (3@.25 FTE)	\$101,310	
<b>TOTAL CERTIFICATED MONTHLY:</b>		<b>\$152,175</b>	
<b>CERTIFICATED HOURLY SALARIES &amp; FRINGE</b>			
1114	Subs for AVID Teachers - Field Trips	\$3,800	
1116	Hourly Curriculum Development - Early Back	\$15,000	
<b>TOTAL CERTIFICATED HOURLY:</b>		<b>\$18,800</b>	
<b>CLASSIFIED MONTHLY SALARIES &amp; FRINGE</b>			
2102	Instructional Assistant		
2182	Instructional Specialist		
<b>TOTAL CLASSIFIED MONTHLY</b>		<b>\$0</b>	
<b>CLASSIFIED HOURLY SALARIES &amp; FRINGE</b>			
2146	Hourly Tutors		
2916	Noon Supervisor		
<b>TOTAL CLASSIFIED HOURLY</b>		<b>\$0</b>	
<b>SUB-TOTAL PERSONNEL:</b>			<b>\$170,975</b>
<b>NON-PERSONNEL CATEGORIES</b>			
4300	Instructional Materials		
5800	Keepin' It Real Mentoring Contract	\$32,400	
5800	Stiles Hall Mentor/Tutor Contract	\$4,215	
5800	Contracted Services		
<b>SUB-TOTAL NON-PERSONNEL:</b>			<b>\$36,615</b>
<b>TOTAL EXPENDITURES:</b>			<b>\$207,590</b>
<b>RESERVE FOR PERSONNEL VARIANCE:</b>			<b>\$2,860</b>
<b>TOTAL FY 2014 BSEP ALLOCATION:</b>			<b>\$210,450</b>
<b>(DIFFERENCE):</b>			<b>\$0</b>

