

Los Angeles Unified School District
School Plan for Student Achievement

2019-2020

Implementation

DODSON MS (1811001)



Superintendent
Austin Beutner

Board Members

Mónica Garcia, Board President

Dr. George McKenna III

Scott M. Schmerelson

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SCHOOL IDENTIFICATION

School Name: DODSON MS (1811001)

Local District: S

CDS Code	County		District					School					
	1	9	6	4	7	3	3	6	0	6	1	4	3

For additional information on our school programs contact the following:

Principal: ZARRO MARTINEZ, DIANA M

E-mail address: dzarro@lausd.net

SPSA Designee: CAREY, THOMAS Position: SECONDARY TEACHER

E-mail address: thomas.carey@lausd.net

School Address: 28014 MONTEREINA DR, RANCHO PALOS VERDES, CA 90275

School Telephone Number: 3102411900

Approved by Federal and State Education Programs with authority as delegated by the Board

I have reviewed the School Plan Achievement (SPSA) and Targeted Student Population (TSP) plan and recommend both for implementation.

LOUIE MARDESICH



08/30/2019

Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

Date

SPSA Review Tracker

Directions to SPSA Reviewers: Review the applicable sections of the School Plan for Student Achievement (SPSA) and mark the appropriate button. Type your name and date when completed.

Local District Superintendent or designee	LOUIE MARDESICH <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	08/30/2019 <i>Signed Date</i>	
Local District EL Compliance Coordinator	CLAUDIA ULLOA <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	08/28/2019 <i>Signed Date</i>
Local District PACE Administrator	THERESA ARREGUIN <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	08/04/2019 <i>Signed Date</i>
Local District Title I Coordinator	DEBORAH DAVIDOCK <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	08/19/2019 <i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its proposed expenditures to the district governing board for approval and assures the board of the following:

1. School Site Council has developed and approved, and will monitor the plan, to be known as the *School Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plan was developed “with the review, certification, and advice of any applicable school advisory committees.”

The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan. **Signatures** are requested for those advisory committees/groups providing input in the development of this plan.

Committees	Date(s) of recommendation	Chairperson
		Typed Name
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	03/21/2019	Javier Beltran

3. The content of the plan is aligned with school goals for improving student achievement.
4. The plan is reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the School Site Council.
5. Plans are reviewed and approved by the governing board of the local educational agency “whenever there are material changes that affect the academic programs for students covered by programs” funded through the consolidated application.
6. The school minimizes the removal of identified children during regular school hours for supplemental Title I instruction (Targeted Assistance Schools only).

This school plan was adopted by the School Site Council on the following date:

03/25/2019

School plan approval appears in SSC Minutes.

Date

Attested:

HATCH, ESTHER

Typed name of SSC chairperson



E-Signature of SSC chairperson

03/27/2019

Date

ZARRO MARTINEZ, DIANA M

Typed name of school principal



E-Signature of School principal

03/27/2019

Date

2019-2020 FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application and Reporting System (“CARS”). Additional funds were allocated to this school through the Local Control Funding Formula. Funds (listed under “Other”) may be allocated to the school in accordance with District policy. **If the school is operating as a Schoolwide Program (SWP), the following programs are consolidated in this plan:**

Federal Programs

Elementary and Secondary Education Act:

	Allocation:	Original	Second	Third
<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$	617,136	0	0
<input checked="" type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$	123,544	0	0
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$	9,936	0	0
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$	0	0	0
Total amount of categorical funds allocated to this school: \$		750,616		

Total shown does not include the second and third allocation.

Other Programs to be consolidated under Schoolwide Program

NOTE: Allocations for Other Program do not transfer to Budget Summary Report

Allocation

District Mission Statement

The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.

Local Educational Agency (LEA) Plan Goals

The LEA plan serves as the instructional plan for the District and is measured through the Performance Meter and aligned to the following academic goals:

Goal 1: English/Language Arts and Mathematics—Proficiency for All

Increasing literacy skills through the implementation of the California Standards in K-12 ELA, K-12 mathematics, and literacy in secondary History/Social Sciences, Science, and Technical Subjects

Increasing the number of students meeting or exceeding standard in grades 3-8 and grade 11 on the California Assessment of Student Performance and Progress in mathematics

Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data

Goal 2: English Learners—Proficiency for All

Increasing English Language Development through implementation of the California English Language Development Standards

Providing and administering K-12 Instructional Programs for English Learners (ELs) that include:

- Structured English Immersion
- Mainstream English Instructional Program
- Dual Language Two-Way Immersion
- Transitional Bilingual Education Program
- Maintenance Bilingual Education Program
- Accelerated Learning Program for Long Term English Learner Program
- Secondary English Learner Newcomer Program

Using Title III funds to help ELs meet the State's annual measurable achievement objectives and build teacher capacity in meeting the academic and linguistic needs of students in the core subject areas including English Language Development

Meeting the District's expectation for ELs to advance in English language proficiency through Designated and Integrated English Language Development (ELD) and reclassify after five years of instruction

Promoting parent and family involvement in EL programs at the central, Local District, and school site level

Enhancing the quality of language instruction in the District's EL programs

Planning and developing the tools necessary to implement high-quality comprehensive professional development designed to improve the instruction and assessment of ELs

Supporting and monitoring the continued academic success of Reclassified Fluent English Proficient speakers (RFEPs)

Goal 3: All students will be taught by highly qualified teachers.

Placing teachers in schools, classrooms and subject areas based on teacher credentialing (Highly Qualified)

Providing effective professional development to teachers in Focus, Priority and Reward schools

Providing professional development to teachers on the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development

Providing professional development to teachers on textbook and curriculum adoptions that align with the California Standards

Providing professional development for teachers and administrators to improve instruction for English learners (ELs) and Students with Disabilities (SWDs)

Regularly assessing the effectiveness of professional development delivered throughout the District

Supporting professional needs of teachers of English Learners through Title III support coaches

Using the research base to design professional development topics and implementation

Building teacher capacity to use technology to plan and strengthen instruction, and to improve student understanding and use of technology for learning

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning

The California Department of Education no longer requires that this goal be addressed in the LEA plan

Goal 5: All Students will Graduate from High School—100% Graduation

Providing ongoing professional development, designed specifically towards accurate student placement and construction of the master schedule

Monitoring individual graduation plans to ensure all students have access to a high-quality course of study that builds toward college and career readiness

Offering differentiated, evidence-based instructional support and professional development that address the unique learning needs of the District's diverse learners, including at-risk students, and, as appropriate, provide interventions that respond to factors that may negatively impact student learning and achievement and impede their graduating from high school college-prepared and career-ready

2016-17 District Professional Development Priorities:

1. Implementation of the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development
2. Improve instruction through the implementation of the English Learner (EL) Master Plan
3. Use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district
4. Use of benchmark, progress monitoring, and diagnostic assessments (SBAC and district-developed interim assessments) to drive instruction and intervention in ELA, mathematics, science, history and ELD

District Core Program for All Students:

The District's core program is built on the California Standards in ELA, math and ELD, and in all other subjects, grounded in evidence-based pedagogy for effective instruction. In the 2016-2017 school year the District will continue full implementation of the California Standards in all grade levels. The District focus will revolve around the alignment of curriculum, instruction, and assessment ensuring successful outcomes for all students.

Curriculum focus-2016/2017

- Implementation of the California Standards in ELA and math using the District adopted texts, including digital text, effectively
- Implementation of the California English Language Development Standards for English Learners
- Anchoring reading and writing instruction in evidence from the text using a variety of increasingly complex texts.
- Writing across genres, with a focus on argument
 - Providing rigorous mathematics instruction that focuses deeply on the mathematics standards for the grade-level and provides a coherent transition from one topic to another and one grade to another

Instructional focus-2016/2017

- Use of close reading and quality text dependent questions to support students in reading and writing instruction.
 - Emphasis on the Standards for Mathematical Practices
- Stronger emphasis on the use of project-based learning and performance tasks to drive instruction.

Assessment focus-2016/2017

- Use of a multi-tiered system of support (MTSS) based on ongoing data analysis, to inform instruction and intervention.
- Use of MyData, a web-based tool that increases availability and usability of student data for LAUSD educators, in order to improve teaching and learning.
- Use of benchmark, progress monitoring, and diagnostic assessments (SBAC, district-developed interim assessments, and assessments of English language development) to drive instruction and intervention.
- Use of *School Quality Improvement Index* to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related.

Schools are expected to frame their banked Tuesday professional development in 2016-2017 around the District priorities using a Plan-Deliver-Reflect-Revise model or Cycle of Inquiry and/or problem-solving process to improve outcomes for all students. The analysis of student data and work samples is used as the anchor for building professional practice.

The District will continue to support teachers and staff in the effective use of student achievement data in all subject areas. The District will further integrate the use of Performance Management both at the District and school levels in order to meet Performance Meter targets.

The District has adopted six culturally responsive and linguistically appropriate instructional strategies that are threaded throughout all PreK-12 content instruction. Instructional strategies include the use of advanced graphic organizers, explicit instruction in academic language, use of cooperative communal learning strategies, instructional conversations, contrastive analysis and making cultural connections by creating optimal learning environments.

The District will effectively implement the English Learner Master Plan for educating English Learners, Standard English Learners, and English Learners with disabilities. This plan focuses on the effective use of standards-based differentiated Designated and Integrated ELD instruction specifically designed for ELs, and standards-based instruction using SDAIE to ensure full access to the core curriculum, to meet the needs of all students including gifted and talented students, students with disabilities, and English learners.

Strong classroom management as outlined in the District's Discipline Foundation Policy frames the instructional program. Maximum use of academic engaged time is accomplished through planning resulting in clear expectations, preparing for transitions, and developing instruction that engages students in learning.

SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

School Vision

Directions: State your school's vision. (Describe what your school intends to become in the future.)

Dodson Middle School students use their knowledge and skills to excel in a competitive, diverse, and changing world and to make positive contributions to society.

School Mission

Directions: State your school's mission. (What is your school's purpose, i.e., why does the school exist and what is it here to do?)

Dodson Middle School teaches academic skills and character traits that prepare all students for higher education as well as the 21st century job market.

School Profile Description

Directions: Provide a brief description of your school community (the boxes below expand as needed).

1. Describe your school's geographical, demographic, educational and economic community base:

The following websites contain useful data: <http://www.census.gov/> , <http://www.zip-codes.com/> , <http://www.city-data.com/>

Dodson Middle School is located in Rancho Palos Verdes (RPV), a city in Los Angeles County. Rancho Palos Verdes is considered an affluent suburb of Los Angeles. It has over 42,364 residents. Its reported resident composition is: White (60.84%), Asian (27.62%), Hispanic or Latino (8.5%), African American (2.23%), and American Indian (0.04%), Native Hawaiian (0.93%), Mixed Race (5.8%), and Other Race (2.53%).

The school was opened in 1960 at its present location. It was originally part of the city of San Pedro, but due to annexation issues the school's location caused it to eventually become a part of RPV. It is important to note that although the school is located in Rancho Palos Verdes, it is not associated with the city's school district; Instead, Dodson remains an educational institution of the Los Angeles Unified School District (LAUSD). Enrollment in the school's Gifted/High Ability Magnet Program and School for Advanced Studies (Main Program), requires many students to be transported via school busses and by privately owned vehicles because they reside in various cities throughout Los Angeles County (e.g., Los Angeles, Gardena, Lomita, Wilmington, Huntington Park, Carson, and Harbor City). Although the school is located in RPV, an affluent suburb of Los Angeles, 66.69% (SY 2018-2019) of Dodson's students come from economically disadvantaged homes. For the school's Visual and Performing Arts Magnet, students must apply and provide their own transportation to school.

Dodson's elementary feeder schools include Taper Avenue Elementary School, Park Western Place Elementary, Crestwood Street Elementary School, Bandini Street Elementary School, Lomita STEAM Magnet School and Harbor Gifted Magnet Elementary. Upon completion of Grade 8, Dodson's students primarily attend San Pedro High School, Banning High School, and Nathaniel Narbonne High School.

2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):

Dodson provides a configuration comprised of a main school, Gifted-High Ability Magnet school, Visual and Performing Arts Magnet (VAPA) and its School for Advanced Studies for grades six, seven, and eight. Most courses and sections are taught with a team configuration, however for certain courses, i.e., Algebra, Geometry, CPM Math, Bridge to Algebra and AP History, students are scheduled based on the course and not by the team. The VAPA Magnet will be in its second year beginning Fall 2019 and its enrollment will be 360 students grades 6-8. VAPA Magnet students receive bus transportation.

3. Indicate student enrollment figures:

Of the 1,705 students, 599 are enrolled in the Main Program and 926 are enrolled in the Gifted/High Ability Magnet Program and 223 are enrolled in the Visual and Performing Arts Magnet Program.

4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):

As a school-wide Title I program, Dodson ranked 676 in LAUSD and maintained its student eligibility for free and reduced lunch at 66.69% as of February 22, 2018.

5. Identify language, racial and ethnic make-up of the student body:

1.6% of the school's student population is identified as English Learners (ELs). These students are further categorized by English proficiency: Beginning (8%), Early Intermediate (6%), Intermediate (26%), Early Advanced (37%), and Advanced (4%)

The ethnicity of Dodson's students is categorized as follows: American Indian or Alaska Native (0.4%), Asian (5.3%), Black(15.0%), Filipino (5.7%),Hispanic (58.0%), Pacific Islander 1.0%), and White (9.7%)

6. Provide a description of how the school will share individual student academic assessment results in a language the parents understand, including an interpretation of those results:

Dodson effectively informs appropriate stakeholders about student achievement, including parents and the school community. Throughout the school year, stakeholders are updated on student progress through a variety of media. First, students and parents receive grade reports for all assigned classes at the five, ten, and fifteen week periods, with a final grade at the twenty-week semester end. Five and fifteen week grades are handed to students to take home while the ten and twenty-week grades are mailed out.

In between grading periods, teachers use a variety of methods for communicating progress to parents. The school purchases agenda planners for all students, so that these can be used daily to log assignments and deliver short messages and reminders about student output. Dodson also utilizes the district's Schoology, which contains a communication feature to inform parents of the most current student grades and attendance that includes a parent aspect attached to it called LAUSD PARENT PORTAL. All teachers have access to this program, which allows them to communicate between school and home. Parents, students, counselors, coordinators, and administrators have access to Schoology. This website allows the communication between the school and home. During orientation as well as during the school year (i.e. Back to School Night) parents and students are trained on how to set up and access LAUSD PARENT PORTAL. In addition to Schoology, the Dodson staff also uses Blackboard Connect, which makes phone calls with messages to selected parents.

During the first ten weeks of each semester, Dodson holds school-wide parent conferences. Back to School Night is scheduled in the fall semester and Open House in the spring. A clerk in the Counseling Office is assigned to make appointments for parents who call in any time during the year. Parents may meet with teachers or counselors in person or by telephone. They may also shadow their students during the day or observe specific classes upon request.

Finally, appropriate stakeholders are given access to school-wide data through the LAUSD and CDE websites as well as the local newspaper and electronic news agencies. Parents receive the SBAC scores for their students from the state in the summer, and counselors are available to explain the results to parents during the Back to School Night event at the opening of the year. The School Accountability Report Card (SARC), with disaggregated for the entire school, is mailed to all parents annually. The SARC is available throughout the year online through LAUSD.net. In addition, data is shared with the school community during presentations with elementary parent during articulation events.

7. Describe other important characteristics of the school (e.g., SLC, PLC):

Directions: Check the box(es) next to the program(s) in which your school participates.

<input checked="" type="checkbox"/>	Title I Schoolwide Program (SWP)
<input type="checkbox"/>	Title I Targeted Assistance School (TAS)
<input type="checkbox"/>	Title III English Language Acquisition, Language Enhancement, and Academic Achievement
<input type="checkbox"/>	Extended School-Based Management Model (ESBMM)
<input type="checkbox"/>	Local Initiative School (LIS)
<input type="checkbox"/>	Pilot School
<input type="checkbox"/>	Public School Choice (PSC)
<input type="checkbox"/>	Partnership for Los Angeles Schools (PLAS)
<input type="checkbox"/>	L.A.'s Promise
<input type="checkbox"/>	Reed
<input checked="" type="checkbox"/>	Professional Learning Community (PLC)
<input checked="" type="checkbox"/>	Small Learning Community (SLC)

Other important characteristics of the school:

Shared leadership (Disciplinary and Interdisciplinary Leads, Coaches/Coordinators, and Department Chairs)

*Development of Teacher Leaders to lead professional development and collaboration during Common Planning Time

*Open-Door policy and weekly principal meetings to discuss issues

*Increased focus and structure during Common Planning Time

*Partnership with Writer's Workshop Experts from Columbia University, Kagan Coach, and a Mathematics Consultant from CPM.

