

The Single Plan for Student Achievement

Martin Luther King Middle School

School Name

01-61143-6056857

CDS Code

Date of this revision: May 15, 2015

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

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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

School Name: Martin Luther King Middle School	School Year: 2015-2016
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Summary of School Goals:

The school has identified these primary goals as stated in the Local Control Accountability Plan (LCAP):

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These goals serve as a framework for the targeted actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino)

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

PRIORITIES FOR ADDITIONAL FUNDS: Materials and supplies (\$6000), professional development (\$2000) and conference attendance (\$2000)

Site Committee Representatives:

Parents/Community	Staff
(Chair): Christine Butterfield (Parent)	(Principal): Janet Levenson
(Co-Chair, if applicable): Beth Sonnenberg	(Teacher): Linda Clark
Jeremy Alberga	(Teacher): Beth Sonnenberg
M. Jamal Fields	(Teacher): Thomas Sinsheimer
Alejandro Garcia-Rubio	(Classified): Moshe Cohen
Elisabeth Hensley	(Teacher): Robin Goldman
Marian Bradley-Kohr (Alternate)	
Bruce Simon (Alternate)	

BSEP Planning & Oversight Committee Representative:

Bruce Simon

Elisabeth Hensley

ELAC/DELAC (District English Learner Advisory Committee) Representative: Djibrine Mainassara & Hilda Velazquez


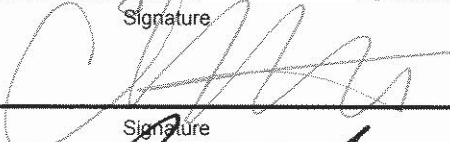


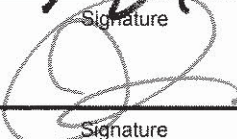
II. Recommendations and Assurances

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 May 11, 2015.
8. This school plan was adopted by the School Governance Council on May 11, 2015.

Janet Levenson Principal	 Signature	5/11/15 Date
Christine Butterfield (Parent) School Governance Council Chair	 Signature	5/11/15 Date
Patricia Saddler Director, Special Programs and Projects	 Signature	6/8/15 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6/8/15 Date
Pasquale Scuderi Assistant Superintendent, Educational Services	 Signature	6/8/15 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

For additional school facts and information, please view the attachment titled: King School Information Sheet 2014-15.docx

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 975 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 14% self identified mixed ethnicity. As the "newcomer" middle school for Berkeley Unified School District, 9% of the students are English learners. 23% 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

For detailed school performance data analysis see the attachment titled: Martin Luther King Middle Indicators of Progress to Achieve LCAP and SGC Goals 2014-15.pdf. The analysis was presented to the School Governance Council in the fall of 2014 and includes CELDT, district assessments, attendance, and suspension 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 23% of parents responded to the survey. The respondents were not representative of the school's diversity.

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. Three areas for improvement mentioned frequently were more academic rigor, problems with Accelerated Reader, and increased supervision/safety.

Teachers 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, individual/small group 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

Student Work and School Documents

Teachers are asked to examine student work in department meetings as part of the focus student inquiry work. The lack of assessments and state testing makes it difficult to know how King students compare to others. Students at King perform at a wide variety of academic levels. The math department can compare exit ticket data.

E. Analysis of Current Instructional Program

(See Appendix H for additional analysis)

Identify 1-2 strategies or activities per LCAP goal that were particularly effective in improving student learning? (ie: Lit Coaches; ELD teachers; Toolbox; effective Professional Development)

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Students in the Read 180 class, particularly at 6th grade made better gains this year. We have been able to identify some clear strengths of the program and some parameters for its effective use. We hired a new teacher who is using the new version of the program with fidelity.

There was a continuous school-wide focus on academic vocabulary.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

We hired a bilingual attendance clerk who has provided translation and support to Spanish-speaking families.

We offered free computers to any student who doesn't have one in the home.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

We set a goal for improved attendance and followed up with SART meetings.

o What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement? (Percentages not needed; ie: Student attendance increased)

LCAP Goal 1: Students were exited from the program after reaching the targeted lexile level.

LCAP Goal 2: We have identified and contacted over 40 families to receive a free computer to support homework..

LCAP Goal 3: Improved attendance and improved reporting of absences.

