

**Muir Middle 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   |
|--------------------------|--------------------------|-------------------------------|----------------------------|------------------------|---------------------------------|---|
| MUJR MS                  |                          | WEST                          |                            |                        |                                 | AMINIKA READEUX   |
| 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 |
| 819                      | 93.8% (n=769)            | 29.1% (n=239)                 | 2.6% (n=22)                | 2.6% (n=22)            | 12.3% (n=101)                   | Total \$ 1,200,980  |

**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, RFPs, 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.**

## Muir Middle School

### Yearly Look fors:

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

**Muir Middle School**

| <p><b>Description of Services that address:<br/>100% Graduation</b></p> <p><i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i></p> <ul style="list-style-type: none"> <li>- Graduation rate</li> <li>- Percentage of high school students on-track for A-G with a "C"</li> <li>- Percentage of students with an Individual Graduation Plan meeting</li> </ul>  | <p>School Year [mark applicable year(s)]</p> <p>x 2017-18</p> <p>x 2018-19</p>   | <p>Amount of School Innovation Funds</p> | <p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>   | <p>Related District-wide SY17-18 LCAP Targets</p>  |  |  |  |  |
|--|--|--|---|--|--|--|--|--|
| <p>A needs assessment was conducted analyzing data from SBA, IAB, mark analysis reports, Single Plan for Student Achievement, 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 foci area (mathematics). The needs assessment aided the school in determining data driven approaches to building capacity, establishing expectations &amp; accountability systems, and in creating systems that will deem sustainable over time. School site leaders across the 12 schools will meet quarterly as a professional learning community to measure impact of implementation on student achievement. 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> |  |  | <p>Low-income, EL, RFEP, and Foster Youth</p>   | <ul style="list-style-type: none"> <li>• Graduation Rate: 81%</li> <li>• Percentage of high school students on-track for A-G with a "C": 50%</li> <li>• Percentage of students with an individual Graduation Plan meeting: 100%</li> </ul> |  |  |  |  |
| <p>SBA Data reveals the following results:</p> <table border="1" data-bbox="917 1081 1144 1491"> <thead> <tr> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• 1.86% Standard Exceeded</li> <li>• 12.56% Standard Met</li> <li>• 21.63% Standard Nearly Met</li> <li>• 63.95% Standard Not Met</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• 2.38% Standard Exceeded</li> <li>• 5.73% Standard Met</li> <li>• 16.22% Standard Nearly Met</li> <li>• 75.68% Standard Not Met</li> </ul> </td> </tr> </tbody> </table>  | ELA  | Math                                     | <ul style="list-style-type: none"> <li>• 1.86% Standard Exceeded</li> <li>• 12.56% Standard Met</li> <li>• 21.63% Standard Nearly Met</li> <li>• 63.95% Standard Not Met</li> </ul> | <ul style="list-style-type: none"> <li>• 2.38% Standard Exceeded</li> <li>• 5.73% Standard Met</li> <li>• 16.22% Standard Nearly Met</li> <li>• 75.68% Standard Not Met</li> </ul>   |  |  |  |  |
| ELA  | Math   |  |   |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>• 1.86% Standard Exceeded</li> <li>• 12.56% Standard Met</li> <li>• 21.63% Standard Nearly Met</li> <li>• 63.95% Standard Not Met</li> </ul>  | <ul style="list-style-type: none"> <li>• 2.38% Standard Exceeded</li> <li>• 5.73% Standard Met</li> <li>• 16.22% Standard Nearly Met</li> <li>• 75.68% Standard Not Met</li> </ul> |  |   |  |  |  |  |  |
| <p>Based on the SBA results and 10 week mark analysis report targeted intervention is needed during the school day in a smaller setting. In addition, the CSR Teachers will allow for reduced class sizes. Monitoring of student progress will be ongoing using the following metrics: student grades, benchmark assessments, BTT Math assessments, and IAB results.</p>   |  |  |   |  |  |  |  |  |

