

Mervyn M. Dymally High School

**Los Angeles Unified School District
2019-2020 School Innovation Funds Plan**

Program Budget Code:
10359 (School Innovation Funds)

Name of School	Local District	Principal
Mervyn M. Dymally HS	South	Darvina Bradley

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of School Innovation Funds Allocated to the School
697	92	40	3	Total \$ 1,016,720

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, RFEPs, 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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<p>Description of Services that address: 100% Graduation</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"> - 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, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
<p>Assistant Principal</p> <p>The Assistant Principal will assist the principal to maintain a comprehensive, instructionally effective and compliant program that accelerates academic achievement, supervision of instruction, prepares for college readiness and provides exposure to various careers for our targeted populations, including SEL, English Learners, low income and foster youth sub groups. In order to best support the needs of these sub groups meeting the goal of 100% graduation, the AP will do the following:</p> <ul style="list-style-type: none"> • Provide opportunities for parents and families of targeted population to be informed of ways to ensure students graduate on time • Counsel students and maintain counseling notes • Maintain consistent contact with parents to notify them of their students ongoing progress towards graduation and current IGP status • Assist in coordinating workshops to educate parents of resources that may help improve their child's academic performance and credit recover • Assist in facilitating workshops for parents of at-risk youth during the regular school day, after school and Saturdays to help support their child to be college and career ready • Educate parents and students about the A-G requirements and district graduation requirements • Work with students and parents to assist in the smooth transition to high school • Focus on college and career initiatives providing college and career pathways for students • Participate in SSPT meetings to provide the best support from all stakeholders of the school, including parents, to support low performing students and/or credit deficient students 	<p>2019-20</p>	<p>\$155,855</p>	<p>Low-income, EL, RFEP, 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%

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<ul style="list-style-type: none"> • Provide students and parents with information on educational and career opportunities and choices • Assist in connecting parents and students with school and community programs and resources that identify and work with students who are neglected, delinquent and potential school dropouts and assists those who have dropped out of school in finding academic or training programs appropriate to their interests and abilities • Assist in maintain reports and student contact logs in areas of college, career, academic, personal and social development, attendance and behavior, including a description of problems • Participates in staff development and in-service training programs • Act as a liaison between the school and universities and community-based organizations to implements academic and college preparatory programs on our campus • Facilitate family workshops to provide information about financial aid assistance • Lead in the development and execution of a plan to transform the school's culture into college bound community • Work collaboratively with the A-G counselor • Serve as a member on the SSPT 				
<p><u>College and Career Counselor</u> provides College and Career counseling services to students for early identification and intervention for barriers to academic achievement of students, and to promote and encourage a healthy learning environment.</p> <ul style="list-style-type: none"> • Collaborates with various college to ensure provide workshops for students and parents about college requirements and expectations • Form partnerships with various career-based organization to provide students exposure to careers. • Manage and enroll students in dual enrollment college courses • Collaborates with school administration and staff in developing student knowledge, skills and attitudes that promote personal, social, emotional and academic growth; • Provides individual and group counseling and guidance to students in the academic, personal/social, and career domains; connects students with appropriate resources; 		<p>\$67,559</p>		

