

Samuel Gompers Middle 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
Samuel Gompers Middle School	South	Blanca R. Esquivel

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
454	█%	24%	2%	Total \$ 616,547.00

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.**

Samuel Gompers Middle School

To create additional rows, click outside a row on the right side then press enter.

<p>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></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>Benchmark 2019-2020 Grade 6 – 77% of students have a C average or better in A-G courses on track to culminate. Grade 7 - 70% of students have a C average or better in A-G courses on track to culminate. Grade 8 - 64% of students have a C average or better in A-G courses on track to culminate. 91% of 8th graders have an IGP. RFEPs – 79% of students have a C average or better in A-G courses on track to culminate. LEPs – 80% of students have a C average or better in A-G courses on track to culminate. Foster Youth - 54.4% of students have a C average or better in A-G courses on track to culminate.</p> <p>SMART Goals Year 1 – By June 2019, the percentage of students who earn a "C" or better in A-G courses on track to culmination will increase by 5% Year 2 – By June 2020, the percentage of students who earn a "C" or better in A-G courses on track to culmination will increase by 10%</p> <p>Staff Purchased with Title I. Funds A-G Counselor & Academic Counselor monitor students' academic progress towards culmination, complete Individualized Graduation Plans meetings, and facilitate articulation meetings.</p>	<table border="1"> <tr> <td>X</td> <td>2019-20</td> </tr> </table>	X	2019-20	<p>Not Applicable</p>	<p>Low-income students, English Learners, RFEP's, 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	2019-20					

<p>Description of Services that address: Proficiency for All <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 	<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>

Samuel Gompers Middle School

<p>- <i>Rate of ELs making annual progress on CELDT</i> - <i>Decrease in long-term English learners (LTELs)</i></p>						
<p>Benchmark 2019-2020 Percent Meet/Exceed ELA 19% - Gr. 6 10%, Gr. 7 18%, Gr. 8 15%, RFEP 42%, LEP 2%, Foster Youth ██████ Percent Meet/Exceed Math 4% - Gr. 6 6%, Gr. 7 8%, Gr. 8 5%, RFEP 12%, LEP ██████, Foster Youth ██████ Percent of ELs Met Their Annual CELDT Growth Target – 55.5% Percent of ELs Reclassification Rate Increased - 6% in 2015-2016 to 10.6% in 2016-2017 Decrease Number of LTELs – 2016-2017 64 LTELs to 2016-2017 30 LTELs SMART Goals Year 1 - By June 2019, we will increase the percentage of students who earn meet/exceed on the SBAC in ELA to 25% and in Math to 10%. Year 2 - By June 2020, we will increase the percentage of students who earn meet/exceed on the SBAC in ELA to 30% and in Math to 15%. Assistant Principal, Instruction 1 FTE B-basis (8 hours / 5 days)</p> <ul style="list-style-type: none"> • Evaluate certificated and classified staff using the District's evaluation process as a way to ensure high quality instruction and support services are provided • Facilitate bi-weekly Instructional Rounds with the principal: Instructional Leadership Team observes teachers with an emphasis on a particular Teaching and Learning Framework focus element and school wide agreed upon strategies/resources (i.e. whiteboard configuration, Kagan strategies, use of rubrics, Reed strategies, student work posted, social emotional learning strategies (Quaglia/Dweck), Depth of Knowledge levels 3 and 4, project-based learning, etc.) • Monitor ELs, LTELs, Foster Youth academic performance via MiSiS Adhoc Dashboard in collaboration with Categorical Program Adviser • Coordinate peer-observations, coaching, demonstration lessons, for new/veteran teachers including those who demonstrate a need for intensive instructional support (i.e. PAR, CPES, Staff Relations) • Serve as Testing Coordinator in which train all teachers and classified staff in CAASPP testing procedures and security forms for IAB and SBAC, NAEP assessments including developing an exam schedule in coordination with ILT, unit plans and lessons aligned to CCSS/NGSS Train new LAUSD teachers regarding District/school initiatives in collaboration with Reed Administrator and Reed Mentors • Develop/monitor TSP budget/modifications utilizing School Front End to ensure timely, accurate allocations as well as assist Categorical Program Adviser in the development of Title I. SPSA, budgets modifications, etc. • Coordinate during school and after school interventions to support students with demonstrated need for help in ELA and Math via Reading Inventory, LDS Math Assessments, and SBAC results (i.e. Tier 2 	<table border="1"> <tr> <td data-bbox="997 251 1039 316">X</td> <td data-bbox="1039 251 1155 316">2019-20</td> </tr> </table>	X	2019-20	<p>\$138,827.00 Assistant Principal</p> <p>\$31,000.00 Professional Development Regular Time Teacher</p> <p>\$31,000.00 Professional Development X-Time Teacher</p> <p>\$2,654.00 General Supplies</p>	<p>Low-income students, English Learners, RFEP's, 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%
X	2019-20					

