

**Los Angeles Unified School District**  
***School Plan for Student Achievement***

**2019-2020**

**Implementation**

**EDISON MS (1811301)**



**Superintendent**  
**Austin Beutner**

**Board Members**

Mónica Garcia, Board President  
Dr. George McKenna III  
Scott M. Schmerelson  
Nick Melvoin  
Kelly Gonez  
Dr. Richard A. Vladovic

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### SCHOOL IDENTIFICATION

School Name: EDISON MS (1811301)

Local District: S

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

**For additional information on our school programs contact the following:**

Principal: VELASCO, SALVADOR A

E-mail address: sav8234@lausd.net

SPSA Designee: JIMENEZ, LUPE Position: SECONDARY TEACHER

E-mail address: ljime5@lausd.net

School Address: 6500 HOOPER AVE, LOS ANGELES, CA 90001

School Telephone Number: 3238262500

**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.

REGINALD SAMPLE



08/26/2019

Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

Date

### SPSA Review Tracker

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

Local District Superintendent or designee	REGINALD SAMPLE <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved		08/26/2019 <i>Signed Date</i>
Local District EL Compliance Coordinator	ANA ESTEVEZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	08/01/2019 <i>Signed Date</i>
Local District PACE Administrator	THERESA ARREGUIN <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	08/23/2019 <i>Signed Date</i>
Local District Title I Coordinator	DEBORAH DAVIDOCK <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	08/15/2019 <i>Signed Date</i>

## RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson
		Typed Name
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	03/08/2019	Olga Rivera
ELAC <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	03/08/2019	Olga Rivera
School Site Council (SSC)	03/18/2019	Ulises Dumas

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

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

03/18/2019

School plan approval appears in SSC Minutes.

Date

**Attested:**

Ulises E. Dumas



03/19/2019

Typed name of SSC chairperson

E-Signature of  
SSC chairperson

Date

VELASCO, SALVADOR A



03/19/2019

Typed name of school principal

E-Signature of  
School principal

Date

## 2019-2020 FUNDING ALLOCATED TO THIS SCHOOL

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

### Federal Programs

Elementary and Secondary Education Act:

	<b>Allocation:</b>	<b>Original</b>	<b>Second</b>	<b>Third</b>
<input checked="" type="checkbox"/> <b>Title I: Schoolwide Program (7S046)</b> Purpose: To upgrade the entire educational program of the school.	<b>Amount: \$</b>	<b>874,650</b>	<b>130,900</b>	
<input checked="" type="checkbox"/> <b>Title I: Coll&amp;Career Coach [Cent Funds] (7T124)</b> Purpose: 7T124 IS REFERING HERE	<b>Amount: \$</b>	<b>123,544</b>	<b>0</b>	
<input checked="" type="checkbox"/> <b>Title I: Parent Involvement Allocation (7E046)</b> Purpose: To promote family literacy, parenting skills, and parent involvement activities.	<b>Amount: \$</b>	<b>13,090</b>	<b>0</b>	
<input checked="" type="checkbox"/> <b>Title III: English Language Development (7T197)</b> Purpose: 7T197	<b>Amount: \$</b>	<b>34,695</b>	<b>0</b>	
<b>Total amount of categorical funds allocated to this school:</b>	<b>\$</b>			<b>1,045,979</b>

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.)

The resulting vision is the empowerment of competent and confident visionaries, decision makers, and catalysts of positive change

### 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 develop students who:

- a. understand the value of education, and the need for lifelong learning
- b. make connections across the disciplines
- c. apply their understandings to real-world contexts as practitioners and apprentices
- d. exhibit creative and critical thinking, make suppositions, question viewpoints, and search for patterns
- e. adapt to a changing technological world
- f. practice physical, mental, emotional, and social wellness
- g. demonstrate character through caring, honesty, trust, appreciation of differences and family
- h. conduct themselves safely, respectfully, and responsibly
- i set goals, explore professional directions, and demonstrate perseverance

### 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: <a href="http://www.census.gov/">http://www.census.gov/</a> , <a href="http://www.zip-codes.com/">http://www.zip-codes.com/</a> , <a href="http://www.city-data.com/">http://www.city-data.com/</a></p>
<p>Thomas Alva Edison Middle School opened in 1926, and is located in an unincorporated part of Los Angeles in the inner-city of South Los Angeles in Local District South. The school population is approximately 1300 students, 96% Hispanic/Latino, 4% African American.</p>
<p>2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):</p>
<p>Edison is a traditional, 6 period school, serving 6th, 7th and 8th grade students.</p>
<p>3. Indicate student enrollment figures:</p>
<p>Edison has approximately 1240 students in 6th, 7th and 8th grade. The enrollment has increased over the past few years.</p>
<p>4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):</p>
<ul style="list-style-type: none"> <li>• 96% of Edison students qualify for Title 1 program services</li> </ul>
<p>5. Identify language, racial and ethnic make-up of the student body:</p>
<ul style="list-style-type: none"> <li>• The school population is approximately 1250 students, 96%Hispanic/Latino, 4% African American. Approximately 15% of students are Gifted and Talented, 12% are Students with Disabilities, 25% of students are English Learners, 46% are Reclassified Fluent English Proficient students and 1% are Foster Youth.</li> </ul>

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:

- The school will provide academic assessment results to parents via the student planner both numerically and graphically so that the parents can understand the meaning. The school will provide interpreters when needed during parent conference and home calls. Assessment information is shared during Parent Workshops/Meetings/ Conferences in home language.

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

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

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

**Other important characteristics of the school:**

Other characteristics that distinguish Edison MS, the school was recognized as a demonstrations School of Advance Studies in 2016 for the next five years; Edison MS has a functional active parent center that host parent educational workshops that informs our parents on methods to help their children be successful. Edison MS is an AVID Excel school offering opportunities for our Long-Term English Learners. Edison MS offers integrated technology with the use of Chromebooks in our Core Content classes; English Language Art , Math classes, Social Science and Science. Edison MS was awarded Dual Language Immersion Program in Spanish for the school year 2016-2017.

Edison MS had one ELA/ELD teacher transfer to a nearby high school, there was one (1) 7th/8th grade ELA class unfilled at the beginning for the school year, (1 Physical Education teacher, one 8th grade History teacher,) had or have a leave of absences through out the Fall 2017 semester and start of the Spring 2018 semester. Beginning of Spring Semester, most positions were filled with the the exception of one science class and and two (2) ELA classes. There are a few teachers who are within their first years of teaching.

### 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"/> School Site Council	Reviewed the results of the 2018-2019 School Experience Survey, the measurable objectives on the 2018-2019 Single Plan, 2018 ELA & Math Smarter Balanced Assessment results, attendance and suspension data. Set measurable objectives for each of the goals for the 2019-2020 SPSA. Developed and approved the 2019-20 SPSA and Categorical Budgets.	03/18/2019, 01/07/2019, 03/15/2019, 11/26/2018, 03/04/2019, 10/15/2018, 01/28/2019
<input checked="" type="checkbox"/> English Learner Advisory Committee	Reviewed the results of the 2018-2019 School Experience Survey, the measurable objectives on the 2018-2019 Single Plan, 2018 ELA & Math Smarter Balanced Assessment results, attendance and suspension data. Made their recommendations for the 2019-2020 SPSA.	03/08/2019, 02/08/2019, 01/18/2019
<input checked="" type="checkbox"/> Other: Staff Professional Development	Faculty and staff members were asked to provide input for the 2019-2020 SPSA. They were asked to join one of the six groups, each facilitated by a member of the SSC. Staff were provided with data related to the goal and asked to reflect on the data and make recommendations for strategies.	02/08/2019

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

100% GRADUATION AND BEYOND

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

<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input 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 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**

## Data

The culmination goal for 2017-2018 was 94% but only 86% of the class of 2018 culminated.

According to the 2018-2019 School Experience Survey results for students,  
58% responded that they plan to receive a degree from a four-year college and/or a graduate degree (Future Orientation).  
68% agreed that an adult at this school has talked to them about different college choices (Future Orientation).  
77% agreed that adults at this school expect them to go to college (Future Orientation).

According to the 2018-2019 School Experience Survey results for teachers,  
64% agreed that most of their students in this school are planning to go to college.  
69% agreed that the curriculum at this school is focused on helping students get ready for college.

According to the 2017-2018 SBAC data, 24% of students met or exceeded the ELA CCSS as reported in MyData.  
According to the 2017-2018 SBAC data, 23% of students met or exceeded the Math CCSS as reported in MyData.

Overall, there was a negative change in the points for Academic Performance in ELA as reported in the 2018 CA Dashboard (declined -13.1).  
Overall, there was a positive change in the points for Academic Performance in Math as reported in the 2018 CA Dashboard (improved 13.3 points).

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

## Summary of Issues

In the last three years, the culmination goal has only been met once. It has proved challenging to meet the culmination goal because students are promoted to high school despite not meeting the criteria for a middle school certificate of completion. Students are not earning the minimum requirement of credits in their 8th grade and the other school-site criteria.

It is evident that staff and teachers are not aware of the A-G, CDE, and LAUSD graduation requirements. Based on the results of the School Experience Survey, most parents highly agree that they are informed of college entrance requirements as well as students through campaigns spearheaded by the College and Career Coach but it is evident that the staff and teachers have not been formally trained. There seems to be a lack of articulation between the middle school and the community high schools.

**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**

Authentic opportunities for students to meet the requirements for a certificate of completion must be established. A support system must include early identification of at-risk students; provide intervention programs and supports during the day; establish more frequent and consistent communication with the home.

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

N/A

State the School's Measurable Objective(s) for 2019-20 \*Required if this Goal is addressed.

By June 2020, the culmination rate will increase from 86% to 95%.

By June 2020, the percent of students who agree that they plan to complete a higher level education will increase from 42% to 75% as reported in the results of the 2019-2020 School Experience Survey.

By June 2020, the percent of teachers who agree that the curriculum at this school is focused on helping students get ready for college from 69% to 75% as reported in the results of the 2019-2020 School Experience Survey.

\*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
Student progress toward completion of A-G courses and culmination will be monitored. Quarterly grade reports will be generated and analyzed to track student progress. The Admin Team, teachers and support staff will plan and facilitate grade-level student recognitions for their academic progress and citizenship through certificates, public display of achievement, and assemblies.	07/01/2019 06/30/2020	The percentage of students passing their A-G courses will increase each Quarter across all disciplines and the percent of students culminating will increase from the previous year. All students, grades 6-8th, will have an updated Academic Progress Report in their portfolio as monitored by the 1st period teacher. The Principal, Administrative Team, Academic Counselors, PSA, TSP Advisor, College and Career Coach, and Intervention/Prevention Support Coordinator will monitor and support 1st Period teachers in this monthly progress monitoring. Academic Counselors will generate and distribute grade reports to the Administrative Team, 1st Period teachers, and other support staff.
Teachers will meet as content groups during common meeting time to analyze quarterly grades and develop lesson that include interventions and enrichment activities. Teachers will share best practices and collaborate to develop lessons that will increase engagement and learning for all students. Teachers will begin the discussion of a common grading scale across all disciplines.	07/01/2019 06/30/2020 New	Student engagement will increase as observed by the Leadership Team during classroom visit and Instructional Rounds. Fewer discipline issues will be reported. Course syllabi will be uniform across all disciplines to facilitate transfer of grades between classes. Academic Counselors will generate and distribute quarterly grades to teacher for analysis.
Teachers will be trained in research-based strategies and protocols such as WICOR, Close reading, and Culturally Responsive participation and discussion protocols. Teachers will develop lessons that actively engage students, focus on collaboration, cooperative learning, multiple intelligences, and technology integration.	07/01/2019 06/30/2020 New	Student engagement will increase as observed by the Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, support staff, and parents during classroom visits and Instructional Rounds. Fewer disciplines issues will be reported. The Principal and Administrative Team will create a Professional Development calendar to schedule teacher trainings.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The College and Career Coach will train teachers in the A-G &amp; LAUSD graduation requirements, reading a student transcript and completing an Individual Graduation Plan (IGP), UC/CSU entrance requirements, entrance exams, and completion of the Free Application for Federal Student Aid (FAFSA) and other scholarships. The College and Career Coach will also train elective teachers in the Naviance platform which will be used as a college and career readiness tool.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>There will be an increase in the number of students planning to complete higher levels of education and overall college readiness as reported in the 2019-2020 School Experience Survey. Teachers will be knowledgeable in order to better support student success in their college and career readiness. Staff on this campus will expect students to go to and graduate from college. The Leadership Team, Academic Counselors, and other support staff will monitor and support 1st Period teachers in monitoring students progress toward culmination. 100% of students will use Naviance to set academic and social/emotional goals. The Community Representative will assist in contacting parents of students who do not return their IGP with the parent/guardian acknowledgment. College readiness professional development will be facilitated by the Administrative Team, Academic Counselors, College and Career Coach, and GEAR UP 4 LA Team.</p>
<p>Teachers will be trained in Schoology in order to improve student progress monitoring and parent engagement. Schoology in association with the Parent Portal will become the platforms used to communicate student academic progress, attendance, and progress toward culmination.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>The ITST will provide support for teachers and students in Schoology through close monitoring of the e-ticket system. The number of teachers agreeing that they have all the materials they need to do their job will increase as reported in the School Experience Survey. The Principal and Administrative Team will monitor teacher use of Schoology and its use to communicate academic progress with students and parents.</p>
<p>Teachers will be trained in SAMR to plan for purposeful technology integration in their lesson planning; be innovative and facilitate higher order learning as classified in the Technology Integration Matrix (TIM) model. Teachers will be trained and supported to create a learning environment that allows for collaborative, constructive, and authentic opportunities for learning.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Teachers will report agreeing to receiving training on effectively integrating technology in their instruction as reported in the results of the 2019-2020 School Experience Survey. Students will report agreeing to solving problems in new ways as reported in the results of the 2019-2020 SES. The IT Support Technician (ITST) will support teachers and students in their technology needs through Edison Middle School's e-ticket system. The ITST will provide learning and collaborative opportunities for teachers to integrate technology in their classroom. The ITST will also provide learning and collaborative opportunities for students to use technology tools to link their learning to the world. The Principal, Administrative Team, and IT Support Technician will also monitor the implementation of the School2Home program at Edison Middle School.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Staff and faculty will begin the conversation of creating and establishing authentic opportunities for 8th grade students to meet the requirements for a middle school certificate of completion that are aligned with the criteria of the LAUSD high school graduation requirements.	07/01/2019 06/30/2020 New	There will be an increase in the number of students planning to complete higher levels of education and overall college readiness as reported in the 2019-2020 School Experience Survey. The Leadership and Instructional team will provide opportunities for faculty and staff to have professional conversations about establishing this criteria during Department, Specialized team, and Faculty meetings.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	2100	25690 - ITSUPPORT TECH C1T/4 (6 Hrs / 5 Days)	30371502	N/A	25690	60,366	1.00	100
CE-ESSA-T1 C&C Coach( 7T124 )	1000	14188 - MS COL & CAREER COACH (6 Hrs / 5 Days)	30425378	N/A	14188	121,995	1.00	100
CE-ESSA-T1 C&C Coach( 7T124 )	1000	14190 - COL&CAREER COACH DIF	N/A	N/A	14190	1,549	0.00	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
During Breakfast in the Classroom (BIC), Period 1 teachers will monitor student progress toward culmination. Each student will have an Academic Progress Report in which they will record their grades, calculate their GPA, and monitor their credits. Academic Counselors and other support staff will generate, print, collate, and distribute quarterly grades to all Period 1 teachers. Teacher will guide students in completing their IGP. Recommendations for enrichment, intervention, and credit recovery will be provided. Teacher will guide students in setting short-term and long-term goals.	07/01/2019 06/30/2020 New	The percentage of students passing their A-G courses will increase each Quarter across all disciplines. The Leadership Team, Intervention Coordinator, TSP Advisor, and Academic Counselors will monitor and support Period 1 Teachers.
In order to increase student achievement and progress toward culmination, literacy will be improved across all curriculums, enhance students learning experiences, and engage students, Supplemental Instructional Materials (SIM) will be purchased to supplement the instructional program in history/social science and science. Funds will be used to purchase the following items: maps, classroom library books, resource books, workbooks, teaching globes, social studies and science games, primary resources, social science posters & charts, hands-on activities, manipulatives. instructional media and software, demonstration and simulation kits, 3D models,	07/01/2019 06/30/2020 New	The percentage of students passing their A-G courses will increase each Quarter across all disciplines. The Leadership Team, Intervention Coordinator, TSP Advisor, and Academic Counselors will monitor and support Period 1 Teachers. The Principal or Designee will monitor the expenditures to support the school's instructional program.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Curricular trips will encourage students to pursue post-secondary education. Science and Social Studies teachers, the AVID Coordinator, and the College and Career Coach will utilize Curricular Trips to provide real-world connections and opportunities for students to further develop their academic language, and their college and career readiness. Admission tickets and LAUSD buses will be purchased to museums and college campuses to reinforce themes/concepts presented in the Science and Social Studies classrooms and expose and motivate students to pursue post-secondary education. LAUSD pre-approved destinations include:</p> <ul style="list-style-type: none"> <li>-The California Science Center</li> <li>-The Griffith Observatory</li> <li>-The Natural History Museum</li> <li>-The Getty Museum and Center</li> <li>-The Ronald Reagan Library</li> <li>-Pt. Fermin Outdoor Education Center</li> </ul>	<p>07/01/2019 06/30/2020 New</p>	<p>The percentage of students planning to pursue higher learning will increase as reported on the 2019-2020 School Experience Survey. The Principal or Designee will monitor that teachers have the necessary documentation.</p>
<p>The Middle School Culmination and Certificate of Completion Policy will be reviewed with 8th grade students, sent home with students, and mailed home. Academic Counselors and teachers will review IGPs and A-G graduation requirements.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>The percentage of students culminating at the end of their 8th grade will increase when compared to the previous class. The Principal and Administrative team will make sure that assemblies and classroom visits are taking place on a regular basis. The Academic Counselors will visit classrooms to discuss IGPs, A-Gs, and the requirements for receiving a Middle School Certificate of Completion and participation in the culmination ceremony.</p>
<p>The IT Support Technician will maintain the school's technology (mobile laptop carts, teacher and student iPads, and computer labs) to ensure that technology is accessible by all students to develop literacy and technology skills. The ITST will also provide tech support, maintenance, and inventory of classroom instructional equipment, connectivity, and networking issues for daily instruction.</p>	<p>07/01/2019 07/01/2019 New</p>	<p>There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core ELA and Math Standards as reported on MyData and the 2020 CA Dashboard. Student technology proficiency will positively affect their SBAC proficiency. The Principal, Administrative Team, TSP Advisor, College and Career Coach, and Instructional Coaches will monitor the use of technology and needs of teachers and students to</p>
<p>Educational Aides III (AVID) will support AVID schoolwide to transform the instruction, leadership, and culture at Edison Middle School through the implementation of AVID/WICOR strategies, college readiness, and college requirements under the direct supervision of a trained AVID teacher in 6th-8th grade AVID classrooms.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>The percentage of students culminating high school ready will increase when compared to the previous class. The percentage of students planning to pursue higher learning will increase as reported on the 2019-2020 School Experience Survey. The Principal, Administrative Team, and the AVID Coordinator will monitor Edison's implementation of AVID using the Secondary Coaching and Certification Instrument (CCI) to measure our level of implementation.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	8,765		100