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<ul style="list-style-type: none"> • Assists in the collection and analysis of data relative to attendance, behavior and achievement and communicates/interprets the assessment results to students, parents and teachers; • Helps students effectively utilize the educational opportunities of the school; recommends available resources within the school, school system and community to meet the needs of individual students; assists in making such referrals and contacts; • Consults with the administrative staff and pupil support on student referrals for supplementary counseling, psychological evaluation and case conferences; • Participates in the development of the total educational plan of the school; • Assists in the preparation of information for entry on student cumulative records; analyzes data relevant to student needs; • Assists with the development of transition programs to support successful student matriculation between grades and school levels; • Provides professional development and parent education workshops; • Monitors and case manages student progress for targeted students; • Develops programs to address student attitudes, understanding of self and others, peer relationships, goal-setting, conflict resolution, career awareness, college preparation and postsecondary planning; • Consults with parents, school personnel and community agencies as a means of helping students with educational and personal problems that may interfere with their learning and success in school. 				
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<p>ROP Teacher</p> <ul style="list-style-type: none"> • Video Production pathway which provides students with skills and applications to be career ready. • will a learning environment designed to stimulate interest and attendance in a regional occupational setting • offers advisory service to students and staff with regard to job placement and provides assessment of each student's academic progress and job readiness. • assists in the placement of students who are job ready. 		<p>\$12,355</p>		
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<p>Description of Services that address: Proficiency for All</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"> - 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) 	<p>School Year [mark applicable year(s)]</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>English Language Arts Coach ELA Coach will analyze data to assist teachers with improving their instruction by providing PD to support all students, collaborate with school staff to ensure that PD plans and intervention services are aligned to the SPSA and provide English Language Literacy strategies to school staff to improve and implement high quality literacy strategies. instructions for EL's</p> <p>English Learner/Standard English Learner Coach EL/SEL Coach will will analyze data to assist teachers with improving their instruction by providing PD to support Master plan program implementation for EL's, collaborate with school staff to ensure that PD plans and intervention services are aligned to the SPSA and provide English Language development strategies to school staff to improve and implement high quality EDL and access to core instructions for EL's</p> <p>Class Size Reduction Teacher A class size reduction teacher is needed to reduce class size and teacher to student ratio to increase student achievement.</p> <p>Professional Development Dymally will focus on professional development (engagement strategies), develop Professional Learning Communities to share best practices, universal school wide strategies, targeted vocabulary and writing instruction, exposure to various text, computer lab access beyond the school day, exposure to testing formats, and Tutoring/Edgenuity/Summer Bridge/ Level Up.</p>	<p>2019-20</p>		<p>Low-income, EL, RFEP, 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%

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<p><u>Instructional Coach (Mathematics)</u> Math Coach will provide instructional support to teachers in the areas of Professional Development, Data Analysis,, Lesson Planning, and Lesson Demonstrations. During each semester, the Instructional Coach (Mathematics) will provide professional development that focusing on rigor, engagement and intervention strategies for all students. Instructional Coach (Mathematics) will provide guidance on how to interpreting school specific data to define next steps Focus researched-based Common Core curriculum models - Discuss and analyze student work to focus on the strategies of best practices - Share rigorous standards-based math lessons and research-based differentiated instructional practices, including culturally relevant and responsive teaching Instructional Coach will facilitate teachers with the following: - Participation in professional learning communities to create common assessments focusing on anchor Common Core Standards. - Analyze data for common math assessments to determine best practices for teaching specific content standards as well as guide instructional next steps for reviewing and reinforcing math skills. - Provide specific individualized interventions. - Review of student data as a central part of collaboration, dialogue, and decisions to guide and implement a coherent instructional math. - Plan rigorous common core lessons to meet the needs of all learning modalities. - Focus on DOK 3 & 4 discussion techniques. - Peer observations to observe and model best practices and new innovation strategies by the participation in the Observation Cycle (Lesson study). - the mastery of the Math Common Core State Standards (CCSS) for at risk students - Participate in a series of professional development workshops concentrating on topics such as: Math Claims Hands on Math Instruction Checking for Understanding Differentiation of Instruction – Project Based Learning Small Group Learning Increasing the Rigor of Instruction – Depth of Knowledge Levels Sharing Best Practices - Teacher Experts Strategies for Engagement</p>				
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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, RFEPs and foster youth:</i></p> <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>School Year [mark applicable year(s)]</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>100% Attendance Pupil Services and Attendance Counselor Pupil Services and Attendance Counselor will support the goal of 100% Attendance will:</p> <ul style="list-style-type: none"> • create and implement differentiated prevention, intervention and recovery efforts using evidence based strategies and a tiered approach to improve individual and school-wide outcomes; • participate in and/or facilitate multidisciplinary teams such as Student Support and Progress Team (SSPT), Student Attendance Review Team (SART) • develop and monitor individual student attendance plans • recommend practices to improve school culture, • increase attendance, improve the accuracy of enrollment and attendance records, and reduce suspensions; • implement strategies and activities to reduce chronic absenteeism and truancy among students and increase student and attendance rates; • assist with early identification and intervention systems to support at-risk students; • serve as a liaison between school, home and community, providing direct services to identified at-risk students and families, including assessment, • referral, and case management; • provide individual and/or group counseling, including crisis intervention; • conduct home visits and/or in-home intervention • conduct parent education groups and workshops; • provide referrals to in-school and community-based services; • analyze data trends to inform interventions 	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="padding: 5px;">2019-20</td> </tr> </table>	2019-20	<p>\$121,206</p>	<p>Low-income, EL, RFEP, 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%
2019-20					

