Single Plan for Student Achievement (SPSA)

2018-2019

District Mission Statement

We are deeply committed to: 1) the highest student achievement, 2) orderly learning environment, and 3) financially sound and effective organization.

District Vision Statement

Where the futures of children are driven by their aspirations and inspired by their circumstances.

School Name

Martin Luther King, Jr. Middle School

School Mission Statement

At Martin Luther King, Jr. Middle School, students master academic standards through excellent, precise, and passionate instruction. The staff and community work collaboratively to provide a healthy and safe environment where students become productive and responsible members of society.

School Vision Statement

Martin Luther King, Jr. Middle School will build a culture of high achievement that inspires students to realize their dreams and become life-long learners.

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

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2017-20 Plan Summary

Martin Luther King, Jr. Middle School will continue to implement actions set in our Single Plan for Student Achievement (SPSA) that have proven to be successful for students and staff. Our goals to increase academic achievement in English, English Language Development and Math will continue to be our primary focus. Our secondary focus will be on maintaining a positive school climate/culture and improving students' non-academic experiences. Our three-year plan will focus on 4 site goals and several critical actions. This academic year we have merged together Goals I, II, and III into one overarching goal to increase academic achievement in the areas of English Language Arts, English Language Development and Math. Decreasing our original 6 goals in 2017-18 down to 4 goals for the 2018-19 school year. Additionally, we have added 3 actions to Goal I in an effort to further support our students social-emotional needs and the development of students English Language acquisition. The SPSA plan will continue to be reviewed at least quarterly with all critical stakeholders so that it may be revised and modified as feedback/data warrants.

Goal I- Increase academic achievement in English Language Arts, English Language Development and Math.
Action 1: Certificated Substitutes & Certificated Extra Time
Action 2: Certificated/Classified Professional Development/Travel Conference
Action 3: Instructional Supplies, Books, and Reference Materials/Update Library-Media Resources
Action 4: Field Trips/Fees/Extracurricular Academic Learning & Competitions
Action 5: Intervention Specialist
Action 6: AVID Excel Elective Course for English Language Learners
Action 7: ELD TSA

Goal II- Safe and Healthy Environment for Learning and Work
Action 1: Certificated Substitutes & Certificated Extra Time
Action 2: Certificated/Classified Professional Development/Travel Conference
Action 3: Instructional Supplies, Books, and Reference Materials/Update Library-Media Resources
Action 4: Software/Licensing for Behavioral Interventions & Data System
Action 5: Intervention Specialist

Goal III- Improve Parent Involvement Programs
Action 1: Certificated/Classified Extra Time
Action 2: Print Shop/Duplicating
Action 3: Materials/Supplies

Goal IV- Increase and Improve Technology
Action 1: Purchase/Replace/Repair Technology Resources

Action 2: Software/Licenses and Maintenance Contracts

SPSA HIGHLIGHT

Identify and briefly summarize the key features of this year's SPSA.

The purpose of this year's SPSA is to develop a plan to raise the academic performance of students and improve the school's educational program. The focus of the plan is to outline actions using evidence-based strategies to better meet the needs of all students including: English Learners (EL), Migrant students, foster/homeless students, students with disabilities, and advanced learners. Administration, Curriculum & Instruction Teachers on Special Assignments (TSAs), department/grade level teams, and District Academic Coaches, will continue to refine their collaboration efforts in Professional Learning Communities (PLCs). PLCs will continue to review and analyze student data, identify priority standards, pacing guides, create assessments, lesson plans, and interventions. Both administration and TSAs will provide professional development opportunities to build individual teacher capacity. New and returning staff will have initial and ongoing professional development in classroom management (PBIS/Time to Teach/Kagan), Thinking Maps Training, Scholastic Reading Assessment, Write from the Beginning, Peer Observations/Instructional rounds, ELD-ELPAC trainings, and technology (e.g. Illuminate/Google Classroom, Northwest Evaluation Association) support trainings. Technology usage will be incorporated into lesson design as students are on a 1:1 ratio in all core subject areas (English, History, Math and Science).

## NEEDS ASSESSMENT - REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

The progress the site is most proud of is the school climate/culture. Student-teacher rapport and the attainment of accolades for our site PBIS framework (PBIS Gold Award status) as well as the success of our after school program (being nationally recognized) have helped to transform our students middle school experiences for the better. Academically, the growth of our students academic performance levels on high stakes assessments, grade point averages, and English Language proficiency levels have also been commendable. Furthermore, all faculty has started the implementation of Professional Learning Communities to support research based best practices for teaching and learning. The refinement of restorative justice practices between students and faculty and amongst the associated student body are improving site culture and climate. Additionally, this year, we have begun to implement the Safe School Ambassador program to further cultivate a school climate that is both safe and praise worthy.

Other progress that is noteworthy is the academic increase in students ELA CAASPP achievement scores over the last three years.

3 Year Trend - Met/Exceed
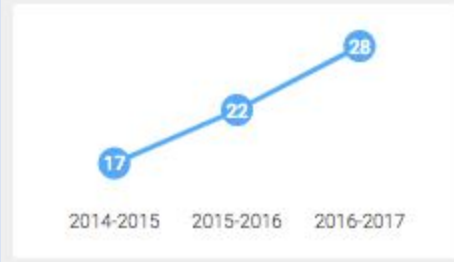
During the 2016-2017 school year, 25% of our 7th graders met or exceeded standard in ELA, while 32% of our 8th graders met or exceeded standard in ELA. Examining the 7th grade cohort from 2015-2016 as they transitioned to 8th grade in 2016-2017, the matched cohort showed an increase of 13% of students meeting or exceeding standard. This growth can be partially attributed to the PLC work amongst our English/TSA faculty and their continued differentiated professional development.

Furthermore, Martin Luther King, Jr. Middle School has shown an increase in students Math CAASPP achievement scores from the 2015-2016 school year to the 2016-2017 year.

3 Year Trend - Met/Exceed

During the 2016-2017 school year, 11% of our 7th graders met or exceeded standard in Math, while 12% of our 8th graders met or exceeded standard in Math. Examining the 7th grade cohort from 2015-2016 as they transitioned to 8th grade in 2016-2017, the matched cohort showed an increase of 7% of students meeting or exceeding standard. Again, this growth can be partially attributed to the PLC work amongst our math/TSA faculty and their continued differentiated professional development.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Our greatest needs include:

- Increased achievement in CAASPP for ELA and Math
- Increased reclassification rates/Baseline data for ELPAC
- Increased performance on Local Interim Assessments (ELA & Math)
- Increased literacy fluency & comprehension/Scholastic Reading Inventory (SRI)/Northwest Evaluation Association (NWEA)
- Increased fluency on math facts and foundational math skills

After sending several of our site Leadership team members to the DuFour's Professional Learning Community Summer Institute to enhance our collaborative practices, we have again allocated funds to prioritize sending additional faculty this summer. Furthermore, we intend to continue to scaffold professional development to new faculty and differentiate professional development based upon individual teacher needs. Site administration and academic coaches will participate in grade level PLCs and teacher planning days. Instructional rounds will be scheduled for teachers to participate in ongoing coaching/learning opportunities. A focus on good initial first instruction based on researched best practices will be a continued ongoing priority. Overall, English Language Arts has shown significant growth. Math has also made some progress, primarily with our 7th graders moving into 8th grade. However, as students transition from 6th grade into 7th, we see minimal progress. In an effort to build all our math departments capacity, we sent the entire department to the mid-year Mathematics PLC conference to help jump start their collaborative process as many faculty members were new to their assignments and/or our school site this year.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

English/Language Arts: School-wide all students increased +15.5 points. Students who were English Learners increased by +15.1 points. Students with disabilities increased by +15.6 points. Students that are socioeconomically disadvantaged increased by +15.4 points. Hispanic students increased +17.4 points. However, our African American students decreased by -25.6 points (although, statistically this group is not a significant subgroup as defined by the state since we had only 22 African American students).

Math: School-wide all students increased +13.3 points. Students who were English Learners increased by +10.6 points. Students with disabilities increased by +7.1 points. Students that are socioeconomically disadvantaged increased by +12.9 points. Hispanic students increased +14.7 points. However, our African American students decreased by -12.1 points and our white students decreased by -16.9 points (although, statistically both groups are not a significant subgroup as defined by the state since we had only 22 African American students and 13 white students).

As a means to address these performance gaps our school site we will:

1) Continue to work with our EL students during our integrated and designated ELD times.
2) Continue to support teachers in their classroom as we improve our ability to provide targeted Tier II interventions to all subgroups.
3) Address the quality of instruction in classrooms, both for initial instruction as well as during intervention time.

> 4) Continue to provide collaboration time for teachers to analyze student assessment data and align pacing guides to account for the identification of essential standards as well as supporting standard review.
> 5) Staff will also set aside a "sacred" intervention time embedded in their instructional calendar every Wednesday.
> 6) Continue to provide professional development in the areas of English & Math.

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

INCREASED OR IMPROVED SERVICES

The site will increase or improve services for all students by continuing the following practices:
- Site TSAs and department chairs will continue to have planning days with subject/grade level teams
- Administration and academic coaches will collaborate with subject/grade level teams
- Teams will review and analyze student achievement data to guide their collaborative efforts and identify priority standards.
- Subject/grade level teams will plan/update RCD units/pacing guides, lesson plans, and lesson delivery.

In addition, certificated and classified staff will get scaffolded and ongoing training in the following areas when needed:
- Professional Learning Communities
- New Teacher MLK Site Orientation
- New Teacher Thinking Maps Training
- New Teacher Gang Awareness Training
- New Teacher Promethean Training
- Kagan Cooperative Learning Training
- Sped Collaboration Assignment Planning and Development
- PBIS/RtI training by the counseling team
- Restorative Justice training
- Safe School Ambassador Training
- ELD foundational concepts and data analysis, building teacher capacity in regards to ELD standards, the CELDT assessment, illuminate data system knowledge, and ELCAP
- Illuminate system training for online assessment creation, data analysis in content core areas (e.g. ELA, Math, History and Science)
- NWEA & SRI training
- CAASPP teacher trainings
- Educational Technology Coaches support trainings with Chromebook devices, SAMR model, Demos, Google Classroom, etc.

ANNUAL EVALUATION

Complete a copy of the following table for each of the school's goals from the prior year's SPSA. Duplicate the table as needed.

Goal 1	**Statement of Goal:** Increase academic achievement in English Language Arts (ELA) instructional program.(1, 2, 4, 7, and 8) **3-Year District Specific Goal:** Madera Unified will obtain an ELA academic score of [medium-high (green)] performance for all students as measured by the California Dashboard. **3-Year School Specific Goal:** King Middle will obtain an ELA academic score of low green performance for all students as measured by the California Dashboard. This will require a combined growth of at least +48 points. Interim goals will require us to grow an average of +16 points a year to meet our 3 year goal.

State Priorities	✓ 1 ✓ 2 ☐ 3 ✓ 4 ☐ 5 ☐ 6 ✓ 7 ✓ 8
Local Priorities	● ELA Assessments, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards.
Identified Need	● Build and sustain a standards-aligned ELA instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

Annual Measurable Outcomes

EXPECTED	ACTUAL (Projected)
School Goal for English Language Arts: **MLK** will increase the overall percentage of students at met/exceeds standard from 28.24% to 30% by June 2018 as measured by the CAASPP-ELA. **MLK** will increase the overall percentage of students at met/exceeds standard from 24 to 30% by June 2018 as measured on the Local Interim Assessment for reading-NWEA. **MLK** will increase the overall percentage of students reading at or above grade level from 18% to 23% as measured on the Local Interim Assessment for ELA-Scholastic Reading Inventory (SRI). Status: Low 51.8 points below level 3	**School Goal for English Language Arts:** **MLK** increased the overall percentage of students at met/exceeds standard from ??% to ??% by June 2018 as measured by the CAASPP-ELA. **MLK** increased the overall percentage of students at met/exceeds standard from ??% to ?% by June 2018 as measured on the Local Interim Assessment for ELA-NWEA. **MLK** will increase the overall percentage of students at ? to ? as measured on the Local Interim Assessment for ELA-Scholastic Reading Inventory (SRI). Status: ? ? points below level 3 Change: ? +/- ? points

Change: Increased Significantly +15.5 points Color: Yellow From -67.3 to -51.8	Color: ? From +/-? to +/-? ***Data/results results pending will be available Summer 2018.***

Actions/Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. *Duplicate the table as needed*.