**Focus Area:**

**Interventions During and After the School Day and Other Supports**

**Academic : 100% Graduation**

<b>Strategies</b>		
<b>Strategies, Actions and Tasks</b>	<b>Action Begin &amp; End Date Status</b>	<b>Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible</b>
Using their most recent academic marks and the Problem Solving Model, students not on track to culminate on time will be identified and targeted for Saturday Intervention. Parents will be informed of the services and resources available at the school site. Students will receive the Saturday School application for parent acknowledgement of the intervention services.	07/01/2019 06/30/2020 New	The percentage of students passing their A-G courses will increase each grading period. An academic/attendance alert/referral will be sent home for parent acknowledgement and a copy kept in file and documented in MiSiS. The Principal or Designee, Academic Counselors, TSP Advisor, PSA, Title III Coach, will monitor and inform parents on the student's progress toward culmination through ongoing meetings and notifications sent home with the student and through school mail.
Students will have the opportunity to recover credits during Summer School. Students will attend 60 hours of instruction to recover 5.0 credits of a core class needed to fulfill the number of credits needed to culminate from an LAUSD middle school. The Academic Counselors will generate and distribute credit reports to all students during individual meetings and whole classroom visits.	07/01/2019 06/30/2020 New	Attendance rosters will be used to determine the participation rate of students during the summer program. Summer school staff will monitor student attendance and monitor their progress toward earning the recovery credits.
Increase motivation for students to culminate by Improving articulation with the local high schools in our Zone of Choice through guest speakers, (staff and students), presentations, and campus visits.	07/01/2019 06/30/2020 New	8th grade students will be better informed when selecting their high school through the Zone of Choice (ZOC) application process. The 8th grade Academic Counselor and the College and Career Coach will establish relationships with the local high schools in our ZOC. Student attendance in Saturday intervention will increase as well as the percentage of students participating in their culmination ceremony. Fewer discipline issues will be reported.
Students will have access to staff and resource centers (Learning Center, Media Center, GEAR UP 4 LA) during and after school for at least 32 weeks of the school year. Credentialed teachers and School Librarian will provide academic tutoring in the core subjects (Math, ELA, Science, and Social Studies) after school in their classrooms and in the Library. Students (who not have access to internet at home) will be able to access desktop computers, the Internet, Digital Library, online tutoring, and printing services in the Media Center. They will also be supported by Edison's "GEEK SQUAD" with their multimedia projects.	07/01/2019 06/30/2020 New	Sign in rosters will used to determine the participation rate of students accessing the after school services and resources. The Principal or Designee will organize, implement, and monitor the effectiveness of the services. The IT Support Technician will provide technical assistance with the computer systems, troubleshoot hardware and software malfunctions to ensure that Edison students have access to technology. The Principal or Designee will support the ITST and the credentialed teacher supervising the Media Center.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Students will use Naviance to set academic goals and participate in college and career readiness lessons. Elective teachers, will provide regular opportunities for students to set goals and complete grade levels tasks.	08/20/2019 06/05/2020 New	There will be an increase in the number of students planning to complete higher levels of education and overall college readiness as reported in the 2019-2020 School Experience Survey. The College and Career Coach and Academic Counselors will use Naviance for progress monitoring and goal setting.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The school will encourage and support parents in participating in the education of their child. Each month, during Coffee with the Principal, data will be reviewed and analyzed: -SBAC summative data -School Experience Survey results (February 2020) -Quarterly progress grades -Progress toward culmination -Attendance data -Reclassification data -Discipline referrals	07/01/2019 06/30/2020	The percent of parents who agree they have visited the parent center will increase from 48%to 50% as reported in the 2019-2020 SES. Sign ins will be used to determine the participation rate of parents and the effectiveness of our communication. The Parent Community Representative will file the sign in rosters in the Parent Center for five years.
Parents will receive academic progress grades every 5 weeks. Progress report cards will be mailed home to keep parents informed of student progress toward graduation. Parents will have the opportunity to meet with teachers, Academic Counselors, Administrators, and other support staff staff during the evenings of Back to School/Open House and Parent-Teacher Conferences. The Parent Community Representative will provide additional support to parents who need to schedule additional conferences with teachers, Academic Counselor, support staff, or members of the Administrative Team.	07/01/2019 06/30/2020 New	The percentage of students agreeing that the school informs them of school activities in different ways will remain at 90% or above as reported on the results of the 2019-2020 School Experience Survey. Sign ins will be used to determine the participation rates of parents and the effectiveness of our communication.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parents will be informed of the LAUSD A-G graduation requirements and the Individual Graduation Plan (IGP). Parents will participate in workshops and college visits facilitated by the Academic Counselors, College and Career Coach, and GEAR UP 4 LA team.</p> <p>Workshops will include:                      -Changing Graduation Requirements                      -Attendance Matters</p> <p>College visits will include:                      -UCLA                      -CSULA                      -ELAC                      -LATTC</p>	<p>07/01/2019 06/30/2020 New</p>	<p>The number of IGPs returned with parent acknowledgment signatures will confirm that parents are aware of their child's IGP. Period 1 teachers will fill the IGP for each student in their portfolio. The Administrative Team and Academic Counselors will monitor each student's IGP, input the information on MiSiS and keep a copy of each students' IGP in file. Sign in sheets will be kept on file for parents who attend workshops facilitated by GEAR UP.</p>
<p>Parents will be informed of the resources available beyond the regular day to support the academic success of their child. Parents will be invited to the Annual Title 1 meeting. Parents will receive information about the services funded by the Title 1 Program to promote the academic progress of their child toward culmination.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Sign ins will be used to determine the participation rate of parents and the effectiveness of our communication. The Parent Community Representative will file sign ins for five years. The Principal or Designee will facilitate the Title 1 Meeting and provide any additional information or support to parents. The sign in will be uploaded to the Principal's Portal.</p>
<p>The Parent Community Representative will be trained by the Administrative Team, Academic Counselors, and College and Career Coach to be able to assist parents with culmination information, the changing graduation requirements, and financial aid to build parent capacity.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>A higher percentage of parents will report that school staff help them understand the requirements for CSU/UC admission as reported on the School Experience Survey. The Parent Community Representative will file sign ins for five years.</p>
<p>The Pupil Services and Attendance Counselor (PSA) will communicate and enforce the LAUSD Attendance Policy through a student-parent contract. Eight grade students who are absent more than 7 days in a school year will not be able to participate in the end of year culmination ceremony. The goal of the LAUSD and Edison Middle School is that students are in school 96% of the time. Parents will review and acknowledge with their signature their support of this Attendance Policy. The PSA will provide regular attendance review meetings with parents and attendance reports for students.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>There will be a higher percentage of 8th grade students whose cumulative attendance rate will be maintained at 96% throughout the school year as reported on the MyData month-to-month attendance comparison report. Eight grade attendance will be monitored by the PSA. PSA will conduct regular attendance review meeting with 8th grade parents in the Parent Center. PSA will generate regular 8th grade attendance reports for students to inform them of their progress toward their participation in the end of the year culmination ceremony.</p>

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

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

**ACADEMIC GOAL — ENGLISH LANGUAGE ARTS**

**LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:**

<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input checked="" type="checkbox"/>	Interim Assessment Blocks (IAB)
<input 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 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**

According to MyData, 24% of 6th-8th grade students met or exceeded the CCSS on the 2018 Smarter Balanced Assessment. There was no change from 2017 as reported in MyData.

According to the 2018 CA Dashboard, Edison is 80.1 points below the standard. There was a decline of -13.1 points.

According to the ELA IAB data (administered on 02/19/19-02/22/19),  
49% of 6th grade students are below standard in the Editing Claim.  
31% of 7th grade students are below standard in the Editing Claim and 57% below standard in the Performance Task  
51% of 8th grade students are 51% in the Edit/Revision Claim and 58% below standard in the Compare Ancient Societies Claim.

According to the 2018-2019 School Experience Survey results for students,  
67% agreed that they are asked to explain their thinking in writing.  
72% agreed that they collect data to formulate their own conclusions.

According to the 2018-2019 School Experience Survey results for teachers,  
19% agreed that they collaborate with one another.  
19% agreed that they meet to examine student performance.  
31% agreed that they examined evidence/data of student understanding/mastery.  
69% agreed that that the curriculum is focused on helping students to get ready for college.

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

An achievement gap exists. Individual needs must be addressed by differentiating instruction to close the achievement gap between ELs, SWDs, ELs with disabilities, GATE students, and SELs.

There is a high turnover rate at this school. Some teachers have left mid-year leaving a vacant position filled by substitutes. There are also many new teachers who are new to the profession and/or new to the school.

Staff at this school site do not collaborate. There is no schoolwide collaborative system to review and assess data to inform instruction or drive curriculum.

There is a need for teachers to collaboratively develop data-driven lessons/units with target Smarter Balanced academic vocabulary, varying DOK questions, literacy strategies (WICOR), cultural relevance, and engagement.

**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**

Clear objectives and expectations must be provided along with high-quality, rigorous instruction that is meaningful, engaging, and relevant to students.

Literacy needs to be incorporated across all curriculum in all content groups. Literacy should not only taught in the ELA class. To support literacy across the curriculum, an Instructional Coach will be funded with Title 1 funds to meet our 2019-2020 measureable objective.

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 2019-20 \*Required if this Goal is addressed.**

By June 2020, the percentage of 6th-8th grade students who meet or exceed the Common Core ELA standards on the Smarter Balanced Assessment will increase from 30% to 35% as reported in MyData.

By June 2020, the percent of 6th grade students meeting or exceeding the Common Core ELA Standards will increase from 2% to 5% as reported in LAUSDs MyData.

By June 2020, the percent of 7th grade students meeting or exceeding the Common Core ELA Standards will increase from 4% to 7% as reported in LAUSDs MyData.

By June 2020, the percent of 8th grade students meeting or exceeding the Common Core ELA Standards will increase from 3% to 6% as reported in LAUSDs MyData.

By June 2020, the Academic Performance of Hispanic students in ELA will change from 80.2 to 75.2 points from the standard as reported in the 2019 CA Dashboard.

By June 2020, the Academic Performance of English Learner students in ELA will change from 164.3 to 159.3 points from the standard as reported in the 2019 CA Dashboard.

By June 2020, the Academic Performance of Socioeconomically Disadvantaged students in ELA will change from 80.7 to 75.7 points from the standard as reported in the 2019 CA Dashboard.

By June 2020, the Academic Performance of Reclassified English Learners (RFEP) students in ELA will change from 97.3 to 92.3 points from the standard as reported in the 2019 CA Dashboard.

By June 2020, the Academic Performance of English Only (EO) students in ELA will change from 67.7 to 62.7 points from the standard as reported in the 2019 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).

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>ELA teachers will receive professional development around the English Language Arts/Literacy Common Core State Standards (CCSS) and appropriate instructional strategies to assist students in meeting the standards. They will use interim Assessment data to monitor mastery of the CCSS. Teachers will examine Interim Assessment Blocks and available resources on caaspp.org, such as the Digital Library, during common planning time, content meetings, and professional development to create rigorous CCSS aligned assignments, projects, and assessments to improve student literacy.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core ELA standards on the Smarter Balanced summative assessment as reported on MyData and 2020 CA Dashboard. The Testing Coordinator will collate Smarter Balanced Interim Assessment and SBAC Summative data for distribution to the TSP Advisor, College and Career Advisor, Intervention/Prevention Support Coordinator, Instructional Coach, and ELA teachers to analyze and inform their instruction. Professional development will be facilitated by the Administrative Team and the Instructional Leadership Team composed of the Instructional Coach, TSP Advisor, the Title III EL Coach, and teachers.</p>
<p>ELA and ELD teachers will meet during the day (weekly) as Professional Learning Communities (PLCs) to meet and plan collaboratively (during their common conference period), participate in professional development, participate in data analysis, conduct peer reviews and classroom observations, share best practices, analyze student work, and monitor our progress toward school-wide goals.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core ELA standards on the Smarter Balanced summative assessment as reported on MyData and 2020 CA Dashboard. The Testing Coordinator will collate Smarter Balanced Interim Assessment and SBAC Summative data for distribution to the TSP Advisor, College and Career Advisor, Intervention/Prevention Support Coordinator, Instructional Coach, and ELA teachers to analyze and inform their instruction.</p>
<p>ELA teachers will be trained in research-based instructional strategies which increase engagement and learning for all students. Teachers will develop lessons that actively engage students, focus on cooperative learning, multiple intelligences, and classbuilding and teambuilding.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Student engagement will increase as observed by the Administration, support staff, and parents during classroom visits and Instructional Rounds. Fewer discipline issues will be reported. There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core ELA standards on the Smarter Balanced summative assessment as reported on MyData and 2020 CA Dashboard.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Leadership and Instructional Team will meet (during the day, after school, during the summer, and on Saturdays) to plan and monitor the effectiveness of Professional Development and the School's Instructional Program and analyze school-wide ELA data and monitor our progress toward the school's SPSA measureable objectives.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core ELA standards on the Smarter Balanced summative assessment as reported on MyData and 2020 CA Dashboard. The Testing Coordinator will collate Smarter Balanced Interim Assessment and SBAC Summative data for distribution to the TSP Advisor, College and Career Advisor, Intervention/Prevention Support Coordinator, Instructional Coach, and ELA teachers to analyze and inform their instruction.</p>
<p>Teachers will utilize the Smarter Balanced Interim Assessments (one per semester) data and SBAC Practice Tests (weekly) to improve student readiness and technology literacy with the Smarter Balanced Assessment System. The Instructional Coach will analyze and review Interim Assessments data with teachers across the curriculum during common meeting time. The data will be used to design interventions and enrichment lessons and activities.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core ELA standards on the Smarter Balanced summative assessment as reported on MyData and 2020 CA Dashboard. The Testing Coordinator will collate Smarter Balanced Interim Assessment and SBAC Summative data for distribution to the TSP Advisor, College and Career Advisor, Intervention/Prevention Support Coordinator, Instructional Coach, and ELA teachers to analyze and inform their instruction.</p>
<p>ELA teachers will use CCSS-aligned formative and interim assessment data to create major writing assignments to improve the literacy skills of students. Students will access online practice and trainings tests to build their proficiency with the CAT and Performance Task items.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core ELA standards on the Smarter Balanced summative assessment as reported on MyData and 2020 CA Dashboard. The Instructional Coach will provide the writing prompts and set the windows for the major writing task each semester for each grade level. The Instructional Coach will assist and support teachers through observation and collaboration.</p>
<p>ELA teachers will collaborate as Specialized/Vertical Teams at least once a month to design interdisciplinary lessons that are aligned to the ELA Common Core State Standards. Specialized/Vertical teams will include teachers from the four core subjects. Teams will develop units and lessons that embed the four Claims-listening, speaking, reading and writing in daily instruction. Specialized/vertical teams will implement common instructional strategies, scaffolds, literacy strategies, and common formative and summative assessments across the curriculum.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Student engagement will increase as observed by the Administration, support staff, and parents during classroom visits and Instructional Rounds. Fewer discipline issues will be reported to the Deans. The Instructional Coach will assist and support teachers through observation and collaboration.</p>
<p>ELA teachers will examine the ELD standards and their alignment to the ELA CCSS and receive training in appropriate instructional strategies to assist students in meeting the standards. Teachers will continue to receive professional development in the use of academic conversations, language objectives, language domains, and instructional scaffolds to meet the academic needs of ELs, and ELs with disabilities.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>There will be an increase in the scores of ELs, SELs, ELs with disabilities, and SWDs on the ELA Smarter Balanced summative assessment. The Title III EI Coach, TSP Advisor, and Instructional Coach will assist and support teachers with instructional strategies that support the delivery of grade-level content to all students, including ELs, LTELs, SELs, and RFEPs.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>ELA and ELD teachers will be trained in SAMR to plan for purposeful technology integration and their lesson planning to be innovative and facilitate higher order learning as classified in the Technology Integration Matrix (TIM) model. Teachers will be trained and supported to create a learning environment that allows for collaborative, constructive, and authentic opportunities for learning.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Teachers will report agreeing to receiving training on effectively integrating technology in their instruction as reported in the results of the 2019-2020 School Experience Survey. Students will report agreeing to solving problems in new ways as reported in the results of the 2019-2020 SES. The IT Support Technician (ITST) will support teachers and students in their technology needs through Edison Middle School's e-ticket system. The ITST will provide learning and collaborative opportunities for teachers to integrate technology in their classroom. The ITST will also provide learning and collaborative opportunities for students to use technology tools to link their learning to the world. The Principal, Administrative Team, the TSP Advisor, and IT Support Technician will also monitor the implementation of the School2Home program at Edison Middle School.</p>