**Priorities for anticipated Fall 2014 Carryover:**

- Instructional Materials \$15,000
- Travel and Conferences \$5,000

**BSEP FY 2014 Carryover projected to be approximately \$20,000**

**Berkeley Unified School District  
State and Federal Categorical Programs  
FY 2014 - 2015 Budget Projections**

		Benefits Rate	RS 3010 Title I (Basic)	RS 7091 EIA/ELL	RS 7090 EIA/SCE	TOTAL
<b>School : King</b>		Obj #				
A	<b>CERT. TCHERS MONTHLY</b>					-
	<i>Site TSA - ULSS Teacher (1.0 FTE)</i>					-
	<i>(0.50 = Site SP Ed, RS 6500, 0.50 = Site BSEP ULSS, RS 0841)</i>	1102	\$ 0.200	\$ -	\$ -	\$ 0.200
	<i>Site TSA - EL Lead Teacher (1.0 FTE)</i>	1102	\$ 16,967	\$ -	\$ -	\$ 16,967
	<i>(0.20 = Title I, 0.10 = District Title III, 0.40 = GF, 0.30 = ELD LCAP)</i>					-
	<i>Site TSA - Read 180 (0.20 FTE, not funded in 2014-15)</i>					\$ -
			\$ 16,967	\$ -	\$ -	\$ 16,967
	<b>Fringe Benefits :</b>					
	STRS Monthly	3101	0.09500	1,612	-	1,612
	Medicare	3301	0.01450	246	-	246
	Health/Dental (@ FTE's 1.00)	3401	\$ 13,017	2,603	-	2,603
	SUI	3501	0.00058	10	-	10
	WCOMP	3601	0.02050	348	-	348
	Retiree Benefits	3701	0.03000	509	-	509
	<b>Total</b>		16.06%	\$ 22,295	\$ -	\$ 22,295
B	<b>CERT. COUNSELORS</b>	1202				-
						-
	<b>Subtotal</b>			\$ -	\$ -	\$ -
	<b>Fringe Benefits :</b>					
	STRS Monthly	3101	0.09500	-	-	-
	Medicare	3301	0.01450	-	-	-
	Health/Dental (@ FTE's 1.00)	3401	\$ 13,017	-	-	-
	SUI	3501	0.00058	-	-	-
	WCOMP	3601	0.02050	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	<b>Total</b>			\$ -	\$ -	\$ -
C1	<b>DAILY SUB TCHERS</b>	1116				-
C2	<b>DAILY SUB TCHERS</b>	1116				-
	<b>Subtotal</b>			\$ -	\$ -	\$ -
	<b>Fringe Benefits :</b>					
	STRS Monthly	3101	0.09500	-	-	-
	Medicare	3301	0.01450	-	-	-
	SUI	3501	0.00058	-	-	-
	WCOMP	3601	0.02050	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	<b>Total</b>			\$ -	\$ -	\$ -
D	<b>TCHR HRLY</b>	1116				-
E	<b>CURR. DEVELOPMENT</b>	1116				-
F1	<b>TCHR HRLY</b>	1116				-
F2	<b>TCHR HRLY</b>	1116				-
	<b>Subtotal</b>			\$ -	\$ -	\$ -
	<b>Fringe Benefits :</b>					
	STRS	3101	0.09500	-	-	-
	Medicare	3301	0.01450	-	-	-
	SUI	3501	0.00058	-	-	-
	WCOMP	3601	0.02050	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	<b>Total</b>			\$ -	\$ -	\$ -
G	<b>CLASSIFIED SAL MONTHLY</b>					
	Instructional Assistant	2102				\$ -
H	Instructional Specialist	2182				-
I	Clerical Assistant	2402				-
J	After School Coordinator	2402				-
K	School Svc Assistants	2902				-
L	Home School Liaison	2902				-
	<b>Subtotal</b>			\$ -	\$ -	\$ -
	<b>Fringe Benefits :</b>					
	PERS	3202	0.11771	-	-	-
	PERS REDUCTION	3802	0.00000	-	-	-
	OASDI (FICA)	3312	0.06200	-	-	-
	Medicare	3302	0.01450	-	-	-
	Health/Dental (@ FTE's 1.00)	3402	\$ 13,017	-	-	-
	SUI	3502	0.00058	-	-	-
	WCOMP	3602	0.02050	-	-	-
	Retiree Benefits	3702	0.03000	-	-	-
	<b>Total</b>			\$ -	\$ -	\$ -

**Berkeley Unified School District  
State and Federal Categorical Programs  
FY 2014 - 2015 Budget Projections**

		Benefits Rate	RS 3010 Title I (Basic)	RS 7091 EIA/ELL	RS 7090 EIA/SCE	TOTAL
<b>School : King</b>		Obj #				
<u>CLASSIFIED SAL HOURLY</u>						
M	Instructional Aide	2116				-
N	Tutors	2146				-
O	Instructional Specialist	2183				-
P	Clerical Tech & Office Staff	2416				-
Q	Home School Liaison	2916				-
R	School Service Assistant	2916				-
S	Program Assistant	2916				-
Subtotal			\$ -	\$ -	\$ -	\$ -
<u>Fringe Benefits :</u>						
	OASDI (FICA)	3312	0.06200	-	-	-
	Medicare	3302	0.01450	-	-	-
	SUI	3502	0.00058	-	-	-
	WCOMP	3601	0.02050	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
Total			\$ -	\$ -	\$ -	\$ -
<u>BOOKS / SUPPLIES / MTLs</u>						
T1	Instructional Materials (\$3,832, including Personnel Variance)	4300		\$ 3,832		\$ 3,832
T2	Office Supplies	4350				-
U	Parent Involvement (\$800, food)			800		800
Total			\$ 4,632	\$ -	\$ -	\$ 4,632
<u>TRAVEL &amp; OUTSIDE SERVICES</u>						
V	Travel / Conference (AVID)	5200		\$ 1,250	\$ -	\$ 1,250
W	Memberships / Dues	5300				-
X	Postage / Mailings	5910				-
Y1	Contract (Speaker, \$350)	5800		350		350
Y2	Contract (Stiles Hall Mentorship, \$12,78K)	5800		12,787		12,787
Z1	Professional Svcs - Accelerated Reader (License fee, \$7.67K)	5800		7,667		7,667
Z2	Professional Svcs - IXL (\$4,000, License fee, \$4K)	5800		4,000		4,000
Z3	Professional Svcs	5800				-
A1	Salary Reserve			-	-	-
Total			\$ 26,054	\$ -	\$ -	\$ 26,054
<u>CAPITAL OUTLAY</u>						
B1	Equipment (Less than \$5,000)	4400		\$ 4,000		\$ 4,000
C1	Equipment (Over \$5,000)	6400				-
Total			\$ 4,000	\$ -	\$ -	\$ 4,000
a.	<b>TOTAL PROJECTED BUDGET</b>		\$ 56,981	\$ -	\$ -	\$ 56,981
b.	<b>Budget Allocation</b>		56,981	-	-	56,981
c.	<b>Add : Carryover</b>		-			-
d.	<b>Add: District Contribution</b>		\$ -			\$ -
e.	<b>Projected Unspent Funds (e = b + c + d - a)</b>		\$ (0)	\$ -	\$ -	\$ (0)

