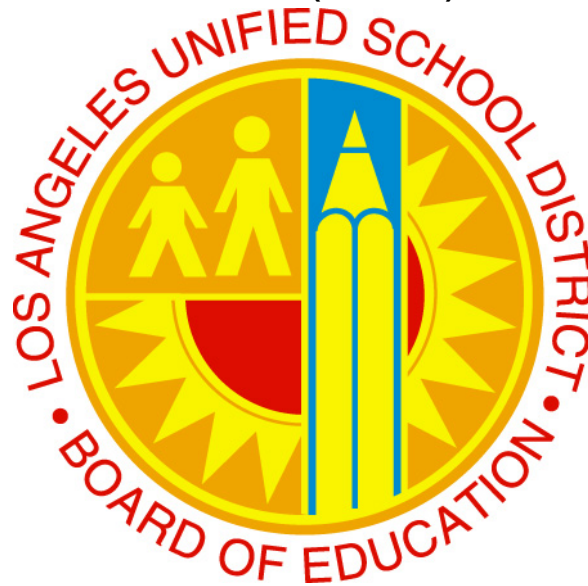


Los Angeles Unified School District
School Plan for Student Achievement

2020-2021

Implementation

NIMITZ MS (1826801)



Superintendent
Austin Beutner

Board Members

Dr. George McKenna III
Mónica Garcia
Scott M. Schmerelson
Nick Melvoin
Jackie Goldberg
Kelly Gonez
Dr. Richard A. Vladovic

TABLE OF CONTENTS

Section

District and School Information	1
School Identification	1
SPSA Review Tracker	2
Recommendations and Assurances	3
Funding Allocated to this School	4
District Mission Statement	5
School Mission, Vision, and Profile Description	7
Comprehensive Needs Assessment	9
School Accountability Report Card	9
School Experience Survey	9
School Quality Improvement Index Report Card	9
School Report Card	9
Smarter Balanced Assessment	9
Comprehensive Needs Assessment / Self-Review Process	9
GOALS	10
Academic Goal—100% Graduation and Beyond	10
Academic Goal—English Language Arts	11
Academic Goal—Mathematics	12
Academic Goal—English Learner Programs	13
Parent, Community, and Student Engagement	14
100% Attendance, Suspensions, School Safety, and Other Supports	15
Resource Inequities and Evidence-Based Interventions	16
Title I Required Components for Implementation	17
Schoolwide Program (SWP) / ESSA1114	17
Local District Monitoring	18
Budget Summary	19
Attachments	20

SCHOOL IDENTIFICATION

School Name: NIMITZ MS (1826801)

Local District: E

CDS Code	County		District					School					
	1	9	6	4	7	3	3	6	0	5	7	9	3

For additional information on our school programs contact the following:

Principal: GARCIA, LORENZO J

E-mail address: lgarc4@lausd.net

SPSA Designee: PADILLA, TERESA

Position: ASMT, NONCLSRM, PREP

E-mail address: teresa.x.padilla@lausd.net

School Address: 6021 CARMELITA AVE, HUNTINGTON PARK, CA 90255

School Telephone Number: 3238875400

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.

NORA GONZALEZ



08/06/2020

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	NORA GONZALEZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	<u>08/06/2020</u> <i>Signed Date</i>
Local District EL Compliance Coordinator	KIRSTIN SUMMERS <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A <u>08/01/2020</u> <i>Signed Date</i>
Local District PACE Administrator	ELSA TINOCO ENCISO <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A <u>06/04/2020</u> <i>Signed Date</i>
Local District Title I Coordinator	REYNA CORRAL <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A <u>06/30/2020</u> <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)	02/07/2020	Lluvia Sainz

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:

04/29/2020

School plan approval appears in SSC Minutes.

Date

Attested:

Teresa Padilla



04/29/2020

Typed name of SSC chairperson

E-Signature of SSC chairperson

Date

GARCIA, LORENZO



04/29/2020

Typed name of school principal

E-Signature of School principal

Date

2020-2021 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: \$	1,001,300	0	
<input checked="" type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$	122,022	0	
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$	14,212	0	
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$	0	0	
<input checked="" type="checkbox"/> Title I: Comprehensive Sup & Improv (7T691) Purpose: 7T691	Amount: \$	0	0	
Total amount of categorical funds allocated to this school:	\$			1,137,534

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.)

Our vision at Chester W. Nimitz Middle School is to build an equitable environment by ensuring academic excellence; empowerment of social and personal achievement; and dignity and respect for all.

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?)

Our mission is to provide the highest quality of learning through standard based activities that develop critical thinking, confidence and civic service. We will provide our students with equitable opportunities to access the knowledge, skills and tools necessary to be successful in the 21st century.

School Profile Description

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

<p>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/</p>
<p>Chester W. Nimitz Middle School is located in Huntington Park, California. In addition to Huntington Park, we serve the communities of Maywood, Bell, and beyond through our Magnet program. The communities we serve are primarily of Latino background; thus, our student population is currently 99% Latino. Nimitz has been a school-wide Title I school since 2000. Approximately 93.2% of our students are identified as Socio-Economically Disadvantaged, qualifying for the free/reduced lunch program.</p>
<p>2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):</p>
<p>Nimitz MS serves students in grades 6 through 8. We offer a Math/Science/Technology Magnet (18%), AVID program (90 students), and GATE/SAS (30%) program for enriched studies. We offer the following special education programs: Resource support, Special Day Class (mild, moderate, and severe), of which 13% of our students participate.</p>
<p>3. Indicate student enrollment figures:</p>
<p>There are approximately 1,450 students currently enrolled; including 340 Magnet students (99% Latino, 13% special ed, 16% EL, 30% GATE, 86% Economically disadvantaged)</p>
<p>4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):</p>
<p>Approximately 93.2% of our students are identified as Socio-Economically Disadvantaged, qualifying for the free/reduced lunch program.</p>
<p>5. Identify language, racial and ethnic make-up of the student body:</p>
<p>The student body at Nimitz MS is 99% Latino; the students and families we serve are predominantly of Spanish-speaking backgrounds. We also serve a select number of students/families who speak Arabic or Guajarti.</p>
<p>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:</p>

In an effort to inform parents of their child(ren)'s progress, student test results are mailed home, results and placement levels are provided in both English and Spanish. Individual meetings are also conducted through the counselor IGP's, LTEL parent conferences, EL, Coffee with the Principal, program meetings, through the Schoology online system, monthly bulletins, and at various parent conferences throughout the year. We invite parents to Open House events, as well as Student Led Conferences.

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 checked="" type="checkbox"/>	Title III English Language Acquisition, Language Enhancement, and Academic Achievement
<input checked="" type="checkbox"/>	Extended School-Based Management Model (ESBMM)
<input type="checkbox"/>	Local Initiative School (LIS)
<input type="checkbox"/>	Pilot School
<input checked="" 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"/>	Professional Learning Community (PLC)
<input type="checkbox"/>	Small Learning Community (SLC)
<input type="checkbox"/>	Additional Targeted Support and Improvement (ATSI)
<input type="checkbox"/>	Comprehensive Support and Improvement (CSI)
<input type="checkbox"/>	Targeted Support and Improvement (TSI)

Other important characteristics of the school:

Our school proudly offers the ALEKS math program through our math tutoring lab and math core classes. Many of our students participate in the MESA program; they explore careers and projects in the fields of math/science/engineering/technology/robotics. With the support of our TSP, Title III Coach, and other support staff, we promote a love for reading through the Accelerated Reader and Read Theory. We have several AVID-certified teachers who use the AVID strategies daily and have also conducted professional development to promote the strategies school-wide. Our entire faculty and out-of-class support staff has been trained through Kagan and Mastery Learning and Grading Professional Development. Multiple administrators and teachers have participated in the Standards Institute and much of our professional development revolves around standards-based instruction to ensure that tasks align to the CCSS. Professional Learning Communities conduct peer-to-peer informal observations to provide actionable feedback on specific Kagan cooperative learning strategies. Our school has established a partnership with East LA College and their Dual Enrollment program, offering Robotics and Theater college level courses (for credit).

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"/> Other: Students	Using our leadership students as a sample size of our overall student population, members were given the Needs Assessment Survey consisting of positions currently filled/purchased, as well as, others available. Students had the opportunity to discuss, question and make recommendations regarding the Needs Assessment. Surveys were collected and gathered data was forwarded to school site council members.	02/26/2020
<input checked="" type="checkbox"/> English Learner Advisory Committee	ELAC members were given the Needs Assessment Survey consisting of positions currently filled/purchased, as well as, others available. Current position holders presented scope of their duties and responsibilities. Parents had the opportunity to discuss, question and make recommendations regarding the Needs Assessment. Surveys were collected and gathered data was forwarded to school site council members.	02/07/2020, 03/06/2020
<input checked="" type="checkbox"/> Other: Faculty	Nimitz staff was given the Needs Assessment Survey consisting of positions currently filled/purchased, as well as, others available. Current position holders presented scope of their duties and responsibilities. Faculty had the opportunity to discuss, question and make recommendations regarding the Needs Assessment. Surveys were collected and gathered data was forwarded to school site council members.	02/04/2020
<input checked="" type="checkbox"/> School Site Council	Data provided to SSC members consisted of IAB results, fall and spring semester academic grades, dashboard school standing in ELA and math (SBAC), results from pre-post tests given to students participating in intervention programs, and IAB data. Data was desegregated to members. SSC members were also given the Needs Assessment Survey consisting of positions currently filled/purchased, as well as, others available and the job description. Surveys were collected and data was merged with that of others involved. Results of the Needs Assessment Survey and other relevant data was shared with SSC prior to the approval of SPSA and 2020-21 Budgets. Consensus was reached based on effectiveness of programs, student achievement, and determined needs.	03/02/2020, 03/09/2020, 02/27/2020
<input checked="" type="checkbox"/> Other: Parents	Parents were given the Needs Assessment Survey consisting of positions currently filled/purchased, as well as, others available. Parents had the opportunity to complete the surveys during our Coffee with the Principal, after our Summary of Services presentation, and throughout the month of March after daily presentations in our Parent Center. Surveys were collected and gathered data was forwarded to school site council members.	02/20/2020

Los Angeles Unified School District
2020-2021 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"/> Whole Child Integrated Data System
<input 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 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 checked="" type="checkbox"/> Other: Focus Reporting & Dashboards

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

According to the 2019-20 School Experience Survey, 81% of students reported positively in the overall area of the school's Academic Focus. Under the Future Orientation category, 81% of students feel that the staff encourages them to work hard in school and 82% of students feel that the school staff expects them to attend college. It is noted however that only 67% of students have adults talk to them about different college choices and 68% have adults talk to them about different career choices.

Fall 2018-19 data indicates a decline in the percentage of students with 3+ fails for both 6th and 8th graders, with a slight increase for 7th grade students when compared to the previous year. 8th grade: 2.8% (-2.2%); 7th grade: 5.8% (+.8%); 6th grade: 2.3% (+.7%).

Spring 2018-19 data indicates a decline in the percentage of students with 3+ fails for both 6th and 8th graders, with a significant increase for 7th graders when compared to the previous year. 8th grade: 6.1% (-1%); 7th grade: 16.6% (+6.7%), 6th grade: 1.6%(-3%). In comparing both semesters from 2017-18 and 2018-19 years, it is noted that 7th graders continue to have the highest percentage of students with 3+ fails. 7th graders with 3+ fails have also increased at a higher rate compared to other grade level students with 3+ fails from the Fall to the Spring Semester.