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

**Focus Area:**

**Effective Classroom Instruction**

*Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The IT Support Technician (ITST) will maintain the school's technology (mobile laptop carts, teacher and student iPads, and computer labs) to ensure that technology is accessible by all students to develop literacy and technology skills. The ITST will also provide tech support, maintenance, and inventory of classroom instructional equipment, connectivity, and networking issues for daily instruction.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core ELA Standards are reported on MyData and the CA Dashboard. Student technology proficiency will positively affect their SBAC proficiency. The Principal, Administrative Team, TSP Advisor, College and Career Coach, and Instructional Coaches will monitor the use of technology and needs of teachers and students.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Categorical funds will be used to maintain a lower class size in 6th grade ELA classes specifically designed for ELs, Foster Youth, and SWDs to support the transition of 6th grade students from elementary to middle school. A smaller class size will allow the teacher extra time to provide additional support through learning centers for small group instruction, facilitate peer tutorials and study groups, and monitor student progress. With a smaller class size, the teacher will be able to establish rapport with students and build a relationship that will benefit and support student learning.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>There will be an increase in the percent of 6th grade students who meet or exceed the Common Core ELA Standards as reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support 6th grade students in their transition to middle school through progress monitoring of their academic grades and provide services and interventions for at-risk students.</p>
<p>Teacher Assistant (TA w/Bilingual Differential) will support classroom instruction under the direct supervision of a highly qualified teacher to support low-income, ELs, RFEPs, SELs, SWDs, and foster youth. TA will provide extra support through small group instruction, one-to-one tutoring, progress monitoring, and goal-setting. TA will establish rapport with students and build a relationship that will benefit and support student learning.</p>	<p>09/03/2019 06/05/2020 New</p>	<p>There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core ELA Standards as reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students.</p>
<p>Support staff will guide teachers in lesson planning that integrates research-based strategies and protocols such as Talk Moves, Notice &amp; note, WICOR strategies, Close Reading, Constructive Conversations skills, Explicit Direct Instruction, and Culturally Responsive participation and discussion protocols. Students will be actively engaged, will collaborate with classmates, work in teams, and use technology to solve problems.</p>	<p>08/20/2019 06/05/2020 New</p>	<p>There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core ELA Standards as reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students.</p>
<p>Teachers will integrate technology in the delivery of their lessons and create opportunities for their students to collaboratively solve problems and demonstrate their new learning. Students will use their iPads to communicate and share their learning. Students will use Google Docs to create, edit and collaborate with others on documents. Students will also create presentations and projects collaboratively using Google Slides, Google Forms and Padlet.</p>	<p>08/20/2019 06/05/2020 New</p>	<p>There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core ELA Standards as reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Monthly instructional Rounds will provide opportunities to observe ELA and ELD Instruction in addition to Edison's Non-Negotiables and effective instructional strategies such as Close Reading, WICOR, Depth of Knowledge (DOK) questioning and reasoning, Constructive Conversation Skills, graphic organizers, thinking maps, use of popsicle sticks to call on non-volunteers, word walls, sentence frames.</p>	<p>08/20/2019 06/05/2020 New</p>	<p>The Administrative Team, TSP Advisor, ELA and ELD Teachers, and the Title III EL Coach will have regular opportunities to observe and debrief on the effectiveness of ELA instruction and use their observations to inform the instructional program and Professional Development. There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core ELA Standards are reported on MyData and the 2020 CA Dashboard. There will also be an increase in the percent of teachers who agree they observe the instruction of their colleagues and agree that the school leadership visit their classroom as reported in the 2019-2020 SES.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	10600 - TCHR AST DEG TK NW/1 (6 Hrs / 5 Days)	30047895	N/A	10600	18,599	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	13261 - CSR TCHR ELEM G6 1TK (6 Hrs / 5 Days)	30444854	N/A	13261	121,995	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	10562 - DDSUB CSR T BEN ABSC	N/A	N/A	10562	1,437		100
CE-ESSA T1 Schools( 7S046 )	1000	11728 - TCHR ASST-BIL DIFF	N/A	N/A	11728	55	0.00	100
CE-ESSA T1 Schools( 7S046 )	0	30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	5,521	0.00	100
CE-ESSA T1 Schools( 7S046 )	1000	11728 - TCHR ASST-BIL DIFF	N/A	N/A	11728	55	0.00	100
CE-ESSA T1 Schools( 7S046 )	1000	10600 - TCHR AST DEG TK NW/1 (6 Hrs / 5 Days)	30052381	N/A	10600	18,599	1.00	100
CE-ESSA T1 Schools( 7S046 )	0	30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	5,521	0.00	100

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

*Academic : English Language Arts*

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Using their most recent academic mark in ELA, results of the IAB, and the Problem Solving Model, students not passing their ELA class will be identified and targeted for Saturday Intervention. The results of the specified IAB will be used to determine the English language arts and literacy knowledge and skill sets needed to meet the Common Core State Standards.</p> <p>Core teachers and Academic Counselors will monitor student progress throughout the school year. These progress monitoring meetings will be logged and documented in each student's file and on MiSiS. Parents will be informed of the services and resources available at the school site. Students will be able to receive up to 40 hours of intervention for participating in the Saturday Program.</p>	<p>08/20/2019 06/05/2020 New</p>	<p>The percentage of students passing their ELA courses will increase each grading period. The number of students meeting or exceeding the ELA SBAC will increase as reported in MyData and the CA Dashboard. An academic alert/referral will be sent home for parent acknowledgement and a copy kept in file. The Intervention/Prevention Support Coordinator will monitor and file the Alerts as evidence of parent-teacher communication. Academic Counselors, the Intervention/Prevention Support Coordinator will monitor student progress toward earning credits in their ELA courses.</p>
<p>Using their final academic mark in ELA, results of the IAB, and the Problem Solving Model, students who do not pass their ELA class will be identified and targeted for intervention during Summer School. The results of the specified IAB will be used to determine the English language arts and literacy knowledge and skill sets needed to meet the Common Core State Standards.</p> <p>Students will have the opportunity to recover ELA credits during Summer School. Students will attend 60 hours of instruction to recover 5.0 credits needed to culminate from an LAUSD middle school. The Academic Counselors will generate and distribute credit reports to all students during individual meetings and whole classroom visits.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Students will agree that this school is a supportive and inviting place for students to learn as reported in the 2019-2020 SES. Attendance rosters will be used to determine the participation rate of students during the summer program. Summer school Administrator and staff will monitor student attendance and monitor their progress toward earning the recovery credits.</p>
<p>Students will have access to staff and resource centers (Learning Center, Media Center, GEAR UP 4 LA) during and after school for at least 32 weeks of the school year. Credentialed teachers and School Librarian will provide academic tutoring in ELA after school in their classrooms and in the Library. Students (who not have access to internet at home) will be able to access desktop computers, the Internet, Digital Library, online tutoring, and printing services in the Media Center. They will also be supported by Edison's "GEEK SQUAD" with their multimedia projects.</p>	<p>08/20/2019 06/05/2020 New</p>	<p>Sign in rosters will used to determine the participation rate of students accessing the after school services and resources. The Intervention/Prevention Support Coordinator will organize, implement, and monitor the effectiveness of the services. The IT Support Technician will provide technical assistance with the computer systems, troublesehoot hardware and software malfunctions to endure that Edison students have access to technology. The Principal or Designee and ITST will provide support to the credentialed teacher supervising the Media Center.</p>
<p>Students will monitor their progress toward culmination each quarter. Each student will have an Academic Progress Report in which they will record their grades, calculate their GPA, and monitor their credits. Academic Counselors and other support staff will generate, print, collate, and distribute quarterly grades to all Period 1 teachers. Teacher will guide students in completing their IGP. Recommendations for enrichment, intervention, and credit recovery will be provided. Teacher will guide students in setting short-term and long-term goals.</p>	<p>08/20/2019 06/05/2020 New</p>	<p>The percentage of students passing their ELA courses will increase each Quarter across all disciplines. The number of students meeting or exceeding the ELA SBAC will increase as reported in MyData and the CA Dashboard. The Leadership Team, Intervention Coordinator, and Academic Counselors will monitor and support Period 1 Teachers.</p>



Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Students will monitor their proficiency in meeting the ELA CCSS as assessed by SBAC. Students will analyze their previous scores and set a proficiency goal for the Spring SBAC. Period 1, BIC teachers, will monitor how much students need to grow to meet grade-level proficiency and motivate students in their trajectory toward high school and college/career readiness.</p>	<p>08/20/2019 06/05/2020 New</p>	<p>The number of students meeting or exceeding the ELA SBAC will increase as reported in MyData and the CA Dashboard. The Period 1/BIC teacher will be provided with a discussion prompt to facilitate a discussion around student SBAC data and goal setting. Edison students will be high school ready by the end of their 8th grade as reflected on the percentage of students who culminate. The Principal or Designee, the Academic Counselors, and Intervention/Prevention Support Coordinator will generate SBAC data and support Period 1/BIC teachers.</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>The school will encourage and support parents in participating in the education of their child. The Principal or Designee will engage parents through monthly Coffee with the Principal. The Principal will review and analyze data such as:</p> <ul style="list-style-type: none"> <li>-ELA SBAC results</li> <li>-CA Dashboard</li> <li>-ELA Quarterly grades</li> <li>-Results of the School Experience Survey</li> <li>-Progress toward culmination</li> </ul>	<p>07/01/2019 06/30/2020 New</p>	<p>Sign ins will measure the effectiveness of our outreach and communication. The Community Representative will file the sign ins in the Parent Center. Parents will agree that they actively participate in their child's education with the school as reported in the 2019-2020 SES. The Community Representative will be responsible for parent outreach to attend Coffee with the Principal through personal phone calls and Connect Ed Calls.</p>
<p>Parents will be informed on the ELA curriculum used at the school, the assessments used to measure students progress, and the proficiency levels students are expected to meet. Resources and workshops will be provided to increase parents knowledge of the ELA Common Core State Standards (CCSS), the California English Learners Development (ELD) Standards, and A-G &amp; LAUSD graduation requirements. Parent will better understand the California Assessment of Student Performance &amp; Progress (CAASPP) and the Smarter Balanced Interim and Summative Assessments (SBAC) testing.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Sign ins will measure the effectiveness of our outreach and communication. The Community Representative will file the sign ins in the Parent Center. Parents will agree that they actively participate in their child's education with the school as reported in the 2019-2020 SES. The Principal or Designee, Instructional Coach, Title III Coach, and Testing Coordinator will facilitate the parent workshops and meetings .</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Events such as Back to School, Open House, and Parent-Teacher Conferences will serve as an opportunity for parents to observe Edison's instructional program in ELA and improve parent-teacher communication. Parents will receive a syllabi and rules and expectations from each teacher as well as contact information (conference hours, email, website, Schoology, Remind app).</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Sign ins will measure the effectiveness of our outreach and communication. The Principal or Designee will file sign ins in the Title Office. Parents will agree that they attend events at their child's school like parent-teacher conferences and school performances as reported in the 2019 -2020 SES.</p>
<p>Parents will attend workshops facilitated by the Instructional Coach to improve their capacity to support their child's achievement of the ELA Common Core State Standards (CCSS) at home. Written communication and materials will be translated, duplicated for distribution to parents for trainings and for school mailings. Proposed workshops will include: -ELA Common Core State Standards -Close reading Strategies &amp; Marking the Text -Visualizing and Connecting with the Text -Claim, Evidence, Interpretation (CEI) model</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Sign ins will measure the effectiveness of our outreach and communication. The Community Representative will file the sign ins in the Parent Center. Parents will agree that they actively participate in their child's education with the school as reported in the 2019-2020 SES.</p>
<p>Parents will attend workshops on the ELD program to learn about the use of constructive conversations skills with their children and practice of academic conversations at home. Proposed workshops will include: -CA ELD Standards -Language Domains -Constructive Conversation Skills -Academic Vocabulary &amp; Academic Conversations -Language Objectives -Formative (IAB) Assessments -Reading Inventory (RI) Assessment</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Sign ins will measure the effectiveness of our outreach and communication. The Community Representative will file the sign ins in the Parent Center. Parents will agree to receiving information about their child's progress as an English Learner as reported in the 2019-2020 SES.</p>
<p>Parents will visit ELA and Integrated ELD classrooms on a monthly basis to observe ELA and ELD Instruction in addition to Edison's Non-Negotiables and effective instructional strategies such as Close Reading, WICOR, Depth of Knowledge (DOK) questioning and reasoning, Constructive Conversation Skills, graphic organizers, thinking maps, use of popsicle sticks to call on non-volunteers, word walls, sentence frames.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Sing Ins will be used to determine the rate of participation and the effectiveness of our communication. Parents will report that they agree to participating in their child's education with the school as reported in the results of the 2019-2020 School Experience Survey. The Principal and Administrative Team, the Community Representative, and Instructional Coach will organize these Instructional Rounds visits and create debriefing protocols. The TSP Advisor, Title III Coach, and the Community Representative will be responsible for communicating and encouraging parents to participate in these monthly Instructional Rounds.</p>
<p>Evening events such as Family Literacy Night, Eco-Fair, Family Game Night, SAS/ Dual Language and AVID Parent Meetings and Workshops, GEAR UP 4 LA parent and student workshops, and awards ceremonies will provide parents an opportunity to be involved in their child's education.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Sign ins will measure the effectiveness of our outreach and communication. The Principal or Designee will file sign ins in the Title Office. Parents will agree that they attend events at their child's school like parent-teacher conferences and school performances as reported in the 2019 -2020 SES.</p>

**Budget**

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

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

**ACADEMIC GOAL — MATHEMATICS**

**LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:**

<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input 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 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 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**

According to MyData, 23% of 6th-8th grade students met or exceeded the 2017-2018 Math SBAC.  
 17% of 6th grade students met or exceeded the standards.  
 28% of 7th grade students met or exceeded the standards.  
 22% of 8th gradestudents met or exceeded the standards.

