

Johnnie L. Cochran Jr. M.S.

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

Program Budget Code:
 10359 (School Innovation Funds)

| Name of School | Local District | Principal |
|------------------------|----------------|-----------------|
| Johnnie L Cochran M.S. | West | Gilberto Samuel |

| 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 |
|--------------------------|--------------------------|-------------------------------|----------------------------|------------------------|---------------------------------|---|
| 679 | 94% (n=639) | 27% (n=188) | 1% (n=8) | 4% (n=25) | 15% (n=102) | Total \$ 1,801,388 |

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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Local District West Universal 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 in instruction, climate and culture, parent & community engagement, and safety priorities 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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| Description of Services that address 100% Graduation Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPS, and foster youth Graduation rate Percentage of high school students on-track for A-G with a "C" Percentage of students with an Individual Graduation Plan meeting | School Year 2017-18 applicable year(s) | Amount of School Innovation Funds | Targeted Student Groups(s) Low-income, EL, RFEF and/or Foster Youth | Related District-wide SY17-18 LCAP Targets |
|---|---|---|---|---|
| <p>A needs assessment was conducted analyzing data from SBA, IAB, IAB, mark analysis reports, Single Plan for Student Achievement, Public School Choice, REED, 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 parent meeting/workshops. The needs assessment was needed to maximize our efforts and to align the plan to the focus 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 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>INSTRUCTIONAL COACH AND SECONDARY SCHOOL COUNSELOR - will provide support for teachers to implement the key strategies and promote effective learning to address the needs of all students.</p> <ul style="list-style-type: none"> o The Instructional Coach will provide support via the following actions: <ul style="list-style-type: none"> o Assist teachers in creating a holistic rubric that values multiple measures of student success across academic, social emotional and culture domains. o Work with teachers and SLT's to manage and interpret formative assessment data, examine student work and plan and deliver appropriate instruction and intervention that are designed to increase the utilization of culturally relevant instructional strategies. <p>In an effort to meet the districts target of 100% graduation, the following goals have been identified:</p> <ul style="list-style-type: none"> o Increase Graduation Rate o Increase 6th to 8th graders passing ELA and MATH. o Increase student awareness of A-G requirements o Provide ongoing professional developments that are designed to address specific needs toward accurate placement and construction of master schedule that focus on meeting the need of A-G requirements o Monitor individual graduation plans to ensure that all students are meeting graduation and A-G requirements | <p>2017-18</p> <p>2018-19</p> | <p>231,794 (Instructional Coach 13297 10359 Allocation)</p> | <p>Low Income</p> <p>EL</p> <p>RFEF</p> <p>Foster Youth</p> | <p>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%</p> |

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- Provide interventions that address student needs

SBA Data reveals the following results:

| ELA | Math |
|---|---|
| <ul style="list-style-type: none"> • 2.06% Standard Exceeded • 17.77% Standard Met • 22.91% Standard Nearly Met • 57.27% Standard Not Met | <ul style="list-style-type: none"> • 4.67% Standard Exceeded • 10.04% Standard Met • 20.65% Standard Nearly Met • 64.64% Standard Not Met |

Description of Services that address Proficiency for All

Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEs and foster youth.

- Percentage of students who met or exceeded standards in 3rd, 8th, 11th grade English language arts
- Percentage of students who met or exceeded standards in 3rd, 8th, 11th grade mathematics
- EL reclassification rate
- Rate of ELs making annual progress on CELDT
- Decrease in long-term English learners (LTELs)

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.

In an effort to meet the goals outlined under proficiency for all, the school has identified the following goals:

- Decrease SBAC ELA and Math Proficiency rate from 79% of students (not/met) and/or (nearly/met) proficiency level by 10%
- Increase the LEP students reclassification rate to 22%
- Decrease Long-Term EL students to 22%
- Increase rate of ELs making annual progress on CELDT by 36% over the previous school year

| School Year 2017-19 applicable year(s) | Amount of School Innovation Funds | Targeted Student Group(s): Low-income, EL, RFE, and/or Foster Youth | Related District-wide SY17-18 LCAP Targets |
|--|-----------------------------------|---|---|
| 2017-18 2018-19 | | Low Income EL RFE Foster Youth | <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: 67% • Decrease in long-term English |

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- Increase of the percentage of students with disabilities accessing general education subject at least 80% of school day by 45%
- Increase basic or higher on (SRI) by 12%