Spring 2018-19 data indicates an increase in students with all passing grades except for 7th grade students when compared to the previous year. 8th grade: 79% ? 82%; 7th grade: 69% ? 55%; 6th grade: 83% ? 87%.

37% of A-G PSA's Cohort and Target Population groups* achieved all passing grades at the end of Spring 2018. *7th and 8th grade students who failed 2-3 classes the previous year (Cohort) failed 4+ classes (Target Population).

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

Although our school offers many opportunities to learn about the expectations for culminating from middle school, graduating from high school, and the expectations for attaining a college education, improvements can still be made. In addition to conducting Individualized Graduation Plans with all students, our counselors need to continue to work with students in all grade levels to ensure that they are maintaining the necessary academic standing to be culmination eligible for middle school. We need to continue to reinforce our student's understanding of the A-G requirements and introduce new topics such as calculating and understanding GPA and test scores and the requirements for CSU/UC. Our counselors and out-of-classroom personnel currently offer intervention supports/classes, incentive programs for improvement/achievement, and awareness workshops for parents. In addition, we need to promote our scholarship recognition to encourage students to practice GPA calculation and to motivate more students to achieve at higher levels. Seventh grade students have the hardest time meeting academic goals because it is the first year they are challenged with 6 different periods with different teachers and they are not held accountable to culmination requirements. We need to have a plan or system in place to support and motivate the transitioning 7th graders and to make culmination requirements relevant to them.

We need to have an school-wide intervention program open for students with Ds&Fs grades after school or on Saturdays.

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

Grade level teachers, administrators, and counselors will meet to review the school's D&F Report every 5 weeks and facilitate a discussion of current student progress as a whole grade level and individual students. The meeting will allow structured time to brainstorm, propose and plan strategies and events that will incentivize and motivate students to meet academic goals (ie. 7th grade Fun Day, Awards for every 10 week and final semester, homework passes, etc). It will also allow time for staff to view students with Ds and Fs as a whole child and address their specific needs. All of these efforts will contribute to a sense of grade-level pride.

MyPath from Edgenuity will be an option for teachers and staff to use as after school interventions or in blended classrooms to help close the learning gap for all of our students.

A school-wide college awareness campaign will be implemented. Counselors and support staff will promote college attendance by using visual aids throughout the campus, facilitating classroom presentations, offering workshops on A-G requirements, GPA and other college topics, college field trips, and informational parent workshops. Counselors will continue to promote academic success by monitoring student's academic progress after every report card, notifying parents when students are not meeting standards and holding parent conferences, SSPT meetings, and/or a second IGP meeting for students who are not on track for culmination. The AVID Elective classes will organize a College Awareness Fair to distribute information about requirements to attend college and four year universities.

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 2020-21 *Required if this Goal is addressed.

By June 2021, our culmination rate will improve to 89% of students meeting the District requirements for culmination from middle school based on report card grades.

By June 2021, 100% of our parents will be invited to participate in the completion of an Individualized Graduation Plan with their child and the counselor, as measured by contact logs and parent sign-ins.

By June 2021, Classroom presentations will be conducted in all grade levels to review and strengthen their understanding of A-G requirements, college eligibility requirements and GPA calculation. After the A-G classroom presentations, 6th grade participants will reach at least 70% correct answers using Kahoot knowledge check data, measured by counselor logs and attendance participation.

By June 2021, 41% of A-G Cohort and Target Population groups will achieve all passing grades, as measured by report cards grades.

By June 2021, the percentage of 6th grade students with all passing grades will increase by 2%, to 85%, as as measured by report cards grades.

By June 2021, the percentage of 7th grade students with all passing grades will increase by 2%, to 71%, as as measured by report cards grades.

By June 2021, the percentage of 8th grade students with all passing grades will increase by 2%, to 81%, as as measured by report cards grades.

By June 2021, our percentage of students on track for culmination in 6th grade will increase to 92% for 6th grade, as measured by report card grades.

By June 2021, our percentage of students on track for culmination in 7th grade will increase to 85% for 7th grade, as measured by report card grades.

By June 2021, Classroom presentations will be conducted in all grade levels to review and strengthen their understanding of A-G requirements, college eligibility requirements and GPA calculation. After the A-G classroom presentations, 8th grade participants will reach at least 75% correct answers using Kahoot knowledge check data, measured by counselor logs and attendance participation.

By June 2021, Classroom presentations will be conducted in all grade levels to review and strengthen their understanding of A-G requirements, college eligibility requirements and GPA calculation. After the A-G classroom presentations, 7th grade participants will reach at least 75% correct answers using Kahoot knowledge check data, measured by counselor logs and attendance participation.

*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
<p>Our Instructional Leadership Team, lead by our College and Career Coach/A-G Counselor, will provide instructional support to our teachers by: providing demonstration lessons that involve the direct instruction of pupils in ELA/iELD; providing PD for admin, school teams, and teachers on intervention strategies, accessing technological resources accompanying the adopted ELA/iELD 3 & 4 instructional material, and differentiated instruction utilizing the new ELA/iELD 3 & 4 adoption; providing targeted and differentiated support and coaching on intervention, research-based instructional strategies, and accessing technological resources accompanying the adopted ELA/iELD instructional material; preparing students for the transition into high school through supporting articulation, and by providing supports to help mitigate challenges and address the social-emotional, organizational, and/or academic needs of English learners, Standard English learners, students with disabilities, socioeconomically disadvantaged students, and at-risk students.</p> <p>Our COUNSELOR (SEC, C1T 25/10, \$113,797) will provide professional development on the A-G requirements and items discussed during the IGPs so that all staff can promote strategies for success to our students. Teachers will be part of the process in motivating our students to be prepared for high school, college, and career.</p>	<p>07/01/2020 06/30/2021</p>	<p>Principal, A-G Counselor, College & Career Coach, and additional Instructional Leadership Team (ILT) will ensure participation/promotion of school-wide A-G & culmination awareness activities, incorporating graduation themes into lessons/units of instruction. Administrators will conduct classroom visits; Data from the School Experience Survey and school-based generated questionnaire will be assessed by Counselors to determine effectiveness of their classroom presentations and parent workshops.</p> <p>A-G Counselor will provide Student Fail Report at every 5 weeks to inform staff of students with 3+ fails to raise collaborative awareness of students' need for extra help and areas that may need additional support.</p> <p>The Fail Report will include number of students passing all classes, failing trends by subject, grade level, and A-G Cohort and Target Population Groups. It will also recognize previous year failing cohort students who are currently passing all classes.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	3110	110142 - COUNS SEC C1T 25/10 (6 Hrs / 5 Days)	30403714	N/A	110142	112,044	1.00	100

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
<p>Habits of Mind strategies will be used to promote growth-mindset and support in implementing strategies to meet the unique learning needs of our at-risk students. With the support of our MS COLLEGE AND CAREER COACH (\$121,655, w/ Differential \$1,552), teachers will incorporate themes such as culmination, college, career, and the A-G requirements into lessons/units and enhance their culture of the classroom by creating a print-rich environment. Coach will analyze various data sources to identify early alerts and collaborate on the design of intervention to meet needs of at-risk students, utilize data on grades, attendance and behavior to guide dropout prevention and intervention efforts, implement a multi-tiered behavior and academic support system to close the achievement gap, eliminate drop-outs and provide equity and access for at-risk students, provide direct feedback to students throughout the learning cycle in order to ensure learner agency and academic rigor, and provide feedback and engage in collaborative discussion with academic counseling and other support service personnel to monitor/support the completion of Individual Graduation Plans for middle school students. Purchase of differential will extend the College and Career Coach position to 8 hours per day in order to perform duties within the scope of the job description.</p> <p>Teachers across all disciplines will implement Master Learning and Grading during the 2020-2021 school year. These focus teachers will help us establish baseline data to show the effectiveness of the strategy. Students will have multiple opportunities to demonstrate their learning; Teachers will engage in shifting their mindset on the purpose of grading and redirecting the focus on how students learn.</p> <p>Our 6th grade classes are housed in the 300-Bungalows area of our campus. This section of our school is known as the "6th Grade University Corner." A large banner welcomes students and staff. Teachers of 6th grade students have "University-themed" doors to welcome their students and college is a regularly discussed topic. Our school goal is to promote this theme across all grade levels throughout our campus. Additionally, our AVID electives also address the A-G requirements, teach skills that are crucial for academic success (organization, note-taking using Cornell Notes), and also visit college campus so that students can feel acclimated to the college environment. We will have an AVID aide who will support our students, working with small groups to maximize learning. Curricular Field Trips will provide our at-risk, socioeconomically disadvantaged students with the opportunity to make real-life connections to the curriculum and to the concept of attaining a college education. Students will be visiting various college campuses, such as; UCLA, USC, CSU campuses CSULA, Dominguez Hills, Fullerton, Cal Poly Pomona, CSULB), and local community colleges (Cerritos, ELAC, Rio Hondo, Long Beach City College, Mt. SAC). During the entire school year, Our MS College and Career Coach will help us ensure that our students are prepared for A-G courses and will be successful in graduating college and career ready from high school. The Coach will collaborate with local district and school site instructional staff, school personnel, parents, and the community to ensure data-driven, results-based support services and programs provided for all at-risk students. The Coach will help identify achievement gaps, integrating technology, and provide a bridge of support as at-risk students transition into high school.</p>	<p>07/01/2020 06/30/2021</p>	<p>The Principal and the Instructional Leadership Team will emphasize the use of school-wide A-G & culmination awareness accountable talk and activities, incorporating graduation themes into lessons/units of instruction; the use of data from the School experience survey and student grades will be used to determine effectiveness.</p> <p>Principal will meet and observe, review student data to determine that the goals are met,</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)		14188 - MS COL & CAREER COACH (6 Hrs / 5 Days)	30425410	N/A	14188	120,470	1.00	100
CE-ESSA-T1 C&C Coach (7T124)	2100	14190 - COL&CAREER COACH DIF	N/A	N/A	14190	1,552		100

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
<p>Nimitz MS will continue offering after school and Saturday intervention to support our students who are struggling in meeting the demands of CCSS. Teachers will provide support in all core content areas (ELA, Math, Science, and History). Additionally, we will hire teacher assistants (TA Relief Time) to provide small group support during Saturday intervention.</p> <p>The Intervention/Prevention Support Coordinator (\$122,383 w/ Benefits) will support the coordination of after school intervention programs. The Coordinator will identify targeted students in need of intervention through data analysis, create appropriate intervention programs, ensure all logistics and goals for the program are met. The Coordinator will also train intervention teachers on curriculum and monitor progress alongside administration, counselors, and parents. We will be providing tutoring services for our students in need. Teachers will be required to attend mandatory orientation/training, administer pre- and post-tests to appropriately monitor student growth, and work with the intervention coordinator to determine the appropriate curriculum and scaffolds our students need.</p>	<p>07/01/2020 06/30/2021</p>	<p>The Principal and Intervention Support Coordinator will regularly (biweekly) monitor and analyze student data; identify students in need of intervention, not meeting culmination requirements. Intervention Program Pre- and Post-test data, as well as student grades, will be used to measure the effectiveness of the intervention program. Intervention pre and post data will consist of grades in core content areas of all grade levels. Goal is for an increase of 2% passing grades for students in all grade levels.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	30437902	N/A	14496	120,470	1.00	100