According to the 2018 CA Dashboard, Edison is 84.2 points below the standards but, overall, increased by +13.3 points on the 2018 SBAC.  
 -English Learners are 182.8 points from the standard with a +14.2 change from 2017.  
 -Students with Disabilities are 192.6 points from the standard.  
 -RFEP students are 101.6 from the standard with a +3.5 change from 2017.  
 -EO students were 82 points from the standard with a +19.2 change from 2017.

According to IAB data (administered 11/05/2018-11/09/2019),  
 6th grade – 42% are below standard (Expressions & Equations); 58% are below standard (Ratios & Proportions)  
 7th grade – 37% are below standard (Expressions & Equations); 38% are below standard (Ratios & Proportions)  
 8th grade – 25% are below standard (# System)

According to the results of the 2018-2019 School Experience Survey,  
 72% of students agreed that they collect data to formulate their own conclusions.

According to the 2018-2019 School Experience Survey results for teachers,  
 19% agreed that they collaborate with one another.  
 19% agreed that they meet to examine student performance.  
 31% agreed that they examined evidence/data of student understanding/mastery.  
 69% agreed that that the curriculum is focused on helping students to get ready for college.

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

An achievement gap exists. Individual needs must be addressed by differentiating instruction to close the achievement gap between ELs, SWDs, ELs with disabilities, GATE students, and SELs.

There is a high turnover rate at this school. Some teachers have left mid-year leaving a vacant position filled by substitutes. There are also many new teachers who are new to the profession and/or new to the school.

Staff at this school site do not collaborate. There is no schoolwide collaborative system to review and assess data to inform instruction or drive curriculum.

There is a need for teachers to collaboratively develop data-driven lessons/units with target Smarter Balanced academic vocabulary, varying DOK questions, literacy strategies (WICOR), cultural relevance, and engagement.

**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**

Clear objectives and expectations must be provided along with high-quality, rigorous instruction that is meaningful, engaging, and relevant to students.

To support our measureable objectives for 2019-2020, and Instructional Coach will be funded with Title 1 program funds. The Instructional Coach will support and facilitate analysis of IAB data, support Access to core strategies, and promote standards-based literacy in our math classrooms.

**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 2019-20 \*Required if this Goal is addressed.**

By June 2020, the percentage of 6th-8th grade students who meet or exceed the Common Core Math Standards will increase from 30% to 35% as reported in LAUSDs MyData.

By June 2020, the percent of 6th grade students meeting or exceeding the Common Core Math Standards will increase from 25% to 28% as reported in LAUSDs MyData.

By June 2020, the percent of 7th grade students meeting or exceeding the Common Core Math Standards will increase from 22% to 25% as reported in LAUSDs MyData.

By June 2020, the percent of 8th grade students meeting or exceeding the Common Core Math Standards will increase from 24% to 27% as reported in LAUSDs MyData.

By June 2020, the Academic Performance of English Learner students in math will change from 182.8 to 177.8 points from the standard as reported in the 2019 CA Dashboard.

By June 2020, the Academic Performance of Students with Disabilities in math will change from 192.6 to 187.6 points from the standard as reported in the 2019 CA Dashboard.

By June 2020, the Academic Performance of Reclassified English Learners (RFEP) students in math will change from 101.6 to 96.6 points from the standard as reported in the 2019 CA Dashboard.

By June 2020, the Academic Performance of English Only (EO) students in math will change from 82.0 to 77.0 points from the standard as reported in the 2019 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).

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
The Instructional Coach will support math teachers by facilitating professional development on the Math Common Core State standards (CCSS), Math Practices, ELD Standards, and appropriate instructional strategies to assist students to meet the Math Common Core State Standards. The instructional Coach will facilitate the analysis of Interim Assessment data to monitor mastery of the Math CCSS and the identification of common core tiered vocabulary and critical thinking and problem solving skills students need for success in high school and college and career readiness.	07/01/2019 06/30/2020 New	There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced summative assessment as reported on MyData and 2019 CA Dashboard. The Testing Coordinator will collate Smarter Balanced Interim Assessment and SBAC Summative data for distribution to the TSP Advisor, College and Career Advisor, Intervention/Prevention Support Coordinator, Instructional Coach, and Math teachers to analyze and inform their instruction. Professional development will be facilitated by the Administrative Team, Instructional Coach, District support personnel, Categorical Program Advisor, Targeted Student Population (TSP) Advisor, and the Title III Coach.
The Instructional Coach will support math teachers in planning lessons that implement research-based instructional strategies to increase learning and engagement for all students. Teachers will develop lessons that actively engage students, focus on cooperative learning, multiple intelligences classbuilding and teambuilding.	07/01/2019 06/30/2020 New	There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced summative assessment as reported on MyData and 2019 CA Dashboard. Student engagement will increase as observed by the Administration, support staff, and parents during classroom visits and Instructional Rounds. Fewer discipline issues will be reported.
The Instructional Coach will guide Math teachers in their examination of the Smarter Balanced Summative Assessment data and available resources on caaspp.org, such as the Digital Library, during common planning time, content meetings, and professional development to create rigorous CCSS aligned assignments, projects, and formative assessments to improve student achievement and growth in the math standards.	07/01/2019 06/30/2020 New	There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced Summative assessment as reported on MyData and 2019 CA Dashboard. Professional development will be facilitated by the Administrative Team, Instructional Coach, and District support personnel.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Math teachers will utilize the Smarter Balanced Interim Assessment (one per semester) data to improve student readiness and technology literacy with the Smarter Balanced Assessment System. The Instructional Coach will analyze and review Interim Assessment data with teachers across the curriculum during common meeting time. The data will be used to design interventions and enrichment lessons and activities.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced summative assessment as reported on MyData and 2019 CA Dashboard. The Testing Coordinator will collate Smarter Balanced Interim Assessment and SBAC Summative data for distribution to the TSP Advisor, College and Career Advisor, Intervention/Prevention Support Coordinator, Instructional Coach, and Math teachers to analyze and inform their instruction.</p>
<p>Math teachers will use weekly CCSS-aligned formative assessments and diagnostics data to monitor mastery of the CCSS. The Instructional Coach will generate and analyze data with math teachers during common meeting time. The data will be used to inform their instruction and design interventions and enrichment lessons and activities.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced summative assessment as reported on MyData and 2019 CA Dashboard. The Testing Coordinator will collate Smarter Balanced Interim Assessment and SBAC Summative data for distribution to the TSP Advisor, College and Career Advisor, Intervention/Prevention Support Coordinator, Instructional Coach, and Math teachers to analyze and inform their instruction.</p>
<p>Math teachers will meet during the day (twice a month) as Professional Learning Communities (PLCs) to meet and plan collaboratively (during PD time), participate in professional development, participate in data analysis, conduct peer reviews and classroom observations, share best practices, analyze student work, and monitor our progress toward school-wide goals.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced summative assessment as reported on MyData and 2019 CA Dashboard. The Testing Coordinator will collate Smarter Balanced Interim Assessment and SBAC Summative data for distribution to the TSP Advisor, College and Career Advisor, Intervention/Prevention Support Coordinator, Instructional Coach, and Math teachers to analyze and inform their instruction.</p>
<p>The Leadership and Instructional Teams, Instructional Coaches, and Support Staff will meet (during the day, after school, during the summer, after school, and on Saturdays) to plan and monitor the effectiveness of Professional Development and the School's Instructional Program and analyze school-wide Math data and monitor our progress toward the school's SPSA measurable objectives.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced summative assessment as reported on MyData and 2019 CA Dashboard. The Testing Coordinator will collate Smarter Balanced Interim Assessment and SBAC Summative data for distribution to the TSP Advisor, College and Career Advisor, Intervention/Prevention Support Coordinator, Instructional Coach, and Math teachers to analyze and inform their instruction.</p>



Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Math teachers will collaborate as Specialized/Vertical teams once a month to design interdisciplinary lessons and projects that are aligned to the Math Common Core State Standards, Math Practices, and ELD Standards. Specialized/vertical teams will include teachers from the core subjects. Teams will develop units and lessons that embed the performance expectations in daily instruction. Specialized teams will implement common instructional strategies, scaffolds, and assessments.	07/01/2019 06/30/2020 New	Student engagement will increase as observed by the Administration, support staff, and parents during classroom visits. Fewer discipline issues will be reported. The Instructional Coach will assist and support teachers through observation and collaboration.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	13297 - INSTRL COACH SEC C1T (6 Hrs / 5 Days)	30451625	N/A	13297	121,995	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	10246 - DIFF INSTL COACH SEC	N/A	N/A	10246	1,861		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
The IT Support Technician will maintain the school's technology (mobile laptop carts, teacher and student iPads, and computer labs) to ensure that technology is accessible by all students to develop literacy and technology skills. The ITST will also provide tech support, maintenance, and inventory of classroom instructional equipment, connectivity, and networking issues for daily instruction.	07/01/2019 06/30/2020 New	There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core the Math Standards are reported on MyData and the CA Dashboard. Student technology proficiency will positively affect their SBAC proficiency. The Principal, Administrative Team, TSP Advisor, College and Career Coach, and Instructional Coaches will monitor the use of technology and needs of teachers and students to
Categorical funds will be used to maintain a lower class size in 7th & 8th grade math classes specifically designed for ELs, Foster Youth, and SWDs. A smaller class size will allow the teacher extra time to provide additional support through learning centers for small group instruction, facilitate peer tutorials and study groups, and monitor student progress. With a smaller class size, the teacher will be able to establish rapport with students and build a relationship that will benefit and support student learning.	07/01/2019 06/30/2020 New	There will be an increase in the percent of 7th & 8th grade students who meet or exceed the Common Core Math Standards as reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support 7th & 8th grade students through progress monitoring of their academic grades and provide services and interventions for at-risk students.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teacher Assistant (TA w/Bilingual Differential) will support classroom instruction under the direct supervision of a highly qualified teacher to support low-income, ELs, RFEPs, SELs, SWDs, and foster youth. TA will provide extra support through small group instruction, one-to-one tutoring, progress monitoring, and goal-setting. TA will establish rapport with students and build a relationship that will benefit and support student learning.	09/03/2019 06/05/2020 New	There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core Math Standards as reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students.
Math teachers will use research-based strategies and protocols:Three Read Protocol, Interleaved Warm-Ups, Four Way Challenge and other differentiating strategies. Students will also be actively engaged through engagement structures such as an numbered/paired heads and will collaborate with classmates, work in teams, and use technology to solve problems.	07/01/2019 06/30/2020 New	There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core Math Standards as reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students.
Math teachers will integrate technology in the delivery of their lessons and create opportunities for their students to collaboratively solve problems and demonstrate their new learning. Students will use their iPads to communicate their learning. Students will create presentations and projects collaboratively using Google Slides, Padlet, and Clips. They will use ST Math and IXL Math to reinforce their math skills each day (20 minutes required/day, 100 minutes/week.)	07/01/2019 06/05/2020 New	There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core Math Standards as reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students.
Monthly instructional Rounds will provide opportunities to observe Math Instruction, in addition to the implementation of Edison's Non-Negotiables and effective instructional strategies such as Close Reading, WICOR, Depth of Knowledge (DOK) questioning and reasoning, Constructive Conversation Skills, graphic organizers, thinking maps, use of popsicle sticks to call on non-volunteers, word walls, sentence frames.	07/01/2019 06/05/2020 New	The Administrative Team, TSP Advisor, Math and ELD Teachers, and Instructional Coach will have regular opportunities to observe and debrief on the effectiveness of Math instruction and use their observations to inform the instructional program and Professional Development. There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core Math Standards as reported on MyData and the 2020 CA Dashboard. There will also be an increase in the percent of teachers who agree they observe the instruction of their colleagues and agree that the school leadership visit their classroom as reported in the 2019-2020 SES.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	10600 - TCHR AST DEG TK NW/1 (6 Hrs / 5 Days)	30328446	N/A	10600	18,599	1.00	100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	10562 - DDSUB CSR T BEN ABSC	N/A	N/A	10562	1,437		100
CE-ESSA T1 Schools( 7S046 )	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30359304	N/A	13644	117,632	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	11728 - TCHR ASST-BIL DIFF	N/A	N/A	11728	57	0.00	100
CE-ESSA T1 Schools( 7S046 )	0	30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	5,521	0.00	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
Using their most recent academic mark in Math, results of the IAB, and the Problem Solving Model, students not passing their Math class will be identified and targeted for Saturday Intervention. The results of the specified IAB will be used to determine the Math knowledge and skill sets needed to meet the Common Core State Standards. Core teachers and Academic Counselors will monitor student progress throughout the school year. These progress monitoring meetings will be logged and documented in each student's file and on MiSiS. Parents will be informed of the services and resources available at the school site. Students will be able to receive up to 40 hours of intervention for participating in the Saturday Program.	08/20/2019 06/05/2020 New	The percentage of students passing their Math courses will increase each grading period. The number of students meeting or exceeding the Math SBAC will increase as reported in MyData and the CA Dashboard. An academic alert/referral will be sent home for parent acknowledgement and a copy kept in file. Academic Counselors and the Intervention/Prevention Support Coordinator will monitor and file the Alerts as evidence of parent-teacher communication.
Using their final academic mark in Math, results of the IAB, and the Problem Solving Model, students who do not pass their Math class will be identified and targeted for intervention during Summer School. The results of the specified IAB will be used to determine the Math knowledge and skill sets needed to meet the Common Core State Standards. Students will attend 60 hours of instruction to recover 5.0 credits needed to culminate from an LAUSD middle school. The Academic Counselors will generate and distribute credit reports to all students during individual meetings and whole classroom visits.	08/20/2019 06/05/2020 New	Attendance rosters will be used to determine the participation rate of students during the summer program. Summer school staff will monitor student attendance and monitor their progress toward earning the recovery credits. Academic Counselors and the Intervention/Prevention Support Coordinator will monitor student progress toward culmination.
Students will have access to staff and resource centers (Learning Center, Media Center, GEAR UP 4 LA) during and after school for at least 32 weeks of the school year. Credentialed teacher and School Librarian will provide academic tutoring in Math after school in their classrooms and in the Library. Students (who not have access to internet at home) will be able to access desktop computers, the Internet, Digital Library, online tutoring, and printing services in the Media Center. They will also be supported by Edison's "GEEK SQUAD" with their multimedia projects.	08/20/2019 06/05/2020 New	Sign in rosters will be used to determine the participation rate of students accessing the after school services and resources. The Categorical Program Advisor will organize, implement, and monitor the effectiveness of the services. The IT Support Technician will provide technical assistance with the computer systems, troubleshoot hardware and software malfunctions to ensure that Edison students have access to technology. The Principal or Designee and ITST will provide support to the credentialed teacher supervising the Media Center.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Students will monitor their progress toward culmination each quarter. Each student will have an Academic Progress Report in which they will record their grades, calculate their GPA, and monitor their credits. Academic Counselors and other support staff will generate, print, collate, and distribute quarterly grades to all Period 1 teachers. Teacher will guide students in completing their IGP. Recommendations for enrichment, intervention, and credit recovery will be provided. Teacher will guide students in setting short-term and long-term goals.</p>	<p>08/20/2019 06/05/2020 New</p>	<p>The percentage of students passing their Math courses will increase each Quarter across all disciplines. The number of students meeting or exceeding the Math SBAC will increase as reported in MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, and Academic Counselors will monitor and support Period 1 Teachers.</p>
<p>Students will monitor their proficiency in meeting the Math CCSS as assessed by SBAC. Students will analyze their previous scores and set a proficiency goal. Period 1, BIC teachers, will monitor how much students need to grow to meet grade-level proficiency and motivate students in their trajectory toward high school and college/career readiness.</p>	<p>08/20/2019 06/05/2020 New</p>	<p>The number of students meeting or exceeding the Math SBAC will increase as reported in MyData and the CA Dashboard. The Period 1/BIC teacher will be provided with a discussion prompt to facilitate a discussion around student SBAC data and goal setting. Edison students will be high school ready by the end of their 8th grade as reflected on the percentage of students who culminate. The Principal or Designee, the Academic Counselors, and Intervention/Prevention Support Coordinator will generate SBAC data and support Period 1/BIC teachers.</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 if any Focus Area above is addressed.