*Commitment by faculty to continue ongoing coaching and professional development to ensure student academic discourse through the use of Kagan Cooperative Learning Structures

*Effective/appropriate allocation and use of funding

*Regularly scheduled Local School Leadership, School Site Council, and ELAC meetings

*Budget allocation to purchase numerous Support Staff positions to meet the various needs to students, such as a PSW and PSA, College and Career Coach, Library Aide.

*There is successful collaboration among parents, volunteers, and staff in preparing the college and career events on campus

*College month is held on campus. Banners, informational sessions after school, and exposure through school wide door decorating and t-shirt month is accessible to all stakeholders *Identified core content teachers utilize AVID strategies that are also used in high school classroom settings.

*Students participate in after school organizations and activities on campus that complement the rigorous and relevant curriculum found in the core content areas.

*Students' use of checklists and rubrics empowering them to monitor their own learning.

*All Core content teachers have created common formative assessments and scoring rubrics. They meet regularly with their designated academic coaches to examine student assessment data and refine their teaching practices.*There is a cohort of teachers that have implemented Mastery Learning and Grading.

*There is an ongoing focus on writing in the core content areas with an emphasis on claim and evidence in informational writing. In comparison to previous years, content classes in history and science are assigning more short-constructed writing assessments to monitor and grade learning.

*Counselors meet regularly with students to develop and monitor ICPs.

*Homeroom meetings are used to present the college and career readiness standards as well as the school-wide learner outcomes to students.

*A well trained support staff team has taken on the task of organizing the various annual test, including SBAC, Interim Assessment Blocks (IABs), and CMA, California Alternate Assessment (CAA), PSAT, National Assessment of Educational Progress (NAEP), Fitness Gram, and mathematics end of course exams.

*Additional support staff analyzes and monitors student progress as well as offering interventions and home visit follow-up (PSA, PSW, College and Career Coordinator, dean, Bridge Coordinator, Magnet Coordinator, school psychologist, Community Rep.)

*Academic coaches support teachers through Common Planning Time trainings and the modeling of effective teaching strategies.

*Active Parent Booster Clubs

*Monthly lunchtime activities that promote school spirit and the District's Foundation Policy's Guiding Principles.

COMPREHENSIVE NEEDS ASSESSMENT

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspensions/expulsions, and non-cognitive skills. Recommendations derived from the SPSA Evaluation, LAUSD School Review Process(es), and review and analysis of the data below comprise the LAUSD Comprehensive Needs Assessment for the SPSA.

Directions: Review and analyze the data below, along with the SPSA Evaluation results, and determine actions that will help improve teaching and increase student achievement.

- LAUSD School Review Process Recommendations (if applicable)
- School Accountability Report Card
- School Experience Survey
- School Quality Improvement Index (SQII) Report Card
- School Report Card
- Smarter Balanced Assessment Criteria (SBAC) Examination

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

DIRECTIONS: Check the groups or committees that participated in the plan writing process. *Who* was involved in the self-review/needs assessment process (e.g., SSC, teachers, advisory committees, parents, students)? Describe the school's process for identifying areas in need of improvement and determining actions, strategies, and interventions to be implemented, i.e., *what happened* during the process (analysis of data, review of intervention results, examination of strategies proven to be effective). *When* did the process occur (dates)?

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> WASC Focus Groups	<p>Addressed the area of School Review Process Recommendations. Identified changes since last initial WASC accreditation for 2016 in the 2017-2018 SPSA and Dodson's WASC review process in October 2018.</p> <p>8/13/18 - Recap of WASC work. Read updated Chapter 3 - Recap of WASC work & read updated Ch. 3 Graphic organizer to document evidence related to staff content, Time to review their evidence</p> <p>8/24/18 - Focus Group A-E meetings. Document evidence for your focus group. In Departments, staff will paired up with other Dept members who had the same Ch 3 section and using the long graphic organizer they consolidated the cited indiv. evidence noted in Session 1. This step helped them address grade level needs as well as gaps in evidence.</p> <p>8/30/18 - WASC evidence collection - additional time - WASC Evidence Collection Staff given direction on uploading evidence into ADDITIONAL EVIDENCE Google folders</p> <p>9/6/18 - CFA - Come to consensus on the CFAs your grade level department will implement for this semester/year Calendar the date(s) of implementation. Share the CFAs and grading rubric on a shared google document.</p> <p>9/11/18 - WASC overview of Chapters 4 & 5</p> <p>9/20/18 - WASC Focus Group meetings. Chapter 3 summary of strengths and growth needs. Used the Here's What/So What/Now What - Here's What, So What, Now What: On last two pages of your focus group in chapter 3. (summary strengths growth needs.) Dry run of focus group Q&A</p> <p>9/24/18 - WASC Visit. Visiting panel met with Focus Group B (in Library), C (in Room 5) and D (in Room 14)</p> <p>9/25/18 - WASC Visit. Visiting panel met with Focus Group A (in Library) and E (in Room 5)</p>	<p>01/29/2019, 08/30/2018, 09/20/2018, 08/13/2018, 09/11/2018, 08/24/2018, 09/24/2018, 10/25/2018</p>

<input checked="" type="checkbox"/> English Learner Advisory Committee	<p>ELAC Holiday Meeting Literacy and Reading Inventory (December 11, 2018)- The objective of this meeting was to explain what is the Reading Inventory Assessment, what it measures, and how students can help support student literacy at home.</p> <p>ELAC Importance of School Attendance (November 27, 2018)- The objective of this meeting was to discuss the importance of school attendance, LAUSD's attendance goals and attendance policy, reasons students miss school, how parents can support students, analyze current EL attendance rate data, and discuss an unofficial recommendation on attendance for SSC.</p> <p>ELAC Comprehensive Needs Assessment (February 5, 2019)- The objective of this meeting was to understand the purpose of comprehensive needs assessment and to analyze various data on Dodson's EL learners such as the most current ELPAC data scores, Reading Inventory scores, and previous reclassification rates. It was also introduced and explained what is the Single Plan for Student Achievement (SPSA) and wrote a recommendation for SSC.</p>	<p>02/05/2019, 11/27/2018, 12/11/2018, 10/18/2018, 02/19/2019, 03/21/2019</p>
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<input checked="" type="checkbox"/> School Site Council	<p>Dodson's School Site council met throughout the year to develop and approve its School Plan for Student Achievement. It reviewed SPSA modifications that dealt with new allocations as well as transfer of funds in addition to salary savings of funds for positions no longer being funded. The SSC looked at data and identified strategies to provide support and funding for the strategies for increasing student achievement aimed at targeting the SPSA's measurable objectives. The council also developed the schools Parent Compact that identified goals and responsibilities for students, parents and the school. This compact was sent out in the US mail to all families. Furthermore, SSC also developed the school's Parent and Family Engagement Policy which explains the support Dodson provides to parents and students through the Policy's expected involvement, its shared responsibilities for high academic achievement, how Dodson builds capacity and parent engagement, as well as the access that Dodson provides through opportunities for all Title parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.</p> <p>10/4/19 SSC discussed new budget allocation for 7S046, \$70,053. Funded Instructional Coach and Teacher X-Time (NON-TUTOR) for PD. Updated SSC Bylaws and Update/ Develop Parent Compact and School PFEP.</p> <p>10/15/19 SSC reviewed and discussed the SPSA Evaluation for 2017-2018. Delegated School Safety Plan to Safety Committee.</p> <p>2/7/19 Discussed and approved budget allocation from Salary Savings of Ed Aide for Teacher X-time (non-tutor) for Kagan PD and Math PD, Reviewed budget and data in preparation for 2019-2020 Budget Development.</p> <p>2/25/19 Discussed and approved funding for 3rd allocation for 7S046 for Chromebook Carts and storage cart and Teacher X-Time (non-tutor) for Kagan PD, Kagan Coach. Approved a budget transfer from curricular trips to Teacher X-Time (non-tutor) for Kagan PD.</p> <p>3/25/19 SSC reviewed the budget and expenditures for 2018-2019 based on the SPSA Evaluation results to help conduct its comprehensive needs assessment for the SPSA strategies and budget for 2019-2020.</p>	<p>10/15/2018, 02/07/2019, 09/06/2018, 10/04/2018, 02/25/2019, 03/25/2019, 10/04/2018</p>
<input checked="" type="checkbox"/> Other: Math Coach and Math Department Chair	<p>January 4- SBAC Data SPSA – Single Plan for Student Achievement (for students who are not achieving) • 9 different items to consider when completing the SPSA.</p> <ol style="list-style-type: none"> 1) Main School 2) English Learners 3) MAIN/Co-teaching 4) AVID 5) VAPA 6) SDC 7) Maanet 	<p>01/04/2019, 01/07/2019, 01/11/2019, 01/23/2019, 01/24/2019, 03/06/2019</p>

8) Accelerated (3 subjects in 2 years)

9) Super-Accelerated (5 subjects in 3 years)

- Triangular visual to look at development of Intervention to help NOT MET and NEARLY MET students. 1)Self-guiding direction, 2)Instruction Implementation and 3)Data.
- Coaches would work to develop Intervention class using these 3 guiding principals and incorporate Counselors to implement identified students in creating the Intervention classes.
- Current intervention opportunities-After-school tutoring (WIN Homework Assistance), Saturday School (3 READs), Local District South Training, Coaching/Training (Cognitive Coaching)
- Intervention Levels
 - o Tier 1 -The student's attitude and behavior must be considered as a factor when creating class.

January 7

- Discussed SPSA 2018-2019. Reviewed 2018-2019 goals.

January 11

- Discussed SPSA 2018-2019. Discussed realistic increases for 2019-2020 goals

January 23

- We discussed the allocation of hours needed to accomplish our goals. We are requesting 273 hours.
- 90 hours allocation for data-data collection, analysis and implementation.
- \$9000 for material-common-core aligned supplemental materials across all 3 grade levels.
- Coaches would like all teachers to have ITEM SPEC Warm-ups in a booklet format for 2019-2020 to encourage daily use and review and serve as a Review/Study Guide for SBAC.
- We are proposing two 6th grade and one 7th grade auxiliaries to be used for Intervention for 2019-2020.
- The 6th grade auxiliary would target NOT MET and NEARLY MET incoming 5th grade students. This would be a 1st semester elective course with students exiting at the end of FALL semester.
- The math coaches would use 5th grade SBAC 2019, Spring 2019 grades and any pertinent resource yet to be identified.
- The 7th grade auxiliary would be comprised of 6th grade students who were NOT MET, NEARLY MET or teacher recommended.
- The math coaches would use 6th grade SBAC 2019 data and previous teacher recommendations to identify students and create the 7th grade Intervention class. These students show no demonstrable progress in 6th grade or those showing decline.
- Use the Spring 6th grade 10 Week Report Card for planning 7th grade auxiliary.
- Intervention courses will use Illustrative Mathematics so support their conceptual learning and procedural skills and ability. The auxiliary teachers would need to agree to teach the curriculum designed by the coaches.

January 24

- Coaches looked at the goals and estimated increases for 2018-2019 and determined that, based on previous year's data, the projected increases were not in line with the actual previous year's increase. Numbers were adjusted to reflect a more realistic numbers.

<input checked="" type="checkbox"/> Other: ELA Department Chair, Instructional Coach, AP for Instruction, Math Lead	Reviewed and compared Measurable Objectives from 2017-2018 and identified key findings currently for 2018-2019 to write Measurable Objectives for 2019-2020. Wrote strategies for ELA and ELD sections and based on key findings geared towards the M.O.s for 2019-2020 while considering budget items and budget availability. Modified current support in the 2018-2019 SPSA and added or removed supports that we not current or successful.	03/04/2019, 03/05/2019, 03/08/2019
<input checked="" type="checkbox"/> Other: PSW, PSA	Identified and listed current strategies for Social and Emotional health and Attendance. Stated Key findings and wrote M.O.s for 2019-2020 SPSA. Described supports and strategies for PSW and PSA.	03/07/2019, 03/05/2019

**Los Angeles Unified School District
2019-2020 School Plan for Student Achievement**

100% GRADUATION AND BEYOND

LAUSD Goal: All students will graduate from high school. Indicate all data reviewed to address this Academic Goal:

<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input type="checkbox"/>	Other: Focus Dashboard

1. List key findings related to 100% Graduation based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

CHRONIC DATA:

In 2017-2018 9.8% of students (170 students total) were Below 91% in attendance meaning they were chronic

In 2016-2017 that number was 10.2% or 193 students

As of December 2018 (so the current 2018-2019 school year) we had 8.5% in chronic which was down to 147 students

Students at 96% and above: Excellent Attendance:

In 2017-2018 75.8% of students (1,321students) achieved 96% attendance and above.

In 2016-2017 76.0% students (1,433 students) achieved 96% and above

As of December 2018 (so the current 2018-2019 school year) 78.5% of students (1,364) were at 96% and above.

There was a decrease of 3% from 58% in 2017-2018 to 55% in 2018-2019 for ALWAYS/ STRONGLY AGREE that "Teachers care if I'm absent from school."

2018 CA Dashboard data shows that Students with Disabilities declined 3.6% from -108.8 to -112.4 points from standard in ELA.

2018 CA Dashboard data in Math shows that "Socioeconomically Disadvantaged" students increased 1.9 points to maintain the status of Low in Math at 27.6 points below standard.

2018 CA Dashboard data in Math shows that "Students with Disabilities" increased 6.8 points with a status of Very Low in Math at 149.9 points below standard.

2018 CA Dashboard data in Math shows that "Hispanic" students increased 2.9 points to maintain the status of Low in Math at 35.8 points below standard.

SWD had 7% meets/ exceeds standard in Mathematics for 2018-2019.

EL students had 5% meets/ exceeds standard in Mathematics for 2018-2019.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

Dodson needs to increase its clear and frequent messages to students and parents surrounding attendance. This should be done through parent newsletters, homeroom meetings, the school's website, PSA notices to students and parents, Blackboard Connect and other mediums to increase attendance awareness for all stakeholders. Dodson also needs to increase in the area of personalized daily phone calls to parents on the day of an absence. Lastly, Dodson needs to increase its efforts with its chronic students. This can be done through home visits, mentoring, small group counseling and parent conferences also known as Student Attendance Review Team (SART) meetings.

Students might struggle with core content due to comprehension skills. Students with lower reading levels contribute to the struggle academically. Interest is another factor. We are rolling out Columbia Teacher's College Reader's Workshop which includes Book Club. Student choice is a key component in Book Club. We utilize Kagan Cooperative learning strategies in every classroom to assist the brain in processing information for comprehension and retention.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

Dodson was on track to meeting its attendance goals for this school year, however the UTLA work stoppage strike has hindered the progress in our attendance data. Students missed 6 or more days during the strike. Extended vacations during Thanksgiving and Christmas also hurt our data as there were more students out the Monday following break. Dodson is now in its 4th straight year of employing both a Pupil Service and Attendance (PSA) Counselor as well as a Psychiatric Social Worker (PSW.) The PSA works with students in the below basic and far below basic by providing student conferences, parent conferences, newsletters, attendance progress reports, parent phone calls, small group counselings, Attendance Improvement Meetings, Home visits and SART (Student Attendance Review Team) meetings. There is a greater emphasis on providing school-wide clear and frequent messages, making daily phone calls to students when they are absent and connecting with the targeted groups. The PSA provides incentives to students in the 96% attendance rate and higher through lunchtime activities and spirit days. In the future we hope to have homeroom challenges that provide incentives to the homeroom with outstanding attendance. The PSW provides mental health support and holds individual and group counseling sessions that have all helped to contribute to the increase of the school's improvement of student attendance.

Dodson has implemented Kagan strategies school wide, which has contributed to the academic success of our students. Students purposefully collaborate while maintaining a focus on the content. These strategies promote the student's ownership of the content by getting students to speak, listen, read and write about the content.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

As a routine practice, we analyze multiple data points and focus on our areas of need.

In ELA, History and Science we will use the following strategies:

Know and Wonder

Kileen Beers' Notice and Note SignPosts (i.e.: Contrast and Contradictions, Quoted Words, etc.)

In Mathematics we will use:

The Three Read Protocol,

Interleaved Warm-ups,

Cooperative learning strategies - (Numbered heads together, Timed-Pair-Share, Mathematicians Consult) and

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

Dodson's key support for 100% graduation will deal with strategies that affect the improvement of student success while also targeting ELA, Math and Social/ Emotional Goal areas.

State the School's Measurable Objective(s) for 2019-20. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required if this Goal is addressed.

Please refer to the content sections in the Goals and Objective section,

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : 100% Graduation*

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
Budget									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
			N/A	N/A					

Focus Area: Effective Classroom Instruction *Academic : 100% Graduation*

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
Budget									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
			N/A	N/A					

Focus Area: Interventions During and After the School Day and Other Supports *Academic : 100% Graduation*

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal *Academic : 100% Graduation*
 *Required if any Focus Area above is addressed.