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
<p>At Nimitz MS, our goal is to maintain an open dialogue with parents about the ways in which we can partner to meet the needs of our students. Thus, we will focus on communication through the use of technology and by offering workshops to parents, which will allow parents to be active participants in their child's education. Parents will be better able to advocate for their children when they understand and feel welcomed in the school environment.</p> <p>Our counseling and parent center staff will work collaboratively to offer various parent workshops on topics that will directly support the academic success of our students. Counselors will present on the IGPs and the A-G requirements at the beginning of the school year and at the beginning of the second semester (September 11th and January 15th, 2020) . Our Parent Center Staff will work with our administrative team to determine the need of parent workshop topics, such as: Common Core Standards/Next Generation Science Standards (October 16th, 2020) , SBAC Testing (March 17th, 2021) and interpreting the SBAC results (September 25th, 2020), and ESL and Computer Skills classes (weekly basis, from September 14th to June 1st, SY 20/21). Additional workshops will occur on a monthly basis, with topics prioritized based on student need.</p> <p>Parent Center staff will serve as a liaison between parents and the school community. As such, they will voice the needs for topics to be created into workshops or other parent involvement opportunities. They will coordinate efforts with administration, out-of-class personnel, and District initiatives to host meaningful workshops for parents.</p>	<p>07/01/2020 06/30/2021</p>	<p>The Principal/Assistant Principals/TSP Adviser will monitor parent responses on the School Experience Surveys and feedback forms/workshop evaluations will be used to inform decisions on next steps and additionally needed/requested topics for workshops.</p> <p>Parent Center Staff will work with Principal/TSP Adviser to evaluate the needs of the parents and also to evaluate the effectiveness of services provided; Counselors will also work collaboratively to present workshops to parents</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
2020-2021 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"/>	Whole Child Integrated Data System
<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 type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: Administrator Classroom Observation Data

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

In 2018-2019, 37% of our students met/exceeded the ELA standards as measured by the SBAC Summative Assessment, showing a 5% increase from the previous year. Our students' areas of need continue to be in Reading and Writing, as disaggregated data by SBAC Claims indicates. SBAC Claims data shows that 15% of students scored above grade level in Reading, 9% of students scored above grade level in Speaking/Listening, 12% of students scored above grade level in Writing, and 19% scored above grade level in Research/Inquiry.

Fall 2019 IAB data for Write and Revise Narratives reflects the following:
 16% of 8th graders were Above Standard, 49% of 8th graders were Near Standard, and 35% of 8th grades were Below Standard.
 16% of 7th graders were Above Standard, 63% of 7th graders were Near Standard, and 21% of 7th graders were Below Standard.
 18% of 6th graders were Above Standard, 65% of 6th graders were Near Standard, and 17% of 6th graders were Below Standard.

Based on current Administrator Observational Data, we found that 98% of ELA teachers are either partially or fully addressing the Standards. In addition, 16% of ELA teachers were doing DOK 1 Leveled tasks, 38% were doing DOK Level 2 task, and 41% were doing DOK Level 3 tasks.

Fall 2019 grade data reflects the following: 16 out of 416 6th graders, 42 out of 448 7th graders, and 16 out of 520 8th graders received a fail on their 20-Week progress report in their English or Honors English class. In the CA dashboard, "ALL " students scored in the yellow band for ELA,with subgroups of EL and SWD scoring in the orange band and homeless students in the yellow band.

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

After reflecting on our data, we will focus on introducing grade-level standards-based tasks and lessons by providing students with clear goals and expectations, criteria checklists and rubrics that clearly outline student tasks and expectations. We will provide students with specific feedback that directly ties back to the standard-based task they were assigned with the purpose of directing them to analyze their work, reflect on their learning, and implement the necessary changes necessary to produce work at a DOK 3-4 level and master grade level standards. Teachers will increase listening and speaking opportunities by integrating Kagan strategies to address the area of academic discourse.

We will continue using the Collections series and implement best practices to strengthen the skills required to meet Common Core State Standards. The focus will be on increasing reading comprehension skills, writing, and listening and speaking skills. In order to maximize our effectiveness we will participate in Collections training, AVID training, and other PD led by district personnel or lead teachers to learn more reading and writing strategies that we can implement to move student learning forward.

In order to support students and our development as a department, we will designate planning time to implement selected common strategies and tools to help students master progressive ELA Standards and Shifts; to discuss best practices and delivery of instruction; and to analyze student data and modify teaching strategies as needed.

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

The strategies implemented which contributed to the school being on track to meet its measurable objective(s) were as follows: AVID Strategies, Kagan Cooperative Learning strategies, Graphic organizers, Scaffolding (modeling, guided practice, mini-lessons, visual aids) Common Instructional Foci (3c1 Standards-Based Instruction, 3d Academic Discourse, 3b2 Feedback to Students), administrator classroom observations followed by feedback to teachers, instructional rounds followed by group debriefing.

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

State the School's Measurable Objective(s) for 2020-21 *Required if this Goal is addressed.

By June 2021, all students will move closer to standard on the English Language Arts SBAC by 10+ points from - 37.54 to -27.54+, in order to improve within the yellow band as measured by the CA dashboard.

By June 2021, 100% of literacy tasks will include an integration of two or more strands (Reading, Writing, Speaking/Listening, Language) grounded in evidence both literary and informational text, as measure by administrator classroom observation data.

By June 2021, 100% of classroom tasks will meet or partially meet the demands of the standards in English, as measured by administrator observation data.

By June 2021, our English Learner subgroup will move closer to standard on the ELA SBAC by 10+ points to -80.3 or greater as measured by the CA Dashboard.

By June 2021, our Students with Disabilities subgroup will move closer to standard on the ELA SBAC by 10+ points to -113.4 or greater, as measured by the CA Dashboard.

By June 2021, all students' SBAC ELA meets/exceeds performance will increase to 42% (increase of 5%) as measured by MyData.

By June 2021, at least 50% of ELA tasks will incorporate DOK level 3/4 tasks, as measured by administrator observation data.

By June 2021, the percentage of students with all passing ELA grades will increase by 2%, as measured by MyData.

*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>In order to support students in mastering common core standards, teachers will engage in school-wide professional development presented by administration, out-of-class support personnel, Local District Experts, or lead teachers. (TEACHER X NON-TUTOR - approx. 20 hrs, \$1,650, 10 teachers), will be mandated and monitored on a biweekly basis. Our goal is to address the professional learning needs identified by our teachers after reflecting on our school data and teaching practices. Professional development will also support the school's Instructional Foci: Standards Based Instruction, Academic Discourse, and Feedback to Students. Focus will be on implementing Standards-based tasks that integrate complex informational texts and promote higher Depth of Knowledge levels (DOK 3-4); Kagan Cooperative Learning strategies to increase student engagement and discourse; specific feedback to help students meet standards-based objectives; AVID strategies; and developing specific standards-based learning targets that align to common assessments and IABs. Participation in the Standards based institute will help teachers integrate differentiation and create equity in the classroom. Each grade level will develop DOK 3-4 level tasks and participate and collaboratively reflect and refine pedagogical practices and instruction. Based on results, teachers will develop and implement lessons followed by actionable feedback. Teachers will engage in departmental, PLC, i-Team and vertical planning to promote collaboration among teachers and consistency in the classroom.</p> <p>Given some of the commonalities between the ELA and History CCSS standards in the areas of reading and writing, history teachers will be given the opportunity to plan, collaborate, and participate in professional development opportunities with ELA teachers. This will help support students in meeting the CCSS reading standards (Key Idea & Details and Craft & Structure) and CCSS writing standards (Writing Informational Text/Writing Arguments to support claims).</p> <p>TEACHER RELEASE DAYS/HRS (approx. 33 days @ 507.74 / days, 16 teachers) will be allocated for peer observations, Mastery Learning and other PD opportunities.</p> <p>ELA teachers will have the opportunity to continue studying and deconstructing the ELA shifts, and standards-based instruction for the purpose of developing a deep understanding of what the shifts look like and sound like in the classroom. ELA teachers will continue to receive training on standards-aligned instruction and strategies that promote academic student discourse. Our professional development will be derived from the Standards Institute Expeditionary Learning (EL), Kagan Cooperative Learning, AVID, WICOR Strategies, Read Theory, NewsELA, and Mastery Learning & Grading. We will use Teacher Release days for teachers to participate in PD, and participate in Instructional Rounds. Saturday PD will also take place on Mastery Learning & Grading and implementation of tasks aligned to CCSS (TEACHER X NON-TUTOR, \$9,024, approx 106 total hrs, for 10 teachers).</p> <p>We will use monthly grade-level team meetings to discuss pedagogical practices, intervention and enrichment strategies, and plan grade-level tasks and activities based on the shared input of teachers. In anticipation of 5-6 week Progress Reports, teachers will identify students who may need intervention or support. These meetings might be facilitated by a lead teacher, grade-level counselor, administrator, or other support personnel depending on the topic of concern. Teachers will work in their teams to discuss interventions, improvements and upcoming plans for how to support specific students using data to guide these discussions.</p>	<p>07/01/2020 06/30/2021</p>	<p>Principal and Instructional Leadership team will plan and facilitate professional development; ILT will coordinate and evaluate the effectiveness of PD/observations through the use of surveys, rubrics, and feedback forms.</p>