Action 1

Actions/Services	PLANNED	ACTUAL
	Certificated Substitutes ● Coverage during the duty day **Certificated Extra Time** ● Extra time beyond the duty day	Site TSAs and department chairs facilitated planning days with subject/grade level teams. Administration and educational technology coaches also collaborated with subject/grade level teams. Teams reviewed and analyzed student achievement data to identify priority standards and plan/update Rigorous Curriculum Design units/pacing guides, lesson plans, and lesson delivery. In addition, certificated and classified staff participated in the following trainings where extra time was frequently needed: ● New Teacher MLK Site Orientation ● New Teacher Gang Awareness Training ● New Teacher Promethean Training ● Kagan Cooperative Learning Training ● Scholastic Reading Inventory Training ● Write from the Beginning for ELD/Sped teachers ● Expository Reading & Writing Curriculum (ERWC) for Middle School Teachers Training ● Lindamood Bell (LMB) reading intervention professional development (Trainer of Teacher model) ● Motivating Hard to Reach, Uninterested, and Disruptive Students Training (Trainer of Teacher model) ● Sped Collaboration Assignment Planning and Development Training ● ELD standards with content standards ● ELD data drive follow up trainings, and support sessions for Kagan implementation ● Illuminate system training for online assessment creation, data analysis in content core areas (e.g. ELA, Math, History and Science) ● SBAC teacher trainings ● All teachers attended and participated in their department planning days ● Review and analyze departmental data from formative/summative

		assessments, and create common formative assessments to modify and adjust instructional practices
		● Periodically meet to review student academic/behavioral achievement data and create a plan of action for instructional practices and individual student's intervention plans
		● Assess and align current practices at school for school reform and improvement
		● Provide substitute teacher coverage for lesson demonstrations/modeling, facilitating teacher observations of peers, cognitive coaching/feedback meetings on teacher instructional effectiveness, etc.
		● AVID tutoring costs for program implementation
		● Close Reading in History and Social Science professional development training (Trainer of Teacher model)
		● PLC site initiative
		    a) Group of teachers attended Professional Learning Communities at Work Conference
		    b) TSAs lead site professional development for each of the following: PLC Norms, 4 Essential Questions, & 3 Big Ideas of the PLC.

Expenditures	BUDGETED **$45,000**	ESTIMATED ACTUAL **$47,094**

Action 2

| Actions/Services | PLANNED
Certificated/Classified professional development/travel conference to include outside contracted services | ACTUAL
● PBIS/RtI trainings by the counseling team where they delivered a series of professional development sessions to all teachers in order lay a foundation for our school wide PBIS behavioral framework
● TSAs provided a training on the ELD foundational concepts and data analysis. The purpose/outcomes included: Building teacher capacity in regards to the ELD standards, the CELDT assessment, illuminate data system knowledge, and ELCAP. Additionally, these training sessions were intended to enhance collegiality amongst grade level teams/content areas, reinforce the importance of intentionality in |

		relation to the district ELL principles, differentiate instruction to impact student achievement, heighten awareness of teacher talk dominated lessons and the impact that this can have upon engagement ● TSAs provided a training on language objectives in order to embed ● New Teacher MLK Site Orientation ● New Teacher Gang Awareness Training ● New Teacher Promethean Training ● Chromebook and Google Classroom Training ● Kagan Cooperative Learning Trainings ● Scholastic Reading Inventory Professional Development ● Sped Collaboration Assignment Planning and Development ● Illuminate system training for online assessment creation, data analysis in content core areas (e.g. ELA, Math, History and Science) ● New ELA teachers received an introduction/preliminary training to their Studysync textbook adoption ● Introduction to Expository Reading and Writing Curriculum (ERWC) for all ELA faculty ● Lindamood Bell (LMB) reading intervention professional development Trainer of Teacher model ● Motivating Hard to Reach, Uninterested, and Disruptive Students Training ● New History faculty was trained on the New History Framework (January-Fresno State Conference) ● AVID Summer Institute/Conference Professional Development ● Professional Learning Communities at Work 3 day Conference in July 2017 ● PLC (Professional Learning Communities) Norms Site Professional Development ● The 4 Critical Questions of a Professional Learning Community Site Professional Development ● The 3 Big Ideas of a Professional Learning Community Site Professional Development ● MAP Growth Assessment: A General Overview Site Professional Development ● MAP Growth Assessment: Classroom Breakdown Reports Site Professional Development
Expenditures	BUDGETED **$37,500 plus $10,569 (carryover)**	ESTIMATED ACTUAL **$56,106**

Action 3

Actions/Services	PLANNED	ACTUAL
	Instructional Supplies, Books, and Reference Materials/Update Library-Media resources to develop a literacy program and other resources	• Library reference materials • Purchase of Kagan instructional materials • Scholastic Magazine subscriptions (e.g. Dynamath, Superscience, Scholastic Scope, Junior Scholastic, Scholastic Math, Choices, Scholastic Art, Que tal) • Reading Lab instructional materials (e.g. Grander Publishing) • AVID binders & student planners for student organization • Whiteboards/eraser pens • Instructional video and other ancillary materials (e.g. Carlex, Office Depot, Language cards, headphones and mice to use with Studysync adoption, Studysync supplemental novels, Flocabulary etc.) • Funds were utilized to duplicate print materials to support the core curriculum in the areas of ELA, Writing, ELD, Science, and Social Studies • Library books and other reference materials were purchased to supplement the library/media center (e.g. Demco, Scholastic publishing) • World Book Inc. (online encyclopedia resource for students) • Consumable materials for students for the following: Faculty provides intervention support on Wednesdays during early-release, after school program tutoring and academic support services to 161 students, students qualifying for the migrant program receive tutoring services 2 days a week. Note that most materials for the above noted activities were provided through the district migrant budget, after school program budgets and general fund • Supplemental instructional supplies needed for AVID students (e.g. binders, agendas, notebooks, index dividers, flash cards, etc.) • Student subscriptions to AVID weekly
Expenditures	BUDGETED **$77,138 Plus $6,000 (Maintenance Contract for instructional materials/copies for students)**	ESTIMATED ACTUAL **$58,145**

Action 4

Actions/Services	PLANNED **Field Trips/Fees/Extracurricular academic learning & competition opportunities**	ACTUAL Transportation costs, registration fees, and teacher instructional time spent tutoring students ● MCOE Academic Pentathlon events ● Odyssey of the Mind ● Madera County Math Tournament ● Science Bowl ● Choir & Band festivals ● San Jose Museum of Technology ● Monterey Bay Aquarium ● CJSF/AVID/Migrant College site visitations ● AVID College Night ● End of the Year Making the Grade student conference
Expenditures	BUDGETED **$3,500**	ESTIMATED ACTUAL **$4,540**

Analysis of Goal #1

Complete the following table which evaluates the overall implementation and effectiveness of the actions under this goal. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

List all of the actions (bold). What was the desired outcome of the intervention? What were the student growth targets?	What happened? (findings/evidence)	What is working? What is not working?	What modifications will be made going forward?
Frame this using the theory of action protocol (e.g. IF the schools does X, then teachers will be able to do Y, which will help [all] students improve by Z).	*Provide quantitative or qualitative results for the Title I intervention as it relates to the student growth targets. Be succinct.*	*Provide evidence that this Title I action had a positive, negative, or neutral outcome.*	*Explain what changes will be made to the services funded by Title I and if funding will increase, decrease, stay the same, or be eliminated.*
<u>Theory of Action 1:</u> **IF** the school provides certificated and classified staff **coverage during the duty day** and **paid time beyond the duty day**, **THEN** staff will be able to attend professional development, PLC planning days, and devote time to duties such as communication with families, progress	**CAASPP ELA** |	15-16	16-17
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Level 4	3%	5%		17-18 Baseline Data: ● Student Success Indicators ● NWEA Data ● SRI Data	MLK will maintain funding in the above areas in order to build and improve on the site initiatives in order to increase students achievement. We will continue to

monitoring, provide differentiation, as well as, intervention/enrichment opportunities to students. **THEREFORE** they would be allotted time to deepen their understanding of the expectations of the ELA Common Core State standards and the ELD Framework/ELD standards; analyze student data; develop better data and assessment literacy; communicate with families and students on status and progress; reclassify students; develop and refine protocols and systems to monitor student progress and develop data and assessment literacy for students; learn research-based strategies to address student needs; and develop lessons and assessments grounded in the standards and research.

Theory of Action 2: IF the school provided certificated and classified staff with **opportunities to attend professional development/travel conferences**, **THEN** staff would develop a deeper knowledge of pedagogy, classroom management, the transition to common core, lesson planning/design, the ELD Framework, ELD standards, ELPAC, CAASPP, the use of effective instructional strategies, literacy, composition, etc.

Theory of Action 3: IF the school purchases **instructional supplies, books, and reference materials and updates library-media resources to develop a literacy program and other resources, THEN** staff would have the access to materials to differentiate appropriately for all students. **THEREFORE,** staff would be better equipped to provide language-rich lessons scaffolded appropriately for students differing levels. These resources would also provide non-linguistic scaffolds (eg. visuals, realia, etc.) which allow ELs to better access content.

Theory of Action 4: IF the school provides **field trips/fees/extracurricular academic learning & competition opportunities**, **THEN** students will have opportunities to participate in activities that they cannot normally have access to. All students will be provided equitable access to extracurricular and academic learning opportunities **THEREFORE**, student achievement, morale, and school climate will improve.

Level 3	19%	23%
Level 2	30%	30%
Level 1	48%	42%
DF3	-67.3	-51.8

Local Assessments

North Western (NWEA) - Reading

Percent of students scoring above the National Norm in Reading

	% of Students Above Norm
Fall	29%
Winter	24%

Scholastic Reading Inventory (SRI):

Percent of students scoring proficient and advanced:

2016-2017 Test 1	19%
2017-2018 Test 1	18%
2017-2018 Test 2	19%

- Classroom Observation Data

This year we collected baseline data and will be used to compare growth targets for next year.

Martin Luther King, Jr. Middle School has shown an increase in ELA CAASPP assessment performance as shown over the last three years.

3 Year Trend - Met/Exceed
17 — 2014-2015   22 — 2015-2016   28 — 2016-2017

In 16/17, 25% of our 7th graders met or exceeded standard in ELA, while 32% of our 8th graders met or exceeded standard in ELA. Examining the 7th grade cohort from 2015-2016 as they transitioned to 8th grade in 2016-2017, the matched cohort showed an increase of 13% of students meeting or exceeding standard. This growth can be partially attributed to the PLC work amongst our English/TSA faculty and their continued differentiated professional development. As well as

use our PLC's and will need plannings to align lessons and assessments to content standards and TSA support.

We will add a Student Advocate and Intervention Specialist in order to target our Tier 3 students.

the the extra time teachers are provided with extra time after school and substitute provided time to plan, create assessments, review data, and collaborate to create effective and engaging lesson sequences.

In response to the NWEA data, there was a decrease in assessment proficiency between the fall and winter tests. Our students did not take their assessment in their CORE classes and typically do better when they do. Students and teachers were also not aware of the high stakes tied to the assessment and the tests importance may not have been shared.

In 17/18, the percentage of students scoring proficient and advanced improved from Test 1 to Test 2 by 1%. ELA teachers in secondary education, are not trained to teach reading. Teachers and other literacy support members were sent to a reading intervention training to help provide training on teaching reading to our students.

Goal 2	**Statement of Goal:** Increase academic achievement in mathematics instructional program.(1, 2, 4, 7, and 8)
	3-Year District Specific Goal: Madera Unified will obtain an mathematics academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.
	3-Year School Specific Goal: King Middle will obtain an mathematics academic score of medium-high (green) or medium (yellow), performance for all students as measured by the California Dashboard based. This will require a combined growth of at least 94.3 points. (The determining factor between green and yellow will be the level of increase in the 2019-20 assessment: 24.3-94.3 points will give us a yellow ranking, while more than 94.3 points will give us a green ranking.)
	Interim goals will require us to grow 15 points per year for three years would result in a middle yellow category with a DF3 of -74.3.

