

Washington Preparatory High School

Los Angeles Unified School District 2017-2019 School Innovation Funds Plan

Program Budget Code:
10359 (School Innovation Funds)

Name of School	Local District	Principal
George Washington Preparatory High School	West	Dechele Byrd

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	% of Homeless Students	% of Students with Disabilities	Total Amount of School Innovation Funds Allocated to the School
899	90% (n=812)	20.6% (n=186)	3.7% (n=34)	1% (n=10)	19% (n=173)	Total \$ 1,041,330.00

Directions: Briefly describe, if applicable, the services being provided that are aligned to the District's LCAP goals and indicate the amount of School Innovation Funds that support those services. Specify the targeted subgroup(s) as low-income students, English learners, RFEs, and/or foster youth. **NOTE: A minimum allocation of School Innovation Funds must be used for professional development activities in English language arts and mathematics, and at a minimum School Innovation funds must be used for improving school climate utilizing a required staffing level. Please see the SIF Planning and Guidance document to import appropriate staffing levels into the plan.**

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Yearly Look fors:

School Year	Capacity	Expectations/Accountability	Sustainability
Year 1: 2017-2018	<ul style="list-style-type: none"> Conduct Needs Assessment to identify priorities and ensure that resources are targeted to meet measurable outcomes Align Professional Development priorities to meet instructional goals with emphasis on developing systems rooted in student achievement Engage stakeholders in school plan Establish the Achievement Through Support Team 	<ul style="list-style-type: none"> Discuss data & data analysis protocol Identify focus groups for instructional rounds Establish student leadership groups Establish the Achievement Through Support Team 	<ul style="list-style-type: none"> Provide professional development on initiatives Identify and review critical support for varied entry points of students, faculty, staff, and community Begin documentation of the narrative around collaborative systems of planning and ongoing assessment Establish the Achievement Through Support Team
Year 2: 2018-2019	<ul style="list-style-type: none"> PLCs and/or BTT protocol are effectively used in ELA & math Schoolwide ELA & math initiatives Frequent peer to peer observations Quality parent workshops Process for monitoring school plan implemented by teachers Utilize ATS Team for resource mapping and data review 	<ul style="list-style-type: none"> Publicly display school data and progress Implement instructional rounds Student-led conferences, student data chats, and student monitoring Collaboration of all stakeholders to review and refine instructional plans based upon ongoing data analysis and review Utilize ATS Team for resource mapping and data review 	<ul style="list-style-type: none"> Review and publish documentation of the narrative around collaborative systems Establish parent cadres Protocols for school systems that are known by all stakeholders Utilize ATS Team for resource mapping and data review
Year 3: 2019-2020	<ul style="list-style-type: none"> Highly qualified personnel to support instructional goals Full implementation of school improvement plans Teacher ownership of work at school site School focused on continuous improvements Use results of ATS data review to guide data driven approaches 	<ul style="list-style-type: none"> Mutual accountability shared amongst stakeholders Environment that supports regular observations and feedback Student ownership of own learning through an awareness of academic goals and achievements Utilize ATS Team for resource mapping and data review 	<ul style="list-style-type: none"> Documentation of the journey Maintain the collaborative systems of planning that are assessed Proactive parent advisory group Utilize ATS Team for resource mapping and data review