Identify 1-2 strategies or activities that were ineffective or minimally effective in improving student achievement.

LCAP Goal 1: There is a lack of common assessment data so it is difficult to say what isn't effective.

LCAP Goal 2: The current EL model is not working per the AMAO's.

LCAP Goal 3: There were not enough resources to begin to implement a more restorative approach to discipline. The Toolbox rollout wasn't effective either.

o Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

(ie: lack of timely implementation or follow up coaching; limited/ineffective PD to support implementation; lack of fidelity; not appropriately matched to student needs/population)

In all cases coaching teachers as close the the point of teaching as possible has the greatest impact on student achievement. The cultural competency work has to be ongoing and intensive. Common assessments must be implemented so teachers know how their students are performing relative to the standards.

Based on the analysis of this practice, would you recommend: Eliminating it from next year's plan

o Continuing it with the following modifications:

There were too many competing initiatives---RJ, Toolbox, academic vocabulary, CCSS. There has to be a greater focus on effective instructional methods in the classroom (Tier 1 and Tier 2).

VI. Description of Barriers and Related School Goals

FROM 2014 PLAN:

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.

ADDED for 2015:

Local Control and Accountability Plan (LCAP)

The Local Control and Accountability Plan ("the Plan") is mandated by the state as the standardized vehicle for addressing state priorities and local goals, identifying the most effective actions and services to meet those goals, as well as accounting for the Local Control Funding Formula (LCFF) supplemental expenditures and the indicators for monitoring progress. The Plan includes a description of annual goals, for all pupils and for each subgroup of pupils as stipulated in Education Code sections 52060 and 52061 (Plan Sections 2, Sections 3A and 3B).

It is important to note that while the introductory section of this plan provides an overview of the many programs and services available to our students and families, the LCAP is not intended to serve as the district's strategic plan. Berkeley's LCAP focuses on the goals and action steps that expand and improve the programs and services directed to our high-need students, and made possible primarily with the increased allocation of supplemental LCFF funding.

BUSD's Local Control and Accountability Plan consolidates the five strategic district goals into the following three LCAP goals:

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These "big" goals serve as a framework for the targeted goals, actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino).[1]

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

Section 1: Stakeholder Engagement

The first section of the Plan provides an overview of the stakeholder engagement process used to inform the development of the LCAP, as well as a reflection on how community input informed the LCAP. It is through the engagement of representatives from all of the district's stakeholders, and review of district data on student achievement and outcomes, that a need profile was developed.

BUSD's Local Control and Accountability Plan is driven by community agreement around what all students need in order to experience academic success, and to be college and career ready upon high school graduation.

Our Students Need:

- | | | |
|---|---|-----------|
| v Great, Culturally Competent Teachers Fluency | v Grade Level Literacy & Math Proficiency | v English |
| v Career and College Goals Engagement with School | v Graduation Success | v Full |
| v Social-Emotional Skills & Mental Health | v Schools and Families to Partner | |

Section 2: Goals and Progress Indicators

The identification of student needs provided a foundation for setting targeted goals. Our goals ensure that all students benefit from a rigorous instructional program and targeted interventions and supports, and that they do so in a positive and engaging school setting, that is culturally and linguistically responsive to the needs of our diverse student body. Thirteen "targeted" goals have been set to meet the identified student needs, with each assigned one or more progress indicators (or metrics) that are either quantitative or qualitative in nature. The progress indicators, some of which are required by the state, provide tools for measuring the extent to which goals for all students and for the focus students are being met over the three-year period of the Plan. An evaluation of the success of the Plan, using these indicators, will inform revisions or adjustments to the actions and services in the Plan each year.

Section 3: Actions, Services, and Expenditures

Section 3 identifies all of the LCAP actions and direct services, as well as related expenditures, by dividing them in two sub-sections specific to the related student groups. Section 3A identifies the goals and related actions that serve all students, as well as African-American and Latino subgroups, and Students with Disabilities, while Section 3B specifically notes the goals and actions directed to serve the low income students, English learners, and foster youth, whose needs are specifically targeted by the supplemental funding formula. (In context of the plan format, it is important to consider that 70% of the district's low income students are also African-American or Latino.)