**Muir Middle School**

| Description of Services that address:<br><b>Proficiency for All</b><br><i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEs and foster youth:</i>   | School Year (mark applicable year(s)) | Amount of School Innovation Funds   | Targeted Student Group(s):<br>Low-income, EL, RFE, and/or Foster Youth | Related District-wide SY17-18 LCAP Targets  |
|--|---------------------------------------|---|--|---|
| <ul style="list-style-type: none"> <li>- <i>Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 1<sup>st</sup> grade English language arts</i></li> <li>- <i>Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 1<sup>st</sup> grade mathematics</i></li> <li>- <i>EL reclassification rate</i></li> <li>- <i>Rate of ELs making annual progress on CELDT</i></li> <li>- <i>Decrease in long-term English learners (L TELs)</i></li> </ul> <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 &amp; 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>CSR TEACHER MATH – CSR teacher will afford the school the opportunity to decrease class sizes in the 7<sup>th</sup> and 8<sup>th</sup> grade math classes. Tier 1 intervention can be imbedded within the single class period.</p> <p>CSR TEACHER ELA – CSR teacher will afford the school the opportunity to decrease class sizes in the ELA classes. Tier 1 intervention can be imbedded within the single class period.</p> <p>ACHIEVING PERSONALIZED LEARNING W/TECHNOLOGY – The program will support seamless classroom technology use by providing professional development and support to teachers on best practices for integrating the use of technology to increase student cognitive engagement.</p> <p>ELA INTENSIVE LITERACY INTERVENTION – Intense, evidence-based literacy intervention for struggling learners who have not responded to previous General Education interventions to accelerate learning. Students will be provided daily individualized and small group instruction in foundational literacy skills.</p> <p>ELA UNIVERSAL READING ASSESSMENT RI - Online assessment that will provide Lexile scores for students. The assessment will be used at least 3 times per school year to measure students' reading comprehension growth. As a result, teachers will be able to better target students' instructional reading needs.</p> | <p>X 2017-18</p> <p>X 2018-19</p>     | <p>\$115,000</p> <p>\$115,000</p> <p>\$196,069</p> <p>\$19,509</p> <p>\$9,500</p> | <p>Low-income, EL, RFE, and Foster Youth</p>                           | <ul style="list-style-type: none"> <li>• Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade ELA: 46%</li> <li>• Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade math: 36%</li> <li>• EL reclassification rate: 22%</li> <li>• Rate of ELs making annual progress on CELDT: 57%</li> <li>• Decrease in long-term English learners: 17%</li> </ul> |

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|--|--|---|--|--|
| <p><b>LONG TERM ENGLISH LEARNER TEACHING FOUNDATIONAL LITERACY SKILLS</b> – Teachers receive training to implement intensive intervention lessons on specific literacy skills which are delivered daily. Students will be progress monitored through formative assessment weekly.</p> <p><b>PD SET ASIDE ELA AND MATHEMATICS</b> – District-level plan requirement that requires at least 10% of (remaining) School Innovation funds must be obligated to professional development in English language arts/English Language Development and mathematics.</p> <p><b>PD TEACHER X TIME-</b> Provide opportunities for teachers to meet beyond the school day to engage in data analysis, professional development and lesson planning</p> <p><b>ADMINISTRATOR X TIME</b> - Provide opportunities for administrators to meet beyond the school day to engage in data analysis, professional development and lesson planning</p> <p><b>Tutor Teacher X TIME</b> – Provide opportunities for students to receive additional support and academic assistance beyond the school day.</p> <p>Purchase of computers and devices to support the integration of technology.</p> <p><b>MASTERY LEARNING AND GRADING</b> - District-level plan requirement that requires at least 10% of (remaining) School Innovation funds must be obligated to professional development in English language arts/English Language Development and mathematics.</p> <p><b>CPM MATHEMATICS CURRICULUM PLANNING AND IMPLEMENTATION</b> – Year-long aligned curriculum planning with all instructional materials and professional development to support implementation</p> <p><b>ELA COLLECTIONS CURRICULUM PLANNING AND IMPLEMENTATION</b> – Year-long aligned curriculum planning with all instructional materials and professional development to support implementation</p> <p><b>SCIENCE ACTIVATE LEARNING AND CURRICULUM PLANNING AND IMPLEMENTATION</b>– Year-long aligned curriculum planning with all instructional materials and professional development to support implementation</p> <p><b>SOCIAL SCIENCE CCSS CURRICULUM PLANNING AND IMPLEMENTATION</b> - Year-long aligned curriculum planning with all instructional materials and professional development to support implementation</p> |  | <p>\$9,283</p> <p>\$120,000</p> <p>60,000</p> <p>30,000</p> <p>60,000</p> <p>\$45,150</p> <p>\$26,750</p> <p>\$50,000</p> <p>\$50,000</p> <p>\$50,000</p> <p>\$50,000</p> |  |  |
|--|--|---|--|--|