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<p>Description of Services that address: 100% Graduation <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEFPs, and foster youth.</i></p> <ul style="list-style-type: none"> - Graduation rate - Percentage of high school students on-track for A-G with a "C" - Percentage of students with an Individual Graduation Plan meeting 	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEFP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>				
<p>A needs assessment was conducted analyzing data (SBA, IAB, mark analysis reports, Single Plan for Student Achievement, SIG, WASC, and resources from the District Management Group). Staff was surveyed during professional development and parent/community members were surveyed using the following platforms: coffee with the principal and Saturday breakfast with the principal meeting/workshops. The needs assessment was needed to maximize our efforts and to align the plan to the focal area (mathematics). The needs assessment aided the school in determining data driven approaches to building capacity, establishing expectations & accountability systems, and in creating systems that will deem sustainable over time. School site leaders across the 12 schools will meet four times throughout the year as a professional learning community to measure the impact of implementation on teaching and learning. To ensure our school makes substantial progress towards meeting the graduation goal of 100% the following has been identified as an area of need:</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">2017-18</td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p style="text-align: center;">\$77,266</p>		<ul style="list-style-type: none"> • Graduation Rate: 81% • Percentage of high school students on-track for A-G with a "C": 50% • Percentage of students with an Individual Graduation Plan meeting: 100%
X	2017-18							
X	2018-19							
<p>College Counselor during and beyond the school day will meet weekly with administration, counselors, students, and families to plan, facilitate and coordinate:</p> <ul style="list-style-type: none"> • Increasing the number of students completing FAFSA by 10% • Increase the number of students applying and attending colleges/universities • Review IGPs with counselors for additional guided support with A-G requirements • Support full implementation and monitoring of NAVIANCE 		<p style="text-align: center;">\$74,583</p>						
<p>Technology Support Teacher – Non-Register Carrying Teacher during and beyond the school day will meet weekly with administration, teachers, counselors, students and families to plan, facilitate, and coordinate:</p> <ul style="list-style-type: none"> • Provide instructional and technical support • Conducts professional development to faculty and staff members on integrating technology into instructional planning <p>Non-Cap Equipment – Technology to access digital content:</p> <ul style="list-style-type: none"> • Schoology, iXL, Shmoop, College Board, KhanAcademy, MyPerspective, SpringBoard, NAVIANCE 		<p style="text-align: center;">\$441,735</p>						

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<p>Tutor Teacher X-Time – Support students with AP Span Lang and Lit Support for passage on the AP Exam</p>	\$3,000				
<p>Counseling Secondary X – Time – professional development, student and family workshops to</p> <ul style="list-style-type: none"> • increase the number of students completing FAFSA by 10% • Increase the number of students applying and attending colleges/universities • Review IGP's with counselors for additional guided support with A-G requirements • Support full implementation and monitoring of NAVIANCE 	\$6,982				
<p>Day-To-Day Subs</p>	\$7,440				
<p>General Supplies – Branding support for positive behavior initiatives, AVID resource materials, classroom supplies to support instructional plan for classroom activities</p>	\$40,000				
<p>Curricular Trips – College visits</p>	\$12,000				
<p>SBA Data reveals the following results:</p>					
<table border="1"> <tr> <td data-bbox="771 136 857 592"> <p>ELA</p> <ul style="list-style-type: none"> • 5.38% Standard Exceeded • 27.96% Standard Met • 33.33% Standard Nearly Met • 33.33% Standard Not Met </td> <td data-bbox="602 596 771 1045"> <ul style="list-style-type: none"> • 0% Standard Exceeded • 3.27% Standard Met • 20.92% Standard Nearly Met • 75.82% Standard Not Met </td> </tr> </table>	<p>ELA</p> <ul style="list-style-type: none"> • 5.38% Standard Exceeded • 27.96% Standard Met • 33.33% Standard Nearly Met • 33.33% Standard Not Met 	<ul style="list-style-type: none"> • 0% Standard Exceeded • 3.27% Standard Met • 20.92% Standard Nearly Met • 75.82% Standard Not Met 			
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Description of Services that address: Proficiency for All <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEFPs and Foster Youth</i>	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEFP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets				
<p>Upon close analysis of SBA data, reclassification rate, and grade distribution reports more opportunities for professional growth for administration and teachers and strategic intervention for students must be systemized in an effort to maximize and align resources. Protocols learned from the District Management Group will be replicated to include all content areas – Year 1: Mathematics; Year 2: English; Year 3: Science & Social Science. This will include the development of SMART Goals for all content areas, targeting a specific group of students. Break Through Teams (BTT) will be developed for each area of focus. Content BTT members will serve as the ambassadors for change in their perspective content areas.</p> <p>Technology Support Teacher – Non-Register Carrying Teacher during and beyond the school day will meet weekly with administration, teachers, counselors, students and families to plan, facilitate, and coordinate:</p> <ul style="list-style-type: none"> • Provide instructional and technical support • Conducts professional development to faculty and staff members on integrating technology into instructional planning <p>Non-Cap Equipment – Technology to access digital content:</p> <ul style="list-style-type: none"> • Schoology, iXL, Shmoop, College Board, KhanAcademy, MyPerspective, SpringBoard, NAVIANCE <p>Staff Conference Attendance – AVID Summer Institute, 1-Day AVID LACOE Training, NCTM 2018, CABE, ISTE, AP Conference, Dream Deferred – up to six teachers per conference</p> <ul style="list-style-type: none"> • Registration fees • Hotel • Airfare • Mileage • Per Diem <p>Prof Development Teacher X-Time – participant days for conference attendance, participant days for after hours for Mastery Learning and grading.</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>\$74,583</p> <p>\$441,735</p> <p>\$35,000</p> <p>\$89,021</p>		<ul style="list-style-type: none"> • Percentage of students who met or exceeded standards in 3rd-8th, 11th grade ELA: 46% • Percentage of students who met or exceeded standards in 3rd-8th, 11th grade math: 36% • EL reclassification rate: 22% • Rate of ELs making annual progress on CELDT: 57% • Decrease in long-term English learners: 17%
X	2017-18							
X	2018-19							