During the development of the Plan, our community and staff generated suggestions for programs that, if fully funded, would cost approximately \$10 million dollars, far in excess of the \$2.4 million in supplemental funding projected for 2014-15. A process of prioritizing actions and services focused on funding those which would improve and expand on programs that are effectively serving students, as well as new practices and services that would meet student needs. The identified expenditures had to fit within the total amount of projected LCFF Supplemental funding over the three-year plan period: \$2.4 million in 2014-15, \$3.6 million in 2015-16, and \$4.9 million in 2016-2017.

The LCAP allocates LCFF Supplemental Funding, and identifies other sources of funding in support of actions that 1) improve and expand effective programs and services, and 2) provide new programs and services. This table provides a summary of the actions in the Plan funded specifically with LCAP Supplemental Funding in 2014-15.

Actions that will IMPROVE and EXPAND service to students

- v Increase use of culturally and linguistically relevant instructional practices
- v Actively recruit, support and retain African-American and Latino teachers
- v Coach teachers in effective instructional practices for new Common Core English Language Arts and Math Standards and Next Generation Science Standards, including the integration of technology
- v Increase targeted interventions with students and families

- v Build stronger relationships with students by increasing alternative behavioral interventions, restorative practices, counseling and mental health services
- v Expand the Bridge program for African-American students at all three middle schools
- v Expand the AVID program to support middle and high school students on the path to college
- v Fund Literacy Coaches at every school

LCAP Supplemental Funding Supports:

Actions that will provide NEW service to students

- v Provide trained English Language Development (ELD) teachers at every school site
- v Provide and support RtI2 teacher coaches at all elementary schools
- v Plan and monitor college and career path for high school students needing academic support
- v Implement a district wide social-emotional curriculum for grades K-6

In order to achieve the district goals for all students, as well as to reach more aggressive goals for the identified high need student groups, the LCAP includes an accounting of the multiple funding sources working together to fund programs and services. Furthermore, each of our individual school sites has developed the state mandated Single Plan for Student Achievement (“School Plan”) and has identified additional actions and expenditures in support of these goals for the students at their school.

Section 3.C.

Berkeley’s Local Control and Accountability Plan intentionally includes the implementation of certain school wide practices that will have an impact on the learning environment and school climate as a whole, and meet the requirement of being the most effective means of delivering improved services to our target students, for whom there would be a disproportionately positive impact. In addition to the school wide improvements, expenditures are targeted to provide direct service to low income students, English learners, and foster youth including ELD teachers at every school, literacy coaches to provide one on one and small group instruction, mental health supports, the Middle School Bridge program, Alive and Free, and the AVID program.

[1] Forty-two percent of the students in Berkeley Unified School District are socio-economically disadvantaged (SED) as determined by federal standards, and of those students, 35% are African-American and 35% are Latino, while 8% are students of two or more races. English Learners (EL) make up 10.8% of the K-12 student body, and of those EL students 74.5% are considered low income.

Related School Goals

Generally, the school goals for 2015-2016 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 creating some smaller work groups for underperforming students, engaging in intensive professional development on improving instructional practices, improving parent involvement and school-home communication, and increasing student engagement.

VII. School and Student Performance Data (continued)

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

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	49	58	
Percent with Prior Year Data	89.8%	96.6%	
Number in Cohort	44	56	
Number Met	21	31	
Percent Met	47.7%	55.4%	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	39	31	38	38		
Number Met	3	16	4	19		
Percent Met	7.7%	51.6%	10.5%	50.0%		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	No	Yes	No	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

Table 2b - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	852	789	
Percent with Prior Year Data	98.5	98.5	
Number in Cohort	839	777	
Number Met	527	533	
Percent Met	62.8	68.6	
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	737	323	689	317		
Number Met	217	201	217	189		
Percent Met	29.4	62.2	31.5	59.6		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	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 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	2	9	7	32	11	50			2	9	22
7	2	11	9	47	5	26	2	11	1	5	19
8	2	12	2	12	6	35	4	24	3	18	17
Total	6	10	18	31	22	38	6	10	6	10	58

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

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: High Quality Instruction and Curriculum

LCAP Goal:

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Student groups and grade levels to participate in this goal:

All Sixth through Eighth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

LCAP Goal 1.2 Implementation of the new Common Core State Standards (CCSS) : All teachers will be supported in teaching the new CCSS in English language arts/Literacy, mathematics and Next Generation Science Standards (NGSS) including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.(AMAO 1)

1.4 Grade Level Math Proficiency: Students will demonstrate grade level proficiency in math with Eighth Grade performance serving as the district indicator of progress toward this goal. The percentage of Eighth Graders scoring at grade level in math on the state standards-aligned test will increase annually by 5% or more for all students and by 7% or more for identified sub=groups beginning with the 2015 test administration.