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Los Angeles Unified School District
 2019-2020 School Plan for Student Achievement

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input checked="" type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input checked="" type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: CFA - Common Formative Assessments

1. List key findings related to English Language Arts based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

Based on 2017-18 SBAC Criteria data:

- 32% of Dodson Middle School's students received a Not Met/Nearly Met Standard Achievement Level for ELA in Grade 6.
- 37% of Dodson Middle School's students received a Not Met/Nearly Met Standard Achievement Level for ELA in Grade 7.
- 38% of Dodson Middle School's students received a Not Met/Nearly Met Standard Achievement Level for ELA in Grade 8.

Students with Disabilities (SWDs) performed at 11% Met/Exceeded Standard Achievement Level for 2017-18. 2019 CA Dashboard data shows that Students with Disabilities declined 3.6% from -108.8 to -112.4 points from standard in ELA.

English Learners (ELs) performed at 0.1 Met/Exceeded Standard Achievement Level for 2017-18.

Overall Dodson Middle School has shown gains in the Smarter Balanced Assessment in ELA in comparison to State and District data.

In 2017-18, the LD South average for 6th - 8th grade, in Meets/Exceeds was 39%. The District average was 40.5% while Dodson General Ed students scored 64%.

Dodson has invested five years focusing on writing in ELA using Columbia University's Teachers College Writer's Workshop program. In 2018-19, Dodson's school wide focus is literacy.

Improving students' reading comprehension through the use of Reader's Workshop which focuses on high interest novels to teach strategies and calls for ample in-classroom reading time should yield improved SBAC scores over time. To monitor students reading progress we are using Reading Inventory (RI) four times a year (every 10 weeks). RI provides a Lexile score.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

- 1) SBAC data reveal that a large number of students did not perform well in the area of reading. Strategies for improving students' understanding of text structures and features as well as language use will be developed and practiced school-wide, such as Reading Across the Curriculum and Reader's Workshop.
- 2) Professional development has been provided to promote Reading and Writing Across the Curriculum. Professional Learning Communities (PLCs) will increase Writing Across the Curriculum guiding students as they apply literacy skills across all disciplines.
- 3) Instructional rounds have been practiced in only Math and Science departments. ELA and History teachers will conduct peer observations to gather data on how well students are understanding the concepts in order to refine the lesson and improve student achievement.
- 4) There is a need to broaden the strategies suggested in Writer's Workshop as it relates to reading and train and assist ELA teachers, aides and Resource Teachers. This will strengthen Dodson's approach to help students' stamina, volume, and independent in both reading and writing, which will inevitable show in SBAC data.

Our SBAC scores show that while students can read, comprehend and write they need to improve the following skills:

Key Details: Inference & Implicit Details

Target 1 for Literature

Target 8 for Informational Text

Central Idea/Theme: Identify Important Details & Summarize

Target 2 for Literature

Target 9 for Informational Text

Word Meanings*: Context, word relationships, word structure, or use of reference materials, especially for academic (Tier 2) vocabulary in all disciplines

Target 3 for Literature

Target 10 for Informational Text

Students are challenged by informational text, inferencing, and details. For that reason, the ELA department is focusing on Targets 1 and 8 because these present the highest need in both Fiction and Non Fiction text.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

Dodson is on track to meet its measurable objective because of the regular use of "On Demand" assessments in the English department. This type of assessment mimics the SBAC Performance Task by asking students to produce a certain writing (Narrative, Informational, Argumentative) independently. Students learn to independently conduct research and engage in the writing process. It is our belief that as students continue to practice research and writing throughout their time at Dodson, their skill for critical reading and writing skills will improve. Strategies like working backwards and curriculum design helps increase the use of strategies that positively affect its students. In addition, Unit son Study as well as the Kagan Cooperative Learning Structures for speaking and listening have contributed to Dodson's success.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

We did not meet the measurable objective of 65%, but we are still on track because we are looking at data to inform our instruction and to make incremental gains using multiple assessments such as Reading Inventory, student journals with TCWRP's Reading Progression, and Running Records (in 6th grade) as our common formative assessment. We will be targeting specific student populations (ie: ELs, SWDs, GATE, AVID) for case students and be able to provide needed in-class and out-of-class interventions.

State the School's Measurable Objective(s) for 2019-20. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required

By June 2020, school-wide ELA scores will increase overall by 4% in meets/exceeds standard from 64% (in 2017-2018) to 68%.

ELA scores for Students with Disabilities (SWD) will increase 2% in meets/exceeds standards from 11% in 2017-2018 to 13% by June 2020.

2018 CA Dashboard data shows that 'STUDENTS WITH DISABILITIES' in ELA are 112.4 points below standard placing them in the "RED." To move from red to "orange" by the 2019 CA Dashboard, "Students with Disabilities" will increase by 5 points with "Students with Disabilities" increasing to 107.4 points below standard.

By June 2020, 6th grade SBAC scores will increase by 4% in meets/ exceeds standard from 68% (17/18) to 72%.

By June 2020, 7th grade SBAC scores will increase by 4% in meets/ exceeds standard from 63% (17/18) to 67%.

By June 2020, 8th grade SBAC scores will increase by 4% in meets/ exceeds standard from 62% (17/18) to 66%.

By June 2020, EL student SBAC scores will increase by 3% in Nearly Met Standard from 15% (17/18) to 18%.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Staff conference attendance will allow for teachers to attend:</p> <p>The Kagan Conferences (To learn various Cooperative Learning Strategies, WIN-WIN Discipline, Brain-Based)</p> <p>Kagan Coaching Conferences (Teachers attend Conference to be a school site Kagan Coach)</p> <p>Kagan Coaching In-service (On-Site Kagan Coach works with identified teachers on Kagan structure.</p> <p>Adaptive Schools (to develop the collective identity and capacity of organization members as collaborators and inquirers and leaders)</p> <p>District ELA Trainings (CFA, SBAC Item Analysis, BEAL)</p> <p>Columbia University Teachers College Reading & Writers Workshop Institute (consecutive day trainings to implement reader and writer workshops)</p> <p>Google Summit (Events that focus on deploying, integrating, and using G Suite for Education and other Google Tools to promote student learning in K-12 and higher education)</p> <p>AVID Summer Institute and conferences (AVID staff learn various strategies to support students. Professional development at the AVID conference where they will learn research-based strategies and curriculum with training and methodologies that develop students' critical thinking, literacy, and writing skills).</p>	<p>08/20/2019</p> <p>05/31/2020</p>	<p>Principal will meet with teachers and staff attending training and conferences to plan the PD they will present. Teachers will report ideas to department chairs who will demonstrate and model the instructional strategies to the teachers within their respective departments.</p> <p>Administrators and Kagan Coach(es) will conduct non-evaluative observations of the teacher implementing Kagan Cooperative Learning structures. Students will demonstrate positive interdependence, individual accountability, equal participation, and simultaneous interaction.</p> <p>The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades of C or better. The EL Designee will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores. The Math and ELA coaches will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores and lead a data analysis with the rest of the staff.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Cornelius Minor (Contracted Instructional Services) will provide PD to support deep and wide literacy reform through the use of students' experiences with technology and to recruit students' engagement in reading and writing while increasing teachers' engagement in communities of practice.</p> <p>Units of Study for Teaching Writing: The Units of Study (Contracted Instructional Services through Teachers College at Columbia University) curriculum requires students to craft narrative, informational, and argumentative writing by way of generating ideas, using genre specific structures, developing elaboration and craft techniques, and evaluating and revising their writing. The curriculum utilizes the structure of Writer's Workshop and provides students with ample opportunities to develop written and verbal literacy skills that are essential for academic success not only in the English discipline but in all disciplines in academia.</p> <p>Units of Study also helps students explore debatable claims through reading informational text to gather facts and evidence to support a claim. When researching, students evaluate the credibility, relevance, accuracy, authority, and purpose of various forms of media. Units of Study provide a narrative unit that allow students to create imagined experiences and convey real events that can address issues that deeply affect the planet and its inhabitants. Furthermore, being an effective communicator through written and/or verbal expression is important for career and real world settings. Units of Study provides, "on demand" writing prompts to help students practice communication skills that will assist them in the real world, whether it is to complete a college entrance exam or a professional application for work.</p> <p>The Units of Study curriculum also provides the opportunity for teacher/student writing conferences, in which students self assess their writing and revise their work while looking at small segments or chunks of their writing focusing on a targeted skill. Students learn to identify their specific areas of need and are able to reflect on their own writing and thinking. Teachers provide immediate, specific feedback that can be used by the student to reinforce the targeted skill in that moment to further hone their craft as the writing process continues.</p> <p>Units of Study for Teaching Reading: The Units of Study (Contracted Instructional Services through Teachers College at Columbia University) reading curriculum requires students to "become flexible, resilient readers who read for pleasure as well as for academic purposes. We want them to have a toolkit of strategies for dealing with difficulty, and we want them to know when and how to use those strategies." Additionally, "The simplicity and predictability of the workshop frees the teacher from constant choreographing so that he or she has time to observe, to listen, to assess, and to teach into specific student needs. For the bulk of time during each day, students read, and as they do, they draw upon an ever-growing repertoire of skills, tools, strategies, and habits." Small group conferencing supports English Learners by targeting Lexile levels and skill instruction through Book Clubs, a key component of the Reader's Workshop.</p>	<p>08/20/2019 06/12/2020</p>	<p>ELA teachers will analyze student data from the Pre and Post On-Demand Writing assessments and Culminating Tasks for each unit in ELA and Common Formative Assessments in other content areas and will set growth targets based on student achievement. The ELA coach, Disciplinary instructional leads will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores and lead a data analysis with the rest of the staff. ELD Teachers will monitor EL students' Lexile levels for progress monitoring and small group placement.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teacher X-Time (NON TUTOR) will allow for ELA and History teachers (20 hours) to lesson plan for instructional rounds and debrief the observations of co-constructed lessons, review SHEG (Stanford History Education Group) lessons (lessons that start with a compelling question, provides primary evidence, and asks students to use historical thinking skills to solve the problem, as well Units of Study, a writing curriculum that is comprised of mini- lessons. Finally, teachers will review student work to include but not limited to the analysis of Common Formative Assessment (CFA) and Instructional Assessment Block (IAB) data.</p>	<p>08/20/2019 06/12/2020</p>	<p>The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades of C or better. The Math and ELA coaches will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores.</p> <p>The ELA coach, administration, and instructional leads will monitor progress and evaluate progress using Common Formative Assessments for History and ELA, IABs, Pre and Post On-Demand Writing assessments and Culminating Tasks for each unit in ELA and lead a data analysis with the rest of their respective department members.</p>
<p>Teacher release days will allow teachers to participate in a 3 hour PD to 1) plan session using agreed upon WICOR strategies, 2) conduction observations (Instructional Rounds), and 3) debrief and plan for next steps. This will allow teachers to help students organize and process data, as well as help their peers problem solve. This stimulates critical thinking and helps students prepare for tests and helps them be College and Career Ready.</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal, AVID teachers, and AVID administrator will oversee the participation of students and evaluate progress. AVID teachers will use the Looking at Student Work Protocol to analyze students' use of WICOR strategies and measure effectiveness using rubrics. The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades of C or better.</p>
<p>Teacher X-Time (NON TUTOR) will provide time for ELA and History teachers to attend: Kagan Conferences (To learn various Cooperative Learning Strategies); and Kagan Coaching Conferences (Teachers attend conference to be a school site coach), Columbia University Teachers College Reading & Writing Conference (consecutive day trainings to implement reader and writer workshops) , Google Summit (Events that focus on deploying, integrating, and using G Suite for Education and other Google tools), AVID Summer Institute and AVID conferences (staff learn various strategies to support thinking, literacy, and writing skills), and CATE conference (to learn strategies for improving the achievement of at-risk students including SWDs and EL students).</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal will meet with teachers and staff attending training and conferences to plan the PD they will present. Teachers will report ideas to department chairs who will demonstrate and model the instructional strategies to the teachers within their respective departments.</p> <p>Administrators and Kagan Coach(es) will conduct non-evaluative observations of the the teacher implementing Kagan Cooperative Learning structures.</p> <p>The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/R/ELPAC scores. The Math and ELA coaches will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores and lead a data analysis with the rest of the staff.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teacher Release Day will allow for teachers to attend PD during the regular assignment so that they will be able to provide their students with a more effective curriculum that meets CCSS by allowing them to learn from experienced teachers. This will include Instructional Rounds and conferences. The AVID conference (and Summer Institute) will allow teachers to participate in professional development at the AVID conference where they will learn research-based strategies and curriculum with training and methodologies that develop students' critical thinking, literacy, and math skills. Teacher Release Day will allow teachers the time to attend a WICOR strategies PD as well as Instructional Rounds to observe other teachers. WICOR strategies helps students organize and process data, as well as help their peers problem solve. WICOR strategies stimulate critical thinking and helps students prepare for tests and helps them be College and Career Ready. November 2019-March 2020. Teacher Release Day will allow for teachers to attend PD during the regular assignment so that they will be able to provide their students with a more effective curriculum that meets CCSS by allowing them to learn from experienced teachers.</p> <p>Attendance at Kagan PD, will allow teachers to learn instructional strategies for their students to put content into the correct memory systems by training teachers to create the memories they want students to create to increase the retention of the lessons taught. Teachers will match the correct memory system to help their teaching be more efficient.</p> <p>Teacher Release Day time will allow for History and ELA teachers to attend PD and data analysis during the regular assignment so that they will be able to provide their students with a more effective curriculum that meets CCSS. Teachers will use a checklist to Assess Student Writing/Norming a Rubric for LASW Protocol. Teachers will use a LASW Protocol after they administer the Collaborative Assessment. Teachers will focus on the importance of the criteria and will compare student data. Experienced teachers will model lessons for beginning teachers and review student data together. Teachers will review and discuss the first completed round of collaborative assessments.</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal will meet with teachers and staff attending training and conferences to plan the PD they will present. Teachers will report ideas to department chairs who will demonstrate and model the instructional strategies to the teachers within their respective departments.</p> <p>The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores. The Math and ELA coaches will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores and lead a data analysis with the rest of the staff.</p>
<p>Dodson Middle School has assessment and monitoring systems in place to determine student progress towards achievement of the academic standards, the college-and-career readiness standards, and school wide learner outcomes. One component of this system involves Department chairs and Disciplinary lead teachers conducting professional development for their groups during Common Planning Time where they analyze student performance data, look at student work, design common assignments, align grading practices, and collaborate on lesson designs to support academic language, literacy and writing across all disciplines. Although Lead teachers and Department chairs meet with the academic coaches and other support personnel to prepare their presentations, there is still a need for them to be effective collaborators, inquirers, and leaders. As such, PD opportunities (i.e., Adaptive Schools, Teacher X-Time ;NON TUTOR) for training outside of regular school hours) should be sought out that provide them with tools to develop collaborative groups.</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal and lead teachers will collaborate with department chairs to oversee participation of teachers and evaluate progress.</p> <p>Instructional Leads will use the Looking at Student Work Protocol to guide their respective teams to analyze Common Formative Assessments and the Student Behavior Log to document observational data about specific students who are identified as "at-risk". Members of WASC Focus Group A will analyze student work for each School-wide Learner Outcome.</p>
<p>Categorical Program Advisor will facilitate the analysis of data among stakeholders to identify school goals and student achievement on the SBAC in ELA. The CPA will ensure Federal compliance regarding categorical funding and advisory committees focusing on instructional objectives.</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal will monitor CPA activities through logs, meetings, and updates on student data.</p> <p>The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores. The Math and ELA coaches will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores and lead a data analysis with the rest of the staff.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>ELA teachers will participate in activities such as analyzing student data, observing best practices, lesson planning and creating common formative assessments. (Teacher Release Day 10 days @ \$462 per day) Teachers and Staff will reproduce common formative assessments, study guides, and ELA intervention lesson materials.</p> <p>For English Learner students, ELA and ELD teachers will review student achievement data, including but not limited to ELPAC, Reading Inventory, and On Demands for planning and small group instruction purpose. In Integrated ELA/ELD, students will be grouped by common Lexile levels allowing for appropriate Book Club differentiation.</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal, Literacy Coach and Department chair will coordinate observations and meetings and evaluate progress.</p> <p>The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores. The Math and ELA coaches will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores and lead a data analysis with the rest of the staff.</p>
<p>Teacher X-Time NON TUTOR will allow teachers to learn instructional strategies for their students to put content into the correct memory systems by training teachers to create the memories they want students to create to increase the retention of the lessons taught. Teachers will match the correct memory system to help their teaching be more efficient.</p> <p>Kagan instructional strategies support the Reader's and Writer's workshop structure that requires active engagement between and among students which will help increase school-wide ELA SBAC scores by 4% in meets/exceeds standard from 64% in 2017-2018 to 68% by June 2020 and support continued increase of reclassification.</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal will meet with teachers and staff attending and teachers will report ideas to department chairs.</p> <p>The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores. The Math and ELA coaches will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores and lead a data analysis with the rest of the staff.</p>
<p>Teacher Coordinator Differential will allow for teacher to facilitate the analysis of data among stakeholders to identify school goals and student achievement on the SBAC in ELA. The teacher will evaluate SBAC scores with department chairs.</p>	<p>08/20/2019 06/12/2020</p>	<p>The principal will monitor the teacher's activities through meetings and updates on student data.</p> <p>The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores. The Math and ELA coaches will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores and lead a data analysis with the rest of the staff.</p>
<p>Teacher's College Reading and Writing curated classroom libraries and Book Club bookshelves will support ELA instruction of reading strategies, such as Book Clubs and Reader's Workshop. Teachers will use Units of Study progressions as an instructional tool to scaffold the books.</p>	<p>08/20/2019 06/12/2020 New</p>	<p>Teachers, ELA Coach and Administration will monitor student reading level progress with Lexile levels in Reading Inventory.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
AVID teachers will meet monthly for 30 minutes for a Site Team meeting at PD Rate to learn WICOR strategies, calendar of events, program expectations, share best practices and plan for Instructional Rounds.	08/20/2019 06/12/2020 New	The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The Math and ELA coaches will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores and lead a data analysis with the rest of the staff.
In order to support English Learners during integrated ELA in ELA, teachers will utilize: 1) Kagan structures to facilitate increased listening and speaking activities within lessons. 2) Book Clubs which provide mitigated choice at appropriate Lexile levels while differentiating targeted skills. 3) Units of Study to support increased writing competency augmented by just in time feedback through individual or small group conferencing.	08/20/2019 06/12/2020 New	The ELA administrator will measure effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2100	30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-2,426	0.00	100
CE-ESSA T1 Schools(7S046)	1000	30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-6,995	0.00	100
CE-ESSA T1 Schools(7S046)	1000	117361 - CAT PRG AD C1T 27/11 (3 Hrs / 5 Days)	30401456	N/A	117361	70,666	1.00	100
CE-ESSA T1 Schools(7S046)	2100	11681 - CRD DIF CAT PRG ADV	N/A	N/A	11681	775	0.00	100
CE-ESSA T1 Schools(7S046)	2100	11622 - COORD DIFF TCHR	N/A	N/A	11622	775	0.00	100