\*

\* Title I allocation included \$1,150 for Parent Involvement.

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

**Berkeley Unified School District  
Educational Services  
Projected Centralized Services Expenditures  
FY 2014 - 2015**

#	LO	SCHOOL SITES	RS 3010			Total	SCHOOL SITES	LO	#
			Site Support	Parent Involvement Support	PI Schools Support				
1	112	Cragmont	\$2,156	\$489	\$2,400	\$5,045	Cragmont	112	1
2	113	Emerson	1,671	379	1,860	3,910	Emerson	113	2
3	116	Jefferson	1,603	364	1,785	3,752	Jefferson	116	3
4	118	LeConte	2,533	575	2,820	5,928	LeConte	118	4
5	126	Malcolm X	2,587	587	2,880	6,054	Malcolm X	126	5
6	128	John Muir	2,088	474	-	2,562	John Muir	128	6
7	119	Oxford	1,724	391	1,920	4,035	Oxford	119	7
8	124	Rosa Parks	2,411	547	-	2,958	Rosa Parks	124	8
9	120	Thousand Oaks	2,762	627	3,075	6,464	Thousand Oaks	120	9
10	121	Washington	-	-	-	-	Washington	121	1
11	123	Arts Magnet	2,371	538	2,640	5,549	Arts Magnet	123	1
11		<b>Total K-5 Schools</b>	<b>\$21,906</b>	<b>\$4,971</b>	<b>\$19,380</b>	<b>\$46,257</b>	<b>Total K-5 Schools</b>		<b>1</b>
1	132	King	\$5,065	\$1,150		\$6,215	King	132	1
2	127	Longfellow	3,543	804	3,945	8,292	Longfellow	127	2
3	131	Willard	3,503	795	3,900	8,198	Willard	131	3
3		<b>Total 6-8 Schools</b>	<b>\$12,111</b>	<b>\$2,749</b>	<b>\$7,845</b>	<b>\$22,705</b>	<b>Total 6-8 Schools</b>		<b>3</b>
1	137	BHS					BHS	137	1
2	136	B-Tech	983	223	1,095	2,301	B-Tech	136	2
3	135	Independent	-	-	-	-	Independent Study	135	3
3		<b>Total 9-12 Schools</b>	<b>\$983</b>	<b>\$223</b>	<b>\$1,095</b>	<b>\$2,301</b>	<b>Total 9-12 Schools</b>		<b>3</b>
1	262	Early Childhood					Early Childhood	262	1
1		<b>Total Pre-k</b>					<b>Total Pre-k</b>		<b>1</b>
18		<b>TOTAL DISTRICT</b>	<b>\$35,000</b>	<b>\$7,943</b>	<b>\$28,320</b>	<b>\$71,263</b>	<b>TOTAL DISTRICT</b>		<b>1</b>
			<b>\$13.47/ FRM Student</b>		<b>\$15/ FRM</b>				

**Berkeley Unified School District  
Office of Educational Services  
Teacher Initiated PD Allocation (TIP)  
FY 2014 - 2015**