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	2100	14692 - COORD X (NON-TUTOR)	N/A	N/A	14692	1,650		100
CE-ESSA T1 Schools (7S046)	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	9,024	0.00	100
CE-ESSA T1 Schools (7S046)	1000	10377 - TCHR RELEASE DAY/HRS (6 Hrs)	N/A	N/A	10377	16,762	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>Teachers at Nimitz MS will continue to work in their Departments/professional learning communities to develop common standards-based assessments and analyze their effectiveness in helping students reach mastery. Teachers will focus purposeful planning of standards-based tasks and learning targets, depth of knowledge levels, strategies that promote student academic discourse, and scaffolds/interventions that support all students in meeting the demands of the Common Core Standards. ELA teachers will participate in Peer Cycles and Lesson Study to create Standard's Based Lessons, and rigorous tasks that integrate the domains of English, and the ELA shifts. Teacher Release Days will be needed for these observations. Teachers will use what they learn and explore during Instructional Rounds to make changes to their instructional plans that support our school goals for achievement in ELA.</p> <p>Teachers will discuss and plan enrichment tasks and activities for students who are meeting grade level standards and are ready to be challenged with more rigorous tasks. Consideration will be given to the following: -The Nimitz MS instructional foci: Standards Based Tasks, Academic Discourse, and Teacher Feedback to Students. -Teachers will be expected to implement the ELA shifts: regular practice with complex texts and their academic language; reading, writing, and speaking grounded on evidence from texts, both literary and informational; building knowledge through content-rich non-fiction. -AVID WICOR strategies will also be implemented to ensure student achievement and access to the CA Common State Standards. Teachers will focus on 5 elements of WICOR: Writing (Cornell Notes, Authentic Writing); Inquiry (Costa's Levels of Thinking, Skilled Questioning Techniques); Collaboration (Philosophical Chairs, Socratic Seminars); Organization (Planners, Graphic Organizers); Reading (Deep Reading Strategies, Summarizing). -Kagan structures will be implemented to support student discourse. These strategies will promote cooperation and communication in the classroom, increase students' confidence and retain their interest in classroom interaction.</p> <p>Our Instructional Leadership Team will provide individual teachers support in reaching the effective and highly effective levels of teaching by providing timely, actionable feedback from classroom observations. Our administrators will use a Google Form that emails the individual teacher directly following an observation. The actionable feedback will focus on how well the task that students are working on aligns to the full demands of the grade-level standard.</p> <p>Our Departments/PLC's will be supported through the Instructional Leadership Team (ILT). This committee of teacher leaders will meet regularly to plan and focus common planning time on the school goals and initiatives.</p> <p>Core content teachers, including 2 CSR TEACHERS (HSS and ELA, \$116,174 with 4 days of Benefit/Sub covering illness, personal necessity, kin-care each \$1,464) purchased through Title I funds, will integrate the use of technology in the classroom by utilizing Google apps, NewsELA, Read Theory, Collections and other applications available on iPads or through the use of Chrome Books, as we continue to purchase them. Services of the state certificated , register carrying teachers are to reduce class size for students at-risk of academic failure and will be monitored on a biweekly basis. Students will have access to educational games such as Nearpod, Kahoot, and allow students to access their grades, submit assignments, research informational text, text layering, and monitor their progress. Technology will be housed in the Title I Office and will be made available to teachers for at-risk student use. Additionally, curricular field trips will be planned to help students make connections to the content.</p> <p>We will purchase 3 Teacher Assistants to support our EL students with best instructional practices (TEACHERS ASST-DEGREE TRA, \$19,365ea.). While working under the direct supervision of state credentialed classroom teachers, they will work with students in small groups and support the lead teacher in their implementation of the Common Core Standards which is necessary to address our measurable objectives for our EL students.</p>	<p>07/01/2020 06/30/2021</p>	<p>The Instructional Team will conduct formal and informal observations. PLC Leads will ensure that all PLCs engage in the PLC cycle of data-analysis and student data from interim assessments and teacher-created formative assessments to inform instruction on a biweekly basis.</p>
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Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		13643 - CSR TCHR SEC HSS 1TK (6 Hrs / 5 Days)	30342950	N/A	13643	116,174	1.00	100
CE-ESSA T1 Schools (7S046)	1000	13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30464367	N/A	13641	116,174	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30055735	N/A	107762	19,365	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30055850	N/A	107762	19,365	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30449365	N/A	107762	19,365	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	2,928		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
<p>We will use monthly grade-level team meetings to discuss pedagogical practices, intervention and enrichment strategies, and plan grade-level tasks and activities based on the shared input of teachers.</p> <p>In anticipation of 5-6 week Progress Reports, teachers will identify students who may need intervention or support. These meetings might be facilitated by a lead teacher, grade-level counselor, administrator, or other support personnel depending on the topic of concern. Teachers will work in their teams to discuss interventions, improvements and upcoming plans for how to support specific students using data to guide these discussions. Teachers will also discuss and plan enrichment tasks and activities for students who are meeting grade level standards and are ready to be challenged with more rigorous tasks.</p> <p>Other interventions that will target growth in ELA achievement will be after-school tutoring and Saturday school for students in all grade levels. These strategic programs will focus on literacy and the ELA Instructional shifts towards informational texts and using evidence from texts.</p> <p>Our master schedule will include Academic Literacy for students who struggle in English Language Arts. This purposeful scheduling will allow lower-performing students to receive interventions during their school day of instruction. In all ELA classrooms, teachers will focus on differentiation strategies, such as flexible grouping, tiered assignments, and small group instruction to provide interventions for all students during the school day. Our College and Career Coach will work with our A-G Counselor to develop any tier III interventions for struggling students.</p>	<p>07/01/2020 06/30/2021</p>	<p>The Principal and Instructional Leadership Team will conduct analysis of student data showing students in need of intervention, as well as students not meeting culmination requirements. The Team will monitor pre- and post-data to determine the effectiveness of intervention supports.</p> <p>Administration will work collaboratively with PSW and PSA to develop and monitor plans to help students socially/emotionally, individual student data as well as whole school data will be used to assess effectiveness</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

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>Nimitz MS will hold student-led conferences in the fall (Sep, 2020) and spring (May, 2021) semester as a tool for communicating with parents about the standards-based tasks being implemented in the classroom and the academic progress of students. Students will showcase their learning and parents will have an active role in this reciprocal process by asking questions and engaging in dialogue with their children. Student-led conferences give students ownership of their learning and academic progress and hold them accountable, while engaging parents in this reflection process. Parents are invited and encouraged to attend informational events such as, AVID Parent meetings, Magnet Parent meetings, Individual Growth Plan meetings, SAS Parent meetings. Nimitz will offer a parent workshop on ELA SBAC to inform parents on how to read their child's SBAC results, current data, the school's instructional practices, interventions, and ways they can support their child at home.</p> <p>Parents will be encouraged to consistently monitor student progress through Schoology and communicate any questions or concerns with teachers through this portal. The school will provide workshops (September - May, SY 20/21) and technical assistance on a regular basis to support parents in navigating Schoology successfully.</p> <p>Also, parents are invited to celebrate their child's academic accomplishments, for example, A Walk Through the Ancient World (October, 2020), Reading Fair (March, 2021), and Early Man Show (November, 2020), and our end of the year Nimitz Showcase (May, 2021). Other workshops include, Understanding SBAC Data & Supporting Your Child's Growth (September, 2020, March, 2021).</p>	<p>07/01/2020 06/30/2021</p>	<p>The Principal and the Instructional Leadership Team will monitor parent participation in student led conferences, parent attendance to the various workshops offered, and parent use of Schoology will monitored for their effectiveness.</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
2020-2021 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"/>	Whole Child Integrated Data System
<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 type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: Administrator Classroom Observations Data
<input checked="" type="checkbox"/>	Other: Spring 2020 Performance Task

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

In 2018-2019, the MyData dashboard shows 26% of students at Nimitz MS met/exceeded the Math standards, showing a 5% increase from the previous year of 21%, as measured by the Smarter Balanced Summative Assessment. Analysis of disaggregated data by grade levels, claims, and student subgroups show the following:

MyData results by GRADE LEVEL shows 22% of our 6th graders Met/Exceeds Standards, 31% of 7th graders Met/Exceeds Standards, and 24% of 8th graders Met/Exceeds Standards.

The math distance from Standards Met, for all grade levels -82.1.

MyData results by SUBGROUPS shows our Homeless population 38.5 points below standard, our English Learner population 90.3 points below standard, our Students with Disabilities 123.4 points below standard, and our Socioeconomically disadvantaged population 40 points below standards. There is no data reflecting our Foster Youth subgroup.

MyData results by CLAIM shows 16% of students Met/Exceeded Concepts and Procedures, 11% Met/Exceeded Problem Solving, and 11% Met/Exceeded Communicating Reasoning.

Fall 2019 CAT Interim Assessment Block data shows 16% of our 6th grade students Met/Exceeded the Ratios and Proportions CAT, 17% of our 7th grade students Met/Exceeded the Number Systems CAT, and 12% of our 8th grade students Met/Exceeded the Expressions and Equations CAT.

Spring 2020 PERFORMANCE TASK data for 6th grade is not available. Results for 7th grade Camping Task assessment shows 12% of students Met/Exceeded and in 8th grade, 8% of students Met/Exceeded the Baseball Tickets assessment.

Classroom OBSERVATIONAL DATA shows the percent of teachers teaching at a DOK Level 4 (Extended Thinking) is 1.45% , Level 3 (Strategic) 28.99%, Level 2 (Skills and Concepts) 49.28% and Level 1 (Recall) 20.29%.

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

The general area of concern is that Nimitz MS students are 82.1 points from meeting standards. One possible underlying cause is the need for students to analyze and interpret real world problems that promote higher level thinking. Classroom observational data shows that 28.99% of teachers are implementing DOK Level 3 activities, and 1.45% are implementing DOK Level 4 activities. There is an apparent need for teacher training in pedagogical practices that dovetail an effective curriculum and includes adequate planning time to ensure that standards-based higher level thinking activities are targeted and implemented.

Data shows that our students with an Individualized Educational Plan/504 Plan and/or Disabilities, scored 123.4 points below standards. Students with disabilities also carry one or more of the following factors: Homelessness, Foster Youth, Socio-economic disadvantaged, and/or English language learners.

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

Our instructional focus for the next year will be based on the following three aspects of the Teaching and Learning Framework: i.)Standards-Based Learning Activities (Standard 1, d1), ii.) Using Questioning and Discussion Techniques (Standard 3, b1 and b2), and iii.) Feedback to Students (Standard 3, d3). All math teachers will participate in professional development that addresses the mathematical shifts: focus, coherence, and rigor. Based on these shifts, professional development will ensure successful implementation of the Common Core curriculum. Teacher professional development will include best practices that target the needs of all Nimitz students including our subgroups (Homelessness, Foster Youth, Socio-economic disadvantaged, and/or English language learner).

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

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State the School's Measurable Objective(s) for 2020-21 *Required if this Goal is addressed.

By June 2021, all students will move closer to standard on the Mathematics SBAC by at least 10 points to -69.4 or greater, as measured by the CA Dashboard.

By June 2021, Mathematics tasks focus with equal intensity on three aspects of rigor: conceptual understanding (33%), procedural skills and fluency (33%), and application (33%), as measured by administrator classroom observations data.

By June 2021, 100% of classroom tasks will meet or partially meet the demands of the standards in Mathematics, as measured by administrator classroom observations data.

By June 2021, English Language Learner subgroup will move closer to standard on the Mathematics SBAC by at 10+ points to -121.8 or greater, as measured by the CA Dashboard.

By June 2021, Students with Disabilities subgroup will move closer to standard on the Mathematics SBAC by at 5+ points to -158 or greater, as measured by the CA Dashboard.

By June 2021, all students' SBAC Math meets/exceeds performance will increase to 31% (increase of 5%) as measured by MyData.

*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 : Mathematics

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Professional Learning Communities (PLC's) : Math teachers at Nimitz MS will continue to work with their professional learning communities to develop common assessments that are aligned to grade-level standards and learning targets. Within the PLC, teachers will plan standards-based activities, activities that have an equal representation of the 3 aspects of rigor, and support the learning outcome with the planned use of collaboration structures using Kagan and WICOR (writing, inquiry, collaboration, organization and reading) strategies. Teachers will also engage in teacher-led professional development during PLC time to model best teaching practices. In addition, PLC time will be used to analyze SBAC and Interim Assessment Block data to inform and plan instruction, intervention, and enrichment.</p> <p>Teacher Professional Development will support: 1) Illustrative Mathematics training, 2) pedagogical best practices, 3) development of lessons with the 3 aspects of rigor (conceptual understanding, procedural skills and fluency, and application), and 4) integration of WICOR (writing, inquiry, collaboration, organization, and reading) strategies in the math classroom. Our Math teachers will also receive training on nationally-recognized pedagogical theories and strategies sponsored by accredited organizations including: UbBoundEd's Standards Institute, California Math Council, AVID Center and District approved conferences/workshops focusing on math instruction, as well as those focusing on gifted education. TEACHER X-TIME (NON-TUTOR) will be allocated for teachers and Coordinators (COORD X NON-TUTOR) to meet during summer, Thanksgiving, Winter, and Spring breaks to create common lessons and assessments. TEACHER RELEASE DAYS/HRS (approx. 34 days @ 507.74 / days, 17 total teachers X 2 days) will be allocated for peer observations, Mastery Learning and other PD opportunities. Additionally, teachers in the math department will develop teacher-led professional development, based on the learnings from the Standards Institute on the Mathematical Shifts (focus, coherence, and rigor) Conference 2020-2021.</p> <p>Professional Development Purchases: 1) Illustrative Math Implementation Math Coach will allow for teacher growth based on lesson modeling, teacher observation, actionable feedback. 2) NextGen Math will be used to train teachers on how to develop standards-based assessments based on the mathematical targets and claims. Teachers will develop assessments aligned to the rigor of state's tests which will prepare students for mastery and real-world application of mathematical standards. In addition, it will allow teachers to customize intervention material and practice assessments designed with rigor, academic language, and stems found on the Common Core Assessments. NextGen Math will require contracted instructional services (\$17,770). Expectation is for all grade-level math teachers to participate in training, a total of 16 teachers.</p> <p>Using Questioning and Discussion Techniques (Discourse) The Math Department will focus their lesson planning on creating lessons that include student opportunities for discourse. These strategies include: Kagan, Mathematical Language Routines (Standards Institutes), AVID-WICOR, and the Standards for Mathematical Practices. Student discourse will focus on opportunities that allow them to have discussions that promote higher-level thinking questions based on DOK levels, Costa's levels of Questioning, and Bloom's Taxonomy.</p> <p>Feedback to Students All teachers will continue to be trained in Mastery Learning and Grading Practices to ensure that syllabi, tiered assessments, rubrics, and grading practices, reflect mastery of the Math Common Core State Standards. Teachers will participate in Peer-to-Peer Observations to reflect on the delivery of a lesson and create standards-based activities that will support the 3 stages of rigor to increase actionable feedback to students.</p>	<p>07/01/2020 06/30/2021</p>	<p>The administrative team (daily) and Instructional Leadership Team members (monthly) will conduct formal and informal observations in math classrooms. Data will be gathered using an observation tool; teachers will be provided with specific actionable feedback.</p>