State Priorities	✓ 1 ✓ 2 ❑ 3 ✓ 4 ❑ 5 ❑ 6 ✓ 7 ✓ 8
Local Priorities	● Math Assessments, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards
Identified Need	● Build and sustain a standards-aligned Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

Annual Measurable Outcomes

EXPECTED	ACTUAL (Projected)
School Goal for Math: **MLK** will increase the overall percentage of students at met/exceeds standard from 11.2% to 15% by June 2018 as measured by the CAASPP-Math. **MLK** will increase the overall percentage of students at met/exceeds standard from 14.2% to 21% by June 2018 as measured on the Local Interim Assessment for Math-NWEA. Status: Very Low 119.3 points below level 3 Change: Increased +13.3 points	**School Goal for Math:** **MLK** increased the overall percentage of students at meets/exceeds from ?? % to ?% by June of 2018 as measured by the CAASPP-Math. **MLK** increased the overall percentage of students at met/exceeds standard from ?% to ?% by June 2018 as measured on the Local Interim Assessment for Math (NWEA) Status: ? ? points below level 3 Change: ? +/- ? points

Color: Orange From -132.7 to -119.3	Color: ? From +/-? to +/-? ***Data/results results pending will be available Summer 2018.***

Actions/Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. *Duplicate the table as needed.*

Action 1

Actions/Services	PLANNED **Certificated Substitutes** ● Coverage during the duty day **Certificated Extra Time** ● Extra time beyond the duty day	ACTUAL Site TSAs and department chairs facilitated planning days with subject/grade level teams. Administration and educational technology coaches also collaborated with subject/grade level teams. Teams reviewed and analyzed student achievement data to identify priority standards and plan/update Rigorous Curriculum Design units/pacing guides, lesson plans, and lesson delivery. In addition, certificated and classified staff participated in the following trainings where extra time was frequently needed: ● New Teacher MLK Site Orientation ● New Teacher Thinking Maps Training ● New Teacher Gang Awareness Training ● New Teacher Promethean Training ● Kagan Cooperative Learning Training ● Sped Collaboration Assignment Planning and Development ● ELD data drive follow up trainings, and support sessions for Kagan implementation ● Illuminate system training for online assessment creation, data analysis in content core areas (e.g. ELA, Math, History and Science) ● SBAC/CAASPP teacher trainings ● Educational Technology Coaches support trainings with Chromebook devices, SAMR model, Demos, Google Classroom, etc. ● Review and analyze departmental data from formative/summative assessments, and create common formative assessments to modify and adjust instructional practices ● Periodically meet to review student academic/behavioral achievement data and create a plan of action for instructional practices and individual students intervention plans ● Assess and align current practices at school for school reform and

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		improvement ● Provide substitute teacher coverage for lesson demonstrations/modeling, facilitating teacher observations of peers, cognitive coaching/feedback meetings on teacher instructional effectiveness, etc.
Expenditures	BUDGETED **Total included under Goal 1 Action 1 (see above)**	ESTIMATED ACTUAL **See Goal 1 Action 1**

Action 2

	PLANNED	ACTUAL
Actions/Services	**Certificated/Classified professional development/travel conference to include outside contracted services**	● PBIS/RtI trainings by the counseling team where they delivered a series of professional development sessions to all teachers in order lay a foundation for our school wide PBIS behavioral framework ● TSA provided a series of trainings on the ELD foundational concepts and data analysis. The purpose/outcomes included: Building teacher capacity in regards to ELD standards, the CELDT assessment, illuminate data system knowledge, and ELCAP. Additionally, these training sessions were intended to enhance collegiality amongst grade level teams/content areas, reinforce the importance of intentionality in relation to the district ELL principles, differentiate instruction to impact student achievement, heighten awareness of teacher talk dominated lessons and the impact that this can have upon engagement ● New Teacher MLK Site Orientation ● New Teacher Thinking Maps Training ● New Teacher Gang Awareness Training ● New Teacher Promethean Training ● New Teacher Time to Teach Conference ● Kagan Cooperative Learning Trainings ● Math 7 District Cohort meetings (Monthly) ● Algebra District Cohort meetings (Monthly) ● Write from the Beginning for ELD/Sped teachers ● Sped Collaboration Assignment Planning and Development ● Illuminate system training for online assessment creation, data analysis in content core areas (e.g. ELA, Math, History and Science) ● Professional Learning Communities at Work 3 day conference (July 2017)

		- Professional Learning Community Mathematics Conference (December 2017-all math/sped teachers) - Avid Summer Institute (July 2017) - Motivating and Managing Hard to Reach Students (March 2018) - Participation of Fresno County Office of Education PLC Science Cohorts - California Science Teachers Association Conference - District trainings for NGSS - Ipad Device Training with Educational Technology Coaches/Apple Professional development
Expenditures	BUDGETED **Total included under Goal 1 Action 2 (see above)**	ESTIMATED ACTUAL **See Goal 1 Action 2**

Action 3

Actions/Services	PLANNED **Instructional Supplies, Books, and Reference Materials/Update Library-Media resources to develop a literacy program and other resources**	ACTUAL - Library reference materials - Purchase of Kagan instructional materials - Scholastic subscriptions (e.g. Dynamath, Superscience, Scholastic Scope, Junior Scholastic, Scholastic Math, Choices, Scholastic Art, Que tal) - AVID binders & student planners for student organization - Interactive notebooks for Math & Science - Whiteboards/eraser pens - Supplemental materials for science labs/phenomena based instruction (e.g. cow eyes, strawberries to examine cells, etc.) - Library books and other reference materials were purchased to supplement the library/media center (e.g. SuperScience) - World Book Inc. (online encyclopedia resource for students) - Consumable materials for students for the following: Faculty provides intervention support on Wednesdays during early-release, after school program tutoring and academic support services to 161 students, students qualifying for the migrant program receive tutoring services 2 days a week. Note that most materials for the above noted activities were provided through the district migrant budget, after school program budgets and general fund - Classroom sets of headphones

Expenditures	BUDGETED **Total included under Goal 1 Action 3 (see above)**	ESTIMATED ACTUAL **See Goal 1 Action 3**

Action 4

Actions/Services	PLANNED **Field Trips/Fees/Extracurricular academic learning & competition opportunities**	ACTUAL Transportation costs, registration fees, and teacher instructional time spent tutoring students - MCOE Academic Pentathlon events - Odyssey of the Mind - Madera County Math Tournament - Science Bowl - Choir & Band festivals - San Jose Museum of Technology - Monterey Bay Aquarium - CJSF/AVID/Migrant College site visitations - AVID College Night - End of the Year Making the Grade student conference
Expenditures	BUDGETED **Total included under Goal 1 Action 4 (see above)**	ESTIMATED ACTUAL **See Goal 1 Action 4**

Analysis of Goal #2

Complete the following table which evaluates the overall implementation and effectiveness of the actions under this goal. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

List all of the actions (bold). What was the desired outcome of the intervention? What were the student growth targets?	What happened? (findings/evidence)	What is working? What is not working?	What modifications will be made going forward?
Frame this using the theory of action protocol (e.g. IF the schools does X, then teachers will be able to do Y, which will help [all] students improve by Z).	*Provide quantitative or qualitative results for the Title I intervention as it relates to the student*	*Provide evidence that this Title I action had a positive, negative, or neutral outcome.*	*Explain what changes will be made to the services funded by Title I and if funding will increase, decrease, stay the*

	growth targets. Be succinct.		*same, or be eliminated.*

Theory of Action 1: IF the school provides certificated and classified staff **coverage during the duty day** and **paid time beyond the duty day**, **THEN** staff will be able to attend professional development, PLC planning days, and devote time to duties such as communication with families, progress monitoring, provide differentiation, as well as, intervention/enrichment opportunities to students. **THEREFORE** they would be allotted time to deepen their understanding of the expectations of the Math Common Core State standards and the ELD Framework/ELD standards; analyze student data; develop better data and assessment literacy; communicate with families and students on status and progress; reclassify students; develop and refine protocols and systems to monitor student progress and develop data and assessment literacy for students; learn research-based strategies to address student needs; and develop lessons and assessments grounded in the standards and research.

Theory of Action 2: IF the school provided certificated and classified staff with **opportunities to attend professional development/travel conferences**, **THEN** staff would develop a deeper knowledge of pedagogy, classroom management, the transition to common core, lesson planning/design, the ELD Framework, ELD standards, ELPAC, CAASPP, the use of effective instructional strategies, literacy, composition, etc.

Theory of Action 3: IF the school purchases **instructional supplies, books, and reference materials and updates library-media resources to develop a literacy program and other resources, THEN** staff would have the access to materials to differentiate appropriately for all students. **THEREFORE,** staff would be better equipped to provide language-rich lessons scaffolded appropriately for students differing levels. These resources would also provide non-linguistic scaffolds (eg. visuals, realia, etc.) which allow ELs to better access content.

Theory of Action 4: IF the school provides **field**

CAASPP Math

	15-16	16-17
Level 4	1%	3%
Level 3	5%	9%
Level 2	22%	21%
Level 1	71%	68%
DF3	-132.7	-119.3

Local Assessments
North Western (NWEA) - Mathematics
Percent of students scoring above the National Norm

	% of Students Above Norm
Fall	16.9%
Winter	14.2%

17-18 Baseline Data:
- Student Success Indicators
- NWEA Data
- SRI Data
- Classroom Observation Data

This year we collected baseline data and will be used to compare growth targets for next year.

3 Year Trend - Met/Exceed

During the 2016-2017 school year, 11% of our 7th graders met or exceeded standard in Math, while 12% of our 8th graders met or exceeded standard in Math. Examining the 7th grade cohort from 2015-2016 as they transitioned to 8th grade in 2016-2017, the matched cohort showed an increase of 7% of students meeting or exceeding standard. Again, this growth can be partially attributed to the PLC work amongst our math/TSA faculty and their continued differentiated professional development.

MLK will maintain funding in the above areas in order to build and improve on the site initiatives in order to increase students achievement. We will continue to use our PLC's and will need plannings to align lessons and assessments to content standards and TSA support.

We will add a Student Advocate and Intervention Specialist in order to target our Tier 3 students.

| **trips/fees/extracurricular academic learning & competition opportunities**, **THEN** students will have opportunities to participate in activities that they cannot normally have access to. All students will be provided equitable access to extracurricular and academic learning opportunities **THEREFORE**, student achievement, morale, and school climate will improve. | | The decrease of scores in 2015-2016 can be attributed to having 5 new teachers in the department-3 of them being first time teachers. The growth of scores in 2016-2017 can be attributed in part to more experienced staff, better cohesiveness as a team, and multiple professional development opportunities. | |

Goal 3	**Statement of Goal:** Increase academic achievement in English Language Development instructional program.(1, 2, 4, 7, and 8)
	3-Year District Specific Goal: Madera Unified will obtain an English Learner progress score of [medium-high (green)] performance for all EL and recent RFEP students as measured by the California Dashboard.
	3-Year School Specific Goal: King Middle will obtain an English Learner progress score of medium-low (orange) performance for all EL and recent RFEP students as measured by the California Dashboard for the 2018-19 school year, and attain a yellow status for the 2019-20 school year.

State Priorities	✓ 1 ✓ 2 ❑ 3 ✓ 4 ❑ 5 ❑ 6 ✓ 7 ✓ 8
Local Priorities	● ELD Assessments, SRI assessment, NWEA assessment, employee retention, campus aesthetic, and certificated staff input related to state standards
Identified Need	● Build and sustain a standards-aligned ELD instructional system that promotes a culture of high standards for English learners, with the expectation that they complete academic programs of study that are integrated with interventions and supports - equipping them for success at the next level in school, college, and career.

Annual Measurable Outcomes

EXPECTED	ACTUAL (Projected)
CELDT - No longer applicable as of Fall of 2017	ELPAC pilot year for baseline data results expected Fall of 2018

Reclassification Rate - 36.9% (2016-17) ELPAC - Assessing for baseline in Spring of 2018	Reclassification Rate - 5.7% (2017-18)

Actions/Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. *Duplicate the table as needed.*

Action 1

Actions/Services	PLANNED **Certificated Substitutes** ● Coverage during the duty day **Certificated/Classified Extra Time** ● Extra time beyond the duty day	ACTUAL Extra time to administer and organize placement testing and scoring, communicate with parents/students/staff about EL student progress, redesignate EL students, monitor progress of R-FEP students, collaborate and coordinate with counselors on student placement and scheduling based on student data, make recommendations for English or ELD class placement, organize ELD department meetings and provide professional development for staff on EL strategies, develop data and assessment literacy for staff, conduct data chats with teachers to support progress monitoring of EL students, create reclassification criteria chat and goal-setting protocols for students, coordinate student placement with feeder schools, work collaboratively with Migrant Program Liaison regarding student identification and services Additionally, site C & I-TSA provided professional development, coaching and curriculum/lesson design support for ELD teachers and new teachers outside the duty day as needed for the following: ● ELD standards and lesson design ● Effective designated and integrated ELD strategies ● Identify priority ELD standards, deconstruct for instruction, and update pacing guides for Instruction ● ELPAC Overview ● ELD Framework Overview ● EL Student Proficiency Descriptors All core departments (English, English Language Development, History, Math, and Science) were provided a minimum of 1 full day of planning each quarter. Substitutes were paid to provide classroom coverage during these planning days. PE, family life and electives were also afforded the same opportunity;

		however, these departments did not meet with the same frequency. Planning day agendas included creating pacing calendars/revising RCD units, analyzing data, creating assessments, etc.
Expenditures	BUDGETED **Total included under Goal 1 Action 1 (see above)**	ESTIMATED ACTUAL **See Goal 1 Action 1**