SBA Data reveals the following results:

| ELA | Math |
|---|---|
| <ul style="list-style-type: none"> • 2.06% Standard Exceeded • 17.77% Standard Met • 22.91% Standard Nearly Met • 57.27% Standard Not Met | <ul style="list-style-type: none"> • 4.67% Standard Exceeded • 10.04% Standard Met • 20.65% Standard Nearly Met • 64.64% 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 | 19% |
| Percentage of Students Who Met or Exceeded Standards in 3 rd -8 th , 11 th Grade Math | 15% |
| Percentage of English Learners Who Remain as Fluent English Proficient | 15.7% |
| Percentage of English Learners Who Have Not Reached in 5 Years | 61% |
| Percentage of English Learners Making Annual Progress on CELDT | 50% |
| Percentage of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day | 42% |

Four lead teachers, one in each content area, will serve as the most fundamental support structure. These colleagues and peers are available to listen, to guide, to suggest, to model, and to offer basic or advance instructional support. However the content area lead teacher expert will help guide specific applications of the technology towards the various instructional goals of each different content area. In addition to providing informal support. These ITI (Instructional Technology Information) Leads will lead professional development sessions, both within core

learners: 17%

30,000
(Coordinator
ship/Diff 11622
Program
10359
Allocation)

31,404
(PD Teacher
X-Time 10371
Program
10359
Allocation)

40,878
(Pending
Distribution
40261
Program
10359
Allocation)

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| content areas. | | | |
| <p>Cochran administration, lead teachers, and/or support staff meet on a monthly basis, schedule and facilitate PD for staff during and/or beyond the regular assignment. While these sessions may not be mandatory, they will be offered as an additional support and guidance to ensure all teachers have the resources to meet the school wide expectations for school years 2017-18 and 2018-19.</p> | | | |
| <p>PD TEACHER X TIME -- Teachers will engage in professional development at the school site that will center around the proficiency for all targets.</p> | | | |
| <p>INSTRUCTIONAL COACH -- Will support teachers with the development and delivery of lessons that are rigorous and engaging.</p> | | | |

| Description of Services that address: | School Year 2017-19 applicable year(s) | Amount of School Innovation Funds | Targeted Student Group(s) | Related District-wide SY17-18 LCAP Targets |
|---|--|--|--|--|
| <p>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, RFEs and foster youth:</i> - 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</p> | <p>2017-18 2018-19</p> | <p>231,788 (Secondary Counselor 13456 Program 10359 Allocation) 132,760 (Office Tech 26288 Program 10359 Allocation)</p> | <p>Low Income EL RFEF Foster Youth</p> | <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>In order to provide effective educational services that allows 100% Attendance, this school will budget to focus on the following goals:</p> <ul style="list-style-type: none"> Increase percentage of students with 96% or higher attendance to 75% or higher Increase percentage of staff with 96% or higher attendance to 78% or higher Decrease students with chronic absence to 16% or lower Decrease students that are habitually truant by 27% or lower <p>In order to meet the outline goals the following processes will be follow:</p> | | | | |

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- Weekly data update will be provided to the counselors in order to ensure that student enrollment procedures are effectively processed, which will ensure that all students have correct and appropriate schedules from the first day they begin school. This step will ensure that no instructional time is lost or wasted for students who may have need to enroll outside of the regular operating hours of the school.
- Enrollment data will be made available for counselors, clerical staff, and administration and Advisor
- Maintain accurate and effective records of attendance interventions provided, as well as provide follow up and feedback to referring person and team
- Review and retrieve attendance data from MISIS/MISIS Ad Hoc to develop and implement activities to improve attendance on specific dates, such as 25th day of school, vacation/holiday days.
- Utilize MISIS to log meetings and interventions with students and parents
- Reinforce and enhance awareness about the importance of being in school.
- Reinforce and enhance awareness in staff about the importance of being at work on daily, on time and report absences, late arrivals or when leaving early
- Provide PD for staff regarding accurate attendance taking as well as the importance of attendance

SECONDARY COUNSELOR – will work in collaboration with the PSA counselor to implement monitoring systems and incentive programs.

OFFICE TECH – will ensure attendance data is effectively maintained and records accurately kept.

Attendance Data extracted from MyData indicates the following:

| Cumulative Attendance | | | |
|-----------------------|--------|-----------|---------|
| Name of School | AUGUST | SEPTEMBER | OCTOBER |
| COCHRAN MS | 97.3% | 96.5% | 96.3% |

Attendance Data extracted from the LCAP Scorecard indicates the following:

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| 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) | 19% | | | |
| Percentage of All Staff Attending 96% or Above | 56% | | | |

| Description of Services that address: | School Year | Amount of | Targeted | Related District-wide |
|---------------------------------------|-------------|-----------|----------|-----------------------|
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| 2017-19 applicable year(s) | School Innovation Funds | Student Group(s) Low-income, EL, RFEF, and/or Foster Youth | SY17-18 LCAP Targets |
|--|---|---|---|
| <p>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, RFEFs, and foster youth.</i></p> <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>The Parent Center is an integral part of Cochran' school community. It provides a location where parent support services and trainings can occur. Currently the Parent Center operates with the support of a part-time Parent Community Rep, without the support and guidance of the TSP Coordinator.</p> <p>In order to provide effective educational services that addresses parents, community, and student engagement, this school will budget to focus on the following goals: Increase percentage of parent, students, staff participation on School Experience: 16%, 62%, 36%.</p> <p>Increase percentage of parents and students awareness of individual Graduation Plan: 34%, 15%.</p> <p>The school is proposing the purchase of a TSP Coordinator to assist in the coordination of parent trainings and events in the Parent Center. The TSP Coordinator will function as a liaison between the school and community. The TSP will also provide support for teacher in order to provide them with key strategies that will lead to the implementation and promotion of effective students learning to address specific students need</p> <p>His/hers duties will include:</p> <ul style="list-style-type: none"> o Fostering a welcoming environment for parents, o Creating partnerships with school and community organizations to provide workshops and resources that increase parent capacity to support their children's education at home and in school o Engaging parents in the school's volunteer program o Promoting and supporting meaningful parent involvement activities <p>Our parents and community members are encouraged to serve and participate in our English Learner Advisory Council and our School Site Council. ELAC Parents, with the support and guidance of the TSP</p> | <p>231,794 (TSP Coordinator 11353 Program 10359 Allocation)</p> | <p>Low Income EL RFEF Foster Youth</p> | <ul style="list-style-type: none"> o Percentage of parent/caregiver participation on School Experience Survey: 62% o Percentage of schools training parents on academic initiatives (min. 4 workshops): 94% |

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| <p>Coordinator, observe classroom instruction to become more informed about the Master Plan for English Learners.</p> <ul style="list-style-type: none"> In order to provide effective educational services that addresses parents, community, and student engagement, this school will budget to focus on the following goals: Increase percentage of parent, students, staff participation on School Experience; Increase percentage of parents and students awareness of Individual Graduation Plan; <p>In addition in order to support the graduation plan, and the school facilitation of workshops that focus on A-G ready instructional materials with parents to support the school's strategic initiative to create a safe and learning environment. The school is proposing to hire a secondary counselor.</p> <p>The workshops and web-based resources will feature the following topics:</p> <ul style="list-style-type: none"> The importance of attendance A-G requirements Accessing District Passport Resource How to read a Report Passport Parent Involvement Plan Meeting Your Social Emotional Needs Parent Nutrition | | | | |
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|---|-------------|-----------|----------|------------------|
| Description of Services that address: School Safety | School Year | Amount of | Targeted | Related District |
|---|-------------|-----------|----------|------------------|

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| Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth: <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 | 2017-19 applicable year(s)] | School Innovation Funds | Student Group(s): Low-income, EL, RFEP, and/or Foster Youth | wide SY17-18 LCAP Targets |
|--|-------------------------------|---|--|---|
| <p>The current discipline data extracted from Misis Adhoc reveals 77 Discipline Referrals and 4 suspensions 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>For the past two school years the school have been able to maintain a blue level of performance within the African American and Student with Disabilities subgroups in the category of suspension. However there is still more work to be done within the Hispanic, socioeconomically disadvantage subgroups who have remain in the green level of performance, as a result of this data the school overall level of performance is green.</p> <p>In order to address this challenge the school is proposing the hiring of a Secondary Intervention Coordinator or Dean, a Restorative Justice Teacher Adviser and PSW.</p> <p>The Intervention Coordinator/Dean will provide counseling services to students for the early identification and intervention for barriers to academic achievement of students, and to promote and encourage a healthy learning environment.</p> <p>In order to provide effective educational services that addresses school safety, this individual will focus on the following objectives:</p> <ul style="list-style-type: none"> Increase percentage of students clear about how they are expected to act in school to a 80% or higher awareness level Increase percentage of parents informed to what would happen if their child broke school rules to a 81% or higher awareness level Increase staff belief that the school effectively handles students with discipline and behavioral problems Increase percentage of agreement from student, parents and staff that the school grounds are safe to a 90% or higher awareness level Collaborate with teacher and staff in the reduction of disruptive behaviors that disrupt instruction | <p>2017-18</p> <p>2018-19</p> | <p>223,746 (Dean 14507 Program 10359 Allocation)</p> <p>231,794 (Restorative Justice Adviser 14584 Program 10359 Allocation)</p> <p>242,046 (ITIN PSYCH SOC WKR C 13114 Program 10359 Allocation)</p> <p>133,384 (BLDG/WRKP 23019 Program 10359 Allocation)</p> <p>40,000 (School SPVN AIDE 21638 Program 10359 Allocation)</p> | <p>Low Income</p> <p>EL</p> <p>RFEP</p> <p>Foster Youth</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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| <ul style="list-style-type: none"> • Consult with parents • Assist parent in understanding the student unique needs. • Collaborate with community agencies to provide services that support students and families, as needed • Assist students in developing appropriate problem-solving skills <p>For the past two school years, there has been an increase in the number of students reported as committing self-injury. Because of this trend, the school of decided to purchase a PSW (Psychiatric Social Worker) who will work with our students, staff, and parent/guardians to offer the following services:</p> <ul style="list-style-type: none"> • Connecting with Students • Assist students in developing appropriate problem-solving skills through individual and small-group counseling. • Observe students in the classroom and other school setting to determine their academic and social-emotional functioning. • Assist students in developing positive behavior intervention strategies (PBIS). • Collaborate with community agencies to provide services that support students and families, as needed. • Collaborating with Teachers and Staff • Work with teachers to identify learning and adjust problems. • Provide professional training on selected topics, that are designed to address the social emotional needs of our school community • Prevention and Intervention • Collaborate with school staff and parents to implement tier II and targeted Tier II interventions. • Consulting with Parents • Assist parent in understanding a student unique needs. • Will provide support with ATS team (Achievement Through Support Team) • Will implementation of Resilience Curriculum Classroom that focuses on essential resiliency screenings, teacher trauma-informed professional development and family resiliency education. • Will focus on the planning and implementation of group sessions with students, that focus on addressing social emotional challenges. <p>The Restorative Justice Teacher Advisers (R.J) will support school community by building the efforts including augmenting staff capacity to identify and use restorative strategies to address student misconduct, enhancing interpersonal relationships and connections among students,</p> | | | | |
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staff, parents/caregivers and families.