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	10377 - TCHR RELEASE DAY/HRS (6 Hrs)	N/A	N/A	10377	17,450		100
CE-ESSA T1 Schools (7S046)	1000	50002 - CONTR INSTRL SVC	N/A	N/A	50002	17,770	0.00	100

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>Curriculum includes the adoption of Illustrative Mathematics. Illustrative Mathematics is a problem-based curriculum. The implementation of Illustrative Math will require the purchase of an Instructional coach and 4 days of professional development for teachers. Illustrative Math is fully aligned to the CCSS and it supports students in the 3 aspects of rigor. The training focuses on pedagogy and the use of Mathematical Language Routines to support discourse in the math classroom.</p> <p>Delivery of the Lesson: Standards for Mathematical Practices will be embedded in lessons and observable in every math classroom. The standards are supported through the use of the curriculum, structures, and standards-based activities. Teachers will focus on the implementation of Kagan strategies that promote cooperation and communication in the classroom, increase student confidence and retain their interest in classroom interactions. The math department will focus on teaching growth mindsets to students in learning mathematics.</p> <p>Instructional Materials: Teachers will integrate technology in the classroom with the use of Google apps, NextGen Math, ALEKS, Khan Academy, Schoology ALEKS, Prodigy, Quizlet, Teachers Pay Teachers and more. School will purchase an IT Support Technician to assist with program updates, wireless connection trouble-shooting, train staff and students on tech options, and support general technological needs).</p> <p>We will maximize instruction by purchasing Class Size Reduction teachers so that our students can receive more individualize support in their core content course (CSR MATH TEACHER \$112,153, w/ DD Subs). Services of the state certificated, register carrying teachers are to reduce class size for students at-risk of academic failure.</p> <p>The CSR teachers will be able to plan and deliver appropriate instruction, provide direct instruction and intervention to address the targeted needs of specific students, and possess knowledge of the multi-tiered approach to instruction/problem-solving model that differentiates instruction for students not meeting grade-level standards. Day-to-Day Benefited absences will be purchased to for illness, personal necessity and kin-care, as prescribed by policy.</p> <p>Additionally, teachers will use higher level DOK questioning to promote student inquiry and discussions. Students will participate in field trips that connect to the curriculum, so that they can make real-life connections and extend their learning.</p>	<p>07/01/2020 06/30/2021</p>	<p>The Principal and all Instructional Leadership Team members will conduct formal and informal observations, providing teachers with actionable feedback. PLCs will engage in the analysis of student data through the PLC cycle (SB interim assessments, teacher-created common formative assessments). TSP Coordinator, A-G Counselor, and College & Career Coach will be part of the process so that they can prioritize student needs and support teacher professional development. Monitoring of student achievement will come from administrators, academic counselors, intervention support staff (including Bridge Coordinator) will take place on bi-weekly basis."</p>

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30341986	N/A	13644	116,174	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	1,464		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
<p>Instructional Support: We will maximize instruction by purchasing Class Size Reduction teachers so that our students can receive more individualized support. The math department will focus on teaching growth mindset. Students will be provided with more individualized support in their core content courses through the purchase of the CSR teachers. S/he will be able to plan and deliver appropriate instruction, provide direct instruction and intervention to address the targeted needs of specific students, and possess knowledge of the multi-tiered approach to instruction/problem-solving model that differentiates instruction for students not meeting grade-level standards.</p> <p>Field Trips: Out of the Classroom Excursions are implemented to support instruction in the classroom and are used to make real-world connections.</p> <p>Nimitz MS Teachers will be trained on analyzing their own student achievement data from the Interim Assessments Blocks to help them prepare their students for the level of rigor of the SBAC. Based on preliminary SBAC data for 2019, teachers will focus on students who received a "below" in each grade level during the 1st semester so that they can address any unfinished learning. 6th grade will need to particularly focus on their students for intervention, as they have had the least amount of growth for the last couple of years during the SBAC test results. Teachers will use differentiation strategies, mastery learning and grading and embed previous grade-level standards within the learning as interventions for struggling students. Emphasis on cooperative learning will also support increasing achievement for all students through the flexibility to group or partner students for different purposes. Using NextGen math as a tool, we will assess students who are not yet meeting proficiency, and implement targeted intervention beginning in the fall semester. Interventions will be offered during after school hours, on Saturday's, and/or during winter break for teachers to focus on the work of the major standards, and use the coherence map to identify standards that require additional conceptual understanding. Teachers will give a pre and post assessment to determine the effectiveness of their instructions and adjust accordingly.</p>	<p>07/01/2020 06/30/2021</p>	<p>With guidance from the Principal and all Instructional Leadership Team members, we will conduct analysis of student data showing students in need of intervention, not meeting culmination requirements, not meeting Standards on SB interim assessments, and those students earning non-passing marks in math. A-G Coordinator, College and Career Coach, and TSP Coordinator will monitor students through progress reports, SB interim assessments, and teacher CFAs.</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 *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>Parents will be invited to participate in workshops that inform them of the demands of Smarter Balanced Assessments and Interim Assessment Blocks (IAB's) (October, 2020; February, 2021). Parents will also be invited to participate in workshops which outline the changing graduation requirements (September, 2020), the IGP process (September, 2020), A-G requirements (October 2020, March, 2021), and how they can support their child's learning at home. We invite our parents to participate in events in which they can interact with their child and learn about their academic progress. All Nimitz MS parents will be invited to participate in in Student-Led Conferences (September, 2020; May, 2021). These conferences are a tool for creating partnerships with parents. Students are able to meet with parents to demonstrate learning and parents play an equal role in the reciprocal process. We will use Schoology and Parent Portal as online tools for communication with parents. Teachers can communicate with parents about student progress on a regular basis using Schoology. For our struggling students, their parents will be invited to an informational meeting about intervention support services. The meeting will serve as an orientation for parents. Parents will learn about the services their children will receive, incentives for participation, and how to monitor student progress. Understanding SBAC Data & Supporting Your Child's Growth. Nimitz will offer a parent workshop on Math SBAC to inform parents on how to read their child's SBAC results, current data, our school's instructional practices, interventions, and ways parents can support their child at home (October, 2020).</p>	<p>07/01/2020 06/30/2021</p>	<p>The Principal will monitor parent participation in student led conferences, parent attendance to the workshops offered, and parent use of Schoology for their effectiveness. Our Parent Resource Liaison will work collaboratively with administration and coordinators to calendar and advertise workshops; administration will use the results from the school experience survey and workshop evaluations to determine effectiveness of workshops.</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
2020-2021 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"/> Whole Child Integrated Data System
<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 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 type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input checked="" type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> N/A

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

Our reclassification goal for English Language Learners is currently 15% percent. Last year, 2018-2019, 14% of our ELD students at Nimitz met the reclassification criteria. This was a decline from 2017-2018, 28%. We experienced a decline after the ELPAC scoring guides were adjusted. The ELPAC levels from the 2018-19 Summative overall scores were Minimally Developed 35.6%%, Somewhat Developed 13.8%, Moderately Developed 22.3%, and Well Developed 28.2%. EL Profiles: Profile C - 38 students, Profile D - 26 students, Profile G - 44 students, and Profile H - 123 students. Our efforts to support our students have changed with the new adoptions of the computer based ELPAC assessment, scoring criteria. We have continued to empower our students through face-to-face meetings about their progress and goals. Parents were also informed and met with our staff to be part of a team that helped students stay on track with their goals. In addition, we gathered feedback from parents, members of ELAC and SSC. Based on their suggestions we have provided ELD tutoring for all levels of students in English Language Development throughout the year.

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

The areas in need of improvement are, including all teachers in the process and reclassification for all subject matters. Seeking support through the use of Constructive Conversation Norms and critical thinking strategies. During classroom observations, data chats with students, ELD teachers, we have identified a lack of motivation and need for our 7th and 8th graders to exercise persistence. We have identified a need for our ELD teachers to continue learning about data analysis and using data to inform instruction. For instance, the area of vast need for the ELPAC is Writing and we anticipate that the new Speaking task will also present other needs to be addressed such as note-taking, capturing academic language and using it in a comprehensive oral summary. Teachers are provided with student data to better serve their students and identify strategies to meet student needs.

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

The school plans to address the root causes listed in box 1 through a variety of interventions and strategies that include Tier1/2/3 interventions. For instance, after school intervention programs, AVID Seahawk Academy (Profile C and D LTELs), Newcomer Academy, Reclassification Academy and the RI/ELPAC BTR, incorporated resiliency/Growth Mindset lessons and strategies to support student engagement. To build teachers capacity in using and understanding EL data to differentiate instruction, the Title III Coach will provide data before the school year begins to engage in analysis and discussion to support lesson design and differentiation. Teachers will also use the MyData ELPAC results, to address the low score in the ELPAC Writing.

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

State the School's Measurable Objective(s) for 2020-21 *Required

By June 2021, 15% of our English Learners will meet the reclassification criteria, as measured by District criteria.

By June 2021, 5% of students who performed at Moderately Developed in the Written component of the ELPAC will move up to Well Developed in the Written component.

*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
Administrators, TSP, and Title III Coach will facilitate PD for teachers on ELD Standards, Smart Start, ELD Instructional Applications, Reading Strategies and Small Group Instruction. The professional development will purposefully help to create teacher capacity around using data and the ELD standards to help support their lesson planning, as well as their delivery of instruction. During classroom observations, data chats with students, and individual ELD teacher meetings, we will continue to analyze the most recent data to inform instruction and continue monitoring the implementation of the ELD standards as well as student progress. The data that will be used to progress monitor student growth and guide instruction/differentiation is EL Monitoring roster, MyData, ELPAC results, and RI. Teacher capacity to use data to differentiate and inform instruction as identified in the data section, will be carried out through Professional Development, one-to-one data chats, lesson cycles and coaching.	08/03/2020 06/04/2021	Principal, Title III Coach and Instructional Leadership team will plan and facilitate professional development; ILT will coordinate and evaluate the effectiveness of PD/observations through the use of surveys, rubrics, and feedback forms.