Every student will participate in some arts programming during the school day or after school.

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

- CCSS Training: Professional Development Sign-In
- CCSS Professional Development Evaluations from Teachers
- Annual Teacher Survey
- District Benchmark Assessments for ELA and Math
- Smarter Balanced Assessment (SBA) Participation in English Language Arts and Math
- California English Language Development Test (CELDT)
- School Accountability Report Card
- California English Language Development Test (CELDT)
- Re-Designation (RFEP) Records
- Eighth Grade Math Proficiency
- Illuminate Student Access/Enrollment Report

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. Resource teachers will provide support periods in the Learning Center for scheduled students.</p> <p>2. Provide short term intervention classes with progress monitoring assuming RTI FTE is assigned to King.</p> <p>3. Master schedule will include a 30 minute block advisory/tutorial 2 days/week with the same math teacher.</p> <p>4. All math teachers will offer challenging assignments through classroom differentiation (extensions) for students.</p> <p>5. Teachers will use IXL to provide technology- based math support and acceleration for all students.</p>	2015-2016 school year	4300 Materials and Supplies	Math materials for differentiation	Title I A - Basic Funding	2,000
		5800 Contracted Services (inc software subscriptions	IXL (web based math program), math intervention	Title I A - Basic Funding	4,000
<p>2. Provide staff development and time for curriculum development to improve alignment, assessment and instruction in Math.</p> <p>1. Provide onsite real-time coaching from an experienced math teacher.</p>	2015-2016 school year	5200 Travel and Conference	CMC Math Conference	Other	2,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>2. Provide opportunities for teachers to observe in each other's classrooms for professional growth and alignment purposes.</p> <p>3. Math teachers will be able to attend the Asilomar math conference.</p>					
<p>3. 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 principal and VP's will set expectations around strategies for student engagement for 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 RtI Coordinator will develop a model of Response to Intervention that focuses on short term interventions with progress monitoring, and classroom-based Tier I and Tier II strategies.</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. ELD coach will help other teachers develop ways to scaffold and modify assignments using Constructing Meaning strategies.</p> <p>6. Teachers will be given 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 and 8th graders. Pair the Bridge students with AVID students for mentor support and college visits.</p>	2015-2016 school year	<p>1116 Certificated Hourly</p> <p>1102 Certificated Monthly</p> <p>1102 Certificated Monthly</p> <p>4380 Other/Reserve</p> <p>5711 Field Trips</p> <p>1116 Certificated Hourly</p>	<p>substitute teachers</p> <p>.25 of all 3 VP's</p> <p>.6 of the 3rd counselor</p> <p>Personnel Variance</p> <p>AVID - college visits and parent night</p>	<p>Title I A - Basic Funding</p> <p>BSEP</p> <p>BSEP</p> <p>BSEP</p> <p>Title I A - Basic Funding</p> <p>BSEP Carryover</p>	<p>1,000</p> <p>103,750</p> <p>55,595</p> <p>5,065</p> <p>1,500</p> <p>2,000</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>8. Literacy coach will work with students in small intervention groups and support teachers in delivering direct instruction in the classroom.</p> <p>9. Maintain a cohort model of support to support students through all 3 years.</p>					
<p>4. Student Academic Support in Reading</p> <p>Challenge and support all readers by investing in our teachers for a deep understanding of how to assess and teach reading.</p> <p>1. The Literacy Coach will provide staff development for the 6th grade teachers in 2015-2016 to improve Tier I and Tier II instruction in reading.</p> <p>2. Teachers will build stronger classroom libraries with support from BSEP and PTA.</p> <p>3. Case management teams will monitor the placement of focus students during the 30 minute advisory period.</p> <p>4. The Literacy Coach will research and review 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. Alternatives to AR will be developed for students who are already reading at or above grade level.</p> <p>7. The Literacy Coach and the Humanities Department will review the AR program goals and study the current outcomes to determine how to strengthen the program.</p> <p>8. Teachers will provide incentive rewards for students who meet their AR goals each semester.</p>	2015-2016 school year	<p>4300 Materials and Supplies</p> <p>4300 Materials and Supplies</p> <p>5800 Contracted Services (inc software subscriptions)</p> <p>4300 Materials and Supplies</p> <p>4300 Materials and Supplies</p>	<p>Books For Classroom Libraries</p> <p>Incentives for Reading</p> <p>Accelerated Reader and STAR for all students</p> <p>Materials for consistent support across Learning Centers</p>	<p>PTA</p> <p>PTA</p> <p>Title I A - Basic Funding</p> <p>Title I A - Basic Funding</p> <p>BSEP Carryover</p>	<p>3,000</p> <p>500</p> <p>9,000</p> <p>2,000</p> <p>6,000</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>5. Provide systematic support for readers below grade level, including English Learners.</p> <ol style="list-style-type: none"> 1. The Literacy Coach coach will introduce ways to screen for reading difficulties and model explicit instructional strategies to support those underperforming readers. 2. All teachers will assess reading comprehension quarterly. 3. All grade level teams will meet at least quarterly to review the assessment wall data. The assessment wall compares ASI and reading scores. 4. The Read 180/System 44 program will serve a minimum of 40 students. 5. 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. 6. Resource teachers will use Read Naturally and other research-based programs in the Learning Centers to help struggling readers. 7. Teachers will utilize parent and community volunteers as reading coaches for students needing support to reach their AR goal. 8. The master schedule will offer an Academic Language Development (ALD) elective for long term English Language Learners in 7th/8th grade. 	2015-2016 school year	<p>4300 Materials and Supplies</p> <p>4300 Materials and Supplies</p>	<p>Upgrade technology</p> <p>Learning Center support materials</p>	<p>Title I A - Basic Funding</p> <p>Title I A - Basic Funding</p>	<p>5,800</p> <p>1,000</p>
<p>6. Strengthen the visual arts program to increase access to all students.</p> <ol style="list-style-type: none"> 1. Grade level department teams will explore ways to integrate more art into the curriculum, in particular as part of the 6th grade wheel. 2. Parent volunteers will organize and support art projects in the library during lunch time. 3. The afterschool coordinator will offer more visual art classes in the afterschool schedule. 	2015-2016 school year	4300 Materials and Supplies	art supplies for lunch time programming	PTA	1,300

