

**Muir Middle School**

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

**Program Budget Code:**

10359 (School Innovation Funds)

<b>Name of School</b>	<b>Local District</b>	<b>Principal</b>
MUIR MS	WEST	AMINIKA READEUX

<b>Total Student Enrollment</b>	<b>% of Low-Income Students</b>	<b>% of English Learner Students</b>	<b>% of Foster Youth Students</b>	<b>% of Homeless Students</b>	<b>% of Students with Disabilities</b>	<b>Total Amount of School Innovation Funds Allocated to the School</b>
725	[REDACTED]	22% (n=151)	3% (n=14)	2% (n=20)	14% (n=93)	Total \$ 1,368,795

**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.**

Yearly Look fors:

## Muir Middle School

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</li> <li>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>

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<p align="center"><b>Description of Services that address: 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 align="center"><b>School Year [mark applicable year(s)]</b></p>	<p align="center"><b>Amount of School Innovation Funds</b></p>	<p align="center"><b>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</b></p>	<p align="center"><b>Related District-wide SY17-18 LCAP Targets</b></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><b>SBA Data reveals the following results:</b></p> <table border="1" data-bbox="220 1092 1060 1357"> <thead> <tr> <th data-bbox="220 1092 642 1195">ELA</th> <th data-bbox="642 1092 1060 1195">Math</th> </tr> </thead> <tbody> <tr> <td data-bbox="220 1195 642 1357"> <ul style="list-style-type: none"> <li>• 3% Standard Exceeded</li> <li>• 15% Standard Met</li> <li>• 26% Standard Nearly Met</li> <li>• 56% Standard Not Met</li> </ul> </td> <td data-bbox="642 1195 1060 1357"> <ul style="list-style-type: none"> <li>• 2% Standard Exceeded</li> <li>• 6% Standard Met</li> <li>• 19% Standard Nearly Met</li> <li>• 73% Standard Not Met</li> </ul> </td> </tr> </tbody> </table> <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</p>	ELA	Math	<ul style="list-style-type: none"> <li>• 3% Standard Exceeded</li> <li>• 15% Standard Met</li> <li>• 26% Standard Nearly Met</li> <li>• 56% Standard Not Met</li> </ul>	<ul style="list-style-type: none"> <li>• 2% Standard Exceeded</li> <li>• 6% Standard Met</li> <li>• 19% Standard Nearly Met</li> <li>• 73% Standard Not Met</li> </ul>	<p><input checked="" type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p> <p><input type="checkbox"/> 2019-2020</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>
ELA	Math							
<ul style="list-style-type: none"> <li>• 3% Standard Exceeded</li> <li>• 15% Standard Met</li> <li>• 26% Standard Nearly Met</li> <li>• 56% Standard Not Met</li> </ul>	<ul style="list-style-type: none"> <li>• 2% Standard Exceeded</li> <li>• 6% Standard Met</li> <li>• 19% Standard Nearly Met</li> <li>• 73% Standard Not Met</li> </ul>							

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<p>the following metrics: student grades, benchmark assessments, BTT Math assessments, and IAB results.</p> <p>SECONDARY COUNSELOR - To review assessment data and engage in frequent progress monitoring of student performance towards meeting Culmination/High School Readiness requirements.</p> <p>COUNSELOR X TIME – Provide opportunities for counselors to plan for student conferences, review student performance data, engage in registration/scheduling activities and meet with parents and families beyond the school day.</p>		\$0		
		\$0		