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The school will encourage and support parents in participating in the education of their child. The Principal or designee will engage parents through monthly Coffee with the Principal. The Principal will review and analyze data</p> <ul style="list-style-type: none"> <li>• Math SBAC results</li> <li>• Math Quarterly Grades</li> <li>• School Experience Survey Results</li> <li>• Progress toward Culmination</li> </ul>	<p>07/01/2019 06/30/2020 New</p>	<p>Parents will agree that they actively participate in their child's education with the school as reported in the 2019-2020 SES. Sign ins will measure the effectiveness of our outreach and communication. The Principal or Designee and the Community Representative will be responsible for communicating and encouraging parents to participate in these meetings. The Community Representative will file the sign ins in the Parent Center.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parents will be informed of the math curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Resources and workshops will be provided to increase parent knowledge of the Math Common Core State Standards (CCSS), ELD Standards, and A-G &amp; LAUSD graduation requirements. Parents will better understand the California Assessment of Student Performance &amp; Progress (CAASPP) and the Smarter Balanced Assessment (interim and summative) testing. Parents will attend workshops facilitated by the Instructional Coach, TSP Advisor, Title III Coach, and Testing Coordinator. Written communication and materials will be duplicated for distribution to parents for trainings and for school mailings. Workshops will include:</p> <ul style="list-style-type: none"> <li>• Math Common Core State Standards</li> <li>• Math Practices</li> <li>• A-G &amp; LAUSD Graduation Requirements &amp; IGP</li> <li>• SBAC, Interim and Summative Assessments,</li> </ul>	<p>07/01/2019 06/30/2020 New</p>	<p>Parents will agree that they actively participate in their child's education with the school as reported in the 2019-2020 SES. Sign ins will measure the effectiveness of our outreach and communication. The Principal or Designee and the Community Representative will be responsible for communicating and encouraging parents to participate in these meetings. The Community Representative will file the sign ins in the Parent Center.</p>
<p>Parents will attend workshops facilitated by the Instructional Coach to improve their capacity to support their child's achievement of the Mathematics Common Core State Standards (CCSS) at home. Parents will attend workshops on the Math CCSS as facilitated by the Instructional Coach. Proposed workshops include:</p> <ul style="list-style-type: none"> <li>• Math Common Core Standards</li> <li>• The 8 Mathematical Practices</li> <li>• The Mathematical Shift of Coherence and Rigor</li> <li>• The Learning Environment of a Math Classroom</li> <li>• The Importance of Foundational Mathematical Skills</li> <li>• The Math Diagnostic Cycle &amp; Data</li> <li>• Accessing SBAC rigor through formative assessments</li> <li>• Math Professional Learning Communities (PLCs)</li> <li>• Depth of Knowledge (DOK) in Mathematics</li> </ul>	<p>07/01/2019 06/30/2020 New</p>	<p>Parents will agree that they actively participate in their child's education with the school as reported in the 2019-2020 SES. The Principal or Designee and the Community Representative will be responsible for communicating and encouraging parents to participate in these workshops. Sign ins will measure the effectiveness of our outreach and communication. The Community Representative will file the sign ins in the Parent Center.</p>
<p>Events such as Back to School, Open House, and Parent-Teacher Conferences will serve as an opportunity for parents to observe Edison's instructional program in Mathematics and improve parent-teacher communication. Parents will receive syllabi and rules and expectations from each course as well as contact information (conference hours, website, Schoology, Remind app, and email).</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Parents will agree that they attend events at their child's school like parent-teacher conferences and school performances as reported in the 2019 -2020 SES. The Principal or Designee and the Community Representative will be responsible for communicating and encouraging parents to participate in these meetings. Sign ins will measure the effectiveness of our outreach and communication. The Principal or Designee will file sign ins in the Title Office.</p>
<p>Parents will visit Math and Integrated ELD classrooms on a monthly basis to observe Math Instruction in addition to Edison's Non-Negotiables and effective instructional strategies such as Close Reading, WICOR, Depth of Knowledge (DOK) questioning and reasoning, Constructive Conversation Skills, graphic organizers, thinking maps, use of popsicle sticks to call on non-volunteers, word walls, sentence frames.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Parents will report that they agree to participating in their child's education with the school as reported in the results of the 2019-2020 School Experience Survey. Sign Ins will be used to determine the rate of participation and the effectiveness of our communication. The Community Representative will be responsible for communicating and encouraging parents to participate in these monthly Instructional Rounds. The Principal and Administrative Team, the Community Representative, and Instructional Coach will organize these Instructional Rounds visits and create debriefing protocols.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Evening events such as Family Literacy Night, Eco-Fair, Family Game Night, SAS/ Dual Language and AVID Parent Meetings and Workshops, GEAR UP 4 LA parent and student workshops, and awards ceremonies will provide parents an opportunity to be involved in their child's education.	07/01/2019 06/30/2020 New	Parents will agree that they attend events at their child's school like parent-teacher conferences and school performances as reported in the 2019 -2020 SES. The Principal or Designee and the Community Representative will be responsible for communicating and encouraging parents to participate in these events. Sign ins will measure the effectiveness of our outreach and communication. The Principal or Designee will file sign ins in the Title Office.

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

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

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

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

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

**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**

According to the Focus Dashboard (as of 05/02/2019), there are a total of 276 English Learners, 197 of those ELs are Long-Term English Learners (LTELs) and 32 are Newcomers.

According to the Focus Dashboard Data for the 2018 ELPAC:  
 11.72% of students demonstrated well developed English skills.  
 36.33 of students demonstrated moderately developed English skills.  
 30.08% of students demonstrated somewhat developed English skills.  
 21.88% of students demonstrated beginning stages of English skills.

According to the Focus Dashboard (as of 05/02/2019), the EL Profiles for Edison students are:

Profile E-9.78% (27)  
 Profile F-2.54% (7)  
 Profile G-46.01% (127)  
 Profile H-41.67% (115)

According to MyData, 0% of Limited English Proficiency students who met or exceeded the ELA CCSS in the 2017-2018 SBAC.

According to the 2018 CA Dashboard, 37.6% of EL students scored at a Level 3-Moderately Developed in the ELPAC.

According to the English Learner Monitoring Roster and the Reading Inventory (RI) Proficiency Summary Report, of 275 EL students assessed in the Fall,  
 1% (2) scored Advanced (PASSED)  
 0% (1) scored Proficient (PASSED)  
 12% (33) scored Basic (PASSED)  
 87% (239) scored below basic (NOT PASSED)

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

This is the second year schools have transitioned from the CELDT to the ELPAC and teachers are still beginning to understand the task types and rubrics within each of the four domains and how they relate to the three proficiency levels in the ELD Standards.

All teachers (new to ELD and Core) are not familiar with the Master Plan Roster, EL Progress Monitoring Roster, or the new reclassification requirements. They are also unfamiliar with the grade-level scaled scores of the Reading Inventory and how the proficiency bands increase with each grade level making it more difficult for a student to reclassify.

Data and reclassification information is not personalized for students. RI reports were not generated for teachers or students to monitor progress toward reclassification. As stated before, teachers and students are unfamiliar with the grade-level scaled scores of the Reading Inventory and how the proficiency bands increase with each grade level making it more difficult for a student to reclassify.

The 2nd year TSP Advisor is also assigned Title 1 program duties. The lack of experience and limited time contributed to the lack of data and information available to inform instruction, intervention, or professional development.

And until recently, the Title III EL Coach position was unfilled. This contributed to the lack of data reports generated to inform instruction, intervention, or professional development.



**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**

Reading Inventory data will be personalized. Students will access their last RI and do an item analysis for targeted academic vocabulary. RI reports will be generated for teachers and students to monitor progress toward reclassification. Students will set proficiency goals and growth goals for their reading level each semester.

ELPAC progress monitoring will be personalized. LTEL students will analyze their progress toward developing English skills and set short-term and long-term goals for each grade level.

Starting at the beginning of the next school year, during professional development as specialized teams, all designated and integrated ELD teachers will be trained to build their capacity in designing standards-based lessons that focus on the CA ELD Standards and the ELA and Math CCSS using ELPAC data. Designated and Integrated ELD teachers will become familiar with the task types and rubrics of each of the four domains of the ELPAC. Teachers will use a Lesson Planning Sheet for LTEL courses with specific scaffolds to support Newcomers and their development of English skills.

**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 2019-20 \*Required**

By June 2020, the percent of 6th-8th grade EL students who meet or exceed the ELA SBAC will increase from 0% to 3% as reported in MyData.

By June 2020, 22% of 6th-8th grade EL students will reclassify to Fluent English Proficient as reported in the 2020 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).

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
<p>ELA and ELD teachers will meet during the day (weekly) as Professional Learning Communities (PLCs) to meet and plan collaboratively (during their common conference period), participate in professional development, participate in data analysis, conduct peer reviews. lesson study, classroom observations, analyze student work, analyze pre and post formative assessments, and progress toward school-wide goals.</p>	<p>09/03/2019 06/05/2020 New</p>	<p>There will be an increase in the number of 6th-8th grade EL students who score an overall score of 3 or above in Oral Language and Written Language as reported on MyData and 2020 CA Dashboard. The Testing Coordinator will collate ELPAC Summative data for distribution to the Principal or Designee, TSP Advisor, Title III EL Coach, EL/SEL Instructional Coach, and ELD teachers to analyze and inform their instruction.</p>
<p>ELA and ELD teachers will analyze ELPAC Summative data. The Title III EL Coach and Instructional Coach will analyze and review ELPAC data with teachers across the curriculum during common meeting time. ELA and ELD teachers will use the EL Monitoring Roster to examine their current year student ELPAC overall level to identify the EL profile of each of their students. Teachers will also examine resources available on www.elpac.org. The data and resources will be used to design intervention and enrichment lessons and activities.</p>	<p>07/01/2019 06/05/2020 New</p>	<p>There will be an increase in the number of 6th-8th grade EL students who score an overall score of 3 or above in Oral Language and Written Language as reported on MyData and 2020 CA Dashboard. The Testing Coordinator will collate ELPAC Summative data for distribution to the Principal or Designee, TSP Advisor, Title III EL Coach EL/SEL Instructional Coach, and ELD teachers to analyze and inform their instruction.</p>
<p>ELA and ELD teachers will analyze Reading Inventory reports. The Title III EL Coach and Instructional Coach will analyze and review RI data with teachers across the curriculum during common meeting time. The TSP Advisor and Title III Coach will generate and provide the RI performance reports to ELA and ELD teachers. The RI reports will be used to plan for small group instruction, monitor progress toward grade level proficiency, and facilitate goal setting for proficiency and reclassification by students.</p>	<p>07/01/2019 06/05/2020 New</p>	<p>There will be an increase in the number of 6th-8th grade EL students who reclassify as reported in MyData and 2020 CA Dashboard. The Testing Coordinator will collate ELPAC Summative and RI data for distribution to the Principal or Designee, TSP Advisor, Title III EL Coach, EL/SEL Instructional Coach, and ELD teachers to analyze and inform their instruction.</p>
<p>ELA and ELD teachers will examine and dissect the ELD standards, and their alignment to the ELA CCSS and receive training in appropriate instructional strategies to assist students in meeting the ELD and ELA CCSS standards. Teachers will continue to receive professional development in the use of academic conversations, language objectives, language domains, and instructional scaffolds to meet the academic needs of ELs, and ELs with disabilities. Professional development will be facilitated by the TSP Advisor, Title III EL Coach, and Instructional Coach.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>There will be an increase in the scores of ELs, SELs, ELs with disabilities, and SWDs on the ELPAC Summative Assessment. The TSP Advisor, Title III EL Coach, and EL/SEL Instructional Coach will assist and support teachers with instructional strategies that support the delivery of grade-level content to all students, including ELs, LTELs, Newcomers, SELs, and RFEPs.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>ELA and ELD teachers will be trained in SAMR to plan for purposeful technology integration and their lesson planning to be innovative and facilitate higher order learning as classified in the Technology Integration Matrix (TIM) model. Teachers will be trained and supported to create a learning environment that allows for collaborative, constructive, and authentic opportunities for learning.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Teachers will report agreeing to receiving training on effectively integrating technology in their instruction as reported in the results of the 2019-2020 School Experience Survey. Students will report agreeing to solving problems in new ways as reported in the results of the 2019-2020 SES. The IT Support Technician (ITST) will support teachers and students in their technology needs through Edison Middle School's e-ticket system. The ITST will provide learning and collaborative opportunities for teachers to integrate technology in their classroom. The ITST will also provide learning and collaborative opportunities for students to use technology tools to link their learning to the world. The Principal or Designee, the TSP Advisor, and IT Support Technician will also monitor the implementation of the School2Home program at Edison Middle School.</p>
<p>ELD teachers will collaborate to design common ELD lessons using a lesson planning template during specialized team meetings.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>There will be increased collaboration among Designated and Integrated ELD teachers. Teachers will agree to collaborating to improve the instructional focus at our school site as reported on the 2019-2020 School Experience Survey. The Principal or Designee, TSP Advisor, Title III EL Coach, EL/SEL Instructional Coach, and ELD teachers will analyze EL data to inform lesson planning and instruction.</p>

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

**Focus Area:** Effective Classroom Instruction *Academic : 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>Teacher Assistant (TA w/Bilingual Differential) will support ELD instruction under the direct supervision of a highly qualified teacher. TAs will support instruction through small group instruction, one-to-one tutoring, progress monitoring, and goal-setting toward reclassification.</p>	<p>08/20/2019 06/05/2020 New</p>	<p>The percent of EL students who reclassify will be maintained as reported on the 2020 CA Dashboard. The Principal, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>ELD teachers will integrate technology in the delivery of their lessons and create opportunities for their students collaboratively solve problems and demonstrate their new learning.</p>	<p>08/20/2019 06/05/2020 New</p>	<p>There will be an increase in the percent of 6th-8th grade students who meet or exceed the ELPAC Summative Assessment as reported in MyData and the 2020 CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students.</p>
<p>ELD teacher will develop reading comprehension and academic vocabulary of their EL students through the use of programs such as Achieve 3000 and ReadTheory.</p>	<p>08/20/2019 06/05/2020 New</p>	<p>There will be an increase in the percent of 6th-8th grade students who pass the RI before the end of their 8th grade. The percent of EL students who reclassify will be maintained as reported on the 2020 CA Dashboard. The TSP Advisor and Title III Coach will extract RI data for distribution to ELD teachers to analyze and inform their instruction.</p>
<p>Monthly instructional Rounds will provide opportunities to observe Designated and Integrated ELD Instruction in addition to Edison's Non-Negotiables and effective instructional strategies such as Close Reading, WICOR, Depth of Knowledge (DOK) questioning and reasoning, Constructive Conversation Skills, graphic organizers, thinking maps, use of popsicle sticks to call on non-volunteers, word walls, sentence frames.</p>	<p>08/20/2019 06/05/2020 New</p>	<p>The Administrative Team, TSP Advisor, ELD and Core Teachers, and the Title III EL Coach will have regular opportunities to observe and debrief on the effectiveness of ELD instruction and use their observations to inform the instructional program and Professional Development. There will be an increase in the number of 6th- 8th grade EL students who score an overall score of 3 or above in Oral Language and Written Language as reported on MyData and 2020 CA Dashboard. There will also be an increase in the percent of teachers who agree they observe the instruction of their colleagues and agree that the school leadership visit their classroom as reported in the 2019-2020 SES.</p>
<p>Title III EL Coach (w/Differential) will support the English Language development of English Learner students who need to meet the reclassification criteria and improve reading for comprehension, build academic conversational skills and writing at grade level.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>There will be an increase in the percent of 6th-8th grade students who pass the RI before the end of their 8th grade. The percent of EL students who reclassify will be maintained as reported on the 2020 CA Dashboard. The TSP Advisor and Title III EL Coach will extract RI data for distribution to ELD teachers to analyze and inform their instruction, deliver model lessons, and support EL teachers in the development of lessons that target speaking, reading, listening, and writing skills.</p>

**Budget**

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
T3A-LEP-Limited Eng Profncy ( 7T197 )	1000	10246 - DIFF INSTL COACH SEC	N/A	N/A	10246	512		100
T3A-LEP-Limited Eng Profncy ( 7T197 )	1000	14494 - ENG LRN(EL)COACH-SEC (3 Hrs / 5 Days)	30452263	N/A	14494	38,731	1.00	55
T3A-LEP-Limited Eng Profncy ( 7T197 )	0	30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-3,847	0.00	100
T3A-LEP-Limited Eng Profncy ( 7T197 )	0	30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-1,334	0.00	100