Action 2

Actions/Services	PLANNED **Certificated/Classified professional development/travel conference to include outside contracted services**	ACTUAL Various certificated/classified professional development/travel conference opportunities were covered to assist with pedagogy, classroom management, the transition to common core, lesson planning/design, the ELD Framework, ELD standards, ELPAC, CAASPP, the use of effective instructional strategies, literacy, composition, etc. All outlined conferences included in Goals 1 and 2 were funded as a means to support our English Learners and at-risk populations. Attended: - ELPAC Writing Range Finding - ELPAC Summative Assessment Field Test Standard Setting - Early Out Staff Training - Language Objectives - Early Out Staff Training - Data Dives (identifying EL students, EL levels, longitudinal achievement on multiple measures) - District ELD PD - ELD Standards - provided for each core discipline - ELPAC overview - Write from the Beginning PD - Expository Reading and Writing Curriculum (ERWC) - Close Reading for History - Summer PLC at Work Conference - October PLC at Work Conference - December PLC Math Summit - Motivating Hard to Reach Student PD - Fresno County Office of Ed - Scout Island
Expenditures	BUDGETED	ESTIMATED ACTUAL

	Total included under Goal 1 Action 2 (see above)	See Goal 1 Action 2

Action 3

Actions/Services	PLANNED **Instructional Supplies, Books, and Reference Materials/Update Library-Media resources to develop a literacy program and other resources**	ACTUAL ● Library reference materials ● Purchase of Kagan instructional materials ● Scholastic subscriptions (e.g. Dynamath, Superscience, Scholastic Scope, Junior Scholastic, Scholastic Math, Choices, Scholastic Art, Que tal) ● Reading Lab instructional materials (e.g. Grander Publishing) ● AVID binders & student planners for student organization ● Whiteboards/eraser pens ● Instructional video and other ancillary materials (e.g. Carlex, Office Depot, etc.) ● Funds were utilized to duplicate and print materials to support the core curriculum in the areas of ELA, Writing, ELD, Science, and Social Studies. ● Supplemental materials for science labs/phenomena based instruction (e.g. cow eyes, strawberries to examine cells, etc.) ● Library books and other reference materials were purchased to supplement the library/media center (e.g. Demco, Scholastic subscriptions) ● World Book Inc. (online encyclopedia resource for students)
Expenditures	BUDGETED **Total included under Goal 1 Action 3 (see above)**	ESTIMATED ACTUAL **See Goal 1 Action 3**

Action 4

Actions/Services	PLANNED **Field Trips/Fees/Extracurricular academic learning & competition opportunities**	ACTUAL Transportation costs, registration fees, and teacher instructional time spent tutoring students ● MCOE Academic Pentathlon events ● Odyssey of the Mind

		• Madera County Math Tournament • Science Bowl • Choir & Band festivals • San Jose Museum of Technology • Monterey Bay Aquarium • CJSF/AVID/Migrant College site visitations • AVID College Night • End of the Year Making the Grade student conference • Si Se Puede Conference
Expenditures	BUDGETED **Total included under Goal 1 Action 4 (see above)**	ESTIMATED ACTUAL **See Goal 1 Action 4**

Action 5

Actions/Services	PLANNED **Position Frozen as unfunded priority: ELD TSA duties distributed to administration, TSAs, Counselors and Bilingual Office Technicians**	ACTUAL Unfunded priority for 2017-18 school year. Responsibilities of the unfilled position were shared amongst administration, counselors, site C & I-Teachers on Special Assignment, classroom teachers, and our Bilingual Office Technicians
Expenditures	BUDGETED Unfunded priority for 2017-18	ESTIMATED ACTUAL **Unfunded Priority for 2017-18**

Analysis of Goal #3

Complete the following table which evaluates the overall implementation and effectiveness of the actions under this goal. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

List all of the actions (bold). What was the desired outcome of the intervention? What were the student growth targets?	What happened? (findings/evidence)	What is working? What is not working?	What modifications will be made going forward?

Frame this using the theory of action protocol (e.g. IF the schools does X, then teachers will be able to do Y, which will help [all] students improve by Z).	*Provide quantitative or qualitative results for the Title I intervention as it relates to the student growth targets. Be succinct.*	*Provide evidence that this Title I action had a positive, negative, or neutral outcome.*	*Explain what changes will be made to the services funded by Title I and if funding will increase, decrease, stay the same, or be eliminated.*
Theory of Action 1: IF the school provides certificated and classified staff **coverage during the duty day** and **paid time beyond the duty day**, **THEN** staff will be able to attend professional development, PLC planning days, and devote time to duties such as communication with families, placement, monitoring, and reclassification of ELs. **THEREFORE** they would be allotted time to deepen their understanding of the expectations of the ELD Framework and ELD standards; analyze EL data; develop better data and assessment literacy; communicate with families and students on status and progress; reclassify students; develop and refine protocols and systems to monitor EL student progress and develop data and assessment literacy for students; learn research-based strategies to address EL student needs; and develop lessons and assessments grounded in the EL standards and research. **Theory of Action 2: IF** the school provided certificated and classified staff with **opportunities to attend professional development/travel conferences**, **THEN** staff would develop a deeper knowledge of pedagogy, classroom management, the transition to common core, lesson planning/design, the ELD Framework, ELD standards, ELPAC, CAASPP, the use of effective instructional strategies, literacy, composition, etc. **Theory of Action 3: IF** the school purchases **instructional supplies, books, and reference materials and updates library-media resources to develop a literacy program and other resources, THEN** staff would have the access to materials to differentiate appropriately for ELs. **THEREFORE,** staff would be better equipped to provide language-rich lessons scaffolded appropriately for students differing EL levels. These resources would also provide non-linguistic scaffolds (eg. visuals, realia, etc.) which allow ELs to better access content.	**CAASPP: Distance from Level 3** <table><tr><td></td><td>**2016**</td><td>**2017**</td></tr><tr><td>**ELA**</td><td>-67.3</td><td>-51.8</td></tr><tr><td>**Math**</td><td>-132.7</td><td>-119.3</td></tr></table> **English Learner Progress Indicator (ELPI)** <table><tr><td>**2015**</td><td>**2016**</td><td>**2017**</td></tr><tr><td>71%</td><td>97.8%</td><td>98.6%</td></tr></table> **5x5: Status & Change Report** <table><tr><td></td><td>**N size**</td><td>**Change**</td></tr><tr><td>RFEP (last 4 yrs)</td><td>248</td><td>+17.4</td></tr><tr><td>EL</td><td>148</td><td>+13</td></tr><tr><td>EO</td><td>210</td><td>+11.2</td></tr></table> **SRI Growth (Avg. Lexile)**	Data would indicate that our school site Actions resulted in net positive outcomes: • According to DF3 data, EL CAASPP scores for ELA & Math have shown a positive trend from 2016-17, with growth of +15.5 & +13.4 points respectively. DF3 data was used instead of counts/percentages of ELs at Levels 3 & 4, as ELs achieving at these levels are typically reclassified. • Refinement of Actions from 2015 show a highly positive trend on the ELPI that began in 2016 and has been maintained for the 2017 school year. • The 5x5 Status & Change Report indicates that ELs and RFEPs are making greater gains than their English Only peers. • SRI growth gains from Test 1 to Test 2 were greater for ELs. The greatest gains could be seen for 7th grade EL students who had been targeted for data	We will continue to fund time for staff to work collaboratively, provide opportunities for participation in professional development, purchase supplemental materials to support language development within both designated and integrated courses as well as continue to provide enrichment and extracurricular opportunities for English Learner students using our Title 1 allocations. If funding is increased we will hire an ELD Teacher on Special Assignment to further support our faculty and students in improving learning outcomes for our English Learner population. We would alo explore the possibility of using additional Title 1 funds to pay for our AVID Excel elective courses to improve learning outcomes for our Long Term English Learner students.

Theory of Action 4: IF the school provides **field trips/fees/extracurricular academic learning & competition opportunities**, **THEN** EL students will have opportunities to participate in activities that they cannot access due to the state requirement that they must take an ELD class in lieu of an elective. EL students will be provided equitable access to extracurricular and academic learning opportunities as their peers. **THEREFORE**, EL student achievement, morale, and school climate will improve.

Theory of Action 5:
Unfunded Priority-all duties were distributed amongst various stakeholders (e.g. TSAs, teachers, counselors, clerical staff, and administrative team.

	Growth
7th ELs (n=136)	**+36**
8th ELs (n-109)	**+3**
Overall ELs (N=245)	**+22**
Overall non-ELs	**+6**

SRI Growth by ELD Level*

	Growth
ELD 1/2	**+70**
ELD 3	**+62**
AVID Excel	**+16**

***Does not include 8th graders not in an ELD class**

This is a baseline year to collect NWEA data. Results were not included in analysis.

chats in ELD 1 / 2 and ELD 3 classes which covered reclassification criteria, progress monitoring, and goal setting.

Goal 4	**Statement of Goal:** Safe and Healthy Environment for Learning and Work **3-Year District Specific Goal:** Madera Unified will obtain an Suspension score of [medium-low] performance for all students as

measured by the California Dashboard.and will increase the school climate survey favorable index score each year.

3-Year School Specific Goal: King Middle will obtain an Suspension score of medium-high, or high performance for all students as measured by the California Dashboard. and will increase the school climate survey favorable index score each year.

State Priorities	❑ 1	❑ 2	❑ 3	❑ 4	✓ 5	✓ 6	❑ 7	❑ 8

Local Priorities
- Student attendance, student expulsion, student input on school extra-curricular activities and VAPA/athletics programs, student input on district programs and initiatives, parent input related to school climate, and teacher input related to school climate.

Identified Need
- Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration between school, home, public safety, health and recreational agencies, and community-based organizations.

Annual Measurable Outcomes

EXPECTED	ACTUAL (Projected)
Suspension Our goal will be to decrease the number of students suspended one or more times by 1% or no more than 153 students 15.8% (2016-17).	Suspension We anticipate meeting the goal set to decrease the number of students suspended one or more times by 1% or from 15.8% to 14.8% no more than 143 students. Based upon preliminary measure we anticipate an approximate 2% decrease.
PBIS Framework By June 2018, we will maintain our PBIS Model Award School Gold Status using the following measurement tools: Benchmark of Quality, Benchmark of Advanced Tiers, PBIS Walkthrough, and Team Implementation Checklist.	PBIS Framework King Middle School once again attained PBIS Model Award School Gold status from Fresno County Superintendent of Schools PBIS team.
7th-8th Grade School Climate Favorable - 46% (799 of student respondents)	7th-8th Grade School Climate Favorable - 38% (867 of student respondents)

Actions/Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. *Duplicate the table as needed.*

Action 1

Actions/Services	PLANNED	ACTUAL
	Certificated Substitutes ● Coverage during the duty day **Certificated Extra Time** ● Extra time beyond the duty day	Unfunded priority for 2017-18. Faculty provides behavior intervention support through a variety of means. Time is allocated once a month on Wednesdays during early-release for staff to analyze behavior data, develop (homeroom) Time to Teach lessons, participate in PBIS trainings, and participate in-house "Staffing" meetings of tier III students/COST meetings. School site staff volunteer their lunch hour monthly to participate in our Mentor-Mentee tier III program. Behavior support plans were created with our school site psychologist, counseling, and administration teams. The counseling department regularly facilitates small group counseling sessions based upon socio-emotional needs (e.g. grief/loss, relational aggression, resiliency, drug abuse, etc.). Additionally, each counselor monitors (daily) the shared refocus spreadsheet. Counselors pull caseload students (based on their assigned grade and last name) who are consistently being refocused/assigned detention and schedule restorative justice meetings between students and teacher(s). Counselors conducted restorative justice sessions between students, amongst students and teachers, and occasionally with parents. Teachers participated in restorative justice sessions during their prep periods. Whole class restorative justice sessions were also facilitate by the counseling and administrative teams. Site TSAs and administration provide classroom coverage when needed to support teacher's opportunity to observe other colleagues for classroom management.
Expenditures	BUDGETED Unfunded priority for 2017-18	ESTIMATED ACTUAL **Unfunded Priority for 2017-18**

Action 2

Actions/Services	PLANNED	ACTUAL
	Certificated/Classified professional development/travel conference to include outside contracted services	Unfunded priority for 2017-18. All faculty has been trained in the Time to Teach program, Kagan Cooperative Learning, and have also received monthly PBIS in-house professional development during early outs. A small group of certificated and classified staff attended Restorative Justice training (8 adults to implement a Trainer of Trainer model). Additionally, 40 students and 8 employees were trained for the Safe School Ambassador program

		implementation (Trainer of Trainer model). Additionally, 12 certificated faculty members attended a conference that provided training on how to deal with difficult students (Motivating and Managing Hard to Reach Students Conference-March 2018).
Expenditures	BUDGETED Unfunded priority for 2017-18	ESTIMATED ACTUAL **Unfunded Priority for 2017-18**