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
Teachers will facilitate small group instruction in order to address students' individual needs. In order to be able to assess the effectiveness of instruction, teachers will engage in practicing constructive and timely feedback in order to provide students with current and relevant data that supports their progress. Lessons will be aligned to the ELD standards to ensure that students are receiving access to a comprehensive ELD program. Within Designated ELD lessons students will be given opportunities to engage in disciplinary discussions and academic constructive conversations in order to deepen their understanding and thinking. Lessons will also include metacognition to engage students in the process of deeply and actively engaging in their thinking, learning, and developing their reasoning skills.	08/03/2020 06/04/2021	The Title III Coach will work with teachers using grades, formal and informal data to measure the effectiveness of instruction and strategies.

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>During the school day interventions include the use of sentence stems, modeling, small group instruction, use of constructive conversation stems and language, providing opportunities for extended conversations before writing or working independently. The use of grouping will be done purposefully based on data and student needs in order to address individual needs, and also the use of a variety of strategies (C.U.B.S., R.A.C.E., Notice and Note signposts).</p> <p>After school intervention is focused intervention based on RI, and ELPAC scores</p> <p>Focused on Foundational reading skills, reading strategies, writing strategies, extended opportunities for disciplinary discussion, and active listening practice. There is active progress monitoring, and the use of small group instruction to provide students with focused,intentional, and individualized intervention.</p>	<p>07/01/2020 06/30/2021</p>	<p>The ELD teachers and the Title III Coach will monitor the effectiveness of both the Tier 1 and Tier 2/3 interventions using grades, informal/formal assessment, and Fall RI results.</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>Nimitz Middle School is committed to making parents/guardians of our EL students partners in their education and progress. One of our main goals is to ensure that parents are informed of their child's reclassification status. Nimitz MS, lead by the TSP and EL Coordinators will offer a workshop to parents of EL students to explain the reclassification process and specific student needs in August (2 sessions, morning and afternoon to accommodate parent schedules). Aside from conducting the initial Master Plan meeting at the beginning of the semester (8/22/20, AM & PM), proposed activities consist of hosting an orientation for students and parents prior to the start of the school year to introduce them to our academic offerings, intervention programs, and staff that will be supporting their child (8/9/20). Once the school year begins, we intend to maintain ongoing communication through the use of technology (Schoolology, ConnectEd), monthly bulletins/flyers, ELAC (1st Friday of every month) and Coffee with the Principal sessions (2nd Friday of every month), and offering workshops/trainings through our Parent Center: Importance of School Attendance (8/21/20, PSA), Language Census (10/10/20), CA Dashboard (10/17/20). Counselors and support staff will ensure that proper monitoring takes place to ensure that students are not improperly programmed and ensure transition out of the EL program. We will continue to provide translation services during meetings or conduct meetings in the language of the majority to ensure complete understanding of our program and offerings for our students.</p>	<p>07/01/2020 06/30/2021</p>	<p>Principal, administrative team, TSP Coordinator, Title III Coach, Academic Counselors, and all other support staff members will be responsible for the effectiveness of the proposed tasks. ELPAC results, reclassification rates and requirements (academic grades, RI) will serve as variables to identify effectiveness.</p> <p>Administrators, Title III Coach and TSP Coordinators will review parent participation of offerings to ensure highest possible percentage of parents are informed of their child's academic progress (sign-ins, agendas, communication logs).</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
2020-2021 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"/>	Whole Child Integrated Data System
<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 type="checkbox"/>	School Accountability Report Card (SARC)
<input 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

2019-20 School Experience Survey revealed that 58% of parents responded to the questionnaire, an increase of 13% from the previous year. Of those who responded: 95% feel that teachers treat them with respect; 92% feel that office workers treat them with respect; 81% feel that their child is safe at our school; 84% feel that they can easily gain access to information regarding workshops offered.

2019-20 School Experience Survey revealed that 95% of students responded to the questionnaire, an increase of 5% from the previous year. Of those who responded: 71% feel safe at our school; 75% are happy to be at our school; 83% feel that teachers work hard to help with their work.

2019-20 School Experience Survey revealed that 100% of teachers responded to the questionnaire. Of those who responded: 84% are happy to work at Nimitz MS; 52% feel that professional development supports their needs; 45% are aware of the steps to follow for students to reclassify.

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

Although we continued our efforts to improve communication with our parents, increase participation in the School Experience Survey, and increase participation in workshops and volunteerism, there exists much room for improvement.

- Our school's Parent & Community Center operated without a Parent Rep for the majority of the school year;
- School outgoing communication needs to be made available in a timely manner.
- Enrollment on to the Parent Portal was slow. Parent Portal School Team members need to do a better job in enrolling new parents onto the portal. There's a need to train key school support staff members (counselors, dean, coordinators) so they may enroll parents when present at our school.
- Increased focus (and incentives) are needed to entice parents to complete the School Experience Survey. Although SES completion rates increased for students and staff members, certificate of completion needs to be collected to verify participation.
- Provide opportunities for teachers to observe fellow teachers instruction to gain feedback and inspiration.

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 order to meet our measurable objective for next year, we intend to use the feedback from the 2019-2020 School Experience Survey, so that more of the staff's input is included in the upcoming 2020-2021 school year. Using the feedback from the survey when planning 2020-21 PD and other activities. Clear and timely communication of deadlines, events, and expectations will be implemented. We expect to fund a 6-hour Parent Resource Assistant from day 1 of school in order to manage our Parent Center and serve as the liaison between staff and parents. Parent Portal enrollment training will be conducted for staff members so they may assist parents to enroll. Parent computer/technology classes will be offered in order to train parents on how to navigate through the parent portal and other important sites that will support their child and increase participation. Using the feedback from the teachers, we will need to address the need for time to have teachers observe each other's instruction, providing teachers with timely student test data that will inform their instruction, and time for teachers to analyze student performance data and discuss with peers.

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

State the School's Measurable Objective(s) for 2020-21 *Required

By June 2021, 80% of our students feel safe at our school, as measured by the School Experience Survey. (Students)

By June 2021, 90% of teachers enjoy working at our school, as measured by the School Experience Survey. (Teachers)

By June 2021, 100% of teachers will complete the School Experience Survey, of those teachers 60% will indicate that professional development support their instruction. (Teachers)

By June 2021, the percent of students who have at least one parent registered for Parent Portal will increase to 75% as measured by the Focus Dashboard.

By June 2021, the Overall Parent Engagement rating will increase by 17% from 58% to 75%, as measured by the School Experience Survey. (Parents)

*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>-We will strengthen our workshop offerings and volunteer program by providing presentations with themes and topics that help parents support their child's education and bring awareness to academic, social, and mental issues. Parent Res. Assistant will maintain the parent center by providing resources and information to parents through workshops, orientations and training programs.</p> <ul style="list-style-type: none"> • Counselors will offer informational workshops for parents on the IGP, the academic expectations at each grade level, and ways parents can support students academically. • Our PSW will continue to offer workshops (Parents in Control Series, Families Overcoming Under Stress) on mental health topics, parenting, and way to enhance student achievement. • Our PSA will continue to offer workshops on the attendance procedures/guidelines and offer incentives/recognitions in association with attendance (bi-monthly). • We will offer regularly scheduled parent workshops, presented by professional experts from our Local District Offices and East Los Angeles Community College, which has already partnered with Nimitz MS to offer ESL classes and computer classes. • We will offer English Learner Program informational meetings (August), Smarter Balanced Assessments informational trainings (August), and workshops on how parents can support their child's academic achievement (monthly). • Literature will be available (bilingual) and main themes will revolve around parent empowerment, supporting student achievement, and ways to support adolescents in their growth. Texts that support our instructional initiatives will also be available (themes to include: Resiliency, Growth Mindset, Restorative Justice, etc). • Parents are invited and encouraged to attend School Site Council meetings on the second Monday of every month at 3pm; ELAC meetings on the first Friday of every month at 8:30am; and ESBMM meetings on the third Tuesday of every month at 3pm. • Schoology (Parent Portal) registration and how to navigate through the portal will be offered throughout the school year to ensure 100% enrollment and participation. • Parent Volunteers will be visible throughout the campus, wearing their neon-colored vests, serving our school in various capacities. Parent volunteers help us greet students and parents as they arrive to school everyday. Our parent volunteers also help during lunch time and they provide assistance during school-wide events, including Back-to-School Night (2nd week of school), Parent Conference Night (5th week of school) and student recognition events (monthly, quarterly, semester). We have adopted a Student-Led Conference model which empowers both students and parents to be active participants in the academic conferencing process. <p>Parent Conference Attendance (\$2,450): Goal is to send approximately 6-8 parents to the annual CABE conference, scheduled for March 24-27, 2021 (Long each, CA). The focus will be to provide parents the best opportunity and resources to help them support their child's education. CABE will provide high-quality education, resources, and leadership development through researched based strategies and effective practices. Funds will be allocated to pay for registration fees and per diem costs. Parents will also be invited to attend district-approved organizational regional and state conferences offered by CABE (for those parents of EL students/ELAC members – (March) and the Family Literacy Project (Spring). Parents who are participating in such trainings will, in turn, share information/strategies with other parents and serve as parent-experts during our ELAC, SSC, ESBMM meetings.</p> <p>Supplemental Instructional Materials: Novels and high interest literature will be purchased to be used for Family Story Time, a family literacy program that motivates parents and gives them support for reading and communicating with their children at home. Composition books for journaling and reflection will be purchased to support activities. The Parent Resource Assistant will conduct the program and will be responsible for inviting parents to attend series of workshops where they can experience quality children's literature and learn about strategies that will help their children become good readers. Books in both English and Spanish will be provided for parents to check out (Supplemental Instructional Materials, \$1,479).</p>	<p>07/01/2020 06/30/2021</p>	<p>The Principal and TSP Adviser will review student, staff, and parent responses to the School Experience Survey and the data will be used as a measurement of achievement and engagement; results will help us identify areas for improvement/focus. We will use our sign-ins, evaluations/feedback forms/ reflections as measures of effectiveness</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)	2100	50073 - PARENT CONF ATTND	N/A	N/A	50073	2,450		100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	1,479	0.00	100

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>-Funds have been allocated in Non-Cap Equip-other (\$9,856) for the purchase of a language interpretation system to improve communication between school/home and increase parent participation. Purchase of 2-language interpretation system will enable parents to better follow presentations and ask questions in primary language, in real time. The -Williams Sound DWS INT 4 300 Language Interpretation System - will provide interpretation service for up to 50 parents/guardians and translation will be provided by school staff members.</p> <p>-Professional development will be provided for teachers on the use of Schoology and the Remind App as a tool for communication with parents and students during PD Tuesdays, also for new teachers during New Teacher Support Meetings held monthly.</p> <p>-We will also provide training on how to create a successful Student-Led Conference, as exemplified by our Magnet School and GATE/SAS programs. Students play an integral role in communicating their academic achievement to their parents through the Student-Led Conference; it provides an opportunity for self-reflection and ownership for both successes and needs for improvement. While teachers primarily use the typical "conference" as a way to simply inform parents of a student's achievement, the Student-Led Conference facilitates a deeper dialogue among student, teacher, and parents.</p> <p>-We will continue to utilize the marquee to post school events and designate a space for announcements that is more visible and accessible for parents. We will continue to send monthly and bi-weekly informational flyers/calendars to inform parents of upcoming events. We will also be working on improving our communication through the updating of our school's website.</p> <p>Our principal also disseminates pertinent information with our parents during Coffee with the Principal, held once per month. Our Leadership students serve as liaisons to our student body, voicing student concerns and also communicating with students. Homeroom representatives attend monthly meetings (at 8:00am the first Wednesday of the month) where the Leadership student representatives share important information and also ask for input.</p> <p>Means of communicating with staff will consist of Schoology groups/courses, email, Remind app, bi-weekly faculty/staff meetings, Week-At-A-Glance and Connect Ed.</p>	<p>07/01/2020 06/30/2021</p>	<p>The Principal and the TSP Adviser will monitor and evaluate student, staff, and parent responses to the School Experience Survey. Responses will be used as a measurement of achievement and effectiveness. Remind App data use and response will also be evaluated to direct strategies their alignment to our 2020-21 goals.</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)	2100	40125 - NON-CAP EQUIP-OTHER	N/A	N/A	40125	9,856		100

**Los Angeles Unified School District
2020-2021 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"/>	Whole Child Integrated Data System
<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 checked="" type="checkbox"/>	Other: Schoology
<input checked="" type="checkbox"/>	Other: MiSiS

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

CA Dashboard academic engagement, conditions, and climate data revealed the following:
 Overall Suspension Rate is .3% (blue); School-wide Chronic Absenteeism rate is 16.2% (red); Chronic Absenteeism rate of Socio-Economically Disadvantaged students is 16.5% (red); Chronic Absenteeism rate of Hispanic students is 16.1% (red); Chronic Absenteeism rate of Homeless students is 34% (red); Chronic Absenteeism rate of Students with Disabilities is 26.3% (red); Chronic Absenteeism of All EL students is 25.7% (red).