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<p><u>Office Technician</u></p> <p>In order to maintain effective systems within the counseling, attendance, and main offices that keep Low Income students, Foster Youth, and English Learner students and parents informed about progress towards graduation, additional time will be allotted for office staff to perform the following duties:</p> <ul style="list-style-type: none"> • Prepare a variety of letters, memos, forms, reports, arithmetic computations and summaries, and other materials as it relates to students grades and attendance. • Receive, sort, and distribute incoming and outgoing correspondence as it relates to progress towards graduation • Enter information into MISIS and update information as needed to maintain accurate record keeping • Prepare, modify, and update spreadsheets that relate to progress towards graduation • Assist in preparing materials and data used in graduation progress consultations and workshops • Assist in maintaining the Master Plan folder for EL students • Assist in maintaining all records including payroll and procurement for auditing purposes • Assist in maintaining records for SEL population • Assist in keeping records in students cum files updated <p>Assist during school-wide events outside of the regular school day such as Back to School Night, Open House, Parent Conferences Nights, graduation, and orientation.</p>		<p>\$69,314</p>		
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<p>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, RFEPs, and foster youth:</i> - Percentage of parent/caregiver participation on School Experience Survey - Percentage of schools training parents on academic initiatives (minimum 4 workshops annually).</p>	<p>School Year [mark applicable year(s)]</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><u>Community Representative</u> Community Rep will implement various measures to solicit parent engagement, and help improve parent involvement at Dymally. Community Rep will assist in scheduling and facilitating parent workshops regularly to encourage parent investment in student progress. Specific workshops will be coordinated to address attendance, graduation requirements, standardized testing, technology access and usage, nutrition and community safety. Community Rep will help to coordinate events to bring families and community members together to uplift school pride, and the climate and culture of the campus. Community rep will assist teachers in facilitating academic driven workshop to build parents awareness, knowledge and guidance on how to assist students at home.</p> <p>Dymally High School will communicate with parents in a variety of ways, which include: phone calls/messages, Blackboard Connect messages, email, school website, school calendar, Parent Center Calendar of Events, marquee, flyers, school correspondence, Schoology, newsletters, and Dymally's Street Team. Increase the number of personalized phone calls. . Parent conferences via telephone. Offer workshops and meetings through out the week and various time of the day. Develop webinars and virtual attendance.</p> <p><u>Contracted services</u> will assist in community engagement by supporting the emotional, social and physical development of the students, support college bound and career awareness, improve parent communication with teachers and school personnel, increase parental involvement in the school by encompassing all parents, help parents gain technical skills necessary to help their children success in school and help teach parents</p>	<p>2019-20</p>		<p>Low-income, EL, RFEP, Foster Youth</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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<p>about current trends in social media and tools their students use each day at school. Parent Education Bridge for Student Achievement Foundation. Parents will participate in the Technology Academy for Parents. These workshops will assist our parents in obtain an email address to enhance the communication with teachers about students academic achievement and student concerns. Parents will expand their knowledge of the benefits of internet. Those benefit will include gaining information from our school website, access volunteer application, access parents portal completing meal applications, and accessing Schoology to maintain awareness of student academic progress.</p>				
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<p>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></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>School Year [mark applicable year(s)]</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>Restorative Justice Teacher</p> <ul style="list-style-type: none"> • Provides support to teachers in implementing School Wide Positive Behavior Intervention and Support in their classrooms. • Develops lesson plans to support Restorative Justice practices and community building in classrooms. • Conducts demonstration lessons on classroom management techniques, Restorative Justice practices, interpersonal skills and conflict resolution. • Co-teaches and conducts community building circles with teachers in developing Restorative Justice practices. • Supports school staff (teachers and administrators) in creating protocols to develop shared classroom values that proactively address student issues, infractions and concerns. • Supports school administrators and other key staff in developing the infrastructure needed to provide Tier 2 and Tier 3 interventions and support. 	<table border="1"> <tr> <td data-bbox="995 867 1165 902">2019-20</td> </tr> </table>	2019-20	<p>\$116,724</p>	<p>Low-income, EL, RFEP, 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%
2019-20					

