

Bret Harte 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 |
|----------------|----------------|---------------------|
| BRET HARTE MS | WEST | SONIA LEFFALL, Ed.D |

| 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 |
|--------------------------|--------------------------|-------------------------------|----------------------------|------------------------|---------------------------------|---|
| 532 | 94% (n=502) | 28.1% (n=149) | 3% (n=18) | 2.8% (n=15) | 17.5% (n=93) | Total \$ 811,640 |

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.**

Bret Harte Middle School

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 BIT 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 <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> | School Year [mark applicable year(s)] | Amount of School Innovation Funds | Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth | Related District-wide SY17-18 LCAP Targets | | | | |
|--|---|-----------------------------------|---|--|---------|--|---|--|
| <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>A needs assessment was conducted analyzing data (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 & 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> <p>AUXILIARY PERIODS – Auxiliary periods will be used to provide sub-groups (low-income, EL, RFEP, and Foster Youth) with targeted intervention during the school day in a smaller setting to increase student achievement in the areas of math and English.</p> <p>CSR TEACHERS (2) – CSR teachers (1 ELA & 1 Math) will afford the school the opportunity to decrease class sizes in the 7th and 8th grade math and English classes. Tier 1 intervention can be imbedded within the single class period.</p> <p>GENERAL SUPPLIES – to support students with preparation for high A-G school requirements the school will ensure all students have the required materials (i.e. composition books, calculators, and graphing paper).</p> <p>ASSISTANT PRINCIPAL, SECONDARY (B Basis) – will assist the principal in maintaining a comprehensive, instructionally effective and compliant program that accelerates the academic achievement for all student subgroups and targeted populations, including English learners, low income students, foster youth, standard English learners, gifted and talented, and students with disabilities.</p> <p>ADMIN X TIME – Admin X Time will be used to provide teachers with in depth professional development beyond the regular school day and to support students with intervention opportunities beyond the regular school day. Admin team will also hold monthly parent meetings around district initiatives (i.e. 100% graduation, proficiency for all, attendance).</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>\$50,000</p> <p>2 TCHRS @ \$53,466 each</p> <p>\$25,000</p> <p>\$69,080</p> <p>\$30,000</p> | <p>Low-income, EL, RFEP, and Foster Youth</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 | | | | | | | |

Bret Harte Middle School

SBA Data reveals the following results:

| ELA | Math |
|--|--|
| <ul style="list-style-type: none"> 5% Standard Exceeded 5.03% Standard Met 7.53% Standard Nearly Met 76.91% Standard Not Met | <ul style="list-style-type: none"> 3% Standard Exceeded 2.01% Standard Met 14.38% Standard Nearly Met 83.2% Standard Not Met |

10 Week Mark Analysis Results ELA:

| Course Name | A | B | C | D | F | I | N |
|---------------|----|----|----|----|----|---|---|
| ENGLISH 6A | 11 | 23 | 38 | 23 | 18 | 1 | 1 |
| ENGLISH 7A | 24 | 42 | 57 | 43 | 19 | 2 | 2 |
| ENGLISH 8A | 20 | 26 | 27 | 31 | 55 | 3 | 3 |
| H ENGLISH 6A | 3 | | | | | 1 | |
| H ENGLISH 7A | 7 | 4 | 7 | 1 | | 1 | |
| H ENGLISH 8A | 2 | | 1 | 1 | | 1 | 1 |
| LT SUCCESS 1A | | | | 1 | | | |

10 Week Mark Analysis Results Math:

| Course Name | A | B | C | D | F | I | N |
|---------------|----|----|----|----|----|---|---|
| CC MATH 6 TUT | 5 | 16 | 17 | 8 | 9 | | |
| LAB A | | | | | | | |
| CC MATH 6A | 14 | 22 | 39 | 27 | 19 | | |
| CC MATH 7 TUT | 5 | 3 | 2 | | 1 | | |
| LAB A | | | | | | | |
| CC MATH 7A | 36 | 35 | 57 | 23 | 55 | 2 | 2 |
| CC MATH 8 TUT | 1 | | | | | | |
| LAB A | | | | | | | |
| CC MATH 8A | 4 | 39 | 40 | 36 | 44 | 3 | 3 |

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.

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| Description of Services that address Proficiency for All | School Year (mark applicable year(s)) | Amount of School Innovation Funds | Targeted Student Group(s): | Related District-wide SY17-18 LCAP Targets |
|---|---------------------------------------|---|--|---|
| <p><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"> - <i>Percentage of students who met or exceeded standards in 3rd, 8th, 11th grade English language arts</i> - <i>Percentage of students who met or exceeded standards in 3rd, 8th, 11th grade mathematics</i> - <i>EL reclassification rate</i> - <i>Rate of ELs making annual progress on CELDT</i> - <i>Decrease in long-term English learners (LELs)</i> <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>TUTOR TCHR X-TIME – Tutor Teacher X-Time will be used to pay teachers to provide intervention (after-school & Saturdays) for students who have not yet mastered learning targets in the areas of ELA and math.</p> <p>PROFESSIONAL DEVELOPMENT TCHR X-TIME – Teacher x-time will provide teachers with additional opportunities to attend professional development outside of the workday to extend their learning around best practices that have proven effective in increasing student achievement in the areas of ELA and math.</p> <p>NON-CAP EQUIP-OTHER – Non-Cap Equip will be used to establish a 21st Century computer lab to support students in the area of ELA, math, and ELD. Students will be afforded the opportunity to take online tutorial courses in which instruction will be individualized.</p> <p>SOFTWARE LICNS MAINT – Online programs (Edgenuity, Study Island, & APEX) will be purchased to enhance students understanding of the ELA and math curriculum.</p> <p>IMA – will be used to purchase culturally responsive leveled readers to encourage and promote reading in ELA and intervention classes.</p> | <p>X 2017-18</p> <p>X 2018-19</p> | <p>\$30,000</p> <p>\$50,000</p> <p>\$50,000</p> <p>\$60,000</p> <p>\$10,698</p> | <p>Low-income, EL, RFE, and Foster Youth</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% |