The RJ advisor will work with our students, staff, and parent/guardians to offer the following services:

- Assist students in developing appropriate problem-solving skills through individual and small-group counseling.
- Assist students in developing positive behavior intervention strategies
- Collaborating with Teachers and Staff
- Provide professional training on selected topics to prevent and intervene disruptive behaviors
- Collaborate with school staff and parents to implement tier II and targeted Tier III interventions.

One of the most important components in this school's plan to providing a safe environment for all students and the development a strong community connection is having strong communication channel with the community. Having frequent, information exchange between the school and home via mail, phone, flyers and the web, is extremely important in sustaining strong community connection and maintaining a safe school environment. All these forms of correspondent that are sent our members in the school community required for someone to be responsible for sending out the information. Having strong community connection also required that the school have the capacity to translate the information into Spanish. The school also needs to provide translations in Spanish during parent conferences, school meetings, such as ELAC and SSC, as well as any other event that requires parental involvement (I.E.P). Because of these community needs, the school is proposing the hiring of a clerk tech.

In order to maintain a safe environment that is free of any objects that could endanger the safety of students as well as provide students with a clean environment that conducive for student learning. The school is proposing the hiring of a **BLDG/WRKP** to meet this expectation.

The total student population enrolled at Cochran is 685. The Principal, Assistant Principal, and three additional support staff current are providing supervision duties, however, due to the size of the school and the number of students enrolled there have been expressed concerns regarding students safety and the school ability to provide a safe environment for students.

Due to these concerns the school is proposing a one time hiring of a male **School SPVN AIDE for 3 hrs. a day**, the campus aide will assists in maintaining proper environment and student control at school and will provide support to the school administrator in maintaining the School Wide

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| <p>Positive Behavior Intervention Support Program (SWPBIS).</p> <p>His duties will include:</p> <ul style="list-style-type: none"> Performs regularly scheduled non-classroom supervision duties, supervising students in the cafeteria, indoor assembly areas, outdoor eating areas, halls, restrooms, on the playground, and in other areas to which assigned. Work with teachers and school staff to build and support positive behavior expectations by reinforcing school-wide rules and expectations in classrooms and elsewhere on campus Enforces activity and safety rules in school buildings and on school property. Reinforce school-wide rules and expectations throughout the campus Provide a nurturing environment, which supports the individual development of each child Reports problems of a serious nature, including recurring behavior problems and safety hazards to the Principal or other designated certificated employee. Works with the school staff in alleviating behavior problems occurring during supervision periods. Assumes responsibilities in inclement weather as assigned by the Principal or other designated certificated employee. Performs other duties as assigned. | | |
|--|--|--|

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.

Gilberto Samuel

Typed name of School Principal

Signature of School Principal

Date

10/28/17

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

Typed name of Local District Superintendent / Designee

Signature of Local District Superintendent / Designee

Date

11/28/17