

The Single Plan for Student Achievement

School: Frances Ellen Watkins Harper Junior High School
CDS Code: 57726780106674
District: Davis Joint Unified School District
Principal: Ms. Kerin Kelleher
Revision Date: May 9, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Kerin Kelleher
Position: Principal
Phone Number: (530) 757-5330
Address: 4000 East Covell Blvd.
Davis, CA 95618
E-mail Address: kkelleher@djusd.net

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School Vision and Mission

Frances Ellen Watkins Harper Junior High School's Vision and Mission Statements

In 2011, the staff revised the previous mission statement to: "Harper Junior High School: A caring community, inspiring everyone to learn, achieve, and thrive." Working in professional learning communities the staff is focused on each grade level's developmental stages and specific activities which are planned for each grade level. There is also a great deal of attention given to high academic achievement and college readiness for all students. We believe we are all literacy teachers at Harper! All freshmen complete the Freshman Showcase where they compile a portfolio that features samples of their work, assessments, artifacts from projects, and reflective writing. In the spring, students deliver a culminating presentation to a panel consisting of staff, parents and community members.

School Profile

Frances Ellen Harper Junior High School is a comprehensive secondary school that serves students in grades 7-9. The school includes nearly 640 students, 42 teachers, 2 counselors, .5 librarian, 1 library tech, 4 office personnel and 18 para-educators. Harper provides a rigorous academic program and strives to provide each student with an engaging and relevant learning experience. All students are enrolled in five core subjects, including English, math, physical education, science and social studies. Since Harper operates with a seven period day, most students also complete two electives each year, choosing from Career & Technical Education, fine and performing arts, cross-age tutoring, leadership and world language. Students may also enroll in special support classes such as AVID, Reading, Writing, Math Tech, ELD, and Bridge.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teaching and Learning has been measured in part by STAR data, end of course exams, student classroom performance, and student grades. Data can be found in the School Site Plan, in Illuminate Education (the student assessment system). Site Plan data is reviewed by each staff member, by departments, by the School Site Council, and by the administration. Low performing students are identified and monitored on a regular basis. Staff members use a repertoire of strategies and differentiated approaches to modify instruction. Davis students are provided a myriad of choices that include core curriculum and electives. Visual and performing arts classes are supported by the Board of Education, parents and the community at large. Sports programs also have high participation. Students have many opportunities for learning and enrichment, some of which include school sponsored activities, community sponsored programs, or private/non-profit services.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional Development is determined by the goals of the school site plan, departmental priorities, identified needs of individual staff members and departments, and the district. All site professional development is based on determined school-wide goals. District staff developments may have broader themes that support the goals of the Board of Education.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Harper Junior High School employs 42 full time and part time teachers. By state measures of performance, the school is considered high performing and approximately 80% of the students score at or above proficient in core subject areas. However, the average teaching load is 150 - 160 students and in each class, some are not performing up to their potential. All teachers have a portion of their students who, for reasons both academic and emotional, are not succeeding. Those teachers assigned to teach high performing classes and Gifted and Talented students generally have a higher rate of student success. Teachers who teach intervention classes and students with lower skills, usually have a larger percentage of students at risk of failure. Harper has approximately 20% to 25% of the student body performing below standards. These students are generally distributed across the grade levels in all levels of classes. All staff members monitor their student's progress and all staff are working to promote student success.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All Harper teachers participate in clearly defined PLCs. Professional Learning Communities are organized by grade level teams, by departments and by courses taught. The PLCs focus on student needs, student performance and curriculum development. In addition to late starts every Wednesday morning when PLCs meet, the district C&I Department funds Academic Conferencing days when teachers meet in grade level PLCs or specific course PLCs to align curriculum, develop assessments, and identify at-risk students.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The Davis School District Curriculum and Instruction office provides oversight to all the schools regarding the purchase of textbooks and materials aligned with California State standards. These materials are acquired by each core academic content area on a multiyear cycle. The teaching staff in each of the Harper core academic content areas participate in the selection of textbooks as each content area is up for review during the adoption cycle. Textbooks and related materials are piloted in classrooms by teachers prior to formal adoption by the school board and purchased. All of the Harper textbooks are selected through this process.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Limitations and challenges exist within the Davis Joint Unified School District. Although the vast majority of students in Davis are academically proficient, an underperforming student population is a reality. Many of the underperforming students have identified learning disabilities and many face second language barriers. Harper teachers are well aware of the students who are not meeting proficiency or are not performing at grade level. We continue to strive to have all students proficient or above, and to focus on the students who need our help the most. Programs are implemented and staff are employed to address the academic needs of students who are performing below standard.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are available to all students. They include aligned textbooks and supplemental materials. Over the past three years, Harper has continued to add to the number and types of instructional materials for all content areas, with special emphasis on the number of support materials for English Language Development students and struggling readers. There are a number of high-interest, low vocabulary materials and books on tape for underachievers. These materials have been supplemented by use of School and Library Block Grant funding as well as Title I funds.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students who are under-performing are provided a number of supports to help them meet state standards: * The After-School Homework Club is available four days a week to all students who are referred by their teacher. * The school partners with the Bridge program, a local non-profit organization that targets educational support to at-risk EL students, to provide both in school and after school homework time and mentoring to identified students. * The library is open after school four days a week and allows students access to books and computers. * ELD classes support the student's English reading ability, comprehension and academic language. In addition to EL classes for beginners, writing classes support students who are limited EL or lacking the basic skills in writing. There is a three period core for 7th grade and a single period reading class for 7th, 8th and 9th graders. * Title I funds allow basic skills classes to be offered with lower student to teacher ratios to support differentiation of instruction. * Counselors have quarterly conferences with all students who received D/F grades on their report cards and communicate with parents about student performance. * Attendance is monitored daily. * Drop-out prevention monies fund allow extra time for one of the school counselors to meet with students at risk of failure and assist with attendance issues. * Harper has a Peer Helping program that enhances each student's connection to the school. * Title I funding supports reduced class sizes for remedial math and provides for para-educators in 7th grade core and math classes with lower achieving students. In addition, Title I funds help to support the reading programs mentioned above and coordination of all intervention services.