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Tutor Teacher X-Time – Support students with AP Span Lang and Lit Support for passage on the AP Exam

Teacher Auxiliary – Support for AVID program implementation

IMA – What's Math Got to Do with It – 10 Copies

Software Licenses – Shmoop.com – for Advanced Placement Support, iXL full suite for ELA and Math, Floccabulary for Social Sciences

SBA Data reveals the following results:

ELA	Math
<ul style="list-style-type: none"> 5.38% Standard Exceeded 27.96% Standard Met 33.33% Standard Nearly Met 33.33% Standard Not Met 	<ul style="list-style-type: none"> 0% Standard Exceeded 3.27% Standard Met 20.92% Standard Nearly Met 75.82 % Standard Not Met

Data extracted from the LCAP Scorecard: Proficiency for All:

Proficiency for All	16-17 School Actual
Percentage of Students Who Met or Exceeded Standards in 3 rd , 8 th , 11 th Grade ELA	33%
Percentage of Students Who Met or Exceeded Standards in 3 rd , 8 th , 11 th Grade Math	3%
Percentage of English Learners Who Reclassify as Fluent English Proficient	14.8%
Percentage of English Learners Who Have Not Reclassified in 5 Years	43%
Percentage of English Learners Making Annual Progress on CELDT	52%
Percentage of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day	55%

\$3,000

\$10,010

\$1,500

\$20,000

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Description of Services that address: 100% Attendance <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEsPs and foster youth:</i>				School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-Income, EL, RFEFP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets								
<ul style="list-style-type: none"> - Percentage of students with a 96% (172-180 days) attendance rate - Percentage of students missing 16 days or more in a school year - Percentage of all staff attending 96% or above 				<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$74,583	Low-Income, EL, RFEFP, and/or Foster Youth	<ul style="list-style-type: none"> • Percentage of students with a 96% or higher attendance rate: 75% • Percentage of students missing 16 days or more in a school year: 9% • Percentage of all staff attending 96% or above: 78% 								
<p>Attendance has been identified as the foundation for student achievement. Learning cannot take place when students are not in seat. The increased focus on attendance through meaningful intervention and effective incentive programs will assist the school in maintaining a 96% or higher attendance rate. Students who are deemed chronically absent will be tiered and provided with supports tailored to meet their needs.</p> <p>Technology Support Teacher – Non-Register Carrying Teacher during and beyond the school day will meet weekly with administration, teachers, counselors, students and families to plan, facilitate, and coordinate:</p> <ul style="list-style-type: none"> • Provide instructional and technical support • Conducts professional development to faculty and staff members on integrating technology into instructional planning <p>Office Technician – will support the implementation of the Attendance Plan</p> <ul style="list-style-type: none"> • Provide support for accurate documentation and recordkeeping • Maintain communication with administration and faculty regarding students' progress <p>Curricular Trips – transportation for incentives and donated venues for increased and improved attendance students in varied bands</p> <p>Attendance Data extracted from MyData indicates the following:</p>					\$44,254										
<p>Attendance Data extracted from MyData indicates the following:</p> <table border="1"> <thead> <tr> <th>Name of School</th> <th>AUGUST</th> <th>SEPTEMBER</th> <th>OCTOBER</th> </tr> </thead> <tbody> <tr> <td>WASHINGTON PREP</td> <td>96.2%</td> <td>95.5%</td> <td>95.2%</td> </tr> </tbody> </table>				Name of School	AUGUST	SEPTEMBER	OCTOBER	WASHINGTON PREP	96.2%	95.5%	95.2%		\$12,000		
Name of School	AUGUST	SEPTEMBER	OCTOBER												
WASHINGTON PREP	96.2%	95.5%	95.2%												