Action 3

Actions/Services	PLANNED **Supplies, Books, and Reference Materials/Update Library-Media resources**	ACTUAL Unfunded priority for 2017-18 using Title 1 funds. PBIS Jag Buck system was entirely funded by the Associated Student Body (ASB) account and staff/parent/faculty donations. When permissible, general funds occasionally supplement activities.
Expenditures	BUDGETED Unfunded priority for 2017-18 Supplemental funding from General funds and Associated Student Body donations	ESTIMATED ACTUAL **Unfunded Priority for 2017-18**

Action 4

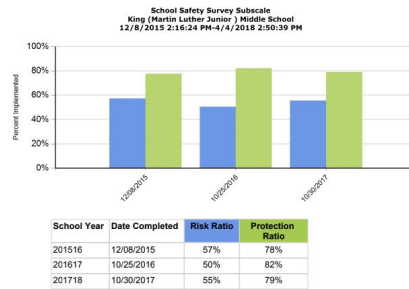|		
Actions/Services	PLANNED **Software and/or access licensing for Behavioral Intervention program (e.g. Go Leaps, SWIS, CICO, etc.)**	ACTUAL Unfunded priority for 2017-18 school year. SWIS/Check in-out data system was purchased using general funds.
Expenditures	BUDGETED Unfunded priority for 2017-18	ESTIMATED ACTUAL **Unfunded Priority for 2017-18**

Analysis of Goal #4

Complete the following table which evaluates the overall implementation and effectiveness of the actions under this goal. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.
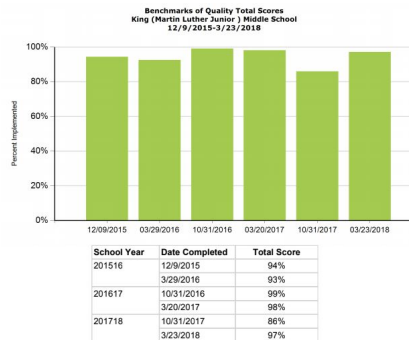
List all of the actions (bold). What was the desired outcome of the intervention? What were the student growth targets?	What happened? (findings/evidence)	What is working? What is not working?	What modifications will be made going forward?
Frame this using the theory of action protocol (e.g. IF the schools does X, then teachers will be able to do Y, which will help [all] students improve by Z).	*Provide quantitative or qualitative results for the Title I intervention as it relates to the student growth targets. Be succinct.*	*Provide evidence that this Title I action had a positive, negative, or neutral outcome.*	*Explain what changes will be made to the services funded by Title I and if funding will increase, decrease, stay the same, or be eliminated.*
Theory of Action 1: IF the school provides certificated and classified staff **coverage during the duty day** and **paid time beyond the duty day**, **THEN** staff will be able to attend professional development, PLC planning days, and devote time to duties such as communication with families, progress monitoring, provide differentiation, as well as, intervention/enrichment opportunities to students. **THEREFORE** they would be allotted time to deepen their understanding of the PBIS framework and behavioral expectations; analyze student data; have more frequent communicate with families and students; develop and refine protocols and systems to monitor ongoing student progress; learn research-based strategies to address student needs; and develop high quality lessons. **Theory of Action 2: IF** the school provided certificated and classified staff with **opportunities to attend professional development/travel conferences**, **THEN** staff would develop a deeper knowledge of best practices for pedagogy, classroom management, engagement, lesson planning/design, etc. **Theory of Action 3: IF** the school purchases	**Suspension/Expulsion Rate Trends** | Year	Suspension Rate	Expulsion Rate
---	---	---
16/17	15.8%	.31%
15/16	15.4%	.59%
14/15	14.7%	.92%
13/14	14.9%	.87%
12/13	19%	.62%
11/12	23%	1.71% | **School Safety Survey Results 2015-2018**	Suspensions and expulsion rates have steadily decreased over the last 6 years with the implementation of our PBIS Framework. Tentatively, at this time our trend data indicates an approximate 2% decrease for the 2017-18 school year. The annual application for PBIS recognition provides a template for our school site to evaluate the behavioral support systems we provided annually using multiple qualitative and quantitative measures.	Tier 1 interventions school wide will continue to be refined. MLK PBIS team will continue to participate in Fresno County training/Cohort. Tier 2 and 3 interventions will be continued and new ones may be added, and monitored throughout the 2018-19 school year. Prizes and incentives to reinforce positive behavior will continue to be support by general funds/ASB funds and where possible Title 1 funds. Teachers will be trained on School Wide Restorative Justice Community Circles. Teachers will begin to hold classroom community circles. August 2018-June 2019. Student will once again be trained as Safe School Ambassadors to assist in co

instructional supplies, books, and reference materials and updates library-media resources to develop an intervention program and other resources, THEN staff/students would have the access to materials to differentiate appropriately for all students. **THEREFORE,** staff/students would be better equipped to provide homeroom lessons scaffolded appropriately for students differing levels.

Theory of Action 4: IF the school provides **Software and/or access licensing for Behavioral Intervention program (e.g. Go Leaps, SWIS, CICO, etc.), THEN** faculty will be able to better monitor student behavioral data **THEREFORE**, student achievement, morale, and school climate will improve as we will be able to strategically offer services to those in need and target areas of concern in relation to referral time frequency or locations.
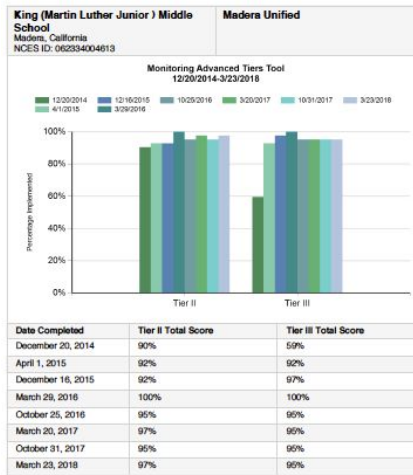

School Safety Survey Subscale
King (Martin Luther Junior) Middle School
12/8/2015 2:16:24 PM-4/4/2018 2:50:39 PM

School Year	Date Completed	Risk Ratio	Protection Ratio
201516	12/08/2015	57%	78%
201617	10/25/2016	50%	82%
201718	10/30/2017	55%	79%

Benchmark of Quality 2015-2018

Benchmarks of Quality Total Scores
King (Martin Luther Junior) Middle School
12/9/2015-3/23/2018

School Year	Date Completed	Total Score
201516	12/9/2015	94%
	3/29/2016	93%
201617	10/31/2016	99%
	3/20/2017	98%
201718	10/31/2017	86%
	3/23/2018	97%

Monitoring of Advanced Tiers 2014-2018

facilitating community circles campus wide. Students may also be included in supplemental trainings and/or attend conferences to assist with enhancing school climate/culture.

 MLK has had its 4th counseling position eliminated by district management and the Board of Trustees, as a result SSC/ELAC/Leadership has brought back the Intervention Specialist position to be funded using Title 1 funds. Additionally, a Student Advocate position has been added as a resource to improve academic and behavioral outcomes for our tier 3 students.

	King (Martin Luther Junior) Middle School Madera, California NCES ID: 062334004613 **Madera Unified** Monitoring Advanced Tiers Tool 12/20/2014-3/23/2018 ■ 12/20/2014 ■ 12/16/2015 ■ 10/25/2016 ■ 3/20/2017 ■ 10/31/2017 ■ 3/23/2018 ■ 4/1/2015 ■ 3/29/2016 _(bar chart: Percentage Implemented, Tier II and Tier III)_ | Date Completed	Tier II Total Score	Tier III Total Score
---	---	---
December 20, 2014	90%	59%
April 1, 2015	92%	92%
December 16, 2015	92%	97%
March 29, 2016	100%	100%
October 25, 2016	95%	95%
March 20, 2017	97%	95%
October 31, 2017	95%	95%
March 23, 2018	97%	95%			

Goal 5	**Statement of Goal:** Improve parent involvement programs making it an essential component of our educational program. **3-Year District Specific Goal:** Madera Unified will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting at all schools. **3-Year School Specific Goal:** King Middle will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting as specified in the table below.

State Priorities	❏ 1 ❏ 2 ✓ 3 ❏ 4 ❏ 5 ❏ 6 ❏ 7 ❏ 8
Local Priorities	● None
Identified Need	● Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

Annual Measurable Outcomes

	EXPECTED	ACTUAL

Parent Participation Activities	Participation Goal	Actual Participation
Title 1 Parent Meeting	300	320
Back-to-School Night	375	345
SSC/ELAC (Average)	75	62
Parent Institute for Quality Education (PIQE)	50	26
Quarterly Coffee with the Principals/Counselors	100	69
6th Grade Parent Orientation	100	122
Fall/Spring Parent Conferences (Average)	200	250
Active Parent Portal Users	100	596

Actions/Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. *Duplicate the table as needed.*

Action 1

Actions/Services	PLANNED **Certificated/Classified Extra time**	ACTUAL Funding to facilitate parent meetings (e.g. child care, refreshments, communication for ELAC, Title 1, parenting classes).Title 1 and general fund budgets were used to compensate staff to translate documents to assure home-school communication. Additionally, funds were used to pay staff to provide oral translation during parent meetings (e.g. parent conferences, at-risk meetings, Student Study Team meetings, etc). Extra time provided by certificated staff was paid for using Title 1 and general fund budgets (e.g. College Making It Happen week, Gang Awareness and Prevention, Use of Aeries for Parent portal access, etc.). Parents Institute for Quality Education (PIQE)-Outsourced district-wide program to enable parents to access their

		rights, advocate for their students, and ensure communication and support from the school site.
Expenditures	BUDGETED **$1,180**	ESTIMATED ACTUAL **$3,062**

Action 2

Actions/Services	PLANNED **Print Shop/Duplicating**	ACTUAL The MLK monthly school calendar and parent newsletter was duplicated and sent home with students on the first of every month along with a ConnectEd message to inform parents about the information coming home. Supplemental resources were not needed this year for conference flyers/brochures for parent education, but will be needed again next year (e.g. brochures about helping your child transition to middle school, helping students cope with divorce, grief and loss, etc).
Expenditures	BUDGETED **$1,384 (Parent ed)** **$2,500 (Other copies as needed for students as instructional supplies)**	ESTIMATED ACTUAL **$1,634**

Action 3

Actions/Services	PLANNED **Parent Involvement Materials and Supplies**	ACTUAL Paw praise post-cards, refreshments, Student Study Team feedback, At-Risk notices, report cards, Refocus notifications, etc. were are sent home via traditional mail.. Funding for this action came from both our general fund and Title 1 budgets. Two to three Weekly ConnectEd calls to inform parents of weekly events.
Expenditures	BUDGETED **$1,521**	ESTIMATED ACTUAL **$1,197**

Analysis of Goal #5

Complete the following table which evaluates the overall implementation and effectiveness of the actions under this goal. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

List all of the actions (bold). What was the desired outcome of the intervention? What were the student growth targets?	What happened? (findings/evidence)	What is working? What is not working?	What modifications will be made going forward?
Frame this using the theory of action protocol (e.g. IF the schools does X, then teachers will be able to do Y, which will help [all] students improve by Z).	*Provide quantitative or qualitative results for the Title I intervention as it relates to the student growth targets. Be succinct.*	*Provide evidence that this Title I action had a positive, negative, or neutral outcome.*	*Explain what changes will be made to the services funded by Title I and if funding will increase, decrease, stay the same, or be eliminated.*
Theory of Action 1: IF the school provides certificated and classified staff **Certificated/Classified Extra time**, **THEN** staff will be able to facilitate parent meetings, translate documents to assure home-school communication, and provide oral translation during parent meetings (e.g. parent conferences, at-risk meetings, Student Study Team meetings, etc.) **THEREFORE,** parents would be more likely to attend events that will increase student interests, raise student achievement, and empower our parent population and strengthen our school to home outreach efforts. **Theory of Action 2: IF** the school provides **Print Shop/Duplicating**, **THEN** home-school communication will be enhanced **THEREFORE**, parent and student involvement will increase which will help all students improve in their achievement, school morale and climate. **Theory of Action 3: IF** the school purchases **Parent Involvement Materials and Supplies, THEN** staff/students would have the access to materials, **THEREFORE,** parents would be better equipped participate in school related functions.	See Parent Participation table above.	Our school was able to increase parent involvement in many areas such as parent conferences and annual special events. The school continued to provide a series of parent PIQE workshops. Although there has been a commendable increase in parent involvement, the percentage of parent participation is still a targeted area of focus.	We will increase our promotion of school activities by utilizing more effective communication methods, advertising, childcare services and translation. We also need to seek feedback from parents on the topics they find useful. Lastly, we have purchased a new digital marque to provide bilingual messages to enhance communication efforts.