14. Research-based educational practices to raise student achievement

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Harper Junior High enjoys a great deal of community and family support. Volunteers and interns from UCD help struggling students in many classrooms. The PTO provides resources to enhance the library collections, give scholarship support for field trips and other enrichment, and purchase technology and other equipment and materials for all students. The staff receives grants for various programs and materials. District funds also provide some FTE for learning center and at-risk programs, staff development programs for teachers, and many other supports for under-performing students.

There are many parents who participate in and support the educational practices at Harper. In addition to our PTO and Site Council, parents are actively involved in programs such as the Harper Freshman Showcase and PBL panels. In 2014-15, all 8th graders attended a Career Day that featured at least 30 Harper parents who shared information about their careers.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical programs at Harper are listed below. The information includes the program name, client target, funding source, and description/comments: WEB- All 7th graders and approx. 60 - 9th graders SIP, PTO, General Fund Program to welcome all new 7th graders to our school annually. This program decreases hazing by older students. It helps younger students to lower stress related to school transition. English Language Support-- Second Language learners not yet fluent in English and independent. Economic Impact Aid (EIA), General Funds, SIP, English Learner achievement Program (ELAC) and other categorical funds. Classes and para-educator support designed to assist EL students to acquire English and maintain academic progress. Gifted and talented Education (GATE)-- Students who qualify via testing. General Ed and some categorical funds "Self Contained" classes for identified students, primarily in English, Science and Social Studies. Learning Center-- Retained and "at-risk" students SIP Primarily aimed at students who are unmotivated or dropping out mentally. These students have been retained or were considered for retention. 1 period of support for organization, study skills development, tracking, tutorials, homework help, etc. Peer Counseling-- About 30 trained students. They work with entire student body. Students are selected into the program and then are trained to provide conflict resolution as well as classroom presentations for promoting diversity, anti-bully campaigns and good health. Library Programs-- Various reading incentive programs including Accelerated Reader, Battle of the Books and online Book Club.. General Funds, SIP, PTO , Title 1, Block grants. The librarian at Harper provides the leadership for these activities. She orders the books and rewards and provides the format for student participation. Math Clinic-- 7th and 8th grade students who have failed in previous math classes are scheduled into more rigorous math classes with a support class provided to assist them in developing necessary skills. General funds Lowered class size. The teacher re-teaches concepts and introduces new material used in the regular Pre-algebra classes, preparing students in advance or reinforcing previous instruction. Special Reading Class-- Targets students who struggle in reading Federal Class size and intervention funds. (Title 2) Identified students are assigned to this special core. Students are provided with two periods of Reading and writing instruction, during which appropriate history material is introduced as well. Bridge - Our building staff collaborates with the Directors of "Bridge" to ensure identified Title 1 students are receiving academic support and mentoring during school and after school at least 4 days per week. The Harper AIM assists by identifying students, and the school provides both a classroom and a teacher liaison to help facilitate the program. School Improvement Interventions-- All students are supported in their learning, although subgroups may be identified for special support or resources during any given year. State funded block grant. The School Library and Improvement Block Grant is the main funding source for school improvement and is managed by the School Site Council. The SSC identifies areas of need, oversees the development of the Single School plan for Student Achievement and approves funding. Through the block grant the SSC provides resources to assist teachers in making achievement gains. Regular Counseling Interventions and Small Group Counseling Sessions-- All students in need of support throughout the year. Targeted Instructional Improvement Block Grant. Currently pays for additional counselor time or .2 The goal of the counselors is to be proactive by meeting with students individually and in small groups to promote attendance, effort and healthy choices. Counseling Interns-- Various students who have, social or emotional issues that are impacting their achievement or ability to function successfully at school. No funding needed. These interns are college students from UCD or Sac State who are working on completion of their Pupil Personnel Services Credential (for School Counseling). Harper students are assigned to an intern who meets with them once or twice per week for one-on-one chats and support. They may tutor and/or talk about school/home difficulties, strategies for better peer relations, or other topics.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