<p><b>Description of Services that address: Proficiency for All</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>- Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade English language arts</li> <li>- Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade mathematics</li> <li>- EL reclassification rate</li> <li>- Rate of ELs making annual progress on ELPAC</li> <li>- Decrease in long-term English learners (LTELs)</li> </ul>	<p><b>School Year [mark applicable year(s)]</b></p>	<p><b>Amount of School Innovation Funds</b></p>	<p><b>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</b></p>	<p><b>Related District-wide SY17-18 LCAP Targets</b></p>
<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>1 CSR TEACHERS – To reduce class size in Core Content.</p> <p>1 SECONDARY TEACHER - To provide an elective class.</p> <p>CSR SUBSTITUTE DAYS TEACHERS – Required expenditure to cover for substitute in the event of an absence.</p> <p>CAREER TECHNICAL EDUCATION TEACHER AND 10 SUB DAYS – To reduce</p>	<p><input checked="" type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p> <p><input type="checkbox"/> 2019-2020</p>	<p>\$57,695</p> <p>\$84,976</p> <p>\$10,800</p>	<p>Low-income, EL, RFEP, 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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class size, support articulation with feeder high schools and provide instruction in technical/computer arts that prepare students for high school and post-secondary internships in the Systems and Software design industry.	\$86,081		
IT TECHNICIAN – To support seamless classroom technology use by providing professional development and support to teachers on best practices for integrating the use of technology especially the district mandated programs. Technicians will also provide setting up and technical assistance.	\$77,337		
DAY TO DAY SUBS – Provide coverage for teachers attending professional development during the school day	\$30,000		
ASSISTANT PRINCIPAL - TO ENGAGE IN PROGRESS MONITORING OF STUDENT ACADEMIC PERFORMANCE, SUPERVISION OF STUDENT ATTENDANCE AND INTERVENTION/ENRICHMENT SUPPORT	\$155,574		
ADMINISTRATOR X TIME - Provide opportunities for administrators to meet beyond the school day to engage in data analysis, professional development and lesson planning	\$0		
Tutor Teacher X TIME – Provide opportunities for students to receive additional support and academic assistance beyond the school day.	\$30,000		
TEACHER X TIME - Provide opportunities for teachers to meet to engage in data analysis, peer observation, professional development and lesson planning.	\$30,000		
COORDINATOR X TIME – Provide opportunities to meet with teachers and administrators to engage in data analysis, peer observation, professional development and lesson planning/coaching.	\$0		
STAFF TRAINING RATE - Provide opportunities for teachers to attend non mandated professional development activities that take place beyond the school day.	\$0		
TEACHER AUXILLARY – Provide opportunity to reduce class size by one period in one subject area.	\$38,928		
CLERICAL OVER TIME – Provide opportunity to update records, contact parents/caregivers, support intervention programs, and compile student/staff data beyond the school day.	\$0		
CUSTODIAL OVERTIME – To provide custodial support for additional school	\$0		

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activities including intervention/enrichment programs and parent meetings.								
NON CAP EQUIPMENT CLSRM - Purchase of computers and devices to support the integration of technology.		\$28,094						
NON CAP EQUIPMENT OTHER- Purchase of computers and devices to support the integration of technology.		\$12,999						
GENERAL SUPPLIES – Purchase of materials to enhance and support classroom		\$40,000						
IMA - INSTRUCTIONAL MATERIALS – Purchase of materials to support enhance and support the instructional program		\$40,000						
CONTRACT INSTRUCTIONAL SERVICES – Purchase of services to support and enhance the instructional program		\$30,000						
ADMISSION TICKETS – To purchase tickets for students to venues requiring an admissions fee.		\$6,456						
STAFF CONFERENCE ATTENDANCE To provide opportunities for teachers to attend professional that take place off site and require a fee.		\$0						
CURRICULAR FIELD TRIPS – To purchase transportation for students participating/attending curricular excursions.		\$10,000						
<b>SBA Data reveals the following results:</b>								
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Data extracted from the LCAP Scorecard: Proficiency for All:					
<b>Proficiency for All</b>	<b>18-19 School Actual</b>				
<b>Percentage of Students Who Met or Exceeded Standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> Grade ELA</b>	15%				
<b>Percentage of Students Who Met or Exceeded Standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> Grade Math</b>	3%				
<b>Percentage of English Learners Who Reclassify as Fluent English Proficient</b>	23%				
<b>Percentage of English Learners Who Have Not Reclassified in 5 Years</b>	21%				
<b>Percentage of English Learners Making Annual Progress on ELPAC</b>	43%				
<b>Percentage of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day</b>	38% 2019-2020				

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<p align="center"><b>Description of Services that address: 100% Attendance</b></p> <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"> <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 align="center"><b>School Year [mark applicable year(s)]</b></p>	<p align="center"><b>Amount of School Innovation Funds</b></p>	<p align="center"><b>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</b></p>	<p align="center"><b>Related District-wide SY17-18 LCAP Targets</b></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>OFFICE TECHNICIAN (OT) – The OT will assist with the monitoring of student and staff attendance, run daily Attendance Submittal Reports and support the work of the PSA Counselor and ATS team in order to compile and review student and staff attendance on a monthly basis.</p> <p>CLERICAL Z TIME - Provide opportunity to update attendance records, contact parents/caregivers, support attendance intervention programs, and compile student/staff data during off basis cycle days.</p> <p>Nurse- Nurse will provide health counseling related to health conditions that affect attendance and learning such as childhood obesity, dental health, asthma, diabetes and hypertension for students, parents and families, and staff.</p>	<p><input checked="" type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p> <p><input type="checkbox"/> 2019-2020</p>	<p>\$127,551</p> <p>\$68,842</p> <p>\$0</p> <p>\$0</p>	<p>Low-income, EL, RFEP, and Foster Youth</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>