Samuel Gompers Middle School

<p>ELA/Math courses, Tier 3 ELA classes, tutoring program, Saturday School)</p> <ul style="list-style-type: none"> • Ensure all mandates are met for the textbooks according to Williams legislation • Coordinate Core Waiver Partner School visits to review best practices with a school that has like demographics and report back to Gompers staff to implement on campus • In coordination with the Categorical Program Advisor, train teachers in administering CELDT and ELPAC as well as develop appropriate interventions based upon data for ELs, RFEPs, and LTELs not making adequate progress • Observe teachers for use of instructional best practices including standards-based instruction, designated or integrated English Language Development, Culturally and Linguistically Responsive Pedagogy, Multi-tiered System of Support, Positive Behavior Interventions and Support, Constructive Conversations, Visual Text, Academic Language, etc. • Provide constructive feedback in a timely manner to teachers following classroom observations • Facilitate staff professional developments regarding Schoology, Computational Thinking, designated/integrated English Language Development, language objectives for all core integrated ELD courses, providing targeted intervention for all TSP students based upon review of multiple measures, infusing technology into instruction, data-based decision making, multi-tiered instruction, social-emotional learning, student engagement, culturally and linguistically responsive pedagogy • Meet with ILT to plan and implement school wide instructional initiatives including calendar key instructional dates (formative/interim/summative assessments, NAEP testing, common planning, department meetings, Core Waiver visits, REED trainings, etc.) • Monitor implementation of newly adopted ELA/ELD curriculum in collaboration with Middle School College and Career Coach and Instructional Coach In collaboration with the Categorical Program Adviser, review English Learner Progress Monitoring Reports to ensure ELs are properly enrolled in courses in accordance with the Master Plan as well as monitor RFEP students to ensure that they are successfully matriculating their classes after redesignating, along with accurate placement and progress in these courses. • Collaborate with Middle School College Career Coach, Categorical Program Adviser, and Instructional Coach in developing school-wide targeted intervention to help students improve in their academic classes, particularly English and math • Ensure that aforementioned support staff provide direct services to 				
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Samuel Gompers Middle School

<p>students and coaching for teachers via demonstration lessons, peer-observations with constructive feedback, etc.</p> <ul style="list-style-type: none"> • Write grants for instructional materials and student engagement activities to improve academic performance • Monitor school wide Achieve 3000 implementation reviewing student/teacher data as well as scheduling/providing professional development to staff, students, parents • Serve as Communication Lead in which work as webmaster for school website to publicize events on social media, Local District South's sites, and newsletters/flyers to inform parents, students, and community regarding upcoming events • Monitor students' progress towards culmination rates and facilitate workshops for parents regarding culmination requirements, pre-requisites for high school, college, and career • Review MyData At-Risk Reports/Early Warning Reports to generate D/F lists and ensure administrators and counseling staff have conversations early with parents/students • Train teachers in Mastery Learning and Grading in alignment with District initiative of grading based upon mastery of standards • Serve as Lead for the Breakthrough Math Team monitoring student progress, facilitate meetings, coordinate in school intervention and after school tutoring • Provide professional development to teachers regarding purposeful grouping, intervention grouping, small group instruction, teacher-student conferences, cooperative learning • Monitor Middle School College Career Coach and Categorical Program Coordinator's Individualized Graduation Plan meetings/documentation in MISIS 				
<p><u>Teacher Professional Development X-Time (35 Teachers)</u></p> <ul style="list-style-type: none"> • Kagan Saturday and After-School Trainings – Day 1 Fall, Day 2 Spring • Achieve 3000 Saturday and After School Trainings – Day 1 Fall, Day 2 Spring • ST Math Saturday Trainings – Day 1 Fall, Day 2 Spring • Social Emotional Learning Trainings – Day 1 Fall, Day 2 Spring • STEAM Project Based Learning Partners Day – Day 1 Fall, Day 2 Spring • Facilitate professional development for parents, students, and community partners 				