Bret Harte Middle School

SBA Data reveals the following results:

| ELA | Math |
|--|--|
| <ul style="list-style-type: none"> • 5% Standard Exceeded • 5.03% Standard Met • 7.53% Standard Nearly Met • 76.91% Standard Not Met | <ul style="list-style-type: none"> • 3% Standard Exceeded • 2.01% Standard Met • 14.38% Standard Nearly Met • 83.2% 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 | 5% |
| Percentage of Students Who Met or Exceeded Standards in 3 rd -8 th , 11 th Grade Math | 2% |
| Percentage of English Learners Who Reclassify as Fluent English Proficient | 16.9% |
| Percentage of English Learners Who Have Not Reclassified in 6 Years | 69% |
| Percentage of English Learners Making Annual Progress on CELDT | 40% |
| Percentage of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day | 49% |

The impact of the effectiveness of the Tutor Teacher X-Time will be measured by mark analysis reports at the 5 week, 10 week, 15 week, and 20 week report card as well as on the SBA.

Teacher X-Time is needed to develop teachers understanding of best practices for diverse learners. The professional development will transfer in the classroom in the form of increased student engagement which will have a positive impact on student achievement.

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|--|--|---|---|--|
| <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> <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 <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>INTERVENTION SUPPORT COORDINATOR – Will use data to identify areas of strength and need for instruction and behavior; and will implement multi-tiered instruction and intervention services and resources. The Intervention Support Coordinator will develop and monitor student intervention plan utilizing an integrated data and assessment system.</p> <p>OFFICE TECH – Will be used to compile, interpret, and code data from various sources; enters data utilizing computer systems and programs for functions such as student attendance. Office Tech will run reports to monitor student attendance and share data with stakeholders.</p> <p>Attendance Data extracted from MyData indicates the following:</p> </p> | <p>School Year [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>\$55,389</p> <p>DIFF \$1516</p> <p>\$31,726</p> | <p>Targeted Student Group(s): Low-income, EL, RFEF, and Foster Youth</p> | <p>Related District-wide SY17-18 LCAP Targets</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 Data extracted from the LCAP Scorecard indicates the following:</p> | | | | |
| <p>Percentage of Students Attending 172-180 Days Each School Year (96% or Higher Attendance Rate)</p> <p>Percentage of Students with Chronic Absence (Missing 16 Days or Lower Attendance)</p> | <p>86%</p> | <p>97.0%</p> | <p>96.7%</p> | <p>96.3%</p> |

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|--|-----|--|--|--|
| Percentage of All Staff Attending 96% or Above | 72% | | | |
| The support of the Intervention Support Coordinator and Office Tech will aide the school in increasing attendance by meeting or exceeding the LAUSD target of 96%. | | | | |

| 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, RFEFs, and foster youth:</i> | School Year [mark applicable year(s)] | Amount of School Innovation Funds | Targeted Student Group(s): Low-income, EL, RFEF, 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>CONTR INSTRUL SVC – The contract will be used to support parental workshops focused on increased student achievement, discipline, and creating a college going culture.</p> <p>COMMUNITY REP (2) – The Community Reps will assist in the identification and resolution of school-community problems. Participates in or leads discussion or workshops and will assist parents with communication to teachers and other school personnel.</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> | <input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19 | \$50,000 2 @ \$7630 each = \$15,260 | Low-income, EL, RFEF, and Foster Youth | <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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| Description of Services that address: School Safety <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> | School Year [mark applicable year(s)] | Amount of School Innovation Funds | Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth | Related District-wide SY17-18 LCAP Targets | | | | |
|--|---|-----------------------------------|---|--|---------|---|---|--|
| <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 67 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>SUPERVISION AIDES (6) – Additional supervision aides are needed to support the site in addressing safety concerns. Aides will be used to provide increased supervision in the PE area and to monitor hallways/corridors during instructional hours. Campus aides will also supervise during lunch.</p> <p>RESTORATIVE JUSTICE TEACHER – The RJ Teacher will coordinate the implementation of the Restorative Justice Implementation Plan to create a positive school culture. The RJ Teacher will work collaboratively with all school stakeholders to plan and support the implementation of the Discipline Foundation Policy to create a school culture shift that utilizes a restorative framework.</p> <p>The impact of the Restorative Justice Teacher will be measured by:</p> <ul style="list-style-type: none"> • The number of students who participate in restorative justice circles that yield positive results (i.e. fewer infractions). • The effectiveness of the Tier 2 and Tier 3 interventions and supports. <p>PSW (5 days) – The PSW will promote early identification of students with behavioral, social, and/or emotional problems and provides opportunities for ameliorative intervention; and recommends procedures for dealing with those effects on a student's learning behavior.</p> | <table border="1"> <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>6 SUPERVISION AIDES @ \$7,733.33 = \$46,400</p> <p>\$55,389</p> <p>\$74,250</p> | <p>Low-income, EL, RFEP, and 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% |
| x | 2017-18 | | | | | | | |
| x | 2018-19 | | | | | | | |

Bret Harte 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.

Sonia Leiffall



Typed name of School Principal

Signature of School Principal

10/20/2017

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



Typed name of Local District Superintendent / Designee

Signature of Local District Superintendent / Designee

11/28/2017

Date