**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>Using the EL Monitoring Roster and the Problem Solving Model, LTEL &amp; PLTEL students in need of intervention will be identified and targeted for Saturday Intervention. EL students will be targeted for their performance on the most recent basic skills assessment (RI). Students will receive their last RI results and use the item analysis protocol to examine their results and identify key academic vocabulary. Saturday Intervention will consist of reading strategy instruction, and targeted independent and guided readings (informational texts and nonfiction text). Students will be informed of the proficiency bands for reclassification and testing windows. Students will set growth goals for increasing their reading level each semester to meet their grade-level proficiency. Students will be able to receive up to 40 hours of intervention hours for participating in the Saturday Program.</p>	<p>09/07/2019 05/30/2020 New</p>	<p>The percentage of LTEL students passing the RI before the end of their 8th grade will increase each semester. The number of students meeting or exceeding the ELPAC will ins reported on MyData and the 2020 CA Dashboard. The number of EL students reclassifying in 2019-2020 will be maintained as reported on the 2020 CA Dashboard. The TSP Advisor and Title III EL Coach will generate the RI reports and train ELD teachers and students to use the item analysis protocol.</p>
<p>EL &amp; LTEL students will have access to staff and resource centers (Learning Center, Media Center, GEAR UP 4 LA) during and after school for at least 32 weeks of the school year. Credentialed teachers and School Librarian will provide academic tutoring in ELA after school in their classrooms and in the Library. Students (who not have access to internet at home) will be able to access desktop computers, the Internet, Digital Library, online tutoring, and printing services in the Media Center. They will also be supported by Edison's "GEEK SQUAD" with their multimedia projects.</p>	<p>08/20/2019 05/29/2020 New</p>	<p>Sign in rosters will used to determine the participation rate of students accessing the after school services and resources. The TSP Advisor will monitor the participation of EL students. The IT Support Technician will provide technical assistance with the computer systems, troubleshoot hardware and software malfunctions to endure that Edison students have access to technology. Both the Categorical Program Advisor and ITST will provide support to the credentialed teacher supervising the Media Center.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>EL students will monitor their progress in passing their ELA class each quarter. Each EL student will have an Academic Progress Report in which they will record their grades, calculate their GPA, and monitor their credits. Academic Counselors and other support staff will generate, print, collate, and distribute quarterly grades to all Period 1 teachers. Teacher will guide students in completing their IGP. Recommendations for enrichment, intervention, and credit recovery will be provided. Teacher will guide students in setting short-term and long-term goals.</p>	<p>08/20/2019 06/12/2020 New</p>	<p>The percentage of students passing their ELA class with a 'C' or better will increase each grading period. The number of EL students reclassifying in 2019-2020 will be maintained as reported on the 2020 CA Dashboard. The TSP Advisor, Title III EL Coach, Intervention/Prevention Support Coordinator, and Academic Counselors will monitor and support Period 1 Teachers.</p>
<p>Using the EL Monitoring Roster and the Problem Solving Model, EL students in need of intervention will be identified and targeted for Summer Intervention. EL students will be targeted based on their most recent ELA mark. LTEL &amp; PLTEL students will have the opportunity to recover credits during Summer School. LTEL &amp; PLTEL students will attend 60 hours of instruction to earn a 'C' or better in the ELA class needed to meet the reclassification criteria.</p>	<p>09/07/2019 05/30/2020 New</p>	<p>The percentage of students passing their ELA class with a 'C' or better will increase each grading period. The number of students meeting or exceeding the ELPAC will increase as reported in MyData and the CA Dashboard. The number of EL students reclassifying in 2019-2020 will be maintained as reported on the 2020 CA Dashboard. Academic Counselors, the TSP Advisor, the Intervention/Prevention Support Coordinator, and the Title III EL Coach will monitor student progress toward passing their ELA course with a C or better. These progress monitoring meetings will be logged and documented in each student's file and on MiSiS. Parents will be informed of the services and resources available at the school site. An academic alert/referral will be sent home for parent acknowledgement and a copy kept in file. The TSP Advisor will monitor and file the Alerts as evidence of parent-teacher communication.</p>
<p>Using the EL Monitoring Roster and the Problem Solving Model, EL students in need of intervention will be identified and targeted for Saturday Intervention. EL students will be targeted for their performance on the last ELPAC. Targeted intervention will be focused on the English skills/Domain needed to improve/develop (score of Beginning/Somewhat Developed). Intervention will include ELD instruction in the task types of each domain.</p>	<p>09/07/2019 09/07/2019 New</p>	<p>The number of students meeting or exceeding the ELPAC will increase as reported in MyData and the 2020 CA Dashboard. The number of EL students reclassifying in 2019-2020 will be maintained as reported on the 2020 CA Dashboard. The TSP Advisor and Title III EL Coach will generate the RI reports and train ELD students to use the data analysis protocol.</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>The school will encourage and support parents of English Learners in participating in the education of their child. The Principal or Designee will engage parents through monthly Coffee with the Principal. The Principal will review and analyze data such as:</p> <ul style="list-style-type: none"> <li>-ELPAC results</li> <li>-Reading Inventory (RI) Results</li> <li>-ELA Quarterly grades as progress monitoring</li> <li>-CA Dashboard</li> <li>-Results of the School Experience Survey</li> <li>-Progress toward culmination</li> </ul> <p>Parents will be informed of the requirements and progress toward reclassification.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Sign ins will measure the effectiveness of our outreach and communication. Parents will agree that they actively participate in their child's education with the school as reported in the 2019-2020 SES. The Principal, Targeted Student Population (TSP) Advisor, Title III EL Coach, and the Community Representative will be responsible for communicating and encouraging parents to participate in these monthly meetings. The Community Representative will file the sign ins in the Parent and Family Center.</p>
<p>Events such as Back to School, Open House, and Parent-Teacher Conferences will serve as an opportunity for parents to observe Edison's EL program and improve parent-teacher communication. Parents will receive a syllabi and rules and expectations from each teacher as well as contact information (conference hours, email, website, Schoology, Remind app).</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Sign ins will measure the effectiveness of our outreach and communication. Parents will agree that they attend events at their child's school like parent-teacher conferences and school performances as reported in the 2019-2020 SES. The Principal's Designee will file sign ins.</p>
<p>Parents of English Learners (ELAC) will learn about programs and services for EL students and the requirements for reclassification to be able to make recommendations to the School Site Council (SSC). Workshops will include:</p> <ul style="list-style-type: none"> <li>-Master Plan</li> <li>-Comprehensive Needs Assessment</li> <li>-Single Plan for Student Achievement</li> <li>-Language Census</li> <li>-Attendance Matters</li> <li>-Graduation Requirements</li> <li>-ELD Standards</li> <li>-Reclassification Criteria</li> </ul>	<p>07/01/2019 06/30/2020 New</p>	<p>Sign ins will measure the effectiveness of our outreach and communication. Parents will agree to receiving information about their child's progress as an English Learner as reported in the 2019-2020 SES. The Community Representative will file the sign ins in the Parent Center.</p>
<p>Parents will visit ELA and ELD classrooms on a monthly basis to observe Designated and Integrated ELD Instruction in addition to Edison's Non-Negotiables and effective instructional strategies such as Close Reading, WICOR, Depth of Knowledge (DOK) questioning and reasoning, Constructive Conversation Skills, graphic organizers, thinking maps, use of popsicle sticks to call on non-volunteers, word walls, sentence frames.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Sign Ins will be used to determine the rate of participation and the effectiveness of our communication. Parents will report that they agree to participating in their child's education with the school as reported in the results of the 2019-2020 School Experience Survey. The Principal and Administrative Team, Targeted Student Population (TSP) Advisor, Title III EL Coach, and the EL/SEL Instructional Coach will organize these Instructional Rounds visits and create debriefing protocols. The Targeted Student Population (TSP) Advisor, Title III EL Coach, the EL/SEL Instructional Coach, and the Community Representative will be responsible for communicating and encouraging parents to participate in these monthly Instructional Rounds.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Evening events such as Family Literacy Night, Eco-Fair, Family Game Night, SAS/ Dual Language and AVID Parent Meetings and Workshops, GEAR UP 4 LA parent and student workshops, and awards ceremonies will provide parents an opportunity to be involved in their child's education.	07/01/2019 06/30/2020 New	Sign ins will measure the effectiveness of our outreach and communication. Parents will agree that they attend events at their child's school like parent-teacher conferences and school performances as reported in the 2019-2020 SES. The Principal's Designee will file sign ins.
Parents of English Learners will attend workshops on the ELD program to learn about the use of constructive conversations skills with their children and practice of academic conversations at home. Proposed workshops will include: -CA ELD Standards -Language Domains -Constructive Conversation Skills -Academic Vocabulary & Academic Conversations -Language Objectives -High Frequency Words -Language Development -Reading Comprehension -Reading Inventory (RI) Assessment -ELPAC for Parents	07/01/2019 06/30/2020 New	Sign ins will measure the effectiveness of our outreach and communication. Parents will agree to receiving information about their child's progress as an English Learner as reported in the 2019-2020 SES. The Categorical Program Advisor will file sign ins in the Title Office. The Targeted Student Population (TSP) Advisor, Title III EL Coach, and the Community Representative will be responsible for communicating and encouraging parents to participate in these workshops.

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



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

**PARENT, COMMUNITY, AND STUDENT ENGAGEMENT**

All sections are required.

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Parent And Community Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input 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**

According to the parent results of the 2018-2019 School Experience Survey,  
 48% agreed that they visit the school's parent center.  
 62% agreed that bullying is not a problem at this school.  
 75% agreed that they have visited the school to get information or access resources.  
 76% agreed that they regularly communicate with their child's teachers and/or other school personnel.  
 79% of parents agreed that the school informs them about volunteer opportunities.

According to the student results of the 2018-2019 School Experience Survey,  
 30% agreed that they feel safe in the neighborhood around the school.  
 42% participate in extra-curricular activities offered at the school.  
 56% agreed that there is an adult on campus who they trust and can talk to no matter what is bothering them.  
 59% agreed that they have a voice in decision making at this school.  
 59% agreed that adults at this school have talked to them about what to do is someone makes them feel uncomfortable.

According to the teacher results of the 2018-2019 School Experience Survey,  
 52% agreed that the professional development at this school is differentiated for their level of teaching experience.  
 53% agreed that parents talk to them about how to help their child learn at home.  
 62% agreed that professional development addresses the needs of their students.  
 62% agreed that the Educator Development and Support process for teachers helps them improve their teaching.

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

Edison Middle School is located in an unincorporated part of South Los Angeles. Crimes rates are high and students report not feeling safe in the neighborhood.

This is a working class community and many parents have multiple jobs to support their family. This prevents them from attending school events or from accessing resources and information from the school during regular school hours.

In 2018, only 49% of parents and guardians participated to the School Experience Survey. There was a not a school-wide effort to inform or motivates parents or students to return their paper survey.

In 2018, only 89% of students participated in the School Experience Survey. Edison's 12% chronic absenteeism may have contributed to the lower participation.

**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**

To improve the percentage of parents and guardians responding to the School Experience Survey, we will promote a campaign with incentives and rewards for parents and students who return their paper survey. There will also be a closer monitor and inventory of who is returning the survey. Teachers and support staff will be provided with five-column rosters to track which parents return their paper survey. Parents will also be able to provide a screen shot or a print out if they complete the online survey. A school-wide competition will award the class with the highest return rate.

To improve the percentage of students participating in the School Experience Survey, we will schedule classes to come to the computer lab. Five-column rosters will be generated to track which students were absent who would be summoned to the lab at a later time. There will also be a common prompt used to describe the importance of the survey and emphasize the importance of student honesty. Technical support will be provided for students in the lab.

To improve the percentage of parents who agree they have visited the parent center, the Parent Community Representative will make the Parent Center available on the evenings of school-wide events such as Open House, Back to School, and Parent Conferences. There will also be workshops that are delivered in conjunction with Saturday School. There will be an incentive for parents who attend. Incentives will also be provided for students if their parents attend the workshops.

Communication will also be improved to inform parents about volunteer opportunities and ways in which they can communicate with teachers. The Parent Portal will be promoted and support provided for parents who need to activate their account. Parents will also be trained on how to use the school's website as a means to contact teachers by accessing the staff directory.

**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 2019-20 \*Required**

By June 2020, the percent of parents visiting the parent center will increase from 48% to 50% as reported in the results of the 2019-2020 School Experience Survey.

By June 2020 the percent of parents who are aware of the school's volunteer program will increase from 79% to 82% as reported in the results of the 2019-2020 School Experience Survey.

By June 2020, the percent of parents participating in the 2019-2020 School Experience Survey will increase from 49% to 59%.

By June 2020, the percent of students participating in the 2019-2020 School Experience Survey will increase from 89% to 95%.

By June 2020, the percent of teachers agreeing that parents talk to them about how to help their child learn at home will increase from 53% to 60% as reported in the 2019-2020 School Experience Survey.