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<ul style="list-style-type: none"> • Conducts community-building circles in classrooms with teachers and students. • Reviews and shares school discipline data and reports to provide support and to monitor implementation progress and effectiveness of the Discipline Foundation Policy. • Assists teachers with classroom management approaches that support Restorative Justice practices. • Provides professional development, trainings, and/or presentations to assist school site personnel in the implementation of Restorative Justice practices. • Assists in developing strategies that emphasize prevention and whole school implementation of the nine key LAUSD Restorative Justice practices. • Collaborates with Student Health and Human Services personnel and community agencies to provide a range of services that address psycho-social or educational needs of at-risk students. 				
<p><u>Intervention Support Coordinator</u></p> <ul style="list-style-type: none"> • Use of data (multiple measures) to identify areas of strength and need for instruction and behavior • Implementation of Multi-Tiered System of Support (MTSS) Framework • Delivery of professional development in the MTSS framework, problem-solving model, analysis of data, differentiated instruction and strategies, and progress monitoring • Trainings and workshops for parents/guardians on the Multi-Tiered System of Support (MTSS) framework and model and how to support students at home • Development and monitoring of student intervention plan utilizing an integrated data and MTSS data based system for intervention. • Participation in the leadership on the Student Support Progress Team (SSPT) and support of substantial compliance activities involved in working with students with disabilities. The 		<p>\$116,724</p>		