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>4. Principal/staff will work with community programs to bring more visual arts into the school.</p>					
<p>7. All students will be given the opportunity to take at least one class outside the normal academic load.</p> <p>1. Students will be allowed to choose an elective or afterschool class that meets their interests.</p> <p>2. VP's will monitor the schedules of all students, 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>2015-2016 school year</p>	<p>1116 Certificated Hourly</p>	<p>Offer ECO classes</p>	<p>Other</p>	<p>70,000</p>
<p>8. 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>2015-2016 school year</p>				
<p>9. Support and monitor implementation of NGSS</p> <p>1. Teacher hourly and substitute days for teacher planning.</p> <p>2. Continue work with UC Berkeley to provide mentoring for all 7th graders on their scientific research project called "You Be a Scientist".</p>	<p>2015-2016 school year</p>	<p>1116 Certificated Hourly</p>	<p>curriculum planning and school visits</p>	<p>PTA</p>	<p>1,000</p>

VIII. Planned Improvements in Student Performance (continued)

Goal #2: Cultural and Linguistic Responsiveness

LCAP Goal:

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Student groups and grade levels to participate in this goal:

All 6-8th grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

2.1 Cultural & Linguistic Relevance: By 2016-17, 90 percent of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African-American students and English learners, and use effective strategies that address students' multiple intelligence.

2.3 English Fluency for English Learners: By 2016-17, 70% or more of English learners will demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test (AMAO1). By 2016-17, the percent of long-term English learners demonstrating proficiency on the state English proficiency test will increase by 3% annually (AMAO2).