Focus Area:

Effective Classroom Instruction

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Library Aide will help guide students and teachers with text and research related to their units of study that will assist students with their on-demand writing assessments. The Library aide will also assist with reading strategies and support student research of text. The aide will coordinate with the Problem Solving Data Coordinator.</p> <p>***** To provide one library aide at 3 hours/ day.</p>	08/20/2019 06/12/2020	The principal and CPA will monitor Library Aide support through meetings and student data. Intervention activities will be monitored as follows: RI – Data analysis of results after each assessment to identify students for expected, insufficient or no growth. For students with insufficient or no growth they will be regrouped to provide more targeted support based on areas of need. Evidence will include RI Growth reports and agendas showing RI Data Analysis

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>One CSR Teacher will reduce class size for all ELA classes, including mainstream students, while targeting at-risk SWD and EL students scoring not met/ nearly met and nearly met on the SBAC and will assist students who struggle with reading, writing, and speaking and listening.</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal, ELA department chair and ELA coach will monitor student progress and evaluate scores and student achievement.</p> <p>Effectiveness will be assessed through improving scores on CFAs and RI growth towards the proficient level.</p> <p>The teacher's role is to deliver instruction, administer CFAs (formative assessments), review the data, and let the data drive future instruction. This can include re-teaching a topic, small group instruction, and/or staying on course with scope and sequence. Teacher will candidly engage in data analysis, reflection and make adjustments as needed to ensure we have a continuous cycle of improvement throughout the year.</p>
<p>Day to Day Subs, Benefited Absences, to cover 4 days of benefited absences for CSR Teachers.</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal, ELA department chair and ELA coach will monitor student progress and evaluate scores and student achievement.</p>
<p>Education Aide III (AVID) will provide support to the AVID teacher and work directly under the supervision of that teacher to help assist with instructional reinforcement activities with students in the Advancement Via Individual Determination (AVID) Program. To provide three different aides for 3 hours/ day in different rooms possibly at the same time, depending on the master schedule. Three separate positions at 3 hours each per day.</p>	<p>08/20/2019 06/12/2020</p>	<p>The ELA administrator will measure effectiveness of strategies by looking at academic grades of C or better. Principal, AVID teachers, and AVID adviser will monitor Education Aide III (AVID) through meetings and student data.</p>
<p>To supplement the CORE instructional program and to improve the academic achievement of SWD and EL students and at-risk students in the AVID program, curricular trips will be scheduled to University of California (UC), California State Universities (Cal State) or private universities to promote a college going environment, motivate and promote students to pursue higher education, and learn the benefits of going to college. The trips will increase their awareness and understanding of the enrollment and application process of process in four-year colleges. Their participation will help them become educated and responsible participants and leaders in a democratic society. Students will be exposed to real world college aspects and the importance of attendance in school to meet such requirements for college.</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal, AVID teachers, and CPA will oversee the participation of students and evaluate progress.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To supplement the CORE instructional program and to improve the academic achievement of at-risk students, curricular trips will be scheduled to the CA Science Center (to gain hands-on experiences related to the NGSS), Museum of Tolerance (allow students to explore exhibits that expose them to the dynamics of prejudice and discrimination historically and today), Cal State Long Beach (to promote higher education and provide experiences of college campus), LACMA (to engage students in discussions focusing on art that aligns with the state content standards for history/social science, ELA and CCSS,) Point Fermin Education Center (allow students to explore ocean and marine environments through hands-on STEM experiences aligned with NGSS and ELA CCSS,) Getty Museum, and Getty Villa (allow students to explore elements of art and allow them to discover how to evaluate and defend their role in the composition of a work of art while addressing social science and ELA standards,) JPL (Jet Propulsions Laboratory/ NASA), and The Norton Simon. Students will learn about NASA/JPL various space exploration and Earth monitoring projects to increase their achievement in Mathematics CSS. This experience directly links with their robotics and MESA projects at school. The Norton Simon trip is designed to expose students to various artworks relevant to the time periods and social/political movements studied in their seventh and eighth grade years allowing students to better access the Common Core State Standards. This trip specifically targets EL and at-risk students by providing them with first- hand experience of sculptures, paintings, and engravings in order to build context and enrich their studies by providing a concrete reference point from which students can make connections across the curriculum in order to deepen their understanding of CCSS. Exposure to various science and technical aspects of the real world will increase their understanding of careers available with a career, technical, and college education.</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal, teachers, and CPA will oversee participation of students and evaluate progress.</p>
<p>As a result of the following trainings, teachers will be providing effective classroom instruction:</p> <ol style="list-style-type: none"> 1. Columbia University's Reading and Writing trainings (successful implementation of both the reader's and writer's workshop structure) 2. Adaptive Schools trainings (Successful implementation of collaborative strategies) 3. Kagan Cooperative Learning trainings: (Successful implementation of Cooperative Learning strategies in groups) 	<p>08/20/2019 06/12/2020</p>	<p>Principal, ELA Coach and TSP Coordinator will monitor PDs and evaluate progress. Intervention activities will be monitored as follows: RI – Data analysis of results after each assessment to identify students for expected, insufficient or no growth. For students with insufficient or no growth they will be regrouped to provide more targeted support based on areas of need. Evidence will include RI Growth reports and agendas showing RI Data Analysis</p> <p>Effectiveness will be assessed through improving scores on CFAs and RI growth towards the proficient level.</p>
<p>Some examples of technology being used in ELA classrooms include: All ELA classes have Chrome Book carts so students have a digital device to use for research purposes, working with publisher resources, drafting assignments, Google Classroom, etc. Laptops, projectors, document readers are used by staff to assist with lesson delivery Timers or apps for timers are used to keep students on track and create a sense of urgency in using their time wisely</p>	<p>08/20/2019 06/12/2020 New</p>	<p>Principal, AP over technology, ELA Chair and TSP Coordinator. The teacher's role is to deliver instruction, administer CFAs (formative assessments), review the data, and let the data drive future instruction. This can include re-teaching a topic, small group instruction, and/or staying on course with scope and sequence. Teacher will candidly engage in data analysis, reflection and make adjustments as needed to ensure we have a continuous cycle of improvement throughout the year.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Universal instructional strategies expected to be seen in all ELA classrooms are: Wait Time Stop and Jot (text annotation and/or notes) Turn and Talk (Think, Pair, Share) Revoice Tell me more Then STUDENT adds to it When it's going in the wrong direction, T. tells student, "where in the text...?" THE COMPLIMENT (Adapted from Powerful Choices) Research shows praise to be more powerful tool for changing behavior than correction. We need to notice what students are doing (or almost doing) right, specifically name it, and linger over it.</p> <ul style="list-style-type: none"> · "May I stop you to give you a compliment?" · "I'm noticing...." (Name exactly what the student is doing well.) · "That is important, because..." (Explain how this will contribute to the student becoming a stronger writer/reader/student/person.) · "As you continue in this work as a writer/reader/historian/scientist/mathematician, keep on...(Name the behavior and give a high five or fist bump.) · "Here's a note to help you remember." (Record it on a Post-It) <p>These strategies support student engagement and achievement as follows: Wait Time – allowing a student to process what they've seen/heard and make connections to prior learning before answering out loud Stop and Jot – this is not only an engagement strategy which trains students to be an active learner, but is also a metacognitive strategy which requires the student to jot things like something they learned, are curious about or want to remember, a new word they encountered, an idea they have or a feeling/emotion that the student is experiencing Turn and Talk – provides students with air time to discuss the topic being presented. Working with other students allows a student to hear other's ideas which may add to his/her own knowledge or clarify a point of confusion Revoice - provides students an opportunity to either validate his/her understand and add more information or the teacher to redirect THE COMPLIMENT – to change a behavior praise is a more powerful tool than correction</p>	<p>08/20/2019 06/12/2020 New</p>	<p>Principal, AP over ELA, ELA Chair, Math Chair and WASC Coordinators. Leadership team will monitor universal strategies through classroom observations and WASC Snapshot visits. Universal strategies will impact all content areas and are essential in the core contents(English, History, Math, and Science) because they allow for deeper processing and metacognitive discussions. The teacher's role is to deliver instruction, administer CFAs (formative assessments), review the data, and let the data drive future instruction. Results will indicate whether the teacher needs to re-teach a topic, provide additional targeted instruction in a small group, and/or stay on course with scope and sequence. Teacher will also candidly engage in data analysis, reflection and make adjustments as needed to ensure we have a continuous cycle of improvement throughout the year. The teacher's role to student achievement is vital. Tier 2 and 3 students will be closely monitored to ensure they are progressing with the end goal of grade level proficiency.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2420	21021 - LIBRARY AIDE C1T/05 (3 Hrs / 5 Days)	30417067	N/A	21021	14,343	1.00	100
CE-ESSA T1 Schools(7S046)	1000	13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30383316	N/A	13641	117,632	1.00	100
CE-ESSA T1 Schools(7S046)	1000	24520 - ED ADE 3 AVID C1T/05 (3 Hrs / 5 Days)	30440050	N/A	24520	12,107	1.00	100
CE-ESSA T1 Schools(7S046)	1000	24520 - ED ADE 3 AVID C1T/05 (3 Hrs / 5 Days)	30434469	N/A	24520	12,107	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10562 - DDSUB CSR T BEN ABSC	N/A	N/A	10562	1,496		100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2100	30205 - PERS-LIBRARY AIDES	N/A	N/A	30205	1,426	0.00	100
CE-ESSA T1 Schools(7S046)	1000	24520 - ED ADE 3 AVID C1T/05 (3 Hrs / 5 Days)	30428550	N/A	24520	12,107	1.00	100

Focus Area: Interventions During and After the School Day and Other Supports *Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The Toshiba contract (Other Non-Instructional Contracted Services) will support all Title I, SWDs and EL students for supplemental materials and professional development. It will allow for making copies of supplemental materials. The contract provides the resources to design, implement and monitor instruction to raise the achievement of all Title I, SWDs and EL students in Common Core ELA Standards. Machines include: ESTUDIO456/ C2C223617/ COUNSELING OFFICE, ESTUDIO456/ C2D233557/ FACULTY LOUNGE, ESTUDIO456/ C2D233620/ MAGNET WORKROOM, ESTUDIO456/ C2F245766/ ATTENDANCE, ESTUDIO6540CT/ CCG211930/ MAIN OFFICE, ESTUDIO756/ CKH211006/ MAIN OFFICE COPY ROOM, HEWLASERJET4100/ USLNH31721/ LIBRARY OFFICE, HEWLASERJET 4250/ CNGXB54590/ COUNSELING, HEWLASERJET 4250/ CNGXF16813/ ATTENDANCE OFFICE, LEXT654N/ 794MR60/ MAIN OFFICE, ESTUDIO 6540CT/ CCG211930/ MAIN OFFICE	08/20/2019 06/12/2020	Principal and Magnet coordinator will monitor use of copiers and communicate with staff as necessary. Teachers are issued a copier code which allows General Ed. teachers 200 copies and Special Ed. teachers 500 teachers to support their instructional program.
Repairs of the DUPLO equipment (Maintenance of Equipment) will provide support for Title I students and is used towards supporting instructional intervention and professional development activities. DUPLO Terminator Model DP-330Le/ MAIN OFFICE COPY ROOM	08/20/2019 06/12/2020	Principal and Magnet coordinator will monitor use of DUPLO and communicate with staff as necessary. Teachers are issued a DUPLO code which allows all teachers to make a minimum of 50 copies and a maximum of 2000 copies to support their instructional program.
The Secondary Counselor and TSP Adviser will identify students at-risk of scoring below nearly met and met on the SBAC in ELA and provide them Saturday Intervention classes. The classes will be taught by teachers on Saturdays (Tutor Teacher X-Time 69.50 hrs. @ \$85 per hr.). Saturdays will allow for a 3-hour concentrated intervention. Teachers, Counselors, and parents will identify students for the afterschool WIN Homework Assistance Program, which will be on Mondays and Wednesdays after school (Tutor Teacher X-Time 69.50 hrs. @ \$85 per hr.) Counselors and teachers are instrumental to the success of the WIN Program since they will (1) use early alert system to identify at-risk students to recruit and monitor students in the program, and (2) provide timely referral to the WIN Program. Students are identified for intervention using data. We review the following: • Incoming 6th graders: o EOY Dibels o SBAC ELA – Standard Nearly Met and Did Not Meet • 7th & 8th Graders: o SBAC ELA – Standard Nearly Met and Not Meet RI scores	09/23/2019 05/08/2020	Principal, Secondary Counselor and TSP Adviser will oversee logs and instruction of intervention programs. Academic and Work Habits grades will be used as a form of measurement.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Intervention classes will use lessons that will focus on writing, speaking, listening using the On the Record curriculum. It will offer reading materials and lessons for them to increase their reading skills and abilities to form opinions and support their opinions from content within the article and the lessons of the website. They will be provided novels to read, activities to complete in consumable Reading Handbooks. Many of the articles will offer students high interest reading materials. Teachers will follow Columbia University Teacher's College Reader's Workshop curriculum.</p>	<p>08/20/2019 06/12/2020</p>	<p>Intervention teachers will analyze student data and set growth targets to create growth targets based on student achievement. Consumable workbooks (Reading Handbook) and the program's Assessment quizzes will be used to measure effectiveness.</p>
<p>Reading Inventory will be purchased to assess Reading Lexile scores. Range of Lexile scores are used to establish next teaching steps. Teachers work with students in small groups on targeted skills to move students to the next level.</p>	<p>08/20/2019 06/12/2020</p>	<p>The CPA and principal will monitor implementation of intervention classes and provide teachers feedback.</p> <p>Intervention teachers will monitor student progress through student grades and assessment scores from Reading Inventory</p>
<p>Teacher Auxiliary will reduce class sizes and provide supplemental instructional service and provide intervention during the day. An ELA auxiliary class will also be implemented for 25 students in grades seven and eight to work with them to help improve their understanding of ELA content standards.</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal and ELA Coach will monitor student progress and meet with the teacher to evaluate progress. Teacher Auxiliary – Students will take CFAs. Reading will also be monitored through RI. Improved scores on both CFAs and RI will show the interventions are making an impact. Evidence will include the RI and CFA dates on the Master calendar.</p>
<p>The College and Career coach will utilize multiple data points including Early Warning Indicator data on grades, attendance, and behavior to support intervention efforts, and analyze these various data sources to identify early alerts and collaborate on intervention to meet the needs of at-risk students. The Coach will monitor progress reports to identify students that earn Ds and Fs and need support strategies such as Homework Help in ELA and Math content courses and Saturday school. The coach's and Dodson's goal in these supports is to build study skills and guide students in building short-term and long term goals, thereby building skills that may improve grades, reduce absenteeism, and improve work habits and classroom behavior.</p> <p>The coach will work closely with the dean's office to support many of our at-risk students by collaborating with teachers, parents and students to find resources, and plans to support them. These include counseling students, managing dailies, setting up meetings between parents and teachers, and often visiting families at home.</p> <p>The College and Career Coach differential will provide time beyond the regular work day for home visits and additional time for working parents of at-risk students after school for the assigned duties of the College and Career Coach.</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal and Literacy coach will oversee instruction of intervention programs. College and Career coach will monitor the growth of grades to C or better, attendance and behavior of at-risk students. Monitoring will be done through class observations, use of early warning indicator data, Common Formative Assessments, and InterDisciplinary Team discussions.</p>
<p>The Intervention/Prevention Coordinator is responsible for the delivery of professional development related to the tiers of intervention. In addition, the coordinator will also develop and monitor student intervention plans using the schools integrated data and assessment system.</p>	<p>08/20/2019 06/12/2020</p>	<p>The principal will monitor implementation of interventions and MTSS Framework.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Summer School (Extended Learning Opportunity School) from 8:00-11:50 for 24 days will target students with Ds and Fs in English. The program will focus on reading literature and informational text to address Targets 1 and 8 for Inference in Literature and Information and Targets 2 and 9 for Central Idea in Literature and Information. Students will have independent reading novels to assist with literature and informational texts from StudySync, NewsELA, and Scope magazines.</p>	<p>07/09/2019 08/09/2019 New</p>	<p>The Summer School Administrator and teachers (one in 7th and one in 8th) will use the TCRWP's Reading Progression for Literature and Information to measure effectiveness. Intervention activities will be monitored as follows: • RI – Data analysis of results after each assessment to identify students for expected, insufficient or no growth. For students with insufficient or no growth they will be regrouped to provide more targeted support based on areas of need. Evidence will include RI Growth reports and agendas showing RI Data Analysis</p> <p>Effectiveness will be assessed through improving scores on CFAs and RI growth towards the proficient level.</p> <p>The teacher's role is to deliver instruction, administer CFAs (formative assessments), review the data, and let the data drive future instruction. This can include re-teaching a topic, small group instruction, and/or staying on course with scope and sequence. Teacher will candidly engage in data analysis, reflection and make adjustments as needed to ensure we have a continuous cycle of improvement throughout the year.</p>
<p>(DIFFERENTIAL- INTERVENTION/ PREV SUP COORD) To provide support for at risk students beyond the hours of instruction.</p>	<p>08/12/2019 06/12/2020 New</p>	<p>The principal will monitor implementation of interventions and MTSS Framework. Monitoring will be done through class observations, use of early warning indicator data, Common Formative Assessments and grades and InterDisciplinary Team discussions.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA-T1 C&C Coach(7T124)	1000	14188 - MS COL & CAREER COACH (6 Hrs / 5 Days)	30425376	N/A	14188	121,995	1.00	100
CE-ESSA T1 Schools(7S046)	1000	14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	30414245	N/A	14496	121,995	1.00	100
CE-ESSA T1 Schools(7S046)	2100	50003 - OTH NON INSTRL CONT	N/A	Toshiba	50003	2,500		100
CE-ESSA-T1 C&C Coach(7T124)	1000	14190 - COL&CAREER COACH DIF	N/A	N/A	14190	1,549	0.00	100
CE-ESSA T1 Schools(7S046)	1000	11759 - INTVN/PREV SUPC DIFF	N/A	N/A	11759	1,550	0.00	100