2019-2020 School Experience Survey Data shows: 95% of students completed the School Experience Survey; of those students 63% reported that the school expectations for behavior were clear, 79% considered the school grounds to be safe, and 77% of students feel that school staff make efforts to create a safe, respectful, and caring environment. Only 20% of students reported experiencing some type of bullying. 76.7% of our students met the District's attendance goal of attaining 96-100% attendance rate.

There was inconsistency in the use of school-wide Restorative Justice practices during the past year (as indicated by MyData reports and MiSiS referral reports), nevertheless, there was a collective effort in increasing the frequency of events in which student achievements were recognized. The "3 Bs" campaign (Be Safe, Be Respectful, Be Responsible) has been present throughout the year during the morning announcements and other opportunities. Our Dean, counselors, and support staff also held discipline assemblies throughout the school year to inform students of security measures in place to maintain a safe learning environment. Individual counseling, group counseling, and behavior support plans helped decrease the number of behavior referrals and suspensions.

According to Schoology data, many of the students who earn low marks are also on the caseload of our PSA, PSW, and A-G Counselor. As noted in both our ELA and Math goals, 7th grade was of highest concern, in comparison to both 6th and 8th grade.

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

We need to continue to train our teachers and students on Restorative Justice practices. One major challenge is shifting the mindset of our various stakeholders in embracing this positive approach to working with students. Our leadership also needs to be more explicit in the expectations for implementing RJ practices school-wide. To sustain a positive culture of excellent attendance, we need a budget for attendance awards and incentives. To decrease the number of tardies, we need to develop and implement a school-wide tardy policy along with a communication plan for students, parents, and our stakeholders in the community.

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

Our school has established systems with the support of our PSA Counselor to ensure that students and teachers prioritize regular school attendance. We have been successful in executing attendance competitions and attendance incentive programs. Our teachers stand at their door during passing periods and out of class personnel, including administrators, support every transition period to encourage students to get to class on time. Additionally, we have maintained a low suspension rate with the support of our Dean, Counselors, and out of class personnel. We have established a referral system for behavioral interventions, using the Restorative Justice model and progressive discipline approach as a guide.

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 2020-21 *Required if this Goal is addressed.

By June 2021, at least 72% of our students will meet the District's goal of attaining 96% regular attendance during the school year as measured by MyData.

By June 2021, the chronic absenteeism rate of English Learners will decrease by 2% from 25.7% to 23.7% or better in order to improve from red to orange band color as measured by the CA Dashboard.

By June 2021, the chronic absenteeism rate of Socio-Economically Disadvantaged students will decrease by 2% from 16.5% to 14.5% or better in order to improve from red to yellow band color as measured by the CA Dashboard.

By June 2021, the chronic absenteeism rate of Hispanic students will decrease by 2% from 16.1% to 14.1% or better in order to improve from red to yellow band color as measured by the CA Dashboard.

By June 2021, the chronic absenteeism rate of Homeless students will decrease by 2% from 34% to 32% or better in order to improve from red to orange band color as measured by the CA Dashboard.

By June 2021, the chronic absenteeism rate of Students with Disabilities will decrease by 2% from 26.3% to 24.3% or better in order to improve from red to orange band color as measured by the CA Dashboard.

By June 2021, the chronic absenteeism rate of All Students will decrease by 2% from 16.1% to 14.1% or better in order to improve from red to yellow band color as measured by the CA Dashboard.

*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				
Teachers will engage in trainings facilitated by the Positive Behavior Support Team to be able to prevent bullying and other behaviors that lead to suspensions. Teachers will also continue to receive training on the practices outlined in the District's Restorative Justice program, provided by our trained support personnel. Teachers will continue to receive informational trainings by our PSA on attendance-taking procedures. The Psychiatric Social Worker will also provide consultation/support/awareness to teachers and staff through professional development on Tuesdays and as needed. Psychiatric Social Worker will focus on increasing students' socio-emotional well-being through classroom presentations and/or targeted groups. The PSW will provide specialized counseling services to identified at-risk students. PSW will identify emotional, behavioral, psychological, and/or family crises that are barriers to student learning/success. The PSW will work with families to evaluate the severity of each case and makes appropriate referrals as needed. PSA Counselor monitors school-wide attendance as well as individual attendance cases for at-risk students. They provide educational workshops for students, parents, and staff in an effort to decrease truancy and to improve attendance rates. The PSA will also make home visits, provide in-home counseling, and make referrals to the appropriate entity on a case-by-case basis.					07/01/2020 06/30/2021		Administration will monitor the activities of PSW ad PSA, meet regularly to discuss action plans. Teachers will be surveyed on the effectiveness of PD, and administration will conduct informal/formal observations of strategies discussed at PDs.			
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>Our Positive Behavior Support Team will sponsor monthly raffles through the use of Good Citizenship tickets as a form of positive reinforcement for students' exemplary behavior. We will implement the school-wide use of the Habits of Mind and Restorative Justice in the classroom, as well as outside the classroom. Students will hear a common language from their teachers and all school staff on the expectations for student conduct and learning. Our PSW, PSA, counselors and support personnel will work with individuals and small groups to provide social and emotional support to our at-risk students.</p> <p>Student Support and Progress Team meets on a weekly basis to discuss high priority student cases; they review the antecedents, actual behaviors exhibited, and the consequences to high risk behaviors of particular students. Plans for intervention are discussed and appropriate referrals are made, on a case by case basis. Our counselors, PSW, and special education personnel will continue diligently to provide support to our SWD population in the social/emotional domain. Teachers and support staff will continue delivering presentations to all homerooms on bullying/cyberbullying. Restorative justice assemblies during each semester will continue to be scheduled. Psychiatric Social Worker will continue facilitating individual and group counseling for our highest need students. Our students will benefit greatly from the continual support of counselors, coordinators, dean(s), teachers, and other out-of-class personnel such as:</p> <p>PSYCHIATRIC SOCIAL WORKER (\$127,962, 5 days, Benefits) will provide specialized counseling services to identified at-risk students. PSW will implement preventive interventions in classrooms and through school-wide campaigns, to support students and promote academic achievement. PSW will identify emotional, behavioral, psychological, and/or family crises that are barriers to student learning/success. The PSW will work with families to evaluate the severity of each case and makes appropriate referrals as needed.</p> <p>PSA COUNSELOR (\$127,962, 5 days, Benefits) monitors school-wide attendance as well as individual attendance cases for at-risk students. They provide educational workshops for students, parents, and staff in an effort to decrease truancy and to improve attendance rates. The PSA will also make home visits, provide in-home counseling, and make referrals to the appropriate entity on a case-by-case basis.</p> <p>SCHOOL NURSE will provide supplementary health services to all at-risk students: preventative services, contagion follow-up, referrals, and health counseling. Individual will provide health-related counseling and education for parents and families, including home visits, staff development in health-related issues and health-related counseling, school and community health-related information groups and projects (classroom health presentations, health-information "clubs," resources for administrators and classroom teachers), participate in multidisciplinary teams such as Student Support and Progress Team (SSPT), follow-up on the prevention and control of communicable diseases contributing to students' poor academic achievement, health counseling for students with health conditions that affect attendance and learning such as childhood obesity, dental health, asthma, diabetes and hypertension.</p>	<p>07/01/2020 06/30/2021</p>	<p>Administration will work with out-of-class personnel to ensure appropriate protocols are in place for the referral of high need students. Administration will monitor referrals via iStar and MiSiS portals and attendance/suspension rates will be monitored on a quarterly basis.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	3110	12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	N/A	N/A	12103	125,944	0.00	100
CE-ESSA T1 Schools (7S046)	3110	13114 - ITIN PSYCH SOC WKR C (8 Hrs / 5 Days)	N/A	N/A	13114	125,944	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>We will offer parent workshops on the following topics:</p> <ul style="list-style-type: none"> • Importance of School Attendance: August 17, 2020 & January 18, 2021, presented by PSA Counselor, and at ELAC presented by TSP Adviser (September 28, 2020) • Bullying, drug prevention/risky behaviors, parenting/ Parents in Control, mental health topics. Presented by PSW, on a monthly/ongoing basis. • Parent Volunteers will receive formal training from the Community Rep and Administration on the procedures for involvement on campus and also on ways they can help our school community. (August 21, 2020 and January 23, 2021). <p>Our PSA Counselor will continue contacting parents of students who are at risk of not meeting the attendance goal and/or are experiences challenges that are affecting attendance. Attendance Awareness workshops will be offered at each semester (September 3, 2020, January 20, 2021). Parents will be informed on the SARB, what it entails, and the importance of regular school attendance.</p> <p>The PSW will also provide consultation/support/awareness to teachers and staff through professional development, as well as parents through workshops and informational meetings (monthly/ongoing).</p> <p>Parent Resource Liaison will work with out-of-class personnel and administration to support the goals outlined in the SPSA. The Community Rep will promote events and disseminate information to parents.</p> <p>Psychiatric Social Worker will provide specialized counseling services to identified at-risk students. PSW will identify emotional, behavioral, psychological, and/or family crises that are barriers to student learning/success. The PSW will work with families to evaluate the severity of each case and makes appropriate referrals as needed.</p> <p>PSA Counselor monitors school-wide attendance as well as individual attendance cases for at-risk students. They provide educational workshops for students, parents, and staff in an effort to decrease truancy and to improve attendance rates. The PSA will also make home visits, provide in-home counseling, and make referrals to the appropriate entity on a case-by-case basis.</p>	<p>07/01/2020 06/30/2021</p>	<p>Administration will work with out-of-class personnel (PSA, PSW, Nurse, Counselors, Parent Resource Liaison and Coordinators) to develop promote workshops for parents. We will use sign-ins, evaluations/reflections, and the data provided by the school experience survey to analyze program effectiveness</p>

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

Resource Inequities and Evidence-Based Interventions (RI)

RESOURCE INEQUITIES REVIEW

Guidance and Instructions: All schools must complete a Resource Inequities Review as part of their comprehensive needs assessment. Alongside your Local District support staff, consider the Resource Inequities reflection prompts available here. Note that responses to questions 1 through 3 must be actionable at the school site.