Goal 6	**Statement of Goal:** Increase and improve technology. **3-Year District Specific Goal:** Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year. **3-Year School Specific Goal:** Martin L. King will maintain an average daily student device usage of 1-hour a day for each school year.

State Priorities	✓ 1 ❑ 2 ❑ 3 ❑ 4 ❑ 5 ❑ 6 ❑ 7 ❑ 8
Local Priorities	● None
Identified Need	● Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Annual Measurable Outcomes

EXPECTED	ACTUAL (Projected)
Google API (per device usage data) 68.8% of Chromebook devices met 75% of 2-hour daily threshold	Google API Met goal set by Performance Management team
Google API (average daily usage of devices)1.9 hours per day	Google API (average daily usage of devices) 1.7 hours per day

Actions/Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. *Duplicate the table as needed.*

Action 1	

Actions/Services	PLANNED **Purchase/Replace/Repair Technology Resources**	ACTUAL Increase Student Device Access: 7 Chromebooks class sets purchased for Math along with 7 charging carts; 6 ipad class sets were purchased for science. Technology Repair/Replacement was exclusive to a few Chromebooks, student keyboards in computer labs, headphone replacements, and a few teacher laptops.

Expenditures	BUDGETED **$10,000**	ESTIMATED ACTUAL **$13,579**

Action 2

Actions/Services	PLANNED **Software/Licenses and Maintenance Contracts**	ACTUAL Site licenses were purchased for all students to use Renaissance Learning (reading lexile level testing system). Additionally, student licenses for Glogster were also purchased this school year for students to use in their Social Science classes.
Expenditures	BUDGETED Funding will need to be moved and transferred from Goal 6 Action 1 as needed **($3,500)** moved for Science software Mosa Mack	ESTIMATED ACTUAL **$7,189**

Analysis of Goal #6

Complete the following table which evaluates the overall implementation and effectiveness of the actions under this goal. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

List all of the actions (bold). What was the desired outcome of the intervention? What were the student growth targets?	What happened? (findings/evidence)	What is working? What is not working?	What modifications will be made going forward?
Frame this using the theory of action protocol (e.g. IF the schools does X, then teachers will be able to do Y, which will help [all] students improve by Z).	*Provide quantitative or qualitative results for the Title I intervention as it relates to the student growth targets. Be succinct.*	*Provide evidence that this Title I action had a positive, negative, or neutral outcome.*	*Explain what changes will be made to the services funded by Title I and if funding will increase, decrease, stay the same, or be eliminated.*
<u>Theory of Action 1:</u> **IF** the school **Purchase/Replace/Repair Technology Resources** for our students and teachers, **THEN**	**CAASPP: Distance from**	MLK has 1:1 technology devices in Math, Science, Social Science, ELA, and even some elective	We will decrease funding in the above areas (where possible) in order to build on and improve the

our students and teachers will be able to have one-to-one devices in order to help support learning opportunities that increase engagement, enhance and enrich curriculum, and impact instructional choices in light of Common Core standards. Our students and teachers, **THEREFORE,** will increase student interests, raise student achievement, and empower and educate our teachers to shift their instructional practices.

Theory of Action 2: IF the school purchased **Software/Licenses/Maintenance Contracts and other resources, THEN** staff would have the access to supplemental resources to support learning opportunities that increase engagement, enhance curriculum, and impact instructional choices. Our students and teachers, **THEREFORE,** will increase student interests, raise student achievement, and empower and educate our students opportunities to access a wider variety of instructional choices.

Level 3

	2016	2017
ELA	-67.3	-51.8
Math	-132.7	-119.3

English Learner Progress Indicator (ELPI)

2015	2016	2017
71%	97.8 %	98.6 %

5x5: Status & Change Report

	N size	Cha nge
RFEP (last 4 yrs)	248	+17.4
EL	148	+13
EO	210	+11.2

SRI Growth (Avg. Lexile)

	Growth
7th ELs (n=136)	+36
8th ELs (n-109)	+3
Overall	+22

courses.
Over the last few years, these purchases have given students exposure to and familiarity with devices they use on CAASPP and other high stakes testing. The devices allow teachers to expand their instructional practices in the classroom and enhance their lesson design/delivery.

MLK needs to provide additional professional development for faculty to be more proficient with their technology from substitution/ augmentation to modification/redefinition (SAMR Model).

instructional program. The TSAs will, however, continue their support of technology integration development by providing training and support for teachers. All teachers will also continue to receive additional supports through district coaches. The need for purchasing and replacing devices will be met through the district's technology replacement plan.

ELs (N=245)	
Overall non-ELs	**+6**

Budget Distribution: MLK Middle School Title I Budget 2018-19

Expenses	Object Code	Title I	Title I Parent ED	Carryover	Total
Certificated Personnel	**1000**				
Teachers	1100				
TSA	1100				
Support Teacher	1100				
Intervention Specialist	1100	$125,000			$125,000

Certificated Subs	1125	$20,000			$20,000
Certificated Extra Time	1190	$9,000			$9,000
Certificated Pupil Support	1200	$1,000			$1,000
Certificated Pupil Support Sub	1220				
Other Certificated Salaries	1900				
Classified Personnel	**2000**				
Paraprofessional	2100				
Paraprofessional Extra Time	2190		$1,137		$1,137
Clerk/Office	2400				
Clerk/Office Extra Time	2490				
Student Advocate	2200				
Books & Supplies	**4000**				
Books & Reference Material	4200	$3,500			$3,500
Supplies	4300		$1,500		$1,500
Instructional Supplies	4310	$13,000			$13,000
Computer Software under $500	4380				
Computer Hardware under $500	4385				
Non-Capitalized Equipment	4400				
Computer Software $500-$5,000	4480				
Computer Hardware $500-$5,000	4485				
Other Operating Expenses	**5000**				
Travel & Conference	5200	$14,032			$14,032

Maintenance Contracts	5650	$6,000			$6,000
Duplicating/Print shop	5715	$1,000	$1,500		$2,500
Field Trips	5716	$3,500			$3,500
Outside Contracted Services	5800				
Transportation Contracted Services	5865				
Computer Hardware/Software Maintenance & License	5885				
Postage	5910				
Total:		$196,032	$4,137	0	$200,169
Remaining Balance:		0	0	0	0

Stakeholder Engagement

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis? (e.g. school site council, ELAC, etc.)

As per Ed Code 64001, our school site council is instrumental in planning, monitoring, approving, and evaluating the activities and expenditures for all consolidated application programs including the SPSA. The goals in our plan include improving students CAASPP proficiency, CST proficiency (school-wide and in all subgroups), and CELDT proficiency for English Learners. Assessment data was reviewed throughout the year. This included data from CST, CELDT, and DPA assessments. A program review was done at each Site Council meeting to help the council understand program implementation and program needs. Assessment goals are set and strategies are planned based on goals set from collected baseline data from various critical stakeholders. Strategies are prioritized based on available categorical budgets and planned for implementation. Information relating to the SPSA is also shared many times during the year and feedback regularly collected at our: Title 1 Parent meeting, ELAC (English Learner Advisory Committee) meetings, Leadership meetings, and Parent Club meetings. Information that is shared relates to how money is being spent, test results for local and state assessments, as well as updates on our MUSD After School Program and Safety Committee. Updates are made and approved by our SSC as changes in budget are shared from the district office and site expenditures/requests are made. Annual feedback is also attained by through our LCAP community meetings hosted at our site and during teacher's professional development early-out meetings/district teachers CCSC feedback, as well as through surveys sent to stakeholders (e.g. students, teachers and parents).

IMPACT ON SPSA AND ANNUAL UPDATE

How did these consultations impact the SPSA for the upcoming year?

Feedback from stakeholders & assessment data was made available to School Site Council members to inform them on how best to evaluate and revise our SPSA. This included, but was not limited to:

- Introduction and discussion of the Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF)
- Training and discussion of the 8 State LCAP Priorities
- Site formative and summative assessment performance data was shared and considered
- Site data describing the site's process and staff involved in monitoring and supporting student EL data (monitoring, identification, reclassification, etc.)
- Review of site technology needs
- Review of site Positive Behavior Intervention Systems data reports and graphs illustrating decreases in overall student major referrals, suspensions and expulsions

Using the various resources, SSC revised areas of our SPSA when actions did not yield the intended outcomes we wanted to see and has added actions where additional supports needed have been identified.

Goals, Actions, & Services

Goal 1	❏ New ✓ Modified ❏ Unchanged

Statement of Goal: Equitable Access to Rigorous High-Level Programs

3-Year District Specific Goal: Madera Unified will obtain an ELA academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.

Madera Unified will obtain an mathematics academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.

Madera Unified will obtain an English Learner progress score of [medium-high (green)] performance for all EL and recent RFEP students as measured by the California Dashboard.

3-Year School Specific Goal:

<u>ELA:</u> King Middle will obtain an ELA academic score of low green performance for all students as measured by the California Dashboard. This will require a combined growth of at least +48 points. Interim goals will require us to grow an average of +16 points a year to meet our 3 year goal.

<u>Math:</u> King Middle will obtain an mathematics academic score of medium-high (green) or medium (yellow), performance for all students as measured by the California Dashboard based. This will require a combined growth of at least 94.3 points. (The determining factor between green and yellow will be the level of increase in the 2019-20 assessment: 24.3-94.3 points will give us a yellow ranking, while more than 94.3 points will give us a green ranking.) Interim goals will require us to grow 15 points per year for three years would result in a middle yellow category with a DF3 of -74.3

<u>ELD:</u> King Middle will obtain an English Learner progress score of medium-low (orange) performance for all EL and recent RFEP students as measured by the California Dashboard for the 2018-19 school year, and attain a yellow status for the 2019-20 school year.

<u>State Priorities</u>	✓ 1 ✓ 2 ❏ 3 ✓ 4 ❏ 5 ❏ 6 ✓ 7 ✓ 8
<u>Local Priorities</u>	● Math Assessment, ELA Assessment, K-3 Early Reading Literacy and Reading, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards
<u>Identified Need</u>	● Build and sustain a standards-aligned ELA, ELD, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18 Target	2018-19 Target	2019-20 Target
CAASPP SBAC ELA	Color	Color (Projected): YELLOW	Color (Projected): YELLOW	Color: GREEN

Distance from Level 3 (DF3)	(Projected):YELLOW DF3: (-51.8)	DF3: (-36.8)	DF3: (-19.8)	DF3:(-3.8)
Local Interim Assessment ELA (NWEA)	29.4% of students met or exceeded standard in ELA	24% of students met or exceeded standard in ELA	30% of students met or exceeded standard in ELA	36% of students met or exceeded standard in ELA
Scholastic Reading Inventory: 7th & 8th	During the 2017-18 administration, 722 was our average overall student score which is approximately 4th grade. Grade level for 7th=970 Grade Level for 8th=1010	Target: 15% of students will be reading at or above grade level 18% of all students were reading at grade level.	Target: 23% of students will be reading at or above grade level	Target: 28% of students will be reading at or above grade level
CAASPP SBAC Math Distance from Level 3 (DF3)	Color (Projected):ORANGE DF3: -119.3	Color (Projected):ORANGE DF3: 104.3	Color (Projected):YELLOW DF3: 89.3	Color: (Yellow): DF3: 74.3
Local Interim Assessment Math (NWEA)	16.9% of students met or exceeded standard in math	14.2% of students met or exceeded standard in math	21% of students met or exceeded standard in math	28% of students met or exceeded standard in math
ELPAC	NA	NA	NA	NA
Reclassification Rate	36.9%	5.7%	15%	25%

Goal 1   Action 1

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All Student groups
	✓ English Learners ✓ Foster Youth	Specific Grade Spans: All Grades

	✓ Low Income	

	Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged
Actions/ Services	*Planned*: **Certificated Substitutes** ● Coverage during the duty day **Certificated Extra Time** ● Paid time beyond the duty day	*Who*: ● Administration ● Administrative Assistant ● Classroom Teachers ● C&I TSAs	*Tasks & Due Dates:* **Weekly, Monthly, Quarterly** ● Professional Learning Community (PLC) meeting time ● Analyze student achievement data: Site, District, State ● Review priority standards ● Update pacing guides ● Plan Lessons ● Create assessments ● Research instructional resources ● Professional Development ● Instructional Rounds/Peer Observation ● Feedback meetings on teacher instructional effectiveness ● Interactive/Cognitive Coaching ● Lesson demonstrations ● Grading Calibration & scoring of authentic assessments including performance tasks, projects, short written constructed responses, essays, etc.) ● Interdisciplinary curriculum planning ● Collaboration time between the Special Education staff	*Cost:* **$30,000** Object 1125-$20,000 Object 1190-$9,000 Object 1200-$1,000

		and general education staff ● Development/Planning of Tier II/Tier III academic & behavioral interventions ● Before/after school tutoring & Intervention; Saturday Academy ● Administer and organize placement testing and scoring ● Communicate with parents/students/staff ● Redesignate EL students, monitor progress of R-FEP students ● Collaborate and coordinate with counselors on student placement and scheduling based ● Plan professional development for staff on EL strategies ● Conduct data chats with teachers to support progress monitoring of EL students ● Coordinate student placement with feeder schools ● Collaborate with Migrant Program Liaison regarding student identification and services ● Classified extra time for interpreting and translating to communicate with non-English speaking parents	