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal

Academic : English Language Arts

***Required if any Focus Area above is addressed.**

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>By attending workshops conducted twice per semester, parents will learn methods and strategies that will reinforce and enhance student learning in the area of english language arts. The workshops and web-based resources will feature the following topics:</p> <ul style="list-style-type: none"> • Understanding Smarter Balanced testing • Questioning techniques • Graphic organization of literary concepts • Creating a literacy/print rich home environment • Encourage parents to visit classroom • Literacy Night <p>Parents will observe english language arts in the classrooms, organized by the Community Representative, and engage in a debriefing session using a protocol with the Instructional Coach to understand successful english language arts' strategies.</p> <p>Dodson will offer parent workshops and training in the evening and during the day. PLBAO Parent conferences will be scheduled twice a year for parents and the school will schedule Back-to-School Night and Open house activities for parents to meet and talk with teachers, coordinators and school staff.</p> <p>In addition, workshops for Reading Comprehension, SBAC Overview, A-G requirements, mastery grading, Schoology, School Wide Learner Outcomes and strategies for GATE students will be provided.</p>	<p>08/20/2019 06/12/2020</p>	<p>The Instructional Coach, CPA, and principal will monitor parent sign-ins and review parent evaluations.</p>
<p>The Community Representative will be trained to understand the changes to the new Learning Management System (Schoology), and conduct parent training.</p>	<p>08/20/2019 06/12/2020</p>	<p>The Principal, CPA, Community Rep., Instructional Coach and TSP Coordinator will monitor parent attendance at advisory councils and will oversee parent involvement.</p>
<p>Faculty and staff will continue to use online communication tools to keep parents informed regarding the student classroom experience and expectations.</p>	<p>08/20/2019 06/12/2020</p>	<p>The principal, magnet coordinator and counselors will oversee the use of Schoology and MiSiS contact log for parent communication.</p>
<p>Categorical Program Advisor will work with the Community Rep. to coordinate translation of newsletters and articles as well as Title I and advisory council communications. The CPA will work with parents of the SSC to ensure parent input and participation and notification of Title I services available to parents.</p>	<p>08/20/2019 06/12/2020</p>	<p>The Principal, CPA, Community Rep., and TSP Coordinator will oversee the updates of grade statistics, scores, dates, and trainings to be sent via Blackboard Connect and to be posted to the school website, Facebook and Twitter accounts.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Los Angeles Unified School District
 2019-2020 School Plan for Student Achievement

ACADEMIC GOAL — MATHEMATICS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input checked="" type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: Common Formative Assessments

1. List key findings related to Mathematics based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

2018 CA Dashboard data in Math shows that "Socioeconomically Disadvantaged" students increased 1.9 points to maintain the status of Low in Math at 27.6 points below standard.

2018 CA Dashboard data in Math shows that "Students with Disabilities" increased 6.8 points with a status of Very Low in Math at 149.9 points below standard.

2018 CA Dashboard data in Math shows that "Hispanic" students increased 2.9 points to maintain the status of Low in Math at 35.8 points below standard.

Overall Dodson Middle School has shown slight gains in Smarter Balanced Assessment in Mathematics in comparison to the State and District data. Our SBA results also showed that while students are able to use mathematical rules and ideas (SBA Claim 1), they need to improve their ability to show and apply their problem solving skill (SBA Claim 2) and be able to communicate their reasoning thoughtfully and logically (SBA Claim 3). Our scores also reveal an achievement gap that persists by disability socioeconomic level and by ethnicity.

Using our common assessment data, we found that students perform better with standards that has progressed and spiraled from the previous years that content standards that are new to the curriculum. Consistent with SBA data, our common assessment data also revealed that students are able to accomplish problems at lower depth of knowledge but struggles with problems, which involve conceptual understanding and communicating reasoning. We also conducted a lesson study which suggests (though not statistically definitive) that it takes at least twice as much instructional time for our lower performing students to perform at nearly the same level that of a student performing at standard.

2018 - Overall 49-51%% have met or exceeded standards. Claim 1:Concepts and Procedures- 37% (2% increase from 2018)

Claim 2: Problem Solving - 26% (0% increase from 2018)

Claim 3: Communicating Reasoning - 29% (1% increase from 2018)

SWD had 7% meets/ exceeds standard in Mathematics for 2018-2019.

EL students had 5% meets/ exceeds standard in Mathematics for 2018-2019.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

Based on SBAC data, students need to improve on justifying their responses and communicating their thoughts thoroughly. Students are having difficulty with mathematical responses being able to appropriately and completely respond to the prompt. Students are also challenged in constructing viable arguments with thorough reasoning.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

Dodson is on track to meet its measurable objectives: Through the implementation of common assessments, Instructional rounds, Lesson Study, performance tasks, IAB's Instructional Assessment Blocks, as well as implementing the eight mathematical practices in the process. Collaboration in and between our disciplinary teams to address and refine the strategies and actions that its Math teachers input to meet our instructional objectives.

Dodson uses the Item Specifications from SBAC to target concepts, procedures and understandings and seeks to obtain evidence of learning as shown in the Item Specifications.

Dodson implements the use of Item Specs in their Warm-ups to provide consistent and repetitive opportunities for students to see and respond to appropriate assessments.

Prior data will show that as Dodson's EL students remain at Dodson their scores do improve over time. As students transition to RFEP their achievement gap decreases. This achievement parallels the growth shown with the use of the CPM curriculum.

Longitudinal school wide data also supports an increase in scores due to the implementation of the CPM (College Preparatory Mathematics) curriculum. CPM material and the addition of targeted supplemental resources for the effective implementation of the curriculum.

Dodson is stating that its students are still on track to its M.O. even though it didn't meet its goals, it still made significant improvements overall, by claims.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

N/A

State the School's Measurable Objective(s) for 2019-20. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required

Math scores for Students with Disabilities (SWD) will increase 2% in meets/ exceeds standard from 9% in 2018-2019 to 11% by June 2020. SWD did not increase previously as the goals were optimistic. The goals for 2019-2020 are more realistic and attainable.

Math scores for English Learners (EL) will increase 2% in meets/ exceeds standard from 7% in 2018-2019 to 9% by June 2020. EL students' scores decreased previously and the goals for 2019-2020 are more realistic and attainable.

2018 CA Dashboard data in Math shows that the subgroup of "Students with Disabilities" are 149.9 points below standard placing them in the "orange." In the prior year, SWD improved by 6.8 points, therefore, in order to 'increase' by 3 points or more and less than 15 points and stay at 'orange, but to 'increase' and not decrease into 'red', SWD will improve by 8 points to be at 141.9 points below standard and 'increase' while staying in the 'orange' at very low by the 2019 CA dashboard.

2018 CA Dashboard data in Math shows that the subgroup of Socioeconomically Disadvantaged was 27.6points below standard placing them in the "orange." To move from orange to "yellow" by the 2019 CA Dashboard, this subgroup in Math will increase by 2.6 points to 25.0 below standard placing them at 'medium.'

2018 CA Dashboard data in Math shows that the subgroup "Hispanic" 35.8 points below standard placing them in the "orange." To move from orange to "yellow" by the 2019 CA Dashboard, the subgroup in Math will increase by 3 points to 32.8 points below standard.

7th grade Math SBAC scores will improve by 2% from 46% meets/exceeds to 48% meets/exceeds by June 2020.

8th grade Math SBAC scores will improve by 2% from 48% meets/exceeds to 50% meets/exceeds by June 2020.

6th grade Math SBAC scores will improve by 2% from 56% meets/exceeds to 58% meets/exceeds by June 2020.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development		<i>Academic : Mathematics</i>
Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>CPM - College Preparatory Mathematics (contracted instructional services) Assessment, Coaching for Leaders who support teachers using CPM, Student teams to promote student mathematical discourse. CPM would help with curriculum planning and instruct teachers in the best way to utilize our resources and strategies. CPM trainers will provide insight into reaching all learners and successful outcomes. They will provide on-site PD for math teachers in both vertical and horizontal SLCs. Dodson teachers will learn research-based strategies that will result in significant increases in students' learning for students performing at nearly met and not met status on the SBAC.</p>	<p>08/20/2019 06/12/2020</p>	<p>Core teachers will analyze student data and set growth targets based on student achievement.</p>
<p>KAGAN-Teachers receive ongoing training in Kagan structures for the classroom. These structures can be implemented in all subject areas.</p> <p>Kagan Structures are instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction. They support the College Preparatory Mathematics textbook, selected by the teachers, that requires academic discourse between and among students.</p> <p>Teacher X-Time NON TUTOR 373.22 hrs. @ \$85 per hr.) Teacher X-Time NON TUTOR will allow teachers, Math Leads, Coordinators, and administrators to attend conferences in order to learn strategies to increase the number of students who meet/exceed on the SBA. The conferences will provide research based teaching skills. Participants will learn strategies for improving the achievement of SWDs and EL students. Participants will be able to provide students with a more effective curriculum that meets CCSS by allowing them to learn from experienced teachers. Conferences that will address these key strategies will include UCLA Common Core Math, Google educator conference (Google Summit Conference focuses on deploying, integrating, and using G Suite for Education and other Google Tools to promote student learning in K-12 and higher education), California Math Project, Kagan, NCTM, National Science Teachers Association (NSTA), CLMS, CUE, the California Math Council, and the CPM (College Preparatory Mathematics.) Workshops. In addition, every 10 weeks we will analyze data to track student success over time. This will allow us to identify key strategies and focuses to target and improve student performance. This data could be used to target incoming 6th graders as well as to target students recommended for intervention, specifically 6th graders going into 7th grade.</p>	<p>08/20/2019 05/31/2020</p>	<p>Principal will meet with teachers and staff attending training and conferences to plan the PD they will present. Evidence will include classroom observations will yield proof of PD strategy implementation, PD observations, teacher feedback on evaluations, quality of items produced at the PDs, and how you will know they are being effectively implemented in the classroom</p>
<p>Teachers will attend training both during the regular day (Teacher Release Day) and outside of the regular school day (Teacher X-Time non-tutor) that will provide them access to core instruction in Math and Science (NGSS) to assist at-risk students, including ELs and SWDs, in attaining proficiency in Math and increase the students that score met or exceed on the SBAC. Training for NGSS will allow teachers to explore NGSS content while learning effective instructional strategies for use in the classroom.</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal will have monthly department meetings to monitor progress.</p>
<p>Teacher X-Time (NON TUTOR) will allow for Math and Science teachers (21 hours) to lesson plan for instructional rounds and observations of their lessons by their peers, collaborate with their peers of both math and NGSS, review student work and analyze data from CFAs and IABs</p>	<p>08/20/2019 06/12/2020</p>	<p>The Math coach, instructional specialist, and instructional leads will monitor progress and evaluate progress.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teachers, Math Leads, Coordinators, and administrators will attend conferences (Staff Conference Attendance) to learn strategies and effective implementations to increase student scores on the SBAC of met and exceeded. The conferences will provide research based teaching skills. Participants will learn strategies for improving the achievement of SWDs and EL students. Participants will be able to provide students with a more effective curriculum that meets CCSS by allowing them to learn from experienced teachers. Conferences that will address these key strategies will include UCLA Common Core Math (strategies to use in the classroom using manipulatives, improving math teacher's content, making math accessible to struggling students, how to create better PLCs) Google Educator Conference (Google Summit - Events that focus on deploying, integrating, and using G Suite for Education and other Google Tools to promote student learning in K-12 and higher education), NCTM (National Council Teachers of Math, strategies to use in the classroom using manipulatives, improving math teacher's content, making math accessible to struggling students) Kagan (brain friendly strategies for student learning and cooperative learning strategies that build social skills with achievemewnt), National Science Teachers Association (NSTA) for strategies teaching the NGSS, CUE (Computer Using Educators – strategies teaching math using technology), the California Math Council Conference (strategies to use in the classroom using manipulatives, improving math teacher's content, making math accessible to struggling students) and the CPM (College Preparatory Mathematics) builds the capacity of all teachers to have confidence in the mathematical content, plan lessons purposefully, assess understanding and give effective feedback to students. Its strategies allow students to engage in problem-based lessons structured around a core idea. It allows students to interact in groups to foster mathematical discourse.</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal will meet with teachers and staff attending training and conferences to plan the PD they will present. Evidence will include classroom observations will yield proof of PD strategy implementation, PD observations, teacher feedback on evaluations, quality of items produced at the PDs, and how you will know they are being effectively implemented in the classroom</p>
<p>Teacher Coordinator Differential will allow for teacher to facilitate the analysis of data among stakeholders to identify school goals and student achievement on the SBAC in Math. The teacher will evaluate SBAC scores with department chairs.</p>	<p>08/20/2019 06/12/2020</p>	<p>The principal will monitor the teacher's activities through meetings and updates on student data. The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores. The Math and ELA coaches will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores and lead a data analysis with the rest of the staff.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Effective Classroom Instruction *Academic : Mathematics*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>KAGAN-Teachers receive ongoing training in effective classroom management, team-building, engagement and formative assessment.</p> <p>Mathematical Practice Journal-Students will practice effective verbal and written communication of skills and lesson objectives regularly throughout each chapter.</p> <p>Lesson Study-Math teachers will be provided time to observe their colleagues demonstrate effective strategies and implementation of the Common Core Curriculum including but not limited to the SBAC item specifications. (Teacher Release Day) Teachers will receive time to debrief using an established math protocol.</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal, Instructional Specialist, Dodson's on-staff Kagan Coach, and Team Leads will train staff monthly and get feedback from teachers on use of Kagan Structures in the classroom.</p>
<p>A CSR Teacher will reduce class size for Math classes targeting SWD and EL students scoring not met/ nearly met and nearly met on the SBAC and will assist students who struggle with problem solving and communicating reasoning.</p>	<p>08/20/2019 06/12/2020</p>	<p>The CPA, Math lead, and principal will oversee student assessments and student grades. Progress monitoring will include review of CFAs and grades every five weeks to ensure students are progressing toward grade level proficiency.</p>
<p>Teachers and Staff will reproduce assessments, study guides, and Math intervention lesson materials. The Toshiba contract (Other Non Instructional Contracts) will support all Title I, SWDs and EL students for supplemental materials and professional development. The contract provides the resources to design, implement and monitor instruction to raise the achievement of all Title I, SWDs and EL students in Common Core Math Standards. Machines include: ESTUDIO456/ C2C223617/ COUNSELING OFFICE, ESTUDIO456/ C2D233557/ FACULTY LOUNGE, ESTUDIO456/ C2D233620/ MAGNET WORKROOM, ESTUDIO456/ C2F245766/ ATTENDANCE, ESTUDIO6540CT/ CCG211930/ MAIN OFFICE, ESTUDIO756/ CKH211006/ MAIN OFFICE COPY ROOM, HEWLASERJET4100/ USLNH31721/ LIBRARY OFFICE, HEWLASERJET 4250/ CNGXB54590/ COUNSELING, HEWLASERJET 4250/ CNGXF16813/ ATTENDANCE OFFICE, LEXT654N/ 794MR60/ MAIN OFFICE, ESTUDIO 6540CT/ CCG211930/ MAIN OFFICE</p> <p>Repairs of the DUPLO equipment (Maintenance of Equipment) will provide support for Title I students and is used towards supporting instructional intervention and professional development activities. DUPLO Terminator Model DP-330Le/ MAIN OFFICE COPY ROOM</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal and Magnet coordinator will oversee the use of the Toshiba copiers and communicate with staff.</p>
<p>Day to Day Subs, Benefited Absences, to cover 4 days of benefited absences for CSR Teacher.</p>	<p>08/20/2019 06/12/2020</p>	<p>Math teachers attend the College Preparatory Math (CPM) and Kagan conferences. The principal will oversee student assessments and student grades. Progress monitoring will include review of CFAs and grades every five weeks to ensure students are progressing toward grade level proficiency.</p>
<p>Teachers effective classroom instruction benefits from conferences with providing differentiation of strategies for ELs and SWDs. In addition, proving increased ability for grading high quality assessments. Teachers also provide data driven instruction.</p>	<p>08/20/2019 06/12/2020</p>	<p>The CPA, Math lead, and principal will oversee student assessments and student grades. Progress monitoring will include review of CFAs and grades every five weeks to ensure students are progressing toward grade level proficiency.</p>
<p>In order to support English Learners, teachers of Integrated ELD for Math will utilize: 1) Kagan structures to facilitate increased listening and speaking activities within lessons. 2) close reading strategies such as the 3 Reads protocol. This will allow students multiple opportunities to access the problem, practice asking questions, and verbalize their thinking 3) visual support in the form of graphic representation, graphic organizers or manipulatives to help minimize language misconceptions or make abstract concepts more concrete.</p>	<p>08/20/2019 06/12/2020 New</p>	<p>Core teachers will analyze student data, including, but not limited to, quality of response to word problems to identify strengths and needs. Teachers will also review student participation in Kagan structures to determine areas of proficiency and growth targets for listening and speaking skills based on student achievements.</p>