Samuel Gompers Middle School

<ul style="list-style-type: none"> Host workshops on the weekend and evening events on Project Based Learning and our VILs initiatives. <p>Teacher Professional Development Regular Time (35 Teachers)</p> <ul style="list-style-type: none"> Teachers will participate in professional developments sessions to plan within their department and grade level on Common Core Lessons that incorporate Kagan Strategies, EL/SEL and REED strategies throughout the school year. <p>General Supplies Maintain the instructional programs at Samuel Gompers Middle School</p>				
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<p>Description of Services that address: 100% Attendance</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 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>Benchmark 2019-2020 Student Body: 49% of our students have an attendance rate of 96% or higher / 30% of our students have an attendance rate of 91% or less RFEPs: 65% of our students have a 96% or higher attendance rate / 20% of our students have 91% or lower attendance rate ELs: 52% of our students have an attendance rate of 96% or higher / 26% of our students have an attendance rate of 91% or lower Foster Youth: [REDACTED]</p> <p>Low-income: 46% of our students have an attendance rate of 96% or higher / 34% of our students have an attendance rate of 91% or lower</p> <p>SMART Goals Year 1 – By June 2019, all TSP students will increase their attendance rates by 5% Year 2 – By June 2020, all TSP students will increase their attendance rates by 10%</p> <p>Pupil Services Attendance Counselor 1 FTE C-basis (8 hours / 5 days)</p> <ul style="list-style-type: none"> Analyze assess, and share prior and current year student attendance data and trends with all stakeholders Follow the protocols outlined in the current Attendance Policy and Procedures 	<table border="1"> <tr> <td>X</td> <td>2019-20</td> </tr> </table>	X	2019-20	<p>\$121,523.00 PSA</p>	<p>Low-income students, English Learners, RFEP's, and 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%
X	2019-20					

Samuel Gompers Middle School

<p>Manual including required parent notifications</p> <ul style="list-style-type: none"> • Maintain a viable planning calendar as well as summaries and evidence of all services and activities provided at school site • Assess and create a list of school and community resources that serve students and family's needs • Define data driven attendance improvement goals and objectives • Coordinate/participate in presentations and assemblies to engage stakeholders in attendance improvement • Hold a targeted Attendance Improvement Meeting for students/parents • Create and maintain site administrator approved attendance and dropout prevention events and activities throughout the year • Monitor and document progress and interventions for individual student attendance and academic progress and provide feedback to appropriate stakeholders • Lead or participate in school site efforts to locate No Show students at the beginning of the year and potential dropouts throughout the year • Participate on the Student Success Progress Team (SSPT), Instructional Leadership Team, Positive Behavior Support Team, Family Action Team (FAT) • Follow case management protocols to ensure that special student populations (e.g. students in foster care, experiencing homelessness, and/or involved in the juvenile justice system) are provided with appropriate services to meet their needs 				
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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></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>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>Benchmark Data 2018-2019 School Experience Survey – 88% of students, 26% of parents, and 64% of staff responded Parent Workshops – 100% of parent trainings are related to academic initiatives: 4 A-G & Culmination Requirements Night, 2 High School Articulation Nights, 2 SBAC Prep Nights, 2 Attendance, 1 Math Night, 1 Literacy Night, 1 IEP Night, 2 STEAM &</p>	<p>X 2019-20</p>	<p>Not Applicable purchased by Title I funds</p>	<p>Low-income students, English Learners, RFEP's, and 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%