#	LOC	SCHOOL SITES	FY 2013-14 Enrollment (10/2/2013 CALPADS)	Teacher Initiated PD Allocation (TIP) \$5.195/ Pupil
1	112	Cragmont	421	\$2,187
2	113	Emerson	297	\$1,543
3	116	Jefferson	338	\$1,756
4	118	LeConte	344	\$1,787
5	126	Malcolm X	527	\$2,738
6	128	John Muir	282	\$1,465
7	119	Oxford	318	\$1,652
8	124	Rosa Parks	482	\$2,504
9	120	Thousand Oaks	472	\$2,452
10	121	Washington	471	\$2,447
11	123	Arts Magnet	421	\$2,187
<b>11</b>	<b>(A)</b>	<b>Total K-5 Schools</b>	<b>4,373</b>	<b>\$22,719</b>

1	132	King	915	\$4,754
2	127	Longfellow	500	\$2,598
3	131	Willard	511	\$2,655
<b>3</b>	<b>(B)</b>	<b>Total 6-8 Schools</b>	<b>1,926</b>	<b>\$10,006</b>

1	137	BHS	3,025	\$15,716
2	136	B-Tech	150	\$779
3	135	Independent Study	150	\$779
<b>3</b>	<b>(C)</b>	<b>Total 9-12 Schools</b>	<b>3,325</b>	<b>\$17,275</b>

<b>17</b>	<b>D=A+B+C</b>	<b>TOTAL DISTRICT</b>	<b>9,624</b>	<b>\$50,000</b>
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	Description	PD Budget
	Measure A, Staff Development	\$50,000
	Enrollment #	9,624
	Per Pupil Allocation	\$5.195

**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 School's TIP allocation is calculated by subtracting Independent Study's actual enrollment of 120 from BHS CalPads 3,145.

## 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 district writing proficiency scores, 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 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. 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 as available in the master schedule.

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), Academic Language Development, and mainstreamed classes. In sixth grade, English Learners are clustered by English language levels. In seventh and eighth, there have been sheltered humanities and science classes. Next year we will cluster the students in science classes but not provide a sheltered class. 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.

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

All assessments old and new will be aligned to the Common Core pacing guides and updated as needed. The grade level case management teams meet weekly and review grade level attendance, behavioral, and academic data to monitor student success. The staff will need to work on developing more formative data, intervention cycles, and progress monitoring in the coming year.

## 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)

King has been able to recruit outstanding credentialed teachers in all subject areas. Many teachers participated in the Cultural Competency Academy and others are expected to complete it this summer or next year. 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 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.

Teachers met in Professional Learning Communities to support their growth by trying new teaching strategies and reflecting on the efficacy of those strategies.

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

In 2014-2015 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 once per month 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 Common Core State Standards.

All core subject areas (Math, English, History, and Science) utilize state adopted materials. In 2014-2015 significant time will be spent researching Common Core aligned intervention materials and textbooks.

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)

The teachers follow a districtwide aligned pacing guide.

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 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 Math 7 and Math 8
- 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
- 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 and Family Paths 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 and Stand Up to Bullying Club

- Read 180, Writers' Coach Connection
- Extended Day program
- Extended Year program
- AVID
- Summer Bridge Program
- 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

I will come to class on time and prepared to focus and work.  
I will take responsibility for my behavior and my learning.  
I will not keep others from learning nor teaching.  
I will bring a curious and open mind to school.  
I will persevere and strive to overcome any obstacles in my way.  
I will reach out for help when I need it.  
I will represent King proudly and remember situational appropriateness to show respect for myself and others.

### Parents Pledge:

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will commit to supporting my child to the best of my ability. I understand that there are many ways to support my child's education including the following:

- Support my child to arrive on time to school daily
- Encourage my student to complete his/her homework
- Communicate with my child's teachers, counselor, or vice-principal if I have concerns
- Visit the school website, sign up to receive e-tree messages, check the school Facebook page, or find other ways to stay current on school news
- Attend Back To School Night, Parent-Teacher Conferences, Open House, and other school events
- Hold my child accountable for 20-30 minutes of reading daily at home
- Make sure my student gets adequate sleep and has a healthy diet
- Provide the school with up-to-date address and telephone numbers
- Enroll my student in the King afterschool program or provide another option for academic support and enrichment

### 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 Common Core 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 expectations
- provide parent education nights to help families navigate the middle school years
- develop strong and supportive learning partnerships with each and every student