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2100	50003 - OTH NON INSTRL CONT	N/A	Toshiba	50003	1,997		100

Focus Area: Interventions During and After the School Day and Other Supports *Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
An Auxiliary class (Teacher Auxiliary) will reduce class sizes and provide supplemental instructional services and provide intervention during the day. A Math auxiliary class will also be implemented for 24 students in grades six and seven. The sixth grade Math Auxiliary Program will consist of four one semester classes. The seventh grade Math Auxiliary Program will consist of two one semester classes for students needing additional support after the sixth grade year. The strategic focus of this intervention class is an introduction into CGI based instruction as an entryway into the eight mathematical practices. This includes but is not limited to posing strategies, hands on activities, writing and debate, math visualization, Desmos/Math Practice, using appropriate tools strategically, deconstructing word problems, reasoning and spotting patterns. This will support students to help improve their understanding of math concepts.	08/20/2019 06/12/2020	Auxiliary teacher will analyze student data and set growth targets based on student achievement. Teachers will do Common Formative Assessments and progress monitor students to ensure they are progressing towards grade level proficiency. In addition to CFAs, grades will be used to monitor student progress.
The Intervention/ Prevention Coordinator works with RSP Math teachers to ensure students receive services as well as IEP goals are met. Conferences with AVID students to provide extra support.	08/20/2019 06/12/2020	Intervention/ Prevention coordinator will monitor that IEP goals are met. Principal oversees and monitors progress. Grades will be used to monitor student progress.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal *Academic : Mathematics*
***Required if any Focus Area above is addressed.**

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>By attending workshops conducted twice per semester by two teachers and the Mathematics designee, parents will learn methods and strategies that will reinforce and enhance student learning in the area of mathematics. The workshops and web-based resources will feature the following topics:</p> <ul style="list-style-type: none"> • Understanding Smarter Balanced testing • Questioning techniques • Graphic organization of math problems • Creating a math-friendly home environment • Utilizing the CPM website and resources • Encourage parents to visit classroom • Family Math and CPM resource night • Math Practices <p>Parents will observe math classrooms, organized by the Community Representative, and engage in a debriefing session using a protocol with the Instructional Coach to understand successful math strategies.</p>	<p>08/20/2019 06/12/2020</p>	<p>The Principal, CPA, Community Rep., and Bilingual Coordinator will communicate with advisory councils to see that parents are aware of parent trainings. Parent sign-in sheets will be monitored for attendance and evaluations will be reviewed for effectiveness.</p>
<p>The Community Representative will be trained on the new LAUSD PARENT PORTAL system and will conduct parent training.</p>	<p>08/20/2019 06/12/2020</p>	<p>The Principal, CPA, Community Rep., Instructional Coach and TSP Coordinator will monitor parent attendance at advisory councils and will oversee parent involvement.</p>
<p>Faculty and staff will continue to use online communication tools to keep parents informed regarding the student classroom experience and expectations.</p>	<p>08/20/2019 06/12/2020</p>	<p>The Principal, CPA, Community Rep., and TSP Coordinator will oversee the updates of grade statistics, scores, dates, and trainings to be sent via Blackboard Connect and to be posted to the school website, Facebook and Twitter accounts.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Los Angeles Unified School District
2019-2020 School Plan for Student Achievement**

**ACADEMIC GOAL — ENGLISH LEARNER PROGRAMS
Designated English Language Development (ELD)**

LAUSD Goal: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Indicate all data reviewed to address this Academic Goal:

<input checked="" type="checkbox"/> ELPAC
<input type="checkbox"/> School Report Card
<input checked="" type="checkbox"/> MyData
<input type="checkbox"/> Student Grades
<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input type="checkbox"/> School Accountability Report Card (SARC)
<input checked="" type="checkbox"/> CA Dashboard
<input checked="" type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input checked="" type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> N/A
<input type="checkbox"/> Other: Common Formative Assessments

1. List key findings related to English Learner Programs based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. ***Required**

In 2018-19 Dodson Middle School has a total of 26 English Learners. The breakdown is:

Newcomers - 2
 English Learners - 5
 LTELS - 18

Dodson's 2017-18 Reclassification rate was 39.6%

In 2017-18, Dodson's ELPAC results were:

6th
 5 students scored Moderately Developed
 3 students scored Somewhat Developed
 7th
 1 student scored Well Developed
 2 students scored Moderately Developed
 4 students scored Somewhat Developed
 8th
 1 student scored Well Developed
 4 students scored Moderately Developed
 3 students scored Somewhat Developed
 2 students scored Minimally Developed

96% of EL students did not meet the ELPAC reclassification criteria; 4% of EL students met the ELPAC reclassification criteria.

Dodson has had tremendous success with reclassification in recent years. However, there have been some policy changes in terms of criteria to reclassify. The most notable change has been in 2017-18, the ELPAC was introduced. This assessment replaced the CELDT which had been in place for over 15 years. In 2017-18, although students took the ELPAC, passing CELDT scores from the previous year were grandfathered allowing them to be used in this first year of the ELPAC implementation.

In the 2018-19 SY 85% of ELs are in Profiles G-H; and 15% are in Profiles C-E.

Profiles:

C - Met ELPAC; Met ELA/ELD grades; Not Met RI/SBA
 D - Met ELPAC; Not Met Ri/SBAC; Not Met ELA/ELD grades
 E - Not Met ELPAC; Met RI/SBA, Met ELA/ELD grades
 G - Not Met ELPAC; Not Met RI/SBA; Met ELA/ELD grades
 H - Not Met ELPAC; Not Met RI/SBA; Not Met ELA/ELD grades

Based on the latest Reading Inventory data in the Fall 2018-19, 0% of the 27 students assessed scored Advanced or Proficient; 15% scored Basic; 85% scored Below Basic; one student was exempt.

In order to meet the RI criteria for Reclassification, students must pass with Basic or above.

Data from the 2018 CA Dashboard indicates that EL students increased significantly to -52.2 from standard by increasing 15.1 from -67.3 in ELA as of 2017 CA Dashboard.

Data from the 2018 CA Dashboard indicates that EL students increased to -89.4 from standard by increasing 9.1 from -98.5 in Math as of 2017 CA Dashboard.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

The underlying issues related to the key findings include but are not limited to: weak foundational reading skills as evidenced by the high percentage of students not meeting English proficiency goals. Additional data on the district's reclassification assessment (Reading Inventory) shows that the average lexile of the students in the program falls within the lexile range far below grade level.

EL teachers have received PD on the ELD Standards and ELPAC task types. Teachers have also received PD on reading level progressions for a more in depth understanding of what students are able to do at each Lexile level and what they need to be able to do to move to the next Lexile level.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

In 2017-18, we surpassed our objective which was 31% by reaching 39.6% reclassification. The 2018-19 objective was set at 35%, however, we are not on track to meet it.

In order to better support English Learners and provide more targeted instruction, Dodson will administer targeted language instruction and identify gaps in early literacy skills. Strategic Instruction on foundational literacy skills coupled with Book Clubs in the Integrated ELA/ELD class for EL students who are in the ELD 3 and above courses will benefit EL students, especially those LTELs who are scoring a 1 or 2 on the ELPAC. Addressing foundational literacy skills for LTELs is a need that will be focused on at Dodson.

State the School's Measurable Objective(s) for 2019-20. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required

The goal is by June, 2020 reclassification will be 26%. We will increase by 2% going from 24% to 26%.

By June, 2020, the percentage of ELs passing the ELPAC will increase by 4% from 26% to 30%.

By June, 2020, the percentage of ELs passing the RI will increase by 4% from 15% to 19%.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Must complete at least two Focus Areas, including Building Parent Capacity and Partnership to Support the Academic Goal.

When addressing this Goal, include Designated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : English Learner Programs*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
To support Designated ELD, the TSP Advisor will provide professional development to Disciplinary Leads on various strategies such as word sorts, use of antonyms and synonyms, prefix/suffixes, and paraphrasing definitions among others to provide access to vocabulary. Also strategies for text structure and language use such as the use of graphic organizers and sentence stems to support their language development progression.	08/20/2019 06/12/2020	The administrator responsible for each department will monitor the level of implementation for the PDs that Designated ELD teachers receive. They will also measure the effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores.
To support Designated ELD, the TSP Advisor will provide professional development to the Designated ELD teacher(s) on strategies such as Constructive Conversations, note-taking strategies, among others that students are already using in Designated ELD for further clarification.	08/20/2019 06/12/2020	The administrator responsible for each department will monitor the level of implementation for the PDs that Designated ELD teachers receive. They will also measure the effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Effective Classroom Instruction *Academic : English Learner Programs*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>ELD teachers will implement the district-mandated curricula for the different populations of English Learners as follows:</p> <ul style="list-style-type: none"> - Literacy & Language I & II: For EL SWD students with less than reasonable fluency, and Gen. Ed EL students who score a 1 or 2 on the ELPAC. - Advanced ELD I & II: For EL SWD with reasonable fluency and Gen. Ed. EL students who score a 3 or 4 on the ELPAC. - Language! 4th ed (2 hour block): For students who have an IEP and need Tier 3 Intervention. - ELD 1 (2-hour block): For students who have attended U.S. schools no more than 1.5 years, they will use Inside the USA and Inside Fundamentals curriculum - ELD 2 (2-hour block): For students who have attended U.S. schools for no more than 2.5 years, they will use Inside Level A curriculum - ELD 3-4 (1 hour of ELD + 1 hour of Sheltered grade level ELA): For students who have attended U.S. schools for no more than 3.5 and 4.5 years respectively. <p>Designated ELD teachers will attend Central Office and Local District ELD PDs as opportunities arise for expanded use of district mandated curricula. Inservice PD will be provided on Language Objectives, Constructive Conversations, and Marzano vocabulary development strategies. PDs on Kagan collaboration strategies will aid Designated ELD teachers by supporting students' need of listening and speaking skills. These PDs will further support the use of district mandated curricula and students' classroom discussions along with reading and writing activities.</p>	<p>08/20/2019 06/12/2020</p>	<p>For classroom instruction, the Principal will assign highly qualified (CLAD, attended district trainings specific to the course) ELD teachers to teach the ELD/LTEL courses as well as the Integrated/Sheltered content area courses. The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores.</p>
<p>Teachers will have ELD objectives posted in student-friendly language and students are able to articulate them. Teachers will have a print-rich classroom environment with co-constructed charts, sentence starters, cloze paragraphs, constructive conversation starter tents, word walls with pictures, Lexile level-appropriate novels, and Reader's/Writer's notebooks. The teacher will use Kagan Cooperative Learning Structures to ensure that ELs are participating in the academic discourse with peers.</p>	<p>08/20/2019 06/12/2020</p>	<p>The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Interventions During and After the School Day and Other Supports *Academic : English Learner Programs*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The TSP Adviser along with the SSPT will make recommendations on ELs and recent RFEPs who should attend academic and/or behavior counseling with the College and Career Coach, either one-on-one or in a small group setting. Students who are identified as at risk will be provided support by the College and Career Coach who will conduct home visits and facilitate parent conferences. The TSP Adviser and SSPT will also make recommendation on ELs who should attending Homework Assistance Program to target EL students at risk of scoring not met/ nearly met and nearly met in ELA on the SBAC. Along with these recommendations will be a thorough review of data points to ensure proper intervention placements.</p>	<p>08/20/2019 06/12/2020</p>	<p>The TSP Advisor along with the LTEL Designee will schedule a SSPT meeting to look at the progress of students who are receiving intervention services using the EL, LTEL, and RFEP Monitoring rosters.</p> <p>The TSP Adviser will recruit students based on their English Learner proficiency assessment scores as well as teacher recommendation. ELA/ELD grade, and standardized test scores. Pre and Post assessments are given in all intervention programs.</p>
<p>The TSP Advisor and ELD teachers will administer the DIBELS assessment to students who score a 1 or 2 on the ELPAC and who are 3 years below grade level according to their Lexile score in order to understand the student's foundational literacy skills gap. Based on the results, the student will receive in class intervention in the form of individual or small group foundational literacy skill instruction.</p>	<p>08/20/2019 06/12/2020 New</p>	<p>The TSP Advisor will progress monitor the student based on DIBELS skills progression and Reading Inventory Lexile scores.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal ***Required** *Academic : English Learner Programs*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teachers will provide parent involvement workshop activities and trainings for targeted student population and families to support increased parent involvement and building parent capacity. We will continue to implement strategies in the Parent Involvement Policy and provide translation of meetings and documents for targeted student populations' families.</p> <p>Additional Parent Workshops will include: Importance of School Attendance ELD/ELD Standards workshop Language Development EL Master Plan I (Identification and Program Options) EL Master Plan II (Reclassification)</p> <p>The TSP Adviser and the LTEL Designee will conduct the following: - SSPT meetings as needed for individual EL students to discuss behavior or academic concerns. - LTEL Student Progress Meetings once a semester to discuss LTEL students' progress on the ELPAC, RI, and English/ELD grade. - Plan and facilitate a minimum of six ELAC meetings per year to discuss mandated topics such as the importance of attendance, the comprehensive needs assessment, the single plan for student achievement, and language census, and learning strategies that will help parents assist their children at home as well as those mentioned above.</p>	<p>08/12/2019 06/12/2020</p>	<p>Dodson's expectation is improved academic performance. The TSP Advisor, LTEL Designee, SSPT Members, and ELD Teachers will look for growth on the ELPAC, RI, SBAC and academic grade in English and ELD.</p> <p>In addition to monitoring academic performance, the TSP Advisor, LTEL Designee and PSA will monitor EL students' attendance as an indicator of parents' understanding of the importance of school attendance. Our expectation is improved attendance.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Los Angeles Unified School District
2019-2020 School Plan for Student Achievement**

PARENT, COMMUNITY, AND STUDENT ENGAGEMENT

All sections are required.