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Attendance Data extracted from MyData indicates the following:							
Cumulative Attendance Rate							
Name of School	AUGUST	SEPTEMBER	OCTOBER				
MUIR MS	97.7%	96.6%	96.1%				
Attendance Data extracted from the LCAP Scorecard indicates the following:							
100% Attendance		19-2020 School Actual					
Percentage of Students Attending 172-180 Days Each School Year (96% or Higher Attendance Rate)		64%					
Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)		14%					
Percentage of All Staff Attending 96% or Above		72% (December 2019)					

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<p><b>Description of Services that address:</b>  <b>Parent, Community and Student Engagement</b>  <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>- <i>Percentage of parent/caregiver participation on School Experience Survey</i></li> <li>- <i>Percentage of schools training parents on academic initiatives (minimum 4 workshops annually)</i></li> </ul>	<p><b>School Year</b>  <b>[mark applicable year(s)]</b></p>	<p><b>Amount of School Innovation Funds</b></p>	<p><b>Targeted Student Group(s):</b>  <b>Low-income, EL, RFEP, and/or Foster Youth</b></p>	<p><b>Related District-wide SY17-18 LCAP Targets</b></p>						
<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.                      The impact of the aforementioned budgeted items will surface in the form of increased parent involvement at school events. By the close of the 2019-2020 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> <p><b>COMMUNITY REPRESENTATIVE – To promote and facilitate parent activities, liaise with community partners and support the daily operation of the Parent Information Center (PIC).</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">x</td> <td style="width: 100px;">2017-18</td> </tr> <tr> <td style="width: 20px; text-align: center;">x</td> <td style="width: 100px;">2018-19</td> </tr> <tr> <td style="width: 20px; text-align: center;">X</td> <td style="width: 100px;">2019-2020</td> </tr> </table>	x	2017-18	x	2018-19	X	2019-2020	<p>\$25,360</p>	<p>Low-income, EL, RFEP, and Foster Youth</p>	<ul style="list-style-type: none"> <li>• Percentage of parent/caregiver participation on School Experience Survey: 62%</li> <li>• Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%</li> </ul>
x	2017-18									
x	2018-19									
X	2019-2020									

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<p><b>Description of Services that address: School Safety</b>  <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>- 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><b>School Year [mark applicable year(s)]</b></p>	<p><b>Amount of School Innovation Funds</b></p>	<p><b>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</b></p>	<p><b>Related District-wide SY17-18 LCAP Targets</b></p>						
<p>The current discipline data extracted from Misis Adhoc reveals 172 Discipline Referrals and 6 Suspension to date (January 2020). 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>DEAN - Implement discipline procedures consistent with the Education Code, LAUSD board rules, LAUSD district and school administrative policies in order to promote and maintain a safe and respectful learning environment for students and staff.</p> <p>4 SUPERVISION AIDES – Assist with campus supervision and promoting a safe and respectful campus for students and staff.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">x</td> <td style="width: 80px;">2017-18</td> </tr> <tr> <td style="width: 20px; text-align: center;">x</td> <td style="width: 80px;">2018-19</td> </tr> <tr> <td style="width: 20px; text-align: center;">X</td> <td style="width: 80px;">2019-2020</td> </tr> </table>	x	2017-18	x	2018-19	X	2019-2020	<p style="text-align: center;">\$109,151</p> <p style="text-align: center;">0</p> <p style="text-align: center;">\$101,440</p>	<p style="text-align: center;">Low-income, EL, RFEP, and Foster Youth</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>
x	2017-18									
x	2018-19									
X	2019-2020									

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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



1-24-2020

\_\_\_\_\_  
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 Hildreth		
_____ Typed name of Local District Superintendent / Designee	_____ Signature of Local District Superintendent / Designee	_____ Date

Cheryl Hildreth

\_\_\_\_\_  
Typed name of Local District Superintendent / Designee

\_\_\_\_\_  
Signature of Local District Superintendent / Designee

\_\_\_\_\_  
Date