We have a critical mass of students (20-25% are English Language Learners) living in poverty. Historically staff turn-over has impacted the continuity of service and instruction.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	215	223		204	210		202	209		94.9	94.2	
Grade 8	198	212		189	204		189	204		95.5	96.2	
All Grades	413	435		393	414		391	413		95.2	95.2	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2585.7	2580.1		28	25.84		37	41.15		23	16.27		12	16.75	
Grade 8	2573.1	2581.1		19	23.04		35	35.78		24	20.10		22	21.08	
All Grades	N/A	N/A	N/A	24	24.46		36	38.50		24	18.16		17	18.89	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	35	37.80		45	43.54		20	18.66	
Grade 8	31	35.29		46	40.69		23	24.02	
All Grades	33	36.56		46	42.13		22	21.31	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	42	42.58		44	41.63		14	15.79	
Grade 8	29	35.47		46	43.84		25	20.69	
All Grades	36	39.08		45	42.72		19	18.20	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	29	24.88		65	63.64		6	11.48	
Grade 8	22	24.02		64	62.25		14	13.73	
All Grades	25	24.46		64	62.95		10	12.59	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	39	41.15		46	41.15		15	17.70	
Grade 8	30	31.03		47	47.78		24	21.18	
All Grades	35	36.17		46	44.42		19	19.42	

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	215	223		205	218		205	218		95.3	97.8	
Grade 8	198	212		196	206		195	206		98.5	97.2	
All Grades	413	435		401	424		400	424		96.9	97.5	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2582.5	2584.6		35	35.78		25	23.85		20	22.02		19	18.35	
Grade 8	2570.0	2596.6		34	35.92		17	20.87		16	16.99		32	26.21	
All Grades	N/A	N/A	N/A	35	35.85		22	22.41		19	19.58		26	22.17	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	44	46.79		28	29.82		27	23.39	
Grade 8	42	45.15		23	25.73		35	29.13	
All Grades	43	45.99		26	27.83		31	26.18	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	42	38.99		44	37.61		14	23.39	
Grade 8	32	34.47		42	40.78		27	24.76	
All Grades	37	36.79		43	39.15		20	24.06	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	40	37.16		42	49.08		18	13.76	
Grade 8	29	38.83		43	38.83		28	22.33	
All Grades	35	37.97		42	44.10		23	17.92	

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
7	31	23		44	31		13	8			15		13	23	
8	11	29		56	50		11	7		6	14		17		
9	50	26		20	32		20	16		10	16			11	
Total	27	26		43	37		14	11		5	15		11	11	

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
7	24	15		43	20		14	10		10	20		10	35	
8	13	30		43	35		9	10		4	15		30	10	
9	35	25		12	29		18	13		12	25		24	8	
Total	23	23		34	28		13	11		8	20		21	17	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA GOAL:
All students will experience 21st Century Teaching and Learning.
SCHOOL GOAL #1:
2016 ELA CAASPP data shows Harper's EL student group attaining a status of Very Low, -77 below Met, declining 3.2 points. In 2017-18 our goal is to significantly raise the English Language Arts proficiency of our English Learner and Redesignated students, as demonstrated by an increase of 25 points on the 2017 ELA CAASPP. With sustained growth in language proficiency, in three years Harper's EL/RFEP students will move from very low to medium status on the ELA CAASPP.
Data Used to Form this Goal:
CAASPP scores, EL and RFEP student grades & CELDT (ELPAC) scores
Findings from the Analysis of this Data:
Harper has a large population of students who have not achieved the Advanced level of proficiency on the CELDT or have not been reclassified due to their academic grades or CAASPP 2017 scores, which will be available September 2017.
How the School will Evaluate the Progress of this Goal:
ELPAC, ADEPT, and grades will be reviewed by EL staff, counselors and administrators to determine placement and academic intervention needs for EL students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Provide specially designed, differentiated instruction to EL students in support and sheltered classes. Implement courses / classes that address Long Term English Learners (LTELS), STEEL and Spanish for Native Spanish speakers.</p> <p>2. More effectively utilize data to place EL students and guide instruction</p> <p>a. Select at least 3 sources of data to utilize reading, vocabulary, language fluency</p> <p>b. Conduct assessments on EL students before school concludes to be used in placing students in most relevant programs.</p> <p>3. Interview ELD students and compile archives of the "students' voices" regarding their academic needs.</p> <p>4. Examine a variety of options for extending students' learning and enriching the students' academic opportunities/performance, including Davis Adult Ed summer programs, Jump-Start program. 2-week intensive summer course addressing academic language development & successful skills for school; reduce class size in identified classes that have high enrollment of EL student, provide Language Development classes (STEEL) for students needing front-loading of academic vocabulary</p>	5/19/2013 - 6/14/19	Kristen Tannyhill, Katie Herrick-Jasper, Rebecca Honig, Pernia Hassan, Liza Lopez, Adrienne Simon-Carlson, Harper Site Council	<p>Summer School Staff</p> <p>Summer School (Jump Start) - Supplies for Students</p>		<p>District Funded</p> <p>Title I Part A: Allocation</p>	1700