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

Professional Development: Cultural Competency Training Sign-ins and Evaluations
Teacher Cultural and Linguistic Relevance as measured by the District Equity Rubric
Recruit and Retain Teachers of Color as measured by the District Indicators Report
Teacher Surveys,
CDE Title III Annual Accountability Measures (AMAO1, AMAO2)
California English Language Development Test (CELDT) measures of annual progress
Re-Designation (RFEP) Records to measure rate of reclassifications

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 the emotional and academic growth of all students with a particular focus on African American and Latino students who are underperforming.</p> <p>1. 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>2. "Keepin it Real" will provide mentoring and support to at-risk youth through mentoring groups.</p> <p>3. Afterschool coordinator and Athletic Director will develop a study hall for student athletes in the afterschool program.</p> <p>4. Establish strong certificated and classified academic liaisons to coordinate and align the work of the afterschool program with the classroom instruction.</p> <p>5. Extend the Bridge cohort into 8th grade and support students through an AVID-Bridge collaboration.</p> <p>6. Offer EL tutorial after school for all EL's.</p>	2015-2016 school year	<p>5800 Contracted Services (inc software subscriptions</p> <p>5800 Contracted Services (inc software subscriptions</p> <p>5800 Contracted Services (inc software subscriptions</p> <p>5800 Contracted Services (inc software subscriptions</p>	<p>"Keeping It Real" Mentoring contract (Nikao Youth Services)</p> <p>Stiles Hall Mentorship</p> <p>Stiles Hall Mentorship</p> <p>EL tutors through Stiles Hall</p>	<p>BSEP</p> <p>Title I A - Basic Funding</p> <p>BSEP</p> <p>Title I A - Basic Funding</p>	<p>32,400</p> <p>12,700</p> <p>5,300</p> <p>2,000</p>
<p>2. Focus on Cultural Competency and Cultural Relevancy in PD</p> <p>1. All staff will be asked to attend the Cultural Competency Foundational Academy.</p> <p>2. Equity work will be integrated into all professional development throughout the year.</p> <p>3. The Equity Coaches and Principal will plan PD on cultural competency in short segments on specific topics for discussion during all whole staff meetings.</p>	2015-2016 school year	4300 Materials and Supplies	Materials to support the cultural competency professional development work	Title I A - Basic Funding	200

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
3. Train staff on Constructing Meaning strategies and make it a schoolwide focus for collaboration. 1. Send 2-3 teachers to the EL Achieve summer training to become on-site trainers. 2. Train all teachers in Constructing Meaning strategies at the Early Back Days and continuing throughout the year. 3. Provide support to teachers and departments in creating CM materials in coordination with the ELD coach.	2015-2016 school year	1116 Certificated Hourly	Collaboration time for developing units	PTA	2,000
		1102 Certificated Monthly	Early Back days in August for first 2 days of CM training	BSEP	18,000
		1116 Certificated Hourly	Substitutes and planning time for teachers to observe each other and plan lessons collaboratively.	Other	1,000
		5200 Travel and Conference		BSEP Carryover	2,000

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Safe, Welcoming and Inclusive School Climate

LCAP Goal:

BUSD LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Student groups and grade levels to participate in this goal:

All 6-8th grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

3.1 Social-Emotional Skills and Mental Health: Beginning in 2014-15, K-6 classroom instruction will include a curriculum for social and emotional life skills, such as self-management, social and self-awareness, decision-making and relationship skills. The percentage of targeted K-6 students scoring a 3 or better in the Social-Emotional Domains section of the report card will increase by 5% annually. Students in K-12 will receive social-emotional supports such as Positive Behavioral Intervention Systems (PBIS) and mental health services.

3.2 Consistent Attendance: The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 15% or more annually for African-American students. [*number will be adjusted based on enrollment]

3.3 Positive Supports, Effective Discipline: The number of middle and high school African-American students who are suspended at least once will be reduced each year by at least 15% through the participation in restorative justice, youth, court, lifelines and other restorative practices thus eliminating the current disproportionate number of African-American students suspended. (*number will be adjusted based on enrollment)

3.4 Family Partnership: Beginning with 2014-15, the percentage of students and families who are English learner, African-American and/or Latino reporting connectedness to schools and access to school resources will be at 75% or more. The percentage of collaborative connections with families of identified student subgroups will increase by 5% annually as logged confidentially in the data-management system.