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<ul style="list-style-type: none"> • Observe students in the classroom and other school settings to determine their academic and social-emotional functioning. • Provide formal and informal assessments of students' abilities, including psychological and social-emotional skills, academic achievement, and communication development. • Assist students in developing positive behavior intervention strategies (PBIS). • Assist students in developing appropriate problem-solving skills through individual and small-group counseling. • Collaborate with community agencies to provide services that support students and families, as needed. • Provide DIS Counseling and Educationally Related Intensive Counseling Services (ERICS) to students as warranted on their Individualized Education Program (IEP). • Collaborating with Teachers and Staff • Work with teachers to identify learning and adjustment problems. • Consult with teachers regarding classroom management and discipline strategies. • Interpret evaluation results and offer recommendations for instructional modification. • Serve as a member of the Individualized Education Program (IEP) team. • Provide professional development training on selected topics. • Provide emergency mental health and behavioral support and resources. • Serve as a member of the School Crisis Intervention Team. • Prevention and Intervention: • Provide information to school staff and parents regarding developmental expectations in language/communication, social skills, behavior and cognitive abilities as they relate to learning. • Participate as a member of the Student Support and Progress Team (SSPT) and school guidance committees for promoting pre-referral intervention supports. • Assist the SSPT in developing student supports for maximizing educational success. 				
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<ul style="list-style-type: none"> • Collaborate with school staff and parents to implement Tier II and targeted Tier III interventions. • Consulting with Parents • Assist parents in understanding a student’s unique needs. • Facilitate communication between home and school. • Serve as liaison with community agencies that provide services to support students and families. • Assist with identifying students with unique needs and monitor their progress. • provide supplemental services to identified students. • Provide counseling to students individually or in groups for a myriad of issues, including but not limited to the following: <ul style="list-style-type: none"> • Social skills • Anger management • Bullying • Increased school engagement • Acculturation problems • Grief and loss • Identity Exploration and Development • LGBTQ + (Lesbian, Gay, Bisexual, • Transgender, Queer/Questioning - Plus) • Anxiety/school phobia • Crisis counseling • Study skills • Consultation/Intervention • Provide differentiated instruction strategies to enhance access to the core • Curriculum Behavioral intervention strategies and management of progress monitoring • Identify appropriate evidenced-based interventions and collaborate in their implementation • Assist with monitoring individual student progress and pre-referral interventions to ensure fidelity in implementation • Collaborate on the development of schoolwide interventions: academic, socioemotional, and behavioral Professional Development • Create staff and parent presentations based on needs assessments to develop targeted presentations • Anti-bullying Strategies 				
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<ul style="list-style-type: none"> • Modifying curriculum to differentiate learning in the classroom • Distinguishing Second Language Acquisition vs. Learning Disabilities • Behavior management in the classroom and with individual student challenges • Teaching social-emotional skills in the classroom • Parent Education Workshops • Strategies that address Tier II and Tier III levels of support <p>Psychiatric Social Worker 1-day PSW to be added to support with the Well-Being Center at Dymally HS will utilize prevention, early intervention, and crisis response supports for students, families and staff impacted by behavioral and emotional challenges. PSW will assess the mental and behavioral health needs of the school to develop and implement a tailored service plan that aligns with District and school goals and priorities. PSW services and supports promote protective factors and address risk factors using evidence-based practices. By providing the following:</p> <ul style="list-style-type: none"> • Provide individual, group and family therapy • Deliver crisis response and intervention services • Conduct student risk assessments and provide appropriate safety planning services • Provide case management services • Collaborate with teachers to support core instructional services to address comprehensive needs of the Whole Child • Engage parents, families and communities to decrease barriers to learning and increase socioemotional competence • Promote a positive school climate using a trauma informed lens • Provide a mental health perspective as a member of school-based multi-disciplinary teams • Offer professional development opportunities on a variety of mental health related topics • Provide linkages to school and community supports and resources, such as mental health and Wellness Center 		<p>\$24,306</p>		
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<p>services Research indicates that children who receive school-based mental health services experience the following:</p> <ul style="list-style-type: none"> • Higher grade-point average (GPA) • Increased rates of high school graduation • Increased standardized test scores <ul style="list-style-type: none"> • Increased feeling of school connectedness • Decreased school absenteeism • Decreased incidences of suspension and expulsion • Decreased involvement with the juvenile justice system • Provide the following: <ul style="list-style-type: none"> • Goal: 100% Graduation • Objective: 100% Attendance • Promote the Value of an L.A. Unified Education • Increase Enrollment and Improve Attendance • Objective: Parent, Community and Student Engagement • Welcoming and Engaging Environments • Objective: School Safety • Enhance Positive School Climates • Model and Reinforce Positive Behavior • Serve the Whole Child • Coordinated Safe and Healthy School Plan • Discipline Foundation Policy • Crisis Preparedness, Response and Recovery • Threat Assessment and Management • Suicide Prevention, Intervention and Postvention • Bullying Prevention and Intervention <p><u>School Safety Supervision Aides</u></p> <p>According to the most recent School Experience Survey, Dymally 68% of students feel safe while in the community while 69% on campus To help ensure that all individuals are safe while on campus and to increase the confidence in the safety across the 5 Supervision Aides will be purchased at 3.75 hours each 5 days per week. Supervision aides will assume the following duties:</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 and restrooms, on the playground and in other areas to which assigned 		<p>\$69,685</p> <p>(5 Supervision Aides at \$13,937 = Total \$69,685)</p>		
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<ul style="list-style-type: none"> Enforces activity and safety rules in school buildings and on school property Reports problems and safety hazards to the Principal or another designated certificated employee Works with the school staff in alleviating behavioral problems occurring during supervision periods Assumes responsibilities in inclement weather as assigned by Principal or other certificated personnel 				
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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.

Darvina Bradley

 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.		
Michael Romero/ Dr. Reginald Sample _____ Typed name of Local District Superintendent / Designee	_____ Signature of Local District Superintendent / Designee	_____ Date