1. What actionable inequities were identified by the school?

1) Classroom Observation Data indicates inequities in Math and ELA rigorous instruction between the Magnet and Regular School. Math tasks aligned to Standards: Magnet 6th grade--71.4%, Regular 6th Grade--61.5%, Magnet 7th and 8th Grade--87.5%, Regular 7th and 8th grade--28.6%. Inequities in DOK 3 levels: Magnet 6th grade: 88.89%, 7th grade: 25% and 8th Grade: 75%, Regular 6th Grade: 61.5%, 7th: 38.9.% and 8th: 28.6%. ELA tasks aligned to Standards: Magnet 6th grade-47.6%, Regular 6th grade-37.5%, Magnet 7th 83.3% and 8th Grade--60%, Regular 7th grade: 38.1% and 8th grade-5.6%. Inequities in DOK 3 levels: Magnet 6 grade--38.1%, 7th 66.61% and 8th-70%, Regular: 6th- 25%, 7th- 38.1% and 8th- 38.8%. 2) loss of instructional time 3) intervention supports need to align to core instruction and need to be offered early in the year by the most experienced and effective teachers

2. Which inequities are priorities for the school to address?

1) Aligning the tasks to grade-level standards and at a DOK level 3. 2) maximizing instructional time to fully utilize the class schedules of all students 3) low-performing students do not have access to early interventions nor to the most experienced and effective teachers

3. How will the school address these inequities?

Using our Classroom Observation template, administrators and Instructional Leadership Team will ensure to monitor the implementation of feedback regarding the alignment of tasks to the standards and on maximizing instructional time from bell to bell. Our budget will support early intervention for high needs students and funding for instructional planning time provided for collaboration amongst effective interventionists and the content teachers.

4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.

A huge resource inequity at Nimitz MS is that it doesn't have an auditorium or multi-purpose room.

EVIDENCE-BASED INTERVENTIONS

Guidance and Instructions: All schools must implement Evidence-Based Interventions as part of their improvement plan. Per ESSA, the term "intervention" can include activities, strategies, or interventions. For further guidance on Evidence-Based Interventions, click here. Complete questions 1 through 9 for each evidence-based intervention that will be implemented

1. Student Groups: Indicate the student group(s) that will be the focus of this evidence-based intervention

<input checked="" type="checkbox"/> All Students
<input checked="" type="checkbox"/> English Learners
<input checked="" type="checkbox"/> Foster Youth
<input checked="" type="checkbox"/> Homeless
<input checked="" type="checkbox"/> Socioeconomically Disadvantaged
<input checked="" type="checkbox"/> Race/Ethnicity-Specify
<input checked="" type="checkbox"/> Students with Disabilities

2. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses

<input checked="" type="checkbox"/> English Language Arts (3-8,11)
<input checked="" type="checkbox"/> Mathematics (3-8,11)
<input checked="" type="checkbox"/> English Learner Progress (1-12)
<input checked="" type="checkbox"/> Chronic Absenteeism (TK-12)
<input type="checkbox"/> Suspension Rate (TK-12)
<input type="checkbox"/> College/Career (9-12)
<input type="checkbox"/> Graduation Rate (9-12)

3. Evidence Rating: Indicate the Evidence Rating for the intervention

<input checked="" type="checkbox"/> Strong, Moderate, Promising
<input type="checkbox"/> Demonstrates Rationale (not allowable for 7T691)

4. Rating Rationale: Indicate the source that was used to determine the rating.

<input checked="" type="checkbox"/> What Works Clearinghouse
<input type="checkbox"/> LAUSD Evidence-Based Intervention Bench
<input type="checkbox"/> Evidence for ESSA

Other-Specify and Provide Link to Study [include specific page number(s) for the evidence]

5. Intervention Status: Indicate if this is a new or continuing Intervention.

New
 Continuing

6. Evidence-Based Intervention Name: Indicate the name of the evidence-based intervention.

Bridge to Reclassify - Reading intervention and ELPAC Reclassification Academy - All ELD students who need to meet reclassification criteria Seahawk AVID Academy Saturday School - Focus on SBAC ELA and Math intervention After School - intervention for students who had D's and F's in Math or ELA and students who needed academic support Study Buddies - cohorts of students who have D's and F's in any of the content areas

7. Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the SPSA Goal & Focus Area.

100% Graduation (Intervention - Focus area) ELA (Intervention - Focus area) Math - (Intervention - Focus area) ELD - (Intervention - Focus area) Funding sources: - Title I - LCAP - Low-Performing grant - General Funds

8. Describe how the evidence-based intervention will be evaluated, and note clearly the measurable outcome(s) you will use to evaluate the effectiveness.

By the end of the noted interventions, all students will move closer to proficiency in ELA, Math and reclassification. -5% increase of meets/exceeds in ELA and Math SBAC, respectively -72% of students will achieve 96%+ attendance -15% of EL Students will meet reclassification criteria The effectiveness of the program will be measured and monitored by the growth in: - Pre and Post assessments - to be evaluated by TSA Coord & Administrator - Student attendance - to be evaluated by PSA Counselor & Administrator - Taking a look of improvement 5 week grades report card - to be evaluated by A-G Counselor & Administrator - Tracking Reading Inventory results - to be evaluated by Title III Coach & Administrator - IABs - to be evaluated by TSP Advisor & Administrator

9. If the response to question #4 is "Continuing," what data support the claim that the intervention is improving student achievement? If data does not indicate student progress, what will you do differently? If the response to question #4 is "New," write "NA" in the textbox below.

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).

Our guidance counselors offer classroom presentations on the IGP, culmination requirements, and preparation for college/career. We offer college awareness elective courses and also our AVID/AVID Excel Program to promote college. Our A-G Diploma Project counselor hosts college awareness campaigns, a college and career fair, and parent awareness workshops throughout the year.

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.).

At Nimitz MS, our goal is provide good, first instruction in every classroom. Our teachers implement Kagan strategies and Mastery Learning & Grading practices to support our students and help us identify students in need of Tier 2 and Tier 3 support. We offer after school intervention, SSTPs, AVID excel for our LTEL students, math tutoring lab during the school day, ELOS in the summer, COST team case analyses, IGPs, and restorative justice groups with our Dean/counselors.

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.

Our school engages all stakeholders by promoting participation in the various council meetings. In the planning process, the school gathers data in the form of surveys and open forums. Once data is collected and disaggregated, the data results are shared with each stakeholder group. We also make every effort to maintain regularly scheduled meetings that our school community can depend on, while also maintaining the our systems for regular communication in the forms of flyers, Connect Ed calls, and posting of agendas/flyers.

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:

N/A

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:

The Huntington Park Community of Schools Staff and Local District East administrators will continue to analyze data with school teams that include achievement data in: English Language Arts (ELA), Math, English Learner Progress, Graduation, College/Career, Attendance, School Climate, and Suspension rates.

Given the school closures due to COVID 19, student activity in Schoology, Edgenuity, Google Classroom will continue to be monitored for as long as we Distance Learning is taking place to ensure students are engaged and progressing academically.

Other data sets that will be reviewed with school teams are: the number of classroom tasks that are aligned to ELA and Math grade level Standards; the Depth of Knowledge (DOK) levels in the task; and, the observation of equal intensity of Rigor in Math as defined in the California Framework (Conceptual Understanding, Procedural Skills/Fluency and Real World Application).

Based on the LD East Problem of Practice (which encompasses school qualitative and quantitative data), school teams will be supported in addressing the development of grade level Standards based tasks, student engagement in the planned tasks and the formative assessment of student performance on tasks.

There will be ongoing observation and support of professional development with an emphasis on creating grade level Standards based tasks, student engagement in the planned tasks and the formative assessment of student performance on tasks. Directors will give principals and school teams feedback on their progress towards providing student engagement of grade level Standards based tasks 100% of the time.

The Principal will be supported in communicating regularly with stakeholders on the progress made towards achieving SPSA objectives and aligning resources to achieve student outcomes.

Budget Summary

Budget Item Description	Indirect	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	CE-ESSA T1 Comprehensive Sup & Improv (7T691) FTE & Amount	Total FTE & Total Amount
10377 10377 - TCHR RELEASE DAY/HRS (6 Hrs)	<input type="checkbox"/>	0.00 34,212	0.00 0	0.00 0	0.00 0	0.00 0	0.00 34,212
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs)	<input type="checkbox"/>	0.00 4,392	0.00 0	0.00 0	0.00 0	0.00 0	0.00 4,392
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	<input type="checkbox"/>	3.00 58,095	0.00 0	0.00 0	0.00 0	0.00 0	3.00 58,095
110142 110142 - COUNS SEC C1T 25/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 112,044	0.00 0	0.00 0	0.00 0	0.00 0	1.00 112,044
12103 12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	<input type="checkbox"/>	0.00 125,944	0.00 0	0.00 0	0.00 0	0.00 0	0.00 125,944
13114 13114 - ITIN PSYCH SOC WKR C (8 Hrs / 5 Days)	<input type="checkbox"/>	0.00 125,944	0.00 0	0.00 0	0.00 0	0.00 0	0.00 125,944
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 116,174	0.00 0	0.00 0	0.00 0	0.00 0	1.00 116,174
13643 13643 - CSR TCHR SEC HSS 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 116,174	0.00 0	0.00 0	0.00 0	0.00 0	1.00 116,174
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 116,174	0.00 0	0.00 0	0.00 0	0.00 0	1.00 116,174
14188 14188 - MS COL & CAREER COACH (6 Hrs / 5 Days)	<input type="checkbox"/>	0.00 0	1.00 120,470	0.00 0	0.00 0	0.00 0	1.00 120,470
14190 14190 - COL&CAREER COACH DIF	<input type="checkbox"/>	0.00 0	0.00 1,552	0.00 0	0.00 0	0.00 0	0.00 1,552
14496 14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 120,470	0.00 0	0.00 0	0.00 0	0.00 0	1.00 120,470

14692 14692 - COORD X (NON-TUTOR)	<input type="checkbox"/>	0.00	1,650	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1,650
14693 14693 - TCHR X (NON-TUTOR)	<input type="checkbox"/>	0.00	9,024	0.00	0	0.00	0	0.00	0	0.00	0	0.00	9,024
40125 40125 - NON-CAP EQUIP-OTHER	<input checked="" type="checkbox"/>	0.00	0	0.00	0	0.00	9,856	0.00	0	0.00	0	0.00	9,856
40269 40269 - SUPPLMTL INSTRL MAT	<input type="checkbox"/>	0.00	0	0.00	0	0.00	1,479	0.00	0	0.00	0	0.00	1,479
50002 50002 - CONTR INSTRL SVC	<input type="checkbox"/>	0.00	17,770	0.00	0	0.00	0	0.00	0	0.00	0	0.00	17,770
50073 50073 - PARENT CONF ATTND	<input type="checkbox"/>	0.00	0	0.00	0	0.00	2,450	0.00	0	0.00	0	0.00	2,450
40239 POTENTIAL FNDING VAR	<input type="checkbox"/>	0.00	43,230	0.00	0	0.00	427	0.00	0	0.00	0	0.00	43,657
40261 PENDING DISTRIBUTION	<input type="checkbox"/>	0.00	3	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3
Total		8.00	1,001,300	1.00	122,022	0.00	14,212	0.00	0	0.00	0	9.00	1,137,534

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**