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group data to be collected to measure academic gains). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

California Healty Kids Survey (CHKS)/Healthy Kids Climate Report

Family Connectedness Survey

District LCAP Survey

CALPADS

District Indicators Report: Attendance Information; chronic absenteeism

Special Education Information System (SEIS) Reports

PowerSchool PBS Report

Family Engagement Coordinators' Intervention Logs

Family Affinity and Focus Group Meetings.

Family involvement in district/school activities (SGC, DELAC,/ELAC committees, students clubs, afterschool programs, fundraisers, PTSA/PTO membership; promotion ceremonies.

Middle School Drop out Report

Suspension, expulsion and truancy rates

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 understanding of the middle school academic program and provide fun opportunities for whole family engagement around learning.</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.</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. VP's and teachers 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> <p>6.. PTA/staff will host family math/science activity or game nights.</p>	2015-2016 school year	1116 Certificated Hourly	Teacher Curric Dev hourly for Academic information nights	PTA	500
		4300 Materials and Supplies	Mailings and Other Communications	PTA	2,500
		5800 Contracted Services (inc software subscriptions	Parent Education and Support providers	PTA	1,500
		5800 Contracted Services (inc software subscriptions	Parent Education and Support providers	Title I A - Parent Involvement	904
		4300 Materials and Supplies	Food for dinners and events	PTA	6,900
		1116 Certificated Hourly	Teacher Curric Dev hourly for Academic information nights	Title I A - Basic Funding	613
		5800 Contracted Services (inc software subscriptions	Parent Education and Support providers	Title I A - Basic Funding	596

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>7. 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 be parent outreach through the AVID program including bringing parents on the college tours.</p> <p>8. 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>					
<p>2. Improve School-Home Communication.</p> <p>1. Principal/Leadership Team/PTA will create 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.</p> <p>3. PTA will maintain the school website with up to date information about the school and school events, send out information weekly via the school etree, and post to Facebook to update parents on important school information.</p> <p>4. Principal will continue weekly phone blast to parent community.</p> <p>5. Teachers and VP's will increase the number of face to face meetings they have with African American parents.</p> <p>6. 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>7. Staff will provide translation of all robocalls and written materials sent home from the office.</p> <p>8. Principal will work with Oakland Tech West to provide free computers to any family that doesn't have one.</p>	<p>2015-2016 school year.</p>	<p>1116 Certificated Hourly</p> <p>4300 Materials and Supplies</p> <p>2116 Classified Hourly</p>	<p>Teacher Curric Dev hourly to create an information booklet about King, and to work on community events such as parent education.</p> <p>Printing for handbook</p> <p>Translation</p>	<p>PTA</p> <p>PTA</p> <p>PTA</p>	<p>1,000</p> <p>1,000</p> <p>500</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>3. Build a stronger and more cohesive parent community that is truly inclusive.</p> <ol style="list-style-type: none"> 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. 2. 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. 3. 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. 4. PTA will prioritize schoolwide community events that are not fundraising events, such as the Fall Festival. 5. The principal, PTA Executive Board and the School Leadership Team will review all school events in chronological order for the year using a racial equity lens. 6. Ensure that the school has a functioning ELAC. 7. The SGC will develop ways to get input from more families throughout the year using other means than the annual survey. 8. The VP's will create community within each cohort through special events that are grade level specific. 	<p>2015-2016 school year</p>	<p>4300 Materials and Supplies</p>	<p>food and hospitality</p>	<p>PTA</p>	<p>1,000</p>
<p>4. Engage parents whose students have behavioral or academic challenges.</p> <ol style="list-style-type: none"> 1. Teachers and VP's will schedule meetings with families whenever students are underperforming either behaviorally or academically. 2. Staff will make home visits when appropriate, particularly the counselors. 3. VP's and counselors will develop a behavior improvement check in/check out system that facilitates communication between home and school 	<p>2015-2016 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>and incentivizes positive behavior.</p> <p>4. The VP's/Counselors will hold intake meetings with the family of any student transferred to King.</p> <p>5. The counselors and administrative team will develop a matrix of alternatives to suspension.</p>					
<p>5. Improve the school climate and increase student engagement/ownership.</p> <p>1. The new Activities Director will continue to work on ways to develop student voice and ownership of campus (send students to statewide Student Council conference and GSA conference; include students on safety, school climate, SGC, and technology committees; hold focus groups; and survey students annually).</p> <p>2. The new Activities Director 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. VP's will develop and implement a schoolwide PBIS plan, including ways to provide incentive rewards for positive behavior.</p> <p>6. Staff will focus on creating a stronger tie to the ideals of Dr. King by recognizing students quarterly in the categories of Leadership, Perseverance, and Ally.</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. Pilot an anonymous bullying tip line so students can report incidents of bullying and other student</p>	2015-2016 school year	4300 Materials and Supplies	student assemblies and activities	Title I A - Basic Funding	800