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Maintain a school team comprised of administrators, faculty, and counselors to implement a multi-year ELD plan.</p> <p>2. Continue to research best practices for addressing the educational needs of long-term EL learners.</p> <p>3. Provide professional development (PD) regarding ELD standards and instructional strategies: A) Awareness/identification of ELs on Harper campus B) Long term EL research & how to differentiate instruction for all learners C) The stages of language acquisition, and how to teach academic vocabulary in all content areas, simple strategies to address vocabulary /context /content, SDAIE strategies for implementing Common Core, strategies for helping ELs access content area knowledge and skills D) AVID Strategies</p> <p>4. Provide staff information and support staff in attending PD trainings, conferences, and/or university classes in ELD.</p> <p>5. Provide a systematic method for conference attendees to share what they have learned with other staff.</p> <p>6. Provide PD in a “coaching” model for teachers implementing SDAIE strategies in core curricular areas.</p>	12/7/2007 - 6/14/19	Pernia Hassan, Kathy Romero, Katie Herrick-Jasper, Rebecca Honig, Kerin Kelleher	EL Conferences and release days for PD		LCFF - Supplemental	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Implement plan to inspire/motivate LTEL students a. Use data to guide specific student goal setting b. Record students speaking about their academic/vocabulary goals c. Establish mentoring program i. Invite staff to work as mentor for one or two EL students ii. Provide incentives to staff and students to participate iii. Recruit Bridge tutors who may be interested 2. Get kids talking! a. All teachers emphasize speaking skills in all classes b. School-wide oral presentation expectations and common rubric	5/19/2014 - 6/14/18	Liza Lopez, Adrienne Simon-Carlson, Katie Herrick-Jasper, Rebecca Honig, Site Council	Mentoring Activities		LCFF - Supplemental	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Certificated ELD Department Chairperson who will a) assist with scheduling students and serve as an advocate for the needs of the school's ELD students b) schedule and facilitate ELAC meetings c) work with classified coordinator to test and monitor progress of ELs on campus 2. Conduct in-depth review of EL performance data. 3. Retain paraeducator / classified staff member to coordinate annual testing, record-keeping, data-entry, and reclassification of ELs. 4. Hire and/or retrain paraeducators and volunteers to: a) interpret for beginning-level students, b) translate daily bulletin and other school correspondence for Spanish families c) communicate with EL families and increase EL parent participation d) provide direct assistance to EL students in content-area classes on a "push-in" model.	10/1/2008 - 6/15/2018	Katie Herrick-Jasper, Liza Lopez and Kathy Romero, and counselor-Adrienne Simon-Carlson	EL Para-educator support		LCFF - Supplemental	14,000
			Community Liaison/Bridge Coordinator, 1.0 FTE with Benefits		District Funded	60,000
			Multiple language translators for caregiver events		LCFF - Supplemental	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site EL Coordinator will provide mandated site services by coordinating and monitoring the English Learner program. The Site EL Coordinator will work in support of the site EL staff and the site principal, assessing students, directing EL paraeducators, monitoring RFEP students, conducting parent meetings, conduct monthly site EL meetings, overseeing EL reclassification efforts, and coordination of PD for Site Staff.	7/1/2010 - 6/30/2018	Assistant Superintendent of Instructional Services, Ricardo Perez, Katie Herrick-Jasper, Kathy Romero, Kerin Kelleher	EL Para for tracking mandates (VSA) Professional Development for Site Staff.		District Funded	1,500

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Reading/Language Arts
LEA GOAL:
DJUSD educators will close the achievement gap.
SCHOOL GOAL #2:
By March 2019, 75% of all Harper students will score at least 2 or above on the district writing assessment, as measured by a pre- and post-assessment .
Data Used to Form this Goal:
Student assessment reports
Findings from the Analysis of this Data:
Many students tend to receive failing grades in classes, and repeatedly fail in summer school.
How the School will Evaluate the Progress of this Goal:
Monitor students earning D's and F's.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Select prompts for the Writing Samples