Goal **1**   Action **2**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All Student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All Grades

	Actions/Services	*Individual(s) Responsible*	*Tasks/Timeline*	*Budget*
	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged
Actions/ Services	*Planned*: **Certificated/Classified professional development/travel conference to include outside contracted services**	*Who*: ● Administration ● Certificated faculty ● Classified Staff	*Tasks & Due Dates:* **Throughout the 2018-19 school year as needed** ● Assist with pedagogy ● Classroom management (PBIS, Kagan, Restorative Justice, Fred Jones, etc.) ● Transition to common core ● Lesson planning/design ● Use of effective instructional strategies, literacy, composition, etc. ● Enhance employee skills ● Registration fees and other related expenses ● PLC Summer Institute/AVID Summer Institute	*Cost:* **$14,032** Function 1000-$13,000 Function 2700-$1,032

Goal **1**   Action **3**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities		Specific Student Group(s): All Student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income		Specific Grade Spans: All Grades

	Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
Actions/ Services	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged
	Planned: **Instructional Supplies, Books, and Reference Materials/Update Library-Media resources to develop a literacy program and other resources**	*Who*: ● Administration ● Administrative Assistant ● Classroom Teachers ● C&I TSAs	*Tasks & Due Dates:* ● Purchase instructional supplies, books, and materials ● Student magazine subscriptions (Scholastic Scope, Jr. Scholastic, Dynamath, SuperScience, Choices, AVID Weekly, etc. ● Reading Lab instructional materials (e.g. Grander Publishing) ● Print shop services to provide assessment materials, etc. ● Leveled reading materials ● Updated reading selections of high interest (fiction/nonfiction) ● Interactive notebooks for Math & Science ● Whiteboards/eraser pens ● Supplemental materials for science labs/phenomena based instruction (e.g. cow eyes, strawberries to examine cells, etc.)	*Cost:* **$23,500** Object 4200-$3,500 Object 4310-$13,000 Object 5650-$6,000 Object 5715-$1,000

		● Maintenance Contract for copy machines (split funded $6,000 from Title 1 & $9,000 from General)	

Goal **1**   Action **4**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All Student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All Grades

Actions/ Services

	Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
	❑ New ✓ Modified ❑ Unchanged	❑ New ✓ Modified ❑ Unchanged	❑ New ✓ Modified ❑ Unchanged	❑ New ✓ Modified ❑ Unchanged
	Planned: **Field Trips/Fees/Extracurricular academic learning & competition opportunities**	*Who*: ● Administration ● Administrative Assistant	*Tasks & Due Dates:* **Throughout the 2018-19 school year as needed** ● Transportation costs ● Registration fees ● Material/supply costs to compete ● Teacher extra time (e.g. Pentathlon events, Destination Imagination, Robotics, Odyssey of the Mind, AVID/CJSF, ASB Clubs & Science Bowl)	*Cost:* **$3,500** Object 5716-$3,500

Goal **1**   Action **5**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All Student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All Grades

	Actions/Services	*Individual(s) Responsible*	*Tasks/Timeline*	*Budget*
	✓ New ❏ Modified ❏ Unchanged	✓ New ❏ Modified ❏ Unchanged	✓ New ❏ Modified ❏ Unchanged	✓ New ❏ Modified ❏ Unchanged
Actions/ Services	*Planned*: **Intervention Specialist**	*Who*: ● Administration ● Administrative Assistant ● Intervention Specialist	*Tasks & Due Dates:* ● Identify students failing to meet proficiency in core curricular classes. ● Assign and maintain intervention rosters and schedules. ● Collaborate with instructional staff to monitor student performance. ● Disaggregate and present data in a cycle of inquiry to improve instructional strategies. ● Participate in school-wide training, decision-making, and related activities. ● Assign students to appropriate intervention offerings to meet their needs and goals. ● Utilize school-wide student	*Cost:* **$125,000** Object 1100-$125,000

		behavior data to identify, establish and conduct behavioral interventions as required. ● Maintain accurate records of student, parent and staff contacts. ● Meet with assigned departments or designated organizational units. ● Conduct and facilitate necessary stakeholder meetings. ● Plan, organize, and or assist with common formative assessment testing programs. ● Assist with the orientation program for feeder schools. ● Other related duties as assigned.	

Goal **1**   Action **6**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All Student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All Grades

Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
✓ New ❏ Modified ❏ Unchanged	✓ New ❏ Modified ❏ Unchanged	✓ New ❏ Modified ❏ Unchanged	✓ New ❏ Modified

				❏ Unchanged
Actions/ Services	*Planned*: **AVID Excel Elective Option for English Language Learners**	*Who*: ● Administration ● Administrative Assistant ● AVID Excel Teacher	*Tasks & Due Dates:* ● Site Annual Program Evaluation ● AVID Excel Annual Recertification	*Cost:* **Unfunded Priority for 2018-19**

Goal **1**   Action **7**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All Student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All Grades

	Actions/Services	*Individual(s) Responsible*	*Tasks/Timeline*	*Budget*
	✓ New ❏ Modified ❏ Unchanged	✓ New ❏ Modified ❏ Unchanged	✓ New ❏ Modified ❏ Unchanged	✓ New ❏ Modified ❏ Unchanged
Actions/ Services	*Planned*: **English Language Development (ELD) Teacher on Special Assignment**	*Who*: ● Administration ● Administrative Assistant ● ELD TSA	*Tasks & Due Dates:* **Weekly, Monthly & Quarterly** ● Oversee classified bilingual office staff and student data ● Oversee EL office related	*Cost:* **Unfunded Priority for 2018-19**

		operations	
		• Administration and organization of CELDT testing	
		• Score writing exam for IPT and CELDT; coordinate and oversee scoring team	
		• Communicate with parents/students/staff about CELDT results	
		• Re-designate EL students from LEP to R-FEP status and monitor progress of R-FEP students for two years after original date of re-designation	
		• Collaborate and coordinate with counselors on student placement and scheduling based on student data; make recommendations for English or ELD class placement	
		• Attend Leadership Team meetings on site	
		• Member of District Curriculum Support Provider Team	
		• Member of MUSD Tri-Annual Review team representing MLK	
		• Assist administration in the facilitation of ELAC meetings	
		• Serve as ELD	

		Department Chair; organize all ELD department meetings and provide professional development for all staff on EL strategies ● Conduct data chats with EL students to monitor program progress ● Work collaboratively with Special Education teachers to provide professional development and conduct progress monitoring for Sped-EL students ● Coordinate student placement with feeder schools ● Communicate and coordinate with the Migrant Ed Liaison ● Program regarding student identification and services	

	❏ New	✓ Modified	❏ Unchanged

Goal 2	**Statement of Goal:** Safe and Healthy Environment for Learning and Work **3-Year District Specific Goal:** Madera Unified will obtain an Suspension score of [medium-low] performance for all students as measured by the California Dashboard.and will increase the school climate survey favorable index score each year. **3-Year School Specific Goal:** King Middle will obtain an Suspension score of medium-high performance for all students as measured by the California Dashboard. and will increase the school climate survey favorable index score each year.

State Priorities	❏ 1	❏ 2	✓ 3	❏ 4	❏ 5	❏ 6	❏ 7	❏ 8
Local Priorities	● Student attendance, student expulsion, student input on school extra-curricular activities and VAPA/athletics programs, student input on district programs and initiatives, parent input related to school climate, and teacher input related to school climate							
Identified Need	● Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.							

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18 Target	2018-19 Target	2019-20 Target
Suspension	Our goal will be to decrease the number of students suspended one or more times by 1% or no more than 153 students 15.8% (2016-17).	We anticipate meeting the goal set to decrease the number of students suspended one or more times by 1% or from 15.8% to 14.8% no more than 143 students. Based upon preliminary measure we anticipate an approximate 2% decrease.	2% decrease to 12.8%	3% decrease to 9.8%
PBIS Framework	We maintained our PBIS Model Award School Gold Status using the following measurement tools: Benchmark of Quality, Benchmark of Advanced Tiers, PBIS Walkthrough, and Team Implementation Checklist.	By June 2018, we will maintain our PBIS Model Award School Gold Status using the following measurement tools: Benchmark of Quality, Benchmark of Advanced Tiers, PBIS Walkthrough, and Team Implementation Checklist.	By June 2019, we will maintain our PBIS Model Award School Gold Status using the following measurement tools: Benchmark of Quality, Benchmark of Advanced Tiers, PBIS Walkthrough, and Team Implementation Checklist.	By June 2020, we will look to attain the PBIS Model Award School Platinum Status using the following measurement tools: Benchmark of Quality, Benchmark of Advanced Tiers, PBIS Walkthrough, and Team Implementation Checklist.
7th-8th Grade School Climate Favorable	Climate Favorable 46% (799 student responses)	Climate Favorable 38% (867 student responses)	Climate Favorable 50%	Climate Favorable 55%

Goal **2**   Action **1**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All Student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All Grades

	Actions/Services	*Individual(s) Responsible*	*Tasks/Timeline*	*Budget*
	❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ✓ Unchanged
Actions/ Services	*Planned*: **Certificated Substitutes** ● Coverage during the duty day **Certificated Extra Time** ● Paid time beyond the duty day	*Who*: ● Administration ● Administrative Assistant ● Counselors ● Classroom Teachers ● C&I TSAs	*Tasks & Due Dates:* **Weekly, Monthly, Quarterly** ● PLC/COST/SST meeting time ● Analyze student achievement data: Site, District, State ● Review priority socio-emotional lessons ● Plan Lessons ● Research instructional resources ● Professional Development ● Instructional Rounds/Peer Observation/Respect Agreement Facilitation ● Feedback meetings on teacher instructional effectiveness ● Interactive/Cognitive Coaching	*Cost:* **Unfunded Priority for 2018-19**

| | | Collaboration time between the Special Education staff and General Education staff Development/Planning of Tier II/Tier III academic & behavioral interventions Before/after school small groups & Intervention; Saturday Academy Professional development once a month on Wednesdays during early-release for staff to analyze behavior data, develop (homeroom) Time to Teach lessons, participate in PBIS trainings, and participate in-house "Staffing" meetings of tier III students/COST meetings. School site staff volunteer their lunch hour monthly to participate in our Mentor-Mentee tier III program Create behavior support plans with our school site psychologist and counseling/administration teams Facilitate small group counseling sessions based upon socio-emotional needs (e.g. grief/loss, relational aggression, resiliency, drug abuse, etc.). Facilitating restorative justice meetings with the student and teacher(s); peer to peer | |

Goal 2   Action 2

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All Student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All Grades

	Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
	❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ✓ Unchanged
Actions/ Services	*Planned*: **Certificated/Classified professional development/travel conference to include outside contracted services**	*Who*: ● Administration ● Certificated faculty ● Classified Staff	*Tasks & Due Dates*: **Throughout the 2018-19 school year as needed** ● Assist with pedagogy ● Classroom management (PBIS, Kagan, Restorative Justice, Fred Jones, etc.) ● Lesson planning/design ● Enhance employee skills ● Registration fees and other related expenses ● PLC Summer Institute	*Cost*: **Unfunded Priority for 2018-19**

Goal 2   Action 3

	○ District-wide ✓ School-wide	Specific Student Group(s): All Student groups

Students to be Served	✓ Students with Disabilities	
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All Grades

	Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
Actions/ Services	❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ✓ Unchanged
	Planned: **Supplies, Books, and Reference Materials/Update Library-Media resources**	*Who*: ● Administration ● Administrative Assistant ● Counselors ● Classroom Teachers ● C&I TSAs	*Tasks & Due Dates:* **Weekly** ● Purchase PBIS Jagbuck incentives for Fridays at the end of lunch **Monthly** ● Purchase instructional supplies, books, and materials ● Student magazine subscriptions (Choices, AVID Weekly, etc.) ● Print shop services to provide assessment materials, etc. ● Updated reading selections of high interest (fiction/nonfiction)	*Cost:* **Unfunded Priority for 2018-19**

Goal **2**   Action **4**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All Student groups

	✓ English Learners ✓ Foster Youth ✓ Low Income		Specific Grade Spans: All Grades

	Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
Actions/ Services	❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ✓ Unchanged
	Planned: Software and/or access licensing for Behavioral Intervention program (e.g. Go Leaps, SWIS, CICO, etc.)	*Who*: ● Administration ● Administrative Assistant ● Counselors	*Tasks & Due Dates*: Annual subscription fees	*Cost*: **Unfunded Priority for 2018-19**

Goal **2**   Action **5**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities		Specific Student Group(s): All Student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income		Specific Grade Spans: All Grades

	Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
Actions/ Services	✓ New ❏ Modified ❏ Unchanged	✓ New ❏ Modified ❏ Unchanged	✓ New ❏ Modified ❏ Unchanged	✓ New ❏ Modified ❏ Unchanged
	Planned: **Intervention Specialist**	*Who*: ● Administration ● Administrative Assistant	*Tasks & Due Dates*: ● Identify students failing to meet proficiency in core	*Cost*: **Under Goal 1 Action 5**

	● Intervention Specialist	curricular classes. ● Assign and maintain intervention rosters and schedules. ● Collaborate with instructional staff to monitor student performance. ● Disaggregate and present data in a cycle of inquiry to improve instructional strategies. ● Participate in school-wide training, decision-making, and related activities. ● Assign students to appropriate intervention offerings to meet their needs and goals. ● Utilize school-wide student behavior data to identify, establish and conduct behavioral interventions as required. ● Maintain accurate records of student, parent and staff contacts. ● Meet with assigned departments or designated organizational units. ● Conduct and facilitate necessary stakeholder meetings. ● Plan, organize, and or assist with common formative assessment testing programs. ● Assist with the orientation program for feeder schools. ● Other related duties as assigned.