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Parent And Community Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input checked="" type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to parent, community, and student engagement based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. ***Required**

The CA Dashboard 2018-2019 reports that ALL STUDENTS maintained at BLUE for 'very low' with a 0.2% Suspension Rate. Students with Disabilities declined 1.6% to a 0% suspension rate. African American students declined in suspension rate by going from 0.5% to 0.0%.

Based on the 2018-2019 School Experience Survey data:

- 1) The percent of parents that feel welcome to participate at this school decreased from 91% (SY 2017-2018) to 83% (SY 2018-2019.)
- 2) The percent of parental response on the school experience survey decreased from 38% (SY 2017-2018) to 21% (SY 2018-2019)
- 3) The percent of parents who state the school includes them in important decisions about their child's education decreased from 91% (SY 2017-2018) to 75% (SY 2018-2019.)

School Accountability Report Card data reports:
2017-2018 = 0.22% Suspensions

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

- 1) Sample size decreased by 302 surveys. There were only 605 parent surveys returned in 2018-2019 compared to 907 in 2017-2018.
- 2) The school opened its first year of the VAPA Magnet program. Students are bussed in from a larger area than previously before with just its High-Ability Magnet population. Dodson still needs to find ways to increase parent involvement at trainings, workshops, and conferences.
- 3) The Parent Volunteer Program became active in 2018-19. Staff is still learning to collaborate with them. Additionally, due to low number of English Learners, very few parents attend ELAC meetings.

- 1) Sample size decreased from 907 (17-18) to 605 (18-19)
- 2) Because Dodson has a large Magnet population and students are bussed in from the greater LA area, Dodson needs to find ways to increase parent involvement at trainings, workshops, and conferences.
- 3) The parent volunteer program became active 2018-2019 school year and staff is still learning to collaborate with them.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

With respect to the percent increase in parents feeling welcomed, the school has re-located the Parent Center from farther away from the front of the school near the middle of campus clear up to the front inside the library located right by the front gate.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

The school will more aggressively employ strategies to promote parental and community engagement as well as get the SES returned back from parents. Dodson did allow for the Community Rep. to encourage students to return their parent surveys with contests and drawings. The distribution of the SES had some difficulties with getting them returned with the box for collection.

State the School's Measurable Objective(s) for 2019-20. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required

By June 2020, the percent of parents that feel welcome to participate at Dodson will increase 2% from 91% to 93% based on the School Experience Survey.

By June 2020, the percent of parents who state the school includes them in important decisions about their child's education will increase 2% from 91% to 93%.

By June 2020, the percent of parental response on the school experience survey will increase 7% from 38% to 45%.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Student, Staff, Parent Engagement ***Required** *Parent And Community*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parents/Guardians will have the opportunity to participate in parent workshops on topics to include but not limited to College and Career Readiness Modules, The Importance of Attendance, Mastery Learning and Grading, Brain Friendly Study Habits, AVID, College Planning, Culmination Requirements, CA Dashboard, WASC Informational meetings, PBIS (Positive Behavior Intervention Support), Social and Emotional Topics, Mastery Learning and Grading, Supporting Home Learning for All Students, School Report Card, and Keeping Tabs on student work at home.</p> <p>Parent/Guardian events that showcase student abilities will take place to include but limited to Annual Drama Productions will also be held to promote parent engagement. The Film Making class will also host a Film Festival in April for students and families.</p>	<p>08/20/2019 06/12/2020</p>	<p>The Principal, TSP Advisor, CPA, and Community Rep., will monitor parent attendance at advisory councils, Parent Workshops and trainings, Open House, Back to School Night, and parent conferences.</p>
<p>The Title I Orientation and School Site Council Overview will be held the first month of school to inform parents of the school's responsibility to parents as well as their ability to get involved with the School Site Council.</p> <p>The ELAC Orientation will be held in September with monthly ELAC meetings being held per OLAS requirements covering topics such as: RI/ CELDT-ELPAC, Attendance, Comprehensive Needs Assessment, SPSA, Language Census, Program Options, and LTEL Progress.</p>	<p>08/20/2019 06/12/2020</p>	<p>The CPA and principal will ensure notifications regarding the Title I Orientation are sent out. They will monitor parent attendance sign-ins to identify parent participation.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Student, Staff, Parent Communication ***Required** *Parent And Community*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The principal will schedule parent workshops, trainings and other events to foster parent participation. These dates will be posted on the school's website, posted to its Facebook page and Twitter account. Furthermore, Blackboard Connect messages and posts through Schoology will be sent out on a regular basis to inform parents about upcoming events.</p> <p>The school will provide translation equipment or translators as necessary for Spanish-speaking parents to be able to understand during the events. Information that is sent home will also include a Spanish version.</p>	<p>08/12/2019 06/12/2020</p>	<p>The Principal, CPA, Community Rep., and TSP Coordinator will oversee the updates of grade statistics, scores, dates, and trainings to be sent via Blackboard Connect and to be posted to the school website, Facebook and Twitter accounts.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Community Rep., TSP Adviser, and principal will promote and mention the School Experience Survey to help increase the parental response from 38% to 45%.</p> <p>Dodson Middle School's annual report card will be shared with parents at a scheduled meeting.</p> <p>Dodson Middle School's website will be used to provide timely information for parents.</p> <p>The Community Rep. will work closely with members of the Positive Behavior Intervention and Support committee to develop and implement the family and community engagement plan.</p>	<p>08/12/2019 06/12/2020</p>	<p>The principal, TSP Adviser and CPA will oversee the announcements of the school experience survey to parents.</p>
<p>The School Site Council will work with parents to develop the school's annual Parent Involvement Policy and Parent Compact.</p>	<p>09/02/2019 06/12/2020</p>	<p>The principal and CPA will monitor the development of the Parent Involvement Policy and the Parent Compact and ensure that it is mailed to all parents.</p>
<p>Supplemental Instructional Materials will be funded to support parent training and communication including Parent Newsletters: Helping Students Learn, Daily Learning Planner, and The middle years.</p>	<p>08/12/2019 06/12/2020 New</p>	<p>Principal, Magnet Coordinator and Community Rep will monitor sign-ins at trainings and Int. Supp. Coord will oversee the announcements of the school experience survey.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	369	0.00	100
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	2100	27785 - COMMUNITY REP C (3 Hrs / 5 Days)	30453589	N/A	27785	8,901	1.00	80
CE-ESSA T1 Schools(7S046)	2100	27785 - COMMUNITY REP C (3 Hrs / 5 Days)	30453589	N/A	27785	2,226	1.00	20

**Los Angeles Unified School District
2019-2020 School Plan for Student Achievement**

100% ATTENDANCE, SUSPENSIONS, SCHOOL SAFETY, AND OTHER SUPPORTS

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this 100% Attendance Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input type="checkbox"/>	Other: Focus Dashboard

1. List key findings related to 100% attendance, suspensions, school safety, and other supports based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). CA Dashboard data must be included when available. *Required

CHRONIC DATA:

In 2017-2018 9.8% of students (170 students total) were Below 91% in attendance meaning they were chronic

In 2016-2017 that number was 10.2% or 193 students

As of December 2018 (so the current 2018-2019 school year) we had 8.5% in chronic which was down to 147 students

Students at 96% and above: Excellent Attendance:

In 2017-2018 75.8% of students (1,321 students) achieved 96% attendance and above.

In 2016-2017 76.0% students (1,433 students) achieved 96% and above

As of December 2018 (so the current 2018-2019 school year) 78.5% of students (1,364) were at 96% and above.

Based on LAUSD's School Experience Survey for SY2017-2018, the number of students who reported that they were happy increased by 27% to 87% when compared to SY2016-2017 at 60% ,

Based on LAUSD's School Experience Survey for SY2017-2018, the number of students who reported that they felt like a part of the school increased by 23% to 80% when compared to SY2016-2017 at 57%.

CA Dashboard 2018 data shows that Chronic Absenteeism increased 0.5%-3.0% (African American) to 7.1% and declined 0.5%-3.0% (Homeless) to 24.5%.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

Dodson dropped 2% from 86% to 84% for students that STRONGLY AGREE/ ALWAYS responded for "School is important for achieving my future goals" from 2017-2018 to 2018-2019.

We need to increase our clear and frequent messages to students and parents surrounding attendance. This should be done through parent newsletters, homeroom meetings, the school's website, PSA notices to students and parents, Blackboard Connect and other mediums to increase attendance awareness for all stakeholders. Dodson also needs to increase in the area of personalized daily phone calls to parents on the day of an absence. Lastly, we need to increase our efforts with our chronic students. This can be done through home visits, mentoring, small group counseling and parent conferences also known as Student Attendance Review Team (SART) meetings.

The underlying issues related to decreasing attendance can be attributed to events such as the earthquake in Mexico, the fear surrounding ICE agents, extreme flu season and extended vacations before and after holidays.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

Attendance incentives, PSA and PSW were instrumental in addressing immediate attendance issues by conducting home visits, parent workshops, counseling students and/or parents.

Dodson was on track to meeting its attendance goals for this school year, however the UTLA work stoppage strike has hindered the progress in our attendance data. Students missed 6 or more days during the strike. Extended vacations during Thanksgiving and Christmas also hurt our data as there were more students out the Monday following break.

Dodson is now in its 4th straight year of employing both a Pupil Service and Attendance (PSA) Counselor as well as a Psychiatric Social Worker (PSW.) The PSA works with students in the below basic and far below basic by providing student conferences, parent conferences, newsletters, attendance progress reports, parent phone calls, small group counselings, Attendance Improvement Meetings, Home visits and SART (Student Attendance Review Team) meetings. There is a greater emphasis on providing school-wide clear and frequent messages, making daily phone calls to students when they are absent and connecting with the targeted groups. The PSA provides incentives to students in the 96% attendance rate and higher through lunchtime activities and spirit days. The PSA is has also begun a homeroom challenge with a large visible poster so students can see how their homerooms compare to each other for attendance. This challenge will provide incentives to the homeroom with outstanding attendance. The PSW provides mental health support and holds individual and group counseling sessions that have all helped to contribute to the increase of the school's improvement of student attendance.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

N/A

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

N/A

State the School's Measurable Objective(s) for 2019-20. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required if this Goal is addressed.

By June 2020, as measured by the School Experience Survey, the number of students who feel that adults on campus treat them with respect will increase by 5% from 87% (SY2017-2018) to 92% (SY2019-2020).

By June 2020, as measured by the School Experience Survey, the number of students who feel like they are a part of their school will increase by 5% from 80% (SY2017-2018) to 85% (SY2019-2020).

By June 2020, student attendance will increase from 78.2% (2017-2018) to 80.2%.

CA Dashboard 2018 data states that "African American" and "Homeless" subgroups are 7.1% and 24.5% Chronically Absent placing them in the "orange." To move from "orange" to yellow by the 2019 CA Dashboard, both subgroups in Chronic Absenteeism will decrease 0.5% to 6.6% Chronically absent (African American) and 3% to 21.5% Chronically absent (Homeless.)

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Lesson Planning, Data Analysis, and Professional Development 100% Attendance

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Dodson Middle School will support staff with the implementation of the District's Discipline Foundation Policy, Attendance Policy, School-wide Learner Outcomes to ensure that all students are attending school and engaged toward better outcomes. Teachers, Administrators, and staff will have necessary training and knowledge to ensure proper monitoring of student absences to help decrease absences and lost instruction time.	08/20/2019 06/12/2020	Administrators, Coordinators, Counselors, Teachers, and other School Staff will attend all scheduled Professional Developments or training. Trainings will be deemed effective as follows: <ul style="list-style-type: none"> • Discipline Foundation Policy – reduced number of disciplinary issues compared to prior school year. Evidence can be the Dean's Office log. • Attendance – reduced number of attendance issues over prior year. Evidence can be the dashboard. • Schoolwide Learner Outcomes (SLOs) – student engagement in Advisory SLO activities. Evidence can be Advisory teacher feedback on student engagement.
Pupil Services and Attendance (PSA) Counselor will develop and implement training to school personnel on California Education Code and District policies and procedures related to child welfare and attendance of students. The PSA Counselor will assist in the development of initiatives and policy and procedure bulletins in all areas related to child welfare including, but not limited to, attendance improvement, school attendance policy, enrollment and dropout prevention.	08/20/2019 06/12/2020	Administrators, Coordinators, and Counselors will monitor student attendance, grades and student progress towards culmination.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: 100% Attendance, Suspensions, School Safety, and Other Supports Interventions 100% Attendance

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>School Nurse:</p> <ul style="list-style-type: none"> • Provide input/follow-up on health factors that lead to students' poor achievement and chronic absenteeism. • Provide health related counseling and education for students and parents • Health counseling for students with health conditions that affect attendance and learning such as childhood obesity, dental health, asthma, diabetes and hypertension • Participate in multidisciplinary teams * Provides 4 days from 7S046 with another 1 day provided to the school by the district for a total of 5 days/ week. 	<p>08/20/2019 06/12/2020</p>	<p>Principal will monitor the Nurse's activities through staff developments and health reports. Parents will be better informed. Evidence will be participation in Riding the Waves of Success - School Engagement.</p>
<p>Psychiatric Social Worker PSW:</p> <p>Will support positive student connections with peers, family, and the community of participating at-risk students to help increase student attendance and create a safe school climate. The PSW will facilitate student development of at-risk students and their ability to successfully deal with problems, crisis or traumatic experiences. Will deliver comprehensive social-emotional services aimed at empowering at-risk students to become college-and career-ready by removing barriers to the learning environment. Services will include referral linkages to community agencies like Masada Homes and The Guidance Center for individual/family counseling. As well as provide various evidence-based interventions to classrooms such as Erika's Lighthouse. Erika's Lighthouse is a three-session curriculum that focuses on teaching students about depression and how to seek for help for themselves or others. Another intervention will be the FOCUS Resiliency Curriculum, which is a 10-session curriculum geared to help students learn resiliency strategies. In addition, the PSW facilitates a Wellness Checkup for consenting students. This survey determines the social an emotional need of students. Based on the needs of students, they are referred to different resources, one being the Cognitive Behavioral Intervention for Trauma in Schools (CBITS). This intervention is a 10-session curriculum that focuses on helping a student process trauma they experienced. PSW will also provide classroom consultation for teachers, and offer mental health promotion, awareness and education. The PSW will deliver violence prevention and problem-solving strategies for at-risk students. PSW will also engage with parents through parent workshops.</p> <p>*To provide 3.5 days from 7S046.</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal will meet with PSW and evaluate progress of referred students. PSW – Will see an increase in student participation during sessions with both students and parents.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Dodson Middle School will implement a school-wide student attendance and intervention programs and continue to reduce the number of instructional days lost. The school will continue to implement its rewards incentives for attendance and behavior. Emphasis will be placed on continued interventions to maintain a positive school culture.</p> <ul style="list-style-type: none"> • Pupil Services and Attendance (PSA) Counselor will ensure that all students are enrolled, attending, engaged and on-track to graduate. The PSA Counselor will review, analyze, and assess the school's data trends related to student enrollment, attendance and academic achievement. • The PSA Counselor will implement an attendance and drop out prevention plan using a Three-Tiered Model Approach to Attendance: <ul style="list-style-type: none"> o Universal (prevention) – strategies for absence and dropout prevention, teaching and reinforcing attendance, and school climate enhancement program o Targeted (group intervention) - early identification and intervention, re-teaching attendance, interventions for groups of students o Intensive (individual intervention) - identification and intervention of students who are at-risk for school failure and/or dropout requiring direct services through community resources referrals, individual counseling and multidisciplinary team support • The PSA Counselor will provide evidence-based child welfare and attendance services, including advocacy and clinical case management to identified, at-risk students to facilitate student engagement, attendance, academic achievement, improve social adjustment and school stability. • The PSA Counselor will collaborate with school staff to facilitate partnerships with community agencies and provide resources and support as a team member or lead on multidisciplinary teams such as School Attendance Review Team (SART), Student Support and Progress Team (SPPT), Discipline Review Team and Attendance and Dropout Prevention Team. The PSA Counselor will provide coordinated support and interventions to stabilize at-risk students. 	<p>08/20/2019 06/12/2020</p>	<p>The PSA will coordinate with the Intervention Counselor and PSW to organize student support groups. We will see a decrease in the number of days absent for chronic attendance and we will see an increase percentage of daily attendance.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	12106 - ITIN NURSE (6 Hrs / 4 Days)	N/A	N/A	12106	97,596	0.00	100
CE-ESSA T1 Schools(7S046)	3110	13114 - ITIN PSYCH SOC WKR C (8 Hrs / 3 Days)	N/A	N/A	13114	89,289	0.00	100
CE-ESSA T1 Schools(7S046)	3110	12103 - ITIN COUNS PSA C (8 Hrs / 2 Days)	N/A	N/A	12103	51,022	0.00	100

Focus Area: Building Parent Capacity and Partnership to Support the 100% Attendance, Suspensions, School Safety, and Other Supports 100% Attendance