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Attendance Data extracted from the LCAP Scorecard indicates the following:

Percentage of Students Attending 172-180 Days Each School Year (96% or Higher Attendance Rate)	52%
Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)	31%
Percentage of All Staff Attending 96% or Above	55%

Description of Services that address: Parent, Community and Student Engagement <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEERs, and foster youth:</i>	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEER, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
<ul style="list-style-type: none"> - Percentage of parent/caregiver participation on School Experience Survey - Percentage of schools training parents on academic initiatives (minimum 4 workshops annually) <p>Partnerships forged with our parents and community members will open the doors of communication and close the communication gap between home and school. Parents and community members will become aware of and familiar with academic initiatives through workshops and community forums.</p> <p>Technology Support Teacher – Non-Register Carrying Teacher during and beyond the school day will meet weekly with administration, teachers, counselors, students and families to plan, facilitate, and coordinate:</p> <ul style="list-style-type: none"> • Provide instructional and technical support 	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	<p>\$74,583</p>		<ul style="list-style-type: none"> • Percentage of parent/caregiver participation on School Experience Survey: 62% • Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%

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<ul style="list-style-type: none"> • Conducts professional development to faculty and staff members on integrating technology into instructional planning • Facilitate parent/caregiver meetings to increase the participation and positive responses on access to technology for the School Experience Survey <p>Non-Cap Equipment – Technology to access digital content:</p> <ul style="list-style-type: none"> • Schoology, iXL, Shmoop, College Board, KhanAcademy, MyPerspective, online surveys, online assessments 		\$441,735		
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<p>Description of Services that address: School Safety</p> <p><i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEsPs, and foster youth:</i></p> <ul style="list-style-type: none"> - Single student suspension rate - Expulsion rate - Extent to which the school is implementing the Discipline Foundation Policy - Percentage of students who feel safe at school <p>The current discipline data extracted from Misis Adhoc reveals 83 Discipline Referrals to date. With the added supervision, discipline referrals will decrease. Monitoring will be ongoing and the impact of the increased supervision aides will be measured by tracking discipline referrals weekly and the number of students who participate in restorative justice practices.</p> <p>Restorative Justice practice will be infused within the climate and culture of the school as capacity is built with teachers and staff over a three year implementation period. Year 1: Understanding Restorative Justice as a tool to address undesired behaviors or mediate conflict using 1 strategy; Year 2: Adopt 3 strategies to use schoolwide; Year 3: Revisit adopted strategies and refine.</p> <p>Restorative Justice Advisor – during and beyond the school day to Implementing the Resilience Classroom Curriculum – Trauma Informed Instruction</p> <ul style="list-style-type: none"> • Facilitate profession development to support community building efforts, restorative justice strategies, enhancing interpersonal relationships and connections among staff, students, and families 	<p>School Year [mark applicable years)]</p> <p style="text-align: center;">2017-18 2018-19</p>	<p>Amount of School Innovation Funds</p> <p style="text-align: center;">\$77,266</p>	<p>Targeted Student Group(s): Low-income, EL, RFEF, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p> <ul style="list-style-type: none"> • Suspension rate: .35% • Expulsion rate: .01% • Extent to which the school is implementing the Discipline Foundation Policy: 88% • Percentage of students who feel safe at school: 80%
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