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
safety issues.					
<p>6. Improve on time attendance.</p> <ol style="list-style-type: none"> 1. Principal/VP's and attendance clerical assistant will explain to families the absence codes and process for excusing absences, clearly and repeatedly through written documentation and reminders. 2. VP's will use the SART and SARB process for students who are absent frequently, including students with excessive excused absences due to illness. 3. Counselors will provide support to the families of homeless students who are truant. 4. Principal/VP's will provide quarterly incentives to students individually and as a grade level for meeting attendance goals. 5. Attendance data will be reviewed monthly during each grade level's case management meeting. 	2015-2016 school year	4300 Materials and Supplies	attendance incentives	PTA	500
<p>7. Provide a systematic structure to support emotional and academic growth of students.</p> <ol style="list-style-type: none"> 1. Principal will develop continuity and consistency across grade level teams in terms of referrals, use of data, individual learning plans, case management, and parent communication by hiring and supervising an RtI Coordinator. 2. A third counselor and two resource teachers per grade level will support full development of each team using a cohort model. 3. Counselors will supervise interns and also work with Family Paths to provide individual mental health counseling for students. 4. Staff will create more academic support and enrichment opportunities outside the school day and within the teacher duty day. 5. Counselors/VP's will implement comprehensive 					

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>school approach to prevent drug and alcohol use/abuse among students (curriculum implementation, guest speakers, and student leadership).</p> <p>6. Afterschool coordinator and Athletic Director will develop a study hall for student athletes in the afterschool program.</p> <p>7. Establish strong academic liaisons to coordinate and align the work of the afterschool program with the classroom instruction.</p> <p>8. Train all teachers in the use of the Toolbox.</p>					

Appendix A - Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I A - Basic Funding	43,209	0.00
Title I A - Parent Involvement	904	0.00
BSEP	220,110	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
BSEP	220,110.00
BSEP Carryover	10,000.00
Other	73,000.00
PTA	23,200.00
Title I A - Basic Funding	43,209.00
Title I A - Parent Involvement	904.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1102 Certificated Monthly	177,345.00
1116 Certificated Hourly	79,113.00
2116 Classified Hourly	500.00
4300 Materials and Supplies	34,500.00
4380 Other/Reserve	5,065.00
5200 Travel and Conference	4,000.00
5711 Field Trips	1,500.00
5800 Contracted Services (inc software subscriptions)	68,400.00

Appendix C - Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1102 Certificated Monthly	BSEP	177,345.00
4380 Other/Reserve	BSEP	5,065.00
5800 Contracted Services (inc software	BSEP	37,700.00
1116 Certificated Hourly	BSEP Carryover	2,000.00
4300 Materials and Supplies	BSEP Carryover	6,000.00
5200 Travel and Conference	BSEP Carryover	2,000.00
1116 Certificated Hourly	Other	71,000.00
5200 Travel and Conference	Other	2,000.00
1116 Certificated Hourly	PTA	4,500.00
2116 Classified Hourly	PTA	500.00
4300 Materials and Supplies	PTA	16,700.00
5800 Contracted Services (inc software	PTA	1,500.00
1116 Certificated Hourly	Title I A - Basic Funding	1,613.00
4300 Materials and Supplies	Title I A - Basic Funding	11,800.00
5711 Field Trips	Title I A - Basic Funding	1,500.00
5800 Contracted Services (inc software	Title I A - Basic Funding	28,296.00
5800 Contracted Services (inc software	Title I A - Parent Involvement	904.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	276,510.00
Goal 2	75,600.00
Goal 3	18,313.00

Appendix I - 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
- AVID
- 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 J - 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