## Muir Middle School

SBA Data reveals the following results:

| ELA   | Math   |
|---|--|
| <ul style="list-style-type: none"> <li>• 1.88% Standard Exceeded</li> <li>• 12.56% Standard Met</li> <li>• 21.63% Standard Nearly Met</li> <li>• 63.95% Standard Not Met</li> </ul> | <ul style="list-style-type: none"> <li>• 2.38% Standard Exceeded</li> <li>• 5.73% Standard Met</li> <li>• 16.22% Standard Nearly Met</li> <li>• 75.68% Standard Not Met</li> </ul> |

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 <sup>rd</sup> -8 <sup>th</sup> , 11 <sup>th</sup> Grade ELA  | 14%                 |
| Percentage of Students Who Met or Exceeded Standards in 3 <sup>rd</sup> -8 <sup>th</sup> , 11 <sup>th</sup> Grade Math | 8%                  |
| Percentage of English Learners Who Reclassify as Fluent English Proficient   | 12.8%               |
| Percentage of English Learners Who Have Not Reclassified in 5 Years  | 55%                 |
| Percentage of English Learners Making Annual Progress on CELDT   | 36%                 |
| Percentage of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day       | 55%                 |

**Muir Middle School**

| <p><b>Description of Services that address:</b><br/> <b>100% Attendance</b><br/> <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i><br/> <ul style="list-style-type: none"> <li>- <i>Percentage of students with a 96% (172-180 days) attendance rate</i></li> <li>- <i>Percentage of students missing 16 days or more in a school year</i></li> <li>- <i>Percentage of all staff attending 96% or above</i></li> </ul> </p>   | <p><b>Amount of School Innovation Funds</b></p> | <p><b>Targeted Student Group(s):</b><br/>                 Low-income, EL, RFEF, and/or Foster Youth</p> | <p><b>Related District-wide SY17-18 LCAP Targets</b></p> <ul style="list-style-type: none"> <li>• Percentage of students with a 96% or higher attendance rate: 75%</li> <li>• Percentage of students missing 16 days or more in a school year: 9%</li> <li>• Percentage of all staff attending 96% or above: 78%</li> </ul> |                            |                     |  |     |  |        |  |         |         |       |       |       |
|--|---|---|---|----------------------------|---------------------|--|-----|--|--------|--|---------|---------|-------|-------|-------|
| <p><b>School Year [mark applicable year(s)]</b></p> <p><input checked="" type="checkbox"/> 2017-18<br/> <input checked="" type="checkbox"/> 2018-19</p>  | <p>\$86,605</p>                                 |   |   |                            |                     |  |     |  |        |  |         |         |       |       |       |
| <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>PSA COUNSELOR - Counselor will support child welfare services and attendance improvement by providing evidence-based, tiered absence and dropout prevention and early intervention strategies, including data monitoring and sharing, attendance awareness campaigns, targeted and intensive child welfare and attendance services for identified student</p> <p>Attendance Data extracted from MyData Indicates the following:</p> |   |   |   |                            |                     |  |     |  |        |  |         |         |       |       |       |
| <p>Attendance Data extracted from the LCAP Scorecard indicates the following:</p>  |   |   |   |                            |                     |  |     |  |        |  |         |         |       |       |       |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Cumulative Attendance Rate</th> </tr> <tr> <th style="text-align: left;">Name of School</th> <th style="text-align: center;">AUGUST</th> <th style="text-align: center;">SEPTEMBER</th> <th style="text-align: center;">OCTOBER</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">MUJR MS</td> <td style="text-align: center;">96.4%</td> <td style="text-align: center;">95.5%</td> <td style="text-align: center;">95.3%</td> </tr> </tbody> </table>   |   |   |   | Cumulative Attendance Rate |                     |  |     | Name of School   | AUGUST | SEPTEMBER                                | OCTOBER | MUJR MS | 96.4% | 95.5% | 95.3% |
| Cumulative Attendance Rate   |   |   |   |                            |                     |  |     |  |        |  |         |         |       |       |       |
| Name of School   | AUGUST  | SEPTEMBER   | OCTOBER   |                            |                     |  |     |  |        |  |         |         |       |       |       |
| MUJR MS  | 96.4%   | 95.5%   | 95.3%   |                            |                     |  |     |  |        |  |         |         |       |       |       |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">100% Attendance</th> <th style="text-align: center;">16-17 School Actual</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Percentage of Students Attending 172-180 Days Each School Year (96% or Higher Attendance Rate)</td> <td style="text-align: center;">65%</td> </tr> <tr> <td style="text-align: left;">Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)</td> <td style="text-align: center;">18%</td> </tr> <tr> <td style="text-align: left;">Percentage of All Staff Attending 96% or</td> <td style="text-align: center;">60%</td> </tr> </tbody> </table>   |   |   |   | 100% Attendance            | 16-17 School Actual | Percentage of Students Attending 172-180 Days Each School Year (96% or Higher Attendance Rate) | 65% | Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance) | 18%    | Percentage of All Staff Attending 96% or | 60%     |         |       |       |       |
| 100% Attendance  | 16-17 School Actual                             |   |   |                            |                     |  |     |  |        |  |         |         |       |       |       |
| Percentage of Students Attending 172-180 Days Each School Year (96% or Higher Attendance Rate)   | 65%   |   |   |                            |                     |  |     |  |        |  |         |         |       |       |       |
| Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)   | 18%   |   |   |                            |                     |  |     |  |        |  |         |         |       |       |       |
| Percentage of All Staff Attending 96% or   | 60%   |   |   |                            |                     |  |     |  |        |  |         |         |       |       |       |