\*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
Edison Middle School will provide opportunities for parents to participate in decisions relating to the education of their child. The Principal, or Designee, will hold monthly Coffee with the Principal Meetings (every first Friday of the month), with parents and guardians to analyze data that will allow parents to provide direct input and have meaningful conversations with school Administration and personnel.	07/01/2019 06/30/2020	Sign ins will be used to determine participation rate of parents and the effectiveness of our communication. Sign ins will be collected and filed in the Parent Center by the Community Representative. Results of the School Experience Survey will reflect that parents agree that they are included in important decisions made about their child's education as reported on the results of the 2019-2020 School Experience Survey. The CPA and Community Representative will ensure that all parents are informed about the monthly Coffee with the Principal meetings. Sign ins will measure the effectiveness our our communication. Sign ins will be filed by the Community Representative in the Parent Center.
School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings will be open to all staff, students, parents/guardians, and community members and will serve as an opportunity for the public (non-officers) to comment on issues and concerns. The agenda will be posted 72 hours before the meeting time in the Main Office, on the school marquee, school website, and publicized on campus through email and PA announcements. ELAC meetings will be held on the second Friday of each month and SSC meetings will be held on the last Monday of each month.	07/01/2019 06/30/2020	Sign ins and agenda for each Council will be collected by the Secretary and filed for 5 years by the Categorical Program Advisor. The CPA will send out reminders to the Council members to assure quorum. Results of the School Experience Survey will reflect that parents agree that they are included in important decisions made about their child's education. The TSP Advisor and Community Representative will ensure that all parents are informed about ELAC & SSC Orientation and Elections meetings.
Volunteer opportunities will be available before, during, and after school. Parents will be able to assist with lunch supervision, chaperone field trips, assist Administrative Offices and Clerical staff, assist with school mailings, assist in evening and Saturday events, assist teachers in the classroom, and support extracurricular and civic activities and projects. Volunteers will receive monthly training and support by the Principal or Designee and Community Representative. Volunteers will be recognized at the end of the school years for their hours of service to the school.	07/01/2019 06/30/2020 New	The number of active volunteers on campus will inform the school's effectiveness in communicating volunteers opportunities. Volunteers will sign in each day they are present. Sign ins will be filed in the Parent Center. The Community Representative will process parent and community volunteers and file the necessary documentation in the Parent Center.
Staff will be engaged through activities and events planned and organized by the Administrative Team, Social Committee, and other support personnel such as staff breakfast and luncheons, teacher appreciation week, Employee of the Week parking space in recognition of weekly perfect attendance, "Teacher of the Year" Recognition, and "Rookie of the Year" Recognition.	07/01/2019 06/30/2020 New	The results of the 2019-2020 School Experience Survey will reflect that teachers enjoy teaching at this school and staff agree that this a supportive and inviting place to work. The Principal, Administrative Team, and support personnel will make sure that staff are recognized on a weekly and regular basis.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The School Experience Survey campaign for staff will start during a Faculty/Staff meeting. The Principal or Designee will review data with staff to discuss the importance of participating in the annual survey. Staff and teachers will take the survey and submit the completion form at the end as evidence of their participation.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>The participation rate of staff and teachers will show the effectiveness of our campaign. The Principal or Designee will monitor the participation of staff members by collecting and filing the confirmation at the of the survey. The Designee will use a staff roster to track with faculty and staff members have participated in the survey. The Principal or Designee will support faculty and staff members in completing their survey.</p>
<p>The School Experience Survey campaign for students will include PA announcements, school-wide assemblies, classroom visits and discussions. Classroom teachers will be provided with a prompt and guiding questions to facilitate a conversation with students about the importance of participating in the School Experience Survey and the importance of their feedback. Results of the previous survey will be shared with students to bring to light concerns and issues affecting students on campus and their learning. Rosters will be generated and used by the select teachers to track students who complete the survey and those who are absent. Absent students will be summoned at a later date to complete the survey.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>The participation rate of students on the next School Experience Survey will show the effectiveness of our monitoring system. Participation rate will increase from the year before and student authenticity and honesty in their responses will more clearly inform the Administrative and Leadership team about student concerns and issues. The Principal or Designee will monitor and support select teachers and students in their completion and participation of the student survey.</p>
<p>The School Experience Survey campaign for parents and guardians will include Connect Ed calls sent home, flyers, announcements on the marquee, school website, and social media accounts. Volunteers will distribute flyers around the school perimeter during the morning drop off and afternoon pick up to encourage parents to participate in the survey. Drop in clinics will also be offered during the day and evenings for parents/guardians needing technical assistance completing the survey online. The survey window will be scheduled to be in sync with evening events such as Open House or the evening of Teacher-Parent Conferences.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>The participation rate of parents on the next School Experience Survey (SES) will show the effectiveness of our campaign. The participation rate will increase as reported on the results of the 2019-2020 SES. The Principal or Designee and Community Representative, teachers, and other support personnel will be able to support parent access to the online survey.</p>
<p>The Principal, Administrative Team, and Support Staff will hold regular assemblies (by grade-level) and classroom meetings to share school-wide goals, rules, expectations, and safety; information such as A-G requirements, IGP, academic interventions, grade-level testing, college awareness, and academic and social-emotional supports. In additions, students will be recognized for their academic achievements, model citizenship, and positive contributions to their school culture.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>The results of the School Experience Survey will reflect that students agree that they feel like they are part of the school and are happy to be here. The Principal and Administrative will make sure that assemblies and classroom visits are taking place on a regular basis. The Academic Counselors will visit classrooms to discuss IGPs and the requirements for receiving a Middle School Certificate of Completion and participation in the culmination ceremony.</p>
<p>Students will be engaged through activities planned and organized by the school's Associated Student Body (ASB) such monthly spirit activities during lunch and after school such as school dances, free dress days to support national campaigns, sporting events, college T-shirt day, grade-level activities.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>The results of the 2019-2020 School Experience Survey will reflect that students agree that they feel like they are part of the school and are happy to be here. The Principal, Administrative Team, and the ASB sponsor will make sure that regular school-wide events are taking place as approved by the SDMC and promoted throughout the campus, morning PA announcements, and flyers.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Principal, Administrative Team, support personnel, and Community Representative will facilitate and articulate meetings (including the 6th grade Orientation) with our local feeder elementary schools and inform parents about the resources available at our school and resources provided by community based organizations and community partners. Our Parent Center will serve as a model Parent Center for our Local District.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>The effectiveness of our outreach will be measured by the number of active parent and community volunteers on our campus. Volunteers will sign in each day they are present. Sign ins will be filed in the Parent Center. The Community Representative will process parent and community volunteers and file the necessary documentation in the Parent Center.</p>
<p>Parents will attend off-site conferences to build their capacity as school leaders to support their children academically through biliteracy. Parents will attend conferences facilitated by the California Association for Bilingual Education (CABE) to receive training and resources to graduate English Learners who are college and career ready.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>The effectiveness of our outreach will be measured by the number of active parent and community volunteers on our campus. The Community Representative will encourage parent leaders to attend. Parent leaders will help build capacity by training other parents at the school site. The Categorical Program Advisor will support the Community Representative in filing the necessary documentation for conference attendance.</p>
<p>Parents will attend workshops to be informed of engagement opportunities to be involved in their child's education. Proposed workshops will include the following mandated LCAP and academic workshops: -Graduation Requirements -Attendance Matters -College and Career Readiness -College Awareness -Financial Aid Awareness -Edison's Testing Program -CA Dashboard</p>	<p>09/02/2019 05/29/2020 New</p>	<p>Sign ins will be used to determine participation rate of parents and the effectiveness of our communication. Sign ins will be collected and filed in the Parent Center by the Community Representative. Results of the School Experience Survey will reflect that parents agree that they are included in important decisions made about their child's education as reported on the results of the 2019-2020 School Experience Survey. The Principal or Designee and Community Representative will ensure that all parents are informed about the monthly Coffee with the Principal meetings. Sign ins will be filed by the Community Representative in the Parent Center.</p>
<p>Parents and guardians will be invited to attend meetings to provide input and feedback on the revision of the school's Title 1 Parent and Family Engagement Policy and School-Parent Compact.</p>	<p>09/02/2019 12/13/2019 New</p>	<p>Sign ins will be used to determine participation rate of parents and the effectiveness of our communication. Sign ins will be collected and filed in the Parent Center by the Community Representative. Results of the School Experience Survey will reflect that parents agree that they are included in important decisions made about their child's education as reported on the results of the 2019-2020 School Experience Survey. The Principal or Designee and Community Representative will ensure that all parents are informed about the monthly Coffee with the Principal meetings. Sign ins will be filed by the Community Representative in the Parent Center.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Faculty and Staff will be trained on how to engage and involve parents in the education of their child to increase student achievement. Teachers and staff will be provided with professional readings and will reflect on and share how they currently engage and communicate with parents and will collaborate to establish protocols and strategies for future plans to engage and communicate with parents.</p> <p>Professional Reading will include:                      "Powerful Partnerships" - Karen Mapp                      "Harvard Family Research"</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Results of the School Experience Survey will reflect that teachers agree parents talk to them about to help their child learn at home as reported in the results of the 2019-2020 School Experience Survey. The Principal, Administrative Team, and support personnel will make sure that teachers are supported with translation services to improve communication with parents and guardians.</p>
<p>Parents and guardians will be encouraged and supported to access LAUSDs Parent Portal. Trainings will be provided on going in the Parent Center, during Back to School, Open House, and evening of Teacher-Parent Conferences. Parents will have access to the computer lab during regular business hours to receive additional support from the Community Representative. Teachers will also be able to support parents by providing them with registration information or referrals for additional supports. Tech support will also be provided to parents who need assistance creating an email account or learn how to navigate the Internet.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>The number of activated Parent Portal accounts will determine the effectiveness of our communication and trainings. The Principal or Designee, and Community Representative will provide registration information and ongoing trainings for parents, guardians, and staff. The Principal, Administrative Team, and IT Support Technician will also monitor the implementation of the School2Home program at Edison Middle School.</p>
<p>Parents and guardians will be invited to participate in a nine-week program facilitated by the Parent Institute for Quality Education (PIQE). Through these workshops parents and guardians will gain knowledge and skills to fully participate in their child's education. Topics will include: a-g requirements, connecting academic success and positive self-esteem, and supporting adolescents through their changes.</p>	<p>09/02/2019 06/30/2020 New</p>	<p>Sign ins will be used to determine participation rate of parents and the effectiveness of our communication. Sign ins will be collected and filed in the Parent Center by the Community Representative. The number of parents graduating from the program will determine how many students will be impacted in our community. The Title 1 Designee and Community Representative will ensure that parents and guardians are aware of the program and are highly encouraged to attend through the monthly Parent Center calendar, Connect Ed phones calls, and personal invitations.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	2100	27785 - COMMUNITY REP C (4 Hrs / 5 Days)	30453815	N/A	27785	16,908	1.00	100
CE-ESSA T1 Sch-Parent Invlmnt( 7E046 )	1000	50002 - CONTR INSTRL SVC	N/A	N/A	50002	12,239		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
Edison Middle School will communicate with parents through a monthly calendar of workshops, trainings, activities, events, and volunteer opportunities that take place at Edison's Parent Center. The calendar and flyers will be sent home with students, posted on the school website, and boxed to staff members.	07/01/2019 06/30/2020 New	Sign Ins will be used to determine the participation rate of parents and the effectiveness of our communication. Sign in and agendas will be collected and filed by the Community Representative in the Parent Center. The Administration Team and Categorical Program Advisor will support the parent engagement activities by duplicating the monthly calendar, duplicating materials for workshops/trainings, as well as providing print/audio translation services.
Invitations and reminders to monthly trainings, workshops, activities, and events activities will be sent home through Blackboard Connect calls in the home language and through personal calls and invitations made by the Community Representative, the school marquee, flyers, the school's website, and social media accounts.	07/01/2019 06/30/2020 New	Sign Ins will be used to determine the participation rate of parents and the effectiveness of our communication. Sign in and agendas will be collected and filed by the Community Representative in the Parent Center. The Administration Team and Categorical Program Advisor will support the parent engagement activities by duplicating the monthly calendar, duplicating materials for workshops/trainings, as well as providing print/audio translation services.
Edison Middle School will ensure accessibility for all parents and guardians. The Parent Center will be open to all parents, guardians, school and district support staff, and community organizations each school day from 8:00 a.m. - 12:00 p.m. All oral communication will be duplicated and available in English and Spanish. Translation services will be at all meetings and events. Accommodations will be made for parents with disabilities.	07/01/2019 06/30/2020 New	Sign Ins will be used to determine the participation of parents, guardians, community members, and volunteers and the effectiveness of our communication. Sign ins and agendas will be collected and filed by the Community Representative in the Parent Center. The Administration Team and Categorical Program Advisor will support the parent engagement activities by duplicating the monthly calendar, duplicating materials for workshops/trainings, as well as providing print/audio translation services.
Parent and Guardian participation in the Annual School Experience Survey will be promoted on a daily basis during the campaign. Blackboard Connect messages will be sent home in the home language, PA announcements to staff and students will be made each morning. Reminder emails, texts, and memos will be sent to all staff members.	07/01/2019 06/30/2020 New	The participation rate of staff, students, and parents, on the next School Experience Survey will inform the effectiveness of our campaign. The Administrative Team, Categorical program Advisor, and Community Representative will monitor the participation of staff, students, and parents. The Categorical Program Advisor will distribute, track, and inventory the surveys collected from each stakeholder. The Administrative team will support staff members in completing the survey during a staff meeting. The CPA will select a class for each grade level and create a lab schedule for each. Teachers will support student participation by providing tech support and clarify questions students may have during the survey. Staff and student participation will be tracked on a roster. Students who are absent will be summoned from class.



Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Edison Middle School will ensure constant communication with staff and students through staff meetings, email, Schoology updates, Remind texts, memos & flyers, school website, social media accounts, Period 1Class/BIC period, assemblies and class visits.	07/01/2019 06/30/2020 New	Staff and students responses on the School Experience Survey will determine the effectiveness of the information shared with them. A higher percentage of staff will agree that they enjoy teaching at this school and students will agree to feeling like they are part of the school.

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

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

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

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

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**

Data

According to MyData, as of March 2018, the cumulative attendance rate is 92.6%.

45.7% (595) students have been habitually truant. That is they have been tardy, unexcused more than 30 minutes or absent without an excuse.

40.4% (525/1301) of students are at the 96% proficiency and advanced attendance rate, 28.7% are basic, and 30.9% are below basic.

44.2% of 8th graders are proficient or above when compared to 7th (38.1%), and 6th (36.7%) graders.

According to the 2018 CA Dashboard,

12% of students were chronically absent. There was no change (maintained at -0.3%) in the number of chronically absent students.

11.7% were Hispanic students.

12.2% were socioeconomically disadvantaged.

20.8 were students with disabilities.

0.5% of students were suspended at least once (maintained at 0.2%).

According to the student results of the 2018-2019 School Experience Survey,

67% agreed that they feel part of this school.

59% agreed that teachers care if they are absent.

60% agreed that they feel safe at this school.

69% agreed that kids at this school are kind to each other.

According to the teachers results of the 2018-2019 School Experience Survey,

62% agreed that professional development at this school addresses the needs of their students.

According to attendance data provided by the LAUSDs Pupil and Attendance Services Office, Edison's cumulative chronic truancy absenteeism data in January 2019 was at 12.2% compared to 13.9% in 2017-2018.

February 2019 was at 12% compared to 13.9% in 2017-2018.

According to attendance data provided by the LAUSDs Pupil and Attendance Services Office, Edison students meeting the 96% benchmark in January 2019 was 70% compared to 71% in 2017-2018.

February 2019 was 56% compared to 64.2% in 2017-2018.

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

## Summary of issues

The UTLA strike days negatively impacted our cumulative attendance rates and data.

Inclement weather during January and February with multiple days of heavy rain and flooding led to many chronic absences.

Students are chronically absent because of medical and physical disabilities, mental health conditions such as anxiety and depression, and homelessness.

Students are absent due to extended traveling to other countries for bereavement or illness of extended family members.

There is a lack of student motivation and interest to attend school. Students feel that staff do not care if they are absent, some do not feel happy at this school, and some do not feel like they are part of this school.

Attendance is better for 8th graders because in order to participate in their 8th grade culmination ceremony, they cannot be absent for more than 7 days. Such policy does not exist or apply to 6th & 7th graders.

**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 Wide Positive Behavior Intervention and Support Plan will be disseminated to all staff and reviewed and addressed periodically. Teachers will be trained and supported to correctly input interventions and referrals into MiSiS.

Communication on the importance of attendance will be improved with all stakeholders. The Pupil Services and Attendance (PSA) Counselor will conduct regular attendance review meetings with parents. A monthly newsletter will be sent home sharing month-to-month attendance and truancy data. Students will receive regular attendance updates to keep them informed of their attendance proficiency, especially 8th grade students who cannot be absent more than 7 days in order to participate in their 8th grade Culmination Ceremony. Staff members will be trained to use the Three-Tiered Attendance Intervention Model.

The Principal's Designee and PSA will provide regular professional development that addresses the needs of our students such as adverse childhood experiences (ACES).

Edison's Quaglia Aspirations Team will facilitate monthly classroom activities that will focus on student voice, positive relationships, engaged learning, and sense of purpose.

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

N/A

State the School's Measurable Objective(s) for 2019-20 **\*Required if this Goal is addressed.**

By June 2020, the "overall" percent of students chronically absent will decrease from 12% to 8% as reported in the 2019 CA Dashboard.

By June 2020, the percent of Hispanic students chronically absent will decrease from 11.7% to 8.7% as reported in the 2019 CA Dashboard.

By June 2020, the percent of Socioeconomically Disadvantaged students chronically absent will decrease from 12.2% to 9.2% as reported in the 2019 CA Dashboard.

By June 2020, the percent of Students with Disabilities chronically absent will decrease from 20.8% to 17.8% as reported in the 2019 CA Dashboard.

By June 2020, the number of students reporting that teachers care if they are absent will increase from 59% to 75% as reported in the results of the 2019-2020 School Experience Survey (SES).

By June 2020, the number of teachers agreeing that their professional development address the needs of their students will increase from 62% to 75% as reported in the results of the 2019-2020 SES.

\*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
The PSA will train staff in attendance protocols to minimize erroneous absence records in MiSiS. The Attendance Office technician will monitor attendance discrepancies and confirm and update student enrollment information. The Principal's Designee and the PSA will generate, analyze, and review attendance data with teachers to increase staff and student attendance.	07/01/2019 06/30/2020 New	The percent of students chronically absent will decrease as reported in the 2019 CA Dashboard. The Principal's Designee and the PSA will continue to share month-to-month analysis data and two-year progress attendance data with staff, parents, and students.
The Nurse will support Professional development of teachers in the prevention and control of communicable diseases and health conditions that contribute to students' poor academic achievement and chronic absenteeism. Teachers will be provided with resources available to support the mental, emotional, and physical health of students.	07/01/2019 06/30/2020 New	The number of teachers agreeing that their professional development address the needs of their students will increase as reported in the results of the 2019-2020 SES. The percent of students chronically absent will decrease to 9% as reported on the 2019 CA Dashboard. The Principal and Administrative Team, PSA, Intervention/Prevention Support Coordinator, Foster Youth Counselor, School Nurse, and Psychologist will facilitate and insure that teachers participate in regular and on-going professional development.
The Discipline Team, composed of an Administrator, Dean, parent, students, support and classified staff, will meet monthly to review data related to discipline and maintain and improve current systematic interventions to reduce student suspension. The Discipline Team will focus on providing pertinent data and information to school staff on behavioral system that are in place school wide, for the classroom, and for individual student interventions. The Discipline Team will consistently reinforce the SWPBIS Plan and Discipline Plan through PA announcements, posters, print, and classroom visuals. Students will be recognized for modeling positive behavior to an from school, in the classroom, during passing periods, and in common areas.	07/01/2019 06/30/2020 New	Each month teachers will nominate a student of the month, outstanding citizenship, and most improved for a designated period. Teachers will award Edison Scholar Dollars to students who demonstrate positive and acceptable behavior. The number nominations each month and the number of Edison Scholar Dollars validated at the Scholar Dollar Store will measure the effectiveness of the incentive programs. The Principal's Designee and the Intervention/Prevention Support Coordinator will encourage and motivate teachers to use the incentive programs as a classroom intervention.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Intervention/Prevention Support Coordinator will train staff in the Multi-Tiered System of Support Tier 1 Teacher/Classroom Interventions to increase student engagement and minimize the number of referrals as reported on MiSiS. Staff will attend meetings and professional development facilitated by the Intervention/Prevention Support Coordinator to develop classroom management strategies to reduce classroom disruptions. The Intervention/Prevention Support Coordinator will provide additional support for new teachers to develop classroom management strategies. Each month teachers will nominate a student of the month, outstanding citizenship, and most improved for a designated period. Teachers will award Edison Scholar Dollars to students who demonstrate positive and acceptable behavior.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>There will be an increase in the percent of students who agree that they feel safe on campus; agree that adults at this school have to talked to them about what to do if someone makes them feel uncomfortable; and agree that there is an adult on campus whom they trust and can talk to no matter what as reported on the results of the 2019-2020 School Experience Survey. The number nominations each month and the number of Edison Scholar Dollars validated at the Scholar Dollar Store will measure the effectiveness of the incentive programs. The Principal's Designee and the Intervention/Prevention Support Coordinator will monitor, encourage, and motivate teachers to use the incentive programs as a classroom intervention.</p>
<p>The Psychologist will support Professional development of teachers in their Adverse Childhood Experiences (ACES), the Multi-Tiered System of Support (MTSS), positive behavior intervention strategies (PBIS), SSPT referral process, protocols for Crisis Team intervention and discipline strategies.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>The number of teachers agreeing that their professional development address the needs of their students will increase as reported in the results of the 2019-2020 SES. The percent of students chronically absent will decrease to 9% as reported on the 2019 CA Dashboard. The Principal and Administrative Team, PSA, Intervention/Prevention Support Coordinator, Foster Youth Counselor, and Psychologist will facilitate and insure that teachers participate in regular and on-going professional development.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	12106 - ITIN NURSE (6 Hrs / 3 Days)	N/A	N/A	12106	73,197	0.00	100