Samuel Gompers Middle School

<p>PBL Workshop</p> <p>SMART Goals</p> <p>Year 1 – By June 2019, the percentage of parent/caregiver participation on the School Experience Survey will increase to 62%</p> <p>Year 2 – By June 2020, the percentage of parent/caregiver participation on the School Experience Survey will increase to 75%</p> <p><u>Community Representative (3 hours/ 5 days/week) Purchased by Title I Funds</u></p> <ul style="list-style-type: none"> • Assists in identification and resolution of school-community problems • Participates in or leads discussions or workshops • Assists parents with communication to teachers and other school personnel • Participates on the Family Action Team in which students, parents, educators, administrators, and community agencies collaborate and provide events and outreach to serve the students of Gompers MS • Interprets to individuals or groups the community attitudes, needs, and desires as they relate to the local educational process • Collaborates with other school personnel to coordinate services for parents and provide additional resources • Participates with committees as members or advisers in matters concerning school programs and the community • Participates in meetings and individual discussions with pupils, parents, community, and ethnic organizations regarding District policies and school programs • Maintains the learning and instructional environment of the Parent/Family Center • Attends professional development and training offered by the Local District Parent and Community Engagement (PACE) Team • Writes or speaks on school-community relations matters Participate in Family Action Team (FAT) planning meetings under the direction of the chairperson to support parents, students, and community engagement by hosting events aligned to District academic initiatives • In coordination with administration and Categorical Program Adviser foster a relationship of collaboration as well as decision-making among school staff, parents, students, and community via School Site Council, English Learner Advisory Council, PTA • Offer opportunities for parents to volunteer at Gompers Middle School and be part of our school community co-laboring with the staff • Promote mutual participation in the school's vision and active engagement in overall student success by increasing the instructional events during the evening hours which engage faculty, students, and parents as equal partners (i.e. Literacy/Math Nights, Science Fair, Parent College, Heritage 				
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Samuel Gompers Middle School

Celebrations)				
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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>Benchmark Data 2019-2020 Suspension Rate – 33% students suspended, Gr. 6 27.8%, Gr. 7 27.8%, Gr. 8 44%, RFEP 2.8%, LEP 30.6%, Foster Youth █% Percentage of students with 6 days or more suspensions - █% Percentage of students who feel safe at school – 55% of the students feel safe at school according to the School Experience Survey. SMART Goals Year 1 - By June 2019, reduce suspension rate by 15% and increase students feeling safe by 15%. Year 2 - By June 2020, reduce suspension rate by 20% and increase students feeling safe by 20%. Dean will: In conjunction with the designated administrator, implements District's Discipline Foundation Policy a program to maintain appropriate standards of student discipline.</p> <ul style="list-style-type: none"> • Handles referrals, works with and supports teaching and classified staff. • Works to reduce serious and persistent school or classroom problems including tardiness and truancy. Maintains the school tardy program. • Conducts parent, teacher, and student conferences relating to student discipline. • Implements alternatives to suspension and prevention strategies to reduce student discipline problems on campus. • Assists administration in the following processes: student suspensions, opportunity transfers, and recommendations for expulsion. • Participates, with the assigned counselor, in counseling and guidance services including the planning or adjustments of student's schedules to assure maximum educational opportunity 	<table border="1"> <tr> <td>X</td> <td>2019-20</td> </tr> </table>	X	2019-20	<p>\$119,540.00 Dean Position</p> <p>\$116,274.00 Restorative Justice Advisor</p> <p>\$7,248.00 Supervision Aide</p> <p>\$48,481.00 School Psychologist</p>	<p>Low-income students, English Learners, RFEP's, 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	2019-20					

Samuel Gompers Middle School

<p>for students. The Dean works as a liaison between the school and outside community agencies serving our students.</p> <ul style="list-style-type: none"> • Assists in the supervision of various school and extra-curricular activities. These may include class coverage, assemblies, after school, night and Saturday events. • Maintains effective communication with parents through telephone calls, conferences, notification through US Mail and referral to local agencies. <p><u>Restorative Justice Teacher</u></p> <ul style="list-style-type: none"> • Provide support to teachers in implementing School Wide Positive Intervention and Support in their classrooms • Develop lesson plans to support Restorative Justice practices and community building in the classrooms • Conduct demonstration lessons on classroom management techniques, Restorative Justice practices, interpersonal skills, and conflict resolution • Support school administrators and support staff in developing the infrastructure needed to provide Tier 2 and Tier 3 interventions and support • Provides professional development, trainings, and/or presentations to assist the school site personnel in the implementation of Restorative Justice practices • Assist 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 personal and community agencies to provide a range of services that address psycho-social or educational needs of at-risk students <p><u>School Supervision Aide (1 aides - 3 hours / 5 days)</u></p> <ul style="list-style-type: none"> • Assist in maintaining proper environment and student control at a secondary school • Perform 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 • Enforce activity and safety rules in school buildings and on school property • Report problems of a serious nature, including recurring behavior problems and safety hazards to the Principal or other designated certificated employee. • Work with the school staff in alleviating behavior problems occurring during supervision periods <p><u>School Psychologist (2 Days)</u></p> <ul style="list-style-type: none"> • Utilize a Multi-tiered System of Support to address and support academic, social-emotional and behavior functioning for all students. • Assist students in developing positive behavior intervention strategies 				
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