	❏ New	✓ Modified	❏ Unchanged

Goal 3

Statement of Goal: Improve parent involvement programs making it an essential component of our educational program.

3-Year District Specific Goal: Madera Unified will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting at all schools.

3-Year School Specific Goal: King Middle will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting as specified in the table below.

State Priorities   ❏ 1   ❏ 2   ❏   ❏ 4   ✓   ✓ 6   ❏   ❏ 8

Local Priorities
- None

Identified Need
- Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline (Projected)	2017-18 Target	2018-19 Target	2019-20 Target
Title 1 Parent Meeting	300	320	325	350
Back-to-School Night	375	345	400	500
SSC/ELAC (Average)	75	62	75	85
Parent Institute for Quality Education (PIQE)	50	26	50	50
Quarterly Coffee with the Principals/Counselors (average)	100	69	120	150
6th Grade Parent Orientation	100	122	250	300

Fall/Spring Parent Conferences (Average)	200	250	300	400
Active Parent Portal Users	1017	596	1000	1000

Goal **3**   Action **1**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All Student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All Grades

Actions/ Services

	Actions/Services	*Individual(s) Responsible*	*Tasks/Timeline*	*Budget*
	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged
	Planned: **Certificated/Classified Extra time**	*Who*: ● Administration ● Administrative Assistant ● Certificated/Classified Staff	*Tasks & Due Dates:* **Throughout the 2018-19 school year as needed** ● Provide oral translation to parents so they can attend and participate in their child's educational meetings ● Translate school documents to ensure home-school communication	*Cost:* **$1,137** Object 2190-$1,137

Goal **3**   Action **2**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All Student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All Grades

Actions/ Services

Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged
Planned: **Print Shop/Duplicating**	*Who*: ● Administration ● Administrative Assistant ● Certificated/Classified Staff	*Tasks & Due Dates*: **Monthly** ● Copy monthly Parent Newsletter and other instructional materials for parent/student education.	*Cost*: **$1,500** Object 5715-$1,500

Goal **3**   Action **3**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All Student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All Grades

Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
❑ New ✓ Modified ❑ Unchanged	❑ New ✓ Modified ❑ Unchanged	❑ New ✓ Modified ❑ Unchanged	❑ New ✓ Modified ❑ Unchanged
Planned: **Parent Involvement Materials and Supplies**	*Who*: ● Administration ● Administrative Assistant ● Certificated/Classified Staff	*Tasks & Due Dates:* **Throughout the 2018-19 school year as needed** ● Purchase materials/supplies that support and increase parent involvement. ● Resources to increase school to home communication ● e.g child care, refreshments, brochures/pamphlets, etc.	*Cost:* **$1,500** Object 4300-$1,500

(Left label: Actions/ Services)

❑ New	✓ Modified	❑ Unchanged

Goal 4

Statement of Goal: Increase and improve technology.

3-Year District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.

3-Year School Specific Goal: Martin L. King will maintain an average daily student device usage of 1-hour a day for each school year.

State Priorities	✓ 1	❑ 2	❑ 3	❑ 4	❑ 5	❑ 6	❑ 7	❑ 8

Local Priorities   ● None

Identified Need   1. Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18 Target	2018-19 Target	2019-20 Target
Google API (per device usage data)	68.8% of Chromebook devices met 75% of 2-hour daily threshold	68.8% of Chromebook devices met 75% of 2-hour daily threshold	68.8% of Chromebook devices met 75% of 2-hour daily threshold	68.8% of Chromebook devices met 75% of 2-hour daily threshold
Google API (average daily usage of devices)	1.9 hours per day	1.7 hours per day	2 hours per day	2.5 hours per day

Goal **4**   Action **1**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All Student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All Grades

Actions/Services

Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged
Planned: **Purchase/Replace/Repair Technology Resources**	*Who*: ● Administration ● Administrative Assistant	*Tasks & Due Dates:* **Throughout the 2018-19 school year as needed** ● Purchase/replace/repair technology/hardware to support the core program implementation (e.g. printers, chromebooks, ipads, headphones, keyboards, etc.)	*Cost:* **Unfunded Priority for 2018-19**

Goal **4**   Action **2**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All Student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All Grades

Actions/ Services

Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
☐ New ✓ Modified ☐ Unchanged	☐ New ✓ Modified ☐ Unchanged	☐ New ✓ Modified ☐ Unchanged	☐ New ✓ Modified ☐ Unchanged
Planned: **Software/Licenses and Maintenance Contracts**	*Who*: ● Administration ● Administrative Assistant	*Tasks & Due Dates:* **Throughout the 2018-19 school year as needed** ● Maintenance contracts for copiers ● Renew software applications that support the core programs in ELA, math, and ELD (e.g. may include Discovery Learning, Brain Pop, online coach access for ELD, etc.)	*Cost:* **Unfunded Priority for 2018-19**

School Site Council Membership King Middle School

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Member	Represents	Contact Info	Reviewed Plan Date	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Sabrina Rodriquez	Principal	(559) 905-2309	4/16/18	X				
Cherokee Bingham	Teacher	(559) 353-1225	4/16/18		X			
Christina Caldera	Teacher	(559) 706-2117	4/16/18		X			
Andrea McCord	Teacher	(559) 689-3241	4/16/18		X			
Robert Pinon	Teacher	(559) 859-0786	4/16/18		X			
Diana Flores	Other	(559) 474-7891	4/16/18			X		
Adriana Cortez Parent of Rogelio Cortez (7th)	Parent	(559) 514-5205	4/16/18				X	
Cynthia Moreno Parent of Leonardo Gaona (8th)	Parent	(559) 395-6440	4/16/18				X	
Norma Mora Parent of Jamin Mora (7th)	Parent	(559) 718-4402	4/16/18				X	
Perla Tadeo	ASB Officer President	(559) 675-9627	4/16/18					X
Trinity Martinez	ASB Officer Vice President	(559) 598-2649	4/16/18					X
Heidi Garcia	ASB Officer Secretary	(559) 975-3792	4/16/18					X
Elida Galiano	ASB Officer Treasurer (Alternate)	(559) 598-9053	4/16/18					(Alt)
Number of Members in each Category				1	4	1	3	3

Recommendations and Assurances King Middle School

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan

(Check those that apply):

❏ State Compensatory Education Advisory Committee _____ Signature
✓ English Learner Advisory Committee _____ Signature
❏ Special Education Advisory Committee _____ Signature
❏ Gifted and Talented Education Advisory Committee _____ Signature
✓ District/School Liaison Team for schools in Program Improvement _____ Signature
❏ Compensatory Education Advisory Committee _____ Signature
❏ Departmental Advisory Committee (secondary) _____ Signature
❏ Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: .

Attested:

Sabrina Rodriquez   _____   _____
Typed name of School Principal   Signature of School Principal   Date

Andrea McCord   _____   _____
Typed name of SSC Chairperson   Signature of SSC Chairperson   Date

The SPSA Template

This SPSA template has been adapted from the CDE SPSA Template, and the SBE-approved LCAP Template, and is designed to meet the content requirements of *EC* Section 64001 for a Single Plan for Student Achievement. Such a plan must be developed and approved by the SSC at each school that participates in any program funded through the ConApp and any programs the SSC decides to include.[1] Accordingly, the plan must:

1. Be reviewed and updated annually by the SSC, including proposed expenditures of funds allocated to the school.
2. Align with school goals for improving student achievement that are based on verifiable state and local data.
3. Describe how progress toward those academic performance goals will be evaluated.
4. Address how funds will be used to improve the academic performance of all students as indicated by state measures.
5. Be consistent with federally required LEA plans, and identify how state and federal requirements will be implemented.
6. Consolidate all plans required for programs funded through the ConApp in which the school participates and, when feasible, other categorical programs.
7. Be developed with the review, certification, and advice of applicable school advisory committees.
8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by

these programs.

Legal Specifics for the SPSA

EC Section 64001 specifies that schools and districts that receive state and federal or other applicable funding through the district's Consolidated Application (ConApp) process prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students. SPSA specifics are also included in the Federal Program Monitoring process.
EC Section 64001 establishes the following specifics for school plans:
1. School districts must assure that SSCs have developed and approved the SPSA for schools participating in programs funded through the ConApp process and any other school program they choose to include.
2. Any plans required by programs funded through the ConApp and subject to Elementary and Secondary Education Act (ESEA) Program Improvement (PI) requirements must be consolidated into a single plan. Schools may add other funding sources.
3. The SSC must annually review and update the plan, including proposed expenditures of funds allocated to the school through the ConApp.
4. School goals must be based upon an analysis of verifiable state data (California School Dashboard), and may include any data voluntarily developed by districts to measure student achievement.
5. The content of the plan must be aligned with school goals for improving student achievement.
6. School plans must be developed with the review, certification, and advice of any applicable school advisory committees.
7. The SPSA must address how ConApp funds will be used to improve the academic performance of all students.
8. The SPSA must align with the LEA Plan and be submitted for approval to the LEA governing board. The board may return it to the SSC for revisions, as deemed necessary.
9. The SPSA must be reviewed and approved by the governing board of the LEA whenever there are material changes that affect the academic programs funded through the ConApp.

Seven Recommended Steps for Developing the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school. (Appendix A: Chart of Requirements for the SPSA lists the content for school plans required by state and federal programs operated at the school.)

The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:
- Analyze student achievement data, summarize conclusions, and identify needs.
- Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.
- Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp allocations match SPSA Form C, "Programs Included in This Plan."
- Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
- Recommend the SPSA to the local governing board.
- Receive local governing board approval and implement the plan.
- Monitor and evaluate effectiveness of the implementation.

By following the Seven Steps for Developing the SPSA described in detail in Part I of the CDE "Guide for Developing the Single Plan for Student Achievement," the following sections of the template can be completed. Collectively, these completed forms will make up the SPSA for a school:
- **Goals, Actions, and Services**—develops school goals, related actions, and expenditures that address the findings from the analysis of

the instructional program and student performance data. Please note that for each funded goal or activity, a specific amount must be itemized for each funding source.

- **Centralized Services for Planned Improvement in Student Performance**—identifies direct services to students and educational support services to school staff that are provided by district office staff. These services are paid from categorical funds allocated to the school. The district needs SSC approval in order for these funds to be used for centralized services. The total amounts for each program listed in Form B must align with the amounts listed in the district's ConApp.
- **Programs Included in This Plan**—lists the state and federal categorical programs in which the school participates and, when applicable, allocations to the school. The totals and amounts listed in these pages should match the allocations to the school from the district's ConApp.
- **SSC Membership**—indicates the membership of the SSC to document its composition.
- **Recommendations and Assurances**—completes the SPSA for submission to the district governing board for approval.
- **Budget Summary**— is a tool to help the SSC project costs and align resources with "Goals, Actions, and Services," "Centralized Services," "Programs Included in This Plan," and the ConApp.
- **Annual Evaluation and Analysis**—is a tool to help the SSC evaluate the effectiveness of its SPSA.

Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM
review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.