***Required if any Focus Area above is addressed.**

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Dodson Middle School will ensure that students, parents, and families receive the available resources to meet their needs.</p> <ul style="list-style-type: none"> • Pupil Services and Attendance (PSA) Counselor will collaborate with Parent Centers to provide parent workshops, promote parent engagement and empowerment in the educational process. • The PSA Counselor will provide evidence-based child welfare and attendance services, including advocacy and clinical case management to identified, at-risk students to facilitate student engagement, attendance, academic achievement, improve social adjustment and school stability. • The PSA Counselor will ensure the protection of educational and due process rights for students including, but not limited to, students in foster care, students who are homeless, pregnant and parenting teens, probation youth, camp returnees, students referred for expulsion, students who have been expelled, and other students at-risk for school failure and dropout. • The PSA Counselor will assess and provide guidance to students, parents/guardians, and school staff regarding school and community resources, including alternative educational and credit recovery programs, to ameliorate barriers to learning and high school graduation. <p>The PSA Counselor will develop and provide parent meetings/training for targeted group of students.</p> <p>Dodson will continue its RIDING THE WAVES OF SUCCESS parent workshops for parents and the community that include topics such as: Anti-Bullying, the stresses of middle school (keeping students happy and the importance of attendance), The ABCs of PBIS - Maximize your student's academic and behavioral potential, etc.</p>	<p>08/20/2019 06/12/2020</p>	<p>Administrators, Coordinators, and Counselors will record parent involvement and monitor student progress</p> <p>PSA Counselor, Principal, Assistant Principal, School Staff</p>
<p>Parents/Guardians will have the opportunity to participate in parent workshops on topics to include but not limited to Changing Graduation Requirements (College and Career Readiness Modules), School Report Card, LAUSD Parent Portal, Supporting Home Learning for all Students, The Importance of Attendance, College Planning, Culmination Requirements, CA Dashboard, WASC Informational meetings, PBIS (Positive Behavior Intervention Support) and Keeping Tabs on student work at home, and Social and Emotional Topics</p>	<p>08/07/2019 06/12/2020 New</p>	<p>Administrators, Coordinators, and Counselors will record parent involvement and monitor student progress</p> <p>PSA Counselor, Principal, Assistant Principal, School Staff</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

1. Comprehensive needs assessment: The Schoolwide Program is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the District. Describe the strategies that the school will be implementing to address school needs, and how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

To determine whether or not school objectives are met, strategies to achieve the goals are measured for effectiveness through the analysis of data, completion of the *SPSA Evaluation*, and the *Comprehensive Needs Assessment/Self Review Process*. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the Goal pages have not provided results or sustained improvement. The comprehensive needs assessment is described in the *Comprehensive Needs Assessment/Self Review Process* section of the SPSA.

2. Schoolwide reform strategies: Describe the methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education and address the learning needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging State academic standards through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Schoolwide reform strategies are described in Section IV of all Goal pages.

3. Preparation for and awareness of opportunities for postsecondary education and the workforce: Describe how the school prepares students for and makes them aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

A range of academic and elective classes are offered to Dodson students that challenge as well as prepare them for college and careers. They include but are not limited to Super Accelerated Math, AP European History, Honors English, Film Production, Food Science, Art Production, Robotics, Band/Orchestra, and Visual and Performing Arts. Afterschool organizations are also available to students to include the MESA (Math, Engineering, Science, and Achievement) program which is offered after school and mentored by the math and science teachers. This is a hands-on inquiry based engineering club where the students collaborate on different projects.

Partnerships with professionals introduce students to local experts.

1. Career Day: This activity exposes students to a variety of careers and the professionals who perform them. It aims to provide students with insights, opportunities, and conversations about careers they might not have known existed. Career Day allows students to contemplate the paths they need to take in order to access the professions they want to pursue. Speakers from the local businesses as well as parents are invited to speak.

2. Parent Night Workshops with Expert Speakers: These evening workshops are held more than once per semester and are arranged to provide parents with emotional, social, mental, and academic support and information regarding their adolescent learners from experts. Most of the time, these topics are selected based-on Parent-Teacher/Parent-Coordinator conversations to address concerns or issues that parents express about their developing students.

4. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services: Describe how the school implements a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Dodson has a Positive Behavior Interventions and Support (PBIS) Committee that meets once a month, and grade -level Interdisciplinary Teams that also meet once a month to discuss students who display at-risk behaviors and possible interventions. Intervention results are also discussed in these meetings.

Each staff member participates in ongoing professional development on behavioral management systems that are proven to be preventative as opposed to reactive to negative student behavior. We have teachers call or we have face to face conferences. CC Coach also works with teachers that have identified students as at-risk (i.e., LTELs) and conducts home visits.

As a result of the trainings, teachers:

- * Trained on Win Win Discipline Moment of Disruption structure: Right Now Validation where the negative behavior is addressed on the spot - validating how the student is feeling, stating that the behavior is not appropriate, stating behavior needs to be exhibited, asking what the adult can do to assist the student in doing this, and telling the student to repeat the desired behavior back to the adult.
- * Trained on Same Side Chat as a means to build trust and relationship with the student and trained on Non-Verbal Cues to signal the student to display the desired behavior.
- * Reviewed Discipline Data, Discipline Foundation School-wide PBIS Rubric of Implementation instrument
- * Provided recommendations to address partially in place or not in place items of the PBIS Self-Assessment Survey
- * Provided recommendations for school-wide implementation of the Buddy Teachers Strategy.
- * Provided Recommendations/Suggestions for School Response Reference Guide
- * Reviewed Discipline & Intervention Data, and provided recommendations for Tier 3 Intervention

Behavioral management systems are culturally responsive, individualized, and modified for students as a result of the work of the Positive Behavior Interventions and Support (PBIS) Committee, whose role is to design programs to support the efforts of the staff in addressing behaviors in a positive and effective manner. Contributing to the work of the PBIS Committee are three full-time counselors, one College and Career Counselor, a half-time SAS Counselor, a part-time social worker, a part-time psychologist, and three coaches with hybrid roles that include being a full-time teacher and a part-time support staff for teachers in the areas of Math, English, and Literacy in Science and History Development. The Bridge Coordinator, along with the IEP team, is responsible for coming up with a Behavior Support plan as needed for individual students receiving Special Education services; the Magnet Coordinator meets with Magnet students and their parents; and the English Learner Designee is responsible for the monitoring of English Learners in the English Learner Program. In addition, the Buddy System strategy includes the use of a reflection packet (respect, paying attention, cooperation, etc.), and the appropriate packet is given to the student

Career, academic, and personal counseling services are readily available for Dodson students; However, physical and mental health services have been challenging due to lack of personnel.

- * Four guidance counselors, assigned to students based on last name (A-E, F-H, I-P, Q-Z) , meet with students individually and in groups to discuss grades; review both A-G and Culmination requirements; assign intervention and acceleration opportunities; mediate to resolve student conflicts; and refer students to other district personnel and/or outside agencies for additional counseling.
- * A Bridge Coordinator works directly with students with disabilities in ensuring that they have access to the core curriculum, have an up-to-date IEP, and have access to discuss issues that impede their success.
- * Dodson's Middle School College and Career Counselor works directly with identified at-risk students and their parents. Home visits and referrals to outside agencies assist with both home and school issues and conducted by this counselor.

Dodson students receive appropriate physical and mental health counseling; However, staffing has been a challenge at times. Although funding was allocated for a school nurse, there is a shortage of nurses throughout the district.

* The school currently has a registered nurse on site four days a week. Students with medical issues are assessed by school staff and provided with appropriate care; However, the lack of a school nurse on campus has made the wait time to be assessed longer.

* A Psychologist, Psychological Social Worker and Pupil Service Attendance counselor are also on site. The three individuals work on school issues to include but not limited to truancy, suicide ideation, and bullying, threat assessments, classroom interventions, referrals to outside agencies, and various presentations to parents and community, as well as staff PD on social emotional learning. They also provide both individual and small group counseling. The district sends medical professionals to provide Dodson students with dental care through the SMILE program, annual auditory, vision, and scoliosis testing.

5. High-quality and ongoing professional development and other activities: Describe the professional development and other activities provided for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

Professional development and other activities are described in the Focus Areas of all Goal sections at the rows entitled "Lesson Planning, Data Analysis, and Professional Development."

6. Strategies to recruit and retain effective teachers to high-need schools: Describe the strategies used by the District to recruit and retain effective teachers, particularly in high-need subjects.

LAUSD maintains an aggressive and far reaching recruitment plan. On June 30, 2010, all non-compliant elementary teachers were subject to Reduction in Force. Current hiring practices limit hiring to credentialed and intern candidates only. Principals are increasingly selective in their hiring practices, seeking only to interview and select those candidates who are in compliance with ESSA. The District is continuing to offer a Verification Process for Special Settings (VPSS) program to assist secondary special education teachers and alternative school teachers to become ESSA compliant in all subjects taught.

7. Schoolwide Program Plan is developed with the involvement of parents and other members of the community: Describe how the Schoolwide Program Plan was developed with the involvement of parents and other members of the community to be served and the individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the District, tribes and tribal organizations present in the community and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students, and other individuals determined by the school.

Dodson's SPSA we developed in conjunction with members of the school staff, students, and parents. Members of the School Site Council (SSC) met many times to review data and school goals. As these members included certificated and classified staff, students, and parents, there was a total of 50% students and parents contributing to SSC. The SSC discussed what was working well as well as what could be improved, changed, removed, or created to help improve student achievement based on data while reviewing the school's budget. In addition, Dodson's English Learner Advisory Council (ELAC) made recommendations to the SSC based on the school's prior year's SPSA goals while also reviewing data and considering the budget. ELAC has Dodson parent members. Dodson's Instructional Coach, coordinators, and SEL Team (teachers, administrators, counselors, PSW) reviewed data and provided strategies to help improve SBAC scores and CA Dashboard findings, as well as identified what was working well and what needed adjustments. The school's PSA reviewed data to determine underlying reasons for attendance results and provided strategies.

8. Describe strategies for assisting preschool children in the successful transition from early childhood education programs to local elementary schoolwide programs, and if programs are consolidated, the specific state educational agency and local educational agency programs that will be consolidated in the schoolwide program: Describe how the school assists preschool children in the transition from early childhood programs to elementary school. (Elementary schools only).

- Develops and implements a systematic procedure for receiving records regarding children transferred with parental consent from a Head Start program or another childhood development program such as the Early Reading First Program
- Establishes channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in agencies such as Head Start or other entities carrying out early childhood development programs such as the Early Reading First Program to facilitate coordination of programs
- Conducts meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or teachers from other early childhood development programs such as the Early Reading First Program, to discuss the developmental and other needs of individual children
- Organizes and participates in joint transition-related training of school staff, Head Start program staff, Early Reading First Program staff, and, where appropriate, other early childhood development program staff
- Links the educational services provided by such local educational agency with the services provided by local Head Start agencies and entities carrying out Early Reading First programs

Additional measures to assist pre-school students in the transition to local elementary schoolwide programs include:

9. Coordination and integration of Federal, State, and local services and programs: Describe how the school will coordinate and integrate federal, state, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The school site council, in collaboration with the school's stakeholders, will coordinate federal, state, and local services and programs to ensure resources are allocated based on student needs. Low-achieving, at-risk students not meeting grade-level standards will receive the appropriate supplemental support based upon a rigorous analysis of all pertinent subgroup and individual student data. These include students in target populations of all programs in the SWP plan. Supplemental academic support will include, without exception, student interventions.”

LOCAL DISTRICT MONITORING

Directors provide ongoing monitoring of the School Plan for Student Achievement (SPSA) and support through:

- *Joint analysis of data*
- *Evaluation of the strategies described in the plan*
- *Observation of instruction*
- *Observation of professional development that supports the strategies identified in the school plan*
- *Providing actionable feedback on professional development implementation and implementation of identified strategies*
- *Overseeing the budget*
- *Ensuring that the school administrator communicates regularly with stakeholders on the progress made towards achieving SPSA goals*

Directors review and approve the School Plan for Student Achievement (SPSA) and school site budgets throughout the school year. Directors conduct performance dialogues with their network principals to review the academic progress of all students and focus on monitoring implementation of the School Plan for Student Achievement and analysis of student data as evidence of school progress.

Directors may describe additional services and support provided to the school's instructional program in the box below:

Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	Total FTE & Total Amount
10562 10562 - DDSUB CSR T BEN ABSC	<input type="checkbox"/>	110002	0.00 1,496	0.00 0	0.00 0	0.00 0	0.00 1,496
11622 11622 - COORD DIFF TCHR	<input type="checkbox"/>	110004	0.00 775	0.00 0	0.00 0	0.00 0	0.00 775
11681 11681 - CRD DIF CAT PRG ADV	<input type="checkbox"/>	190004	0.00 775	0.00 0	0.00 0	0.00 0	0.00 775
117361 117361 - CAT PRG AD C1T 27/11 (3 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 70,666	0.00 0	0.00 0	0.00 0	1.00 70,666
11759 11759 - INTVN/PREV SUPC DIFF	<input type="checkbox"/>	190004	0.00 1,550	0.00 0	0.00 0	0.00 0	0.00 1,550
12103 12103 - ITIN COUNS PSA C (8 Hrs / 2 Days)	<input type="checkbox"/>	120021	0.00 51,022	0.00 0	0.00 0	0.00 0	0.00 51,022
12106 12106 - ITIN NURSE (6 Hrs / 4 Days)	<input type="checkbox"/>	120041	0.00 97,596	0.00 0	0.00 0	0.00 0	0.00 97,596
13114 13114 - ITIN PSYCH SOC WKR C (8 Hrs / 3 Days)	<input type="checkbox"/>	120021	0.00 89,289	0.00 0	0.00 0	0.00 0	0.00 89,289
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 117,632	0.00 0	0.00 0	0.00 0	1.00 117,632
14188 14188 - MS COL & CAREER COACH (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	0.00 0	1.00 121,995	0.00 0	0.00 0	1.00 121,995
14190 14190 - COL&CAREER COACH DIF	<input type="checkbox"/>	190004	0.00 0	0.00 1,549	0.00 0	0.00 0	0.00 1,549
14496 14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 121,995	0.00 0	0.00 0	0.00 0	1.00 121,995
21021 21021 - LIBRARY AIDE C1T/05 (3 Hrs / 5 Days)	<input type="checkbox"/>	240001	1.00 14,343	0.00 0	0.00 0	0.00 0	1.00 14,343

24520	<input type="checkbox"/>	210001	3.00	36,321	0.00	0	0.00	0	0.00	0	3.00	36,321
24520 - ED ADE 3 AVID C1T/05 (3 Hrs / 5 Days)												
27785	<input type="checkbox"/>	290001	1.00	2,226	0.00	0	1.00	8,901	0.00	0	2.00	11,127
27785 - COMMUNITY REP C (3 Hrs / 5 Days)												
30165	<input type="checkbox"/>	340101	0.00	-6,995	0.00	0	0.00	0	0.00	0	0.00	-6,995
30165 - HEALTH WELFARE CERT												
30166	<input type="checkbox"/>	370101	0.00	-2,426	0.00	0	0.00	0	0.00	0	0.00	-2,426
30166 - RETIREE BNFTS CERT												
30205	<input type="checkbox"/>	320201	0.00	1,426	0.00	0	0.00	0	0.00	0	0.00	1,426
30205 - PERS-LIBRARY AIDES												
40269	<input type="checkbox"/>	430010	0.00	0	0.00	0	0.00	369	0.00	0	0.00	369
40269 - SUPPLMTL INSTRL MAT												
50003	<input checked="" type="checkbox"/>	580002	0.00	4,497	0.00	0	0.00	0	0.00	0	0.00	4,497
50003 - OTH NON INSTRL CONT												
40239	<input type="checkbox"/>		0.00	14,946	0.00	0	0.00	665	0.00	0	0.00	15,611
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	2	0.00	0	0.00	1	0.00	0	0.00	3
PENDING DISTRIBUTION												
Total			8.00	617,136	1.00	123,544	1.00	9,936	0.00	0	10.00	750,616

ATTACHMENTS

Attach the following materials

Submit with Plan:

- **SSC Approval of SPSA**
 - Include copies of agenda, minutes, and sign-ins verifying approval of the SPSA. [Documentation (i.e., agendas, sign-ins, and minutes) must remain at the school site for five years.]
 - Include any written parent comments of dissatisfaction with the SPSA (SWP).
- **Analysis of School Experience Survey for Parents** (applies to New Schools only)

Submit to Principal's Portal:

- **Annual Title I Meeting**
- **SSC Certification Form**
- **Safe School Plan**
- **Parental Involvement Policy**
- **School Parent Compact**

Submit via Email

- **Principal Certification Form** (See Memorandum No. 6597.0 NCLB Compliance Principal Certification Form 2015-2016, Attachment C)

Retain at the School:

- **Small Learning Community Plan**
- **SSC Certification Form**
- **GATE Plan**
- **Grants** Include plans for any grants received by the school.
- **Safe School Plan**
- **LAUSD Public School Choice Proposal**