**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>The Pupil Services and Attendance (PSA) Counselor will provide supplemental services including implementation of activities to increase the attendance rate among all students. The PSA will implement specific strategies to target and decrease chronic absenteeism. The PSA will serve as a liaison between the school, home, and the community by providing direct services to identified at-risk students and their families, including assessment, referral, and case management.</p> <p>The PSA will utilize a three-tiered approach to improve student attendance and engagement.</p> <p><b>Tier 1 (Universal Prevention)</b>                      The PSA will provide mass communications of attendance expectations. Parents will receive information on the Compulsory Education Code, their legal responsibilities for student attendance, LAUSDs attendance goal, current school attendance data, and strategies on how to support student attendance. Parents will attend individual meetings, workshops, and school-wide assemblies (6th Grade Orientation) facilitated by the Pupil Services and Attendance (PSA) Counselor. Parents will also receive general information about attendance on a monthly basis through school mailings and Blackboard Connect calls.                      The PSA will participate in school-wide assemblies about the attendance expectations for parents and students and absence prevention. The PSA Counselor will organize school events to highlight every 25th day of Instruction to educate students on the Attendance Bands and emphasize the importance of maintaining Advanced/Proficient attendance. Students with perfect attendance will be recognized at end of semester events.                      Student attendance will be monitored daily by calling and meeting with parents when students are absent/tardy. The Principal's Designee, support staff, and teachers will utilize Blackboard Connect messaging to inform parents of attendance, important dates, policies and early warnings for attendance issues. The school will utilize Blackboard Connect on a daily basis to automatically notify parents when students arrive tardy or are absent from class.</p> <p><b>Tier 2 – Targeted (Group Intervention)</b>                      Attendance notification letters will be sent home to parents for truancy warnings and targeted group interventions. The PSA will enforce the 8th grade Attendance Policy through a student-parent contract. 8th grade students will not be absent more than 7 days in a school year or they will not be able to participate in the 8th Grade Culmination Ceremony. Parents will review and acknowledge with their signature their review and support of the policy.</p> <p><b>Tier 3 – Intense (Individual Intervention)</b>                      PSA will conduct individual parent-student conferences and visits to homes of students with excessive absences/tardies and make necessary student/family referrals to alternative education or local agencies. PSA will monitor students progress on a weekly/monthly basis.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>There will be an increase in the percent of students attending school at least 96% of the time and the number of suspensions will remain low. The PSA will generate monthly MyData attendance reports to track the cumulative attendance rate of the school. Blackboard Connect-Ed delivery reports will be extracted to determine the effectiveness of our communication. Students with disconnected numbers will be summoned and asked to update and emergency card. PSA will maintain a log of the students serviced and families referred to school and community based resources. PSA will maintain a log of the weekly/monthly monitoring of target students.</p>
<p>The Intervention/Prevention Support Coordinator will inform students about the School-Wide Positive Behavior Intervention and Support Plan such as the school's Behavior Expectations, Anti-Bullying and Sexual Harassment policies through printed media, PA announcements, ongoing school-wide, grade-level assemblies, classroom visits, discussions, school-wide campaigns, and after-school mentoring.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>There will be an increase in the percent of students who agree that they feel safe on campus; agree that adults at this school have talked to them about what to do if someone makes them feel uncomfortable; and agree that there is an adult on campus whom they trust and can talk to no matter what as reported on the results of the 2019-2020 School Experience Survey. The Principal's Designee, Intervention/Prevention Support Coordinator, and Discipline Team will oversee the implementation of the SWPBIS Plan.</p>



Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Student clubs such as MESA, SkillsUSA, Students RunLA, AVID Club, the Unusual Suspects, Teamworks, Intramural Sports, Anime Club, Beyond the Bell after school programs, are intended to increase student participation in a positive way beyond the school day. These clubs create social skills and positive student interactions.	07/01/2019 06/30/2020 New	There will be an increase in the percent of student who agree that they feel part of the school and who agree that they participate in extra-curricular activities offered after school as reported in the 2019-2020 School Experience Survey. Sign ins for all meetings will measure the participation rate of students in extracurricular activities. The Principal, and Administrative Team will support Club Sponsors in creating opportunities and positive interactions across grades levels.
Students will participate in regular SEL lessons and participate in regular Quaglia student surveys. All teachers, across all disciplines, will provide an opportunity, once a semester, for students to provide feedback about their classroom environment and instruction.	08/20/2019 06/05/2020 New	There will be an increase in the percent of student who agree that they feel part of the school and who agree that they participate in extra-curricular activities offered after school as reported in the 2019-2020 School Experience Survey. College and Career Coach, the Intervention/Prevention and Support Coordinator, and teachers will use the results of the Quaglia student surveys to develop affective SEL lessons.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	30434393	N/A	14496	121,995	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	11759 - INTVN/PREV SUPC DIFF	N/A	N/A	11759	1,550		100
CE-ESSA T1 Schools( 7S046 )	3110	12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	N/A	N/A	12103	127,555	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
Connect Ed calls will be used to communicate and celebrate benchmarks (every 25 days of school), inclement weather notifications. Parents and community volunteers will be invited to participate in the school-wide celebrations and recognitions.	07/01/2019 06/30/2020 New	A higher percentage of parents will agree that the school provides them with information they can understand as reported in the results of the 2019-2020 School Experience Survey. The PSA will program Blackboard Connect Ed messages to be delivered 2 weeks prior to events. Delivery reports will be exported and filed to track successful deliveries. The PSA will file the reports and follow up on unsuccessful deliveries to confirm accurate contact information.
A monthly newsletter will be sent home and shared with staff to communicate LAUSD attendance goals, month-to-month and 2 year progress attendance data. The newsletter will include upcoming holidays, unassigned days, and breaks so that parents and guardians can plan ahead. The protocols for returning to school if absent will also be reinforced.	07/01/2019 06/30/2020 New	PSA will create a newsletter that will be reproduced by the Title 1 Office who will assist in the delivery of the newsletter to students and parents. A higher percentage of parents will agree that the school provides them with information they can understand as reported in the results of the 2019-2020 School Experience Survey. Students will be encouraged to share the newsletter with their parents. The Administration Team will facilitate the analysis of attendance data with staff during professional development. PSA will support teachers in the using the Three-Tiered Attendance Intervention Model and the SART and SARB processes.
Parents will be trained in the Parent Portal to access student data day-to-day attendance data and be able to update contact information as well as emergency contacts, and access IEP goals. Parents will also be trained in using the school website to communicate with teachers.	07/01/2019 06/30/2020 New	Sign ins will be used to measure the effectiveness of our communication. A higher percentage of parents will agree that the school provides them with information they can understand as reported in the results of the 2019-2020 School Experience Survey. agree that they are included in important decisions made about their child's education as reported in the results of the 2019-2020 School Experience Survey. The Community Representative will file the sign ins. PSA will communicate the importance of staying connected to the school and with teachers and the importance of attendance.
Parents will receive information on the Compulsory Education Code, their legal responsibilities for student attendance, LAUSDs attendance goals by instructional day, the Multi-Tiered System of Support, SART and SARB processes, and strategies to support student attendance.	07/01/2019 06/30/2020 New	A higher percentage of students will agree that teacher care if they are absent as reported in the results of the 2019-2020 SES. Sign ins will be used to measure the effectiveness of our communication. The Community Representative will file the sign ins. PSA will communicate the importance of staying connected to the school and with teachers and the importance of attendance.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parents will receive information about the school's School Wide Positive Behavior and Intervention Support Plan that establishes positive behavior approaches for the social and academic success of students; anti-bullying and sexual harassment policies as presented on the LAUSDs Student and Parent Handbook, and the student Edison planner. Parents will also be informed on the support interventions resulting from Student Support and Progress Team (SSPT) and the protocols for referral.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>A higher percentage of students will agree that they know how they are expected to act, know what the rules are, and feel safe in this school as reported in the results of the 2019-2020 SES. Sign ins will be used to measure the effectiveness of our communication. The Community Representative will file the sign ins. The Intervention/Prevention Support Coordinator will provide regular workshops for parents/guardians on the Multi-Tiered System of Support and strategies to support students at home. Fewer discipline issues will be reported on MiSiS. The number of students suspended will remain at 0.2% as reported on the 2019 CA Dashboard.</p>
<p>Parents will receive LAUSD's Title 1 Parent and Family Engagement Policy and Edison's Parent and Family Engagement Policy (PFEP) and Edison's School-Parent Compact. The PFEP and School Compact will be posted on the school website and sent home to parents. Parents will be asked to return the acknowledgment page.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Parents will return the acknowledgment page at the end of the School-Parent Compact to their 1st Period/BIC teacher. A higher percentage of parents will agree that they are included in important decisions made about their child's education as reported on the results of the 2019-2020 School Experience Survey. Period 1 teachers will receive a five-column roster to track which students return the parent acknowledgment page. The Principal or Designee will collect the rosters and acknowledgment forms and file for 5 years.</p>
<p>Assure that parent contact information is accurate on MiSiS. PSA will communicate the importance of staying connected with the school and teachers and will provide parents and guardians the opportunity to verify contact information after trainings and meetings.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>A higher percentage of parents will agree that the school provides them with information they can understand as reported in the results of the 2019-2020 School Experience Survey. Sign ins will be used to measure the effectiveness of our communication. The PSA will print a master roster of all parent and guardian contact information and provide an opportunity for parent and guardians to confirm their accuracy at the end of meetings and workshops. The Community Representative will file sign ins in the Parent Center.</p>

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

## TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

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

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

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

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

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

Thomas A. Edison Middle School holds High School fair, High School Articulation assemblies, College Awareness workshops and Career days during student's elective classes. During the High School fair, the local high schools come out to Edison and showcase their programs offered at their school site. We also host several of our local high School to come out and do an articulation assembly just for 8th grade students. Our College and Career coach has scheduled our local Colleges and Universities to do small group discussions with our students during elective classes. Career Fair are similar to the high school fairs, where local professionals are invited to give brief presentations to our students on the requirements needed for that particular career.

**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.).

Edison Middle School implements a School-Wide Positive Behavior Program. At the beginning of each semester the Edison Intervention team conducts Student Success Assemblies, where students are introduced to the Student Code of Conduct and the School-wide Positive Behavior program. This program is geared towards student demonstrating positive behavior. When students are "caught" displaying positive characteristics/behavior, students are awarded Edison Scholar Dollars that can be used to purchase school supplies or small praise gifts, donated by staff. Students are also made award of the Student Code of Conduct and the districts Guiding Principles, in their student planner, which is distributed to every student enrolled at Edison. Parents are informed through parent workshops and by inviting them to participate in the school's School-Wide Positive Support Program committee. Parents play an active-roll in our School-wide Positive Behavior Program. During IEPs, the students and parents are also informed of our School-Wide Positive Behavior Program and work with parents and student to develop a support plan for students with behavioral problems.

**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.

Presentations, discussions and feedback of the School Report Card and School Experience Survey were conducted with each stakeholder group. SSC members presented to their respected stakeholder group. SSC Staff members presented to Staff, Student SSC members presented to Student Body and Parent SSC members presented to ELAC and other parents. Stakeholders contributed recommendations and ideas during small breakout sessions.

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

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

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

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

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

## LOCAL DISTRICT MONITORING

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

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

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

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

N/A

### Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	Total FTE & Total Amount
10246 10246 - DIFF INSTL COACH SEC	<input type="checkbox"/>	110004	0.00 1,861	0.00 0	0.00 0	0.00 512	0.00 2,373
10562 10562 - DDSUB CSR T BEN ABSC	<input type="checkbox"/>	110002	0.00 2,874	0.00 0	0.00 0	0.00 0	0.00 2,874
10600 10600 - TCHR AST DEG TK NW/1 (6 Hrs / 5 Days)	<input type="checkbox"/>	110005	3.00 55,797	0.00 0	0.00 0	0.00 0	3.00 55,797
11728 11728 - TCHR ASST-BIL DIFF	<input type="checkbox"/>	110005	0.00 167	0.00 0	0.00 0	0.00 0	0.00 167
11759 11759 - INTVN/PREV SUPC DIFF	<input type="checkbox"/>	190004	0.00 1,550	0.00 0	0.00 0	0.00 0	0.00 1,550
12103 12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	<input type="checkbox"/>	120021	0.00 127,555	0.00 0	0.00 0	0.00 0	0.00 127,555
12106 12106 - ITIN NURSE (6 Hrs / 3 Days)	<input type="checkbox"/>	120041	0.00 73,197	0.00 0	0.00 0	0.00 0	0.00 73,197
13261 13261 - CSR TCHR ELEM G6 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 121,995	0.00 0	0.00 0	0.00 0	1.00 121,995
13297 13297 - INSTRL COACH SEC C1T (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 121,995	0.00 0	0.00 0	0.00 0	1.00 121,995
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 117,632	0.00 0	0.00 0	0.00 0	1.00 117,632
14188 14188 - MS COL & CAREER COACH (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	0.00 0	1.00 121,995	0.00 0	0.00 0	1.00 121,995
14190 14190 - COL&CAREER COACH DIF	<input type="checkbox"/>	190004	0.00 0	0.00 1,549	0.00 0	0.00 0	0.00 1,549
14494 14494 - ENG LRN(EL)COACH-SEC (3 Hrs / 5 Days)	<input type="checkbox"/>	110001	0.00 0	0.00 0	0.00 0	1.00 38,731	1.00 38,731

14496	<input type="checkbox"/>	190001	1.00	121,995	0.00	0	0.00	0	0.00	0	1.00	121,995
14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)												
25690	<input type="checkbox"/>	240001	1.00	60,366	0.00	0	0.00	0	0.00	0	1.00	60,366
25690 - ITSUPPORT TECH C1T/4 (6 Hrs / 5 Days)												
27785	<input type="checkbox"/>	290001	1.00	16,908	0.00	0	0.00	0	0.00	0	1.00	16,908
27785 - COMMUNITY REP C (4 Hrs / 5 Days)												
30165	<input type="checkbox"/>	340101	0.00	0	0.00	0	0.00	0	0.00	-3,847	0.00	-3,847
30165 - HEALTH WELFARE CERT												
30166	<input type="checkbox"/>	370101	0.00	0	0.00	0	0.00	0	0.00	-1,334	0.00	-1,334
30166 - RETIREE BNFTS CERT												
30210	<input type="checkbox"/>	340101	0.00	16,563	0.00	0	0.00	0	0.00	0	0.00	16,563
30210 - TA HEALTH&MEDBENEFIT												
40269	<input type="checkbox"/>	430010	0.00	8,765	0.00	0	0.00	0	0.00	0	0.00	8,765
40269 - SUPPLMTL INSTRL MAT												
50002	<input type="checkbox"/>	580030	0.00	0	0.00	0	0.00	12,239	0.00	0	0.00	12,239
50002 - CONTR INSTRL SVC												
40239	<input type="checkbox"/>		0.00	25,430	0.00	0	0.00	851	0.00	632	0.00	26,913
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	0	0.00	0	0.00	0	0.00	1	0.00	1
PENDING DISTRIBUTION												
<b>Total</b>			9.00	<b>874,650</b>	0.00	<b>123,544</b>	1.00	<b>13,090</b>	1.00	<b>34,695</b>	11.00	<b>1,045,979</b>



## 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**