## Muir Middle School

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| <p>40 DEVELOPMENTAL ASSETS - Provide parents and educators with an understanding of the protective factors that children need to thrive. Participants learn how to build resilience with their students through a variety of consistently applied approaches and strategies and nurture positive and growth oriented mindsets</p> <p>The impact of the aforementioned budgeted items will surface in the form of increased parent involvement at school events. By the close of the 2017-2018 school year, there will be a 5% increase in parent attendance at school events as evidenced by sign in sheets and parent participation on surveys.</p>  |  | \$500                                    |   |  |
| <p><b>Description of Services that address: School Safety</b><br/> <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEs, and foster youth:</i></p> <ul style="list-style-type: none"> <li>- Single student suspension rate</li> <li>- Expulsion rate</li> <li>- Extent to which the school is implementing the Discipline Foundation Policy</li> <li>- Percentage of students who feel safe at school</li> </ul>   | <p>School Year<br/>[mark applicable year(s)]</p> <p><input checked="" type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p> | <p>Amount of School Innovation Funds</p> | <p>Targeted Student Group(s):<br/>Low-income, EL, RFE, and Foster Youth</p> | <p>Related District-wide SY17-18 LCAP Targets</p> <ul style="list-style-type: none"> <li>• Suspension rate: .35%</li> <li>• Expulsion rate: .01%</li> <li>• Extent to which the school is implementing the Discipline Foundation Policy: 88%</li> <li>• Percentage of students who feel safe at school: 80%</li> </ul> |
| <p>The current discipline data extracted from Misis Adhoc reveals 166 Discipline Referrals and 1 Suspension 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 TEACHER - Support school community building efforts, including augmenting staff capacity to identify and use restorative strategies to address student misconduct, enhancing interpersonal relationships and connections among students, staff, parents/caregivers, and families.</p> |  | <p>\$86,605</p>                          |   |  |

**Muir Middle School**

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I certify that this School Innovation Funds Plan incorporates the minimum requirement of funding to be used for professional development in English language arts and mathematics and at a minimum, fulfills the requirements for school climate personnel per the School Innovation Funds guidance, and that the plan is based on an assessment of school needs.

Aminika Readeux



10/20/2017

Date

Typed name of School Principal

Signature of School Principal

|   |   |  |            |
|---|---|--|------------|
| The Local District Superintendent or Designee has reviewed the School Innovation Funds Plan with the principal and agreed to support and provide feedback for implementation. |   |  |            |
| Cheryl P. Hildreth, Superintendent  |   |  | 11/17/2017 |
| Typed name of Local District Superintendent / Designee  | Signature of Local District Superintendent / Designee |  | Date       |

**Muir Middle School**

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|--|--|--|--|--|
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|--|--|--|--|--|

I certify that this School Innovation Funds Plan incorporates the minimum requirement of funding to be used for professional development in English language arts and mathematics and at a minimum, fulfills the requirements for school climate personnel per the School Innovation Funds guidance, and that the plan is based on an assessment of school needs.

Aminika Readeux



10/20/2017

Typed name of School Principal

Signature of School Principal

Date

The Local District Superintendent or Designee has reviewed the School Innovation Funds Plan with the principal and agreed to support and provide feedback for implementation.

Cheryl P. Hildreth, Superintendent



11/17/2017

Typed name of Local District Superintendent / Designee

Signature of Local District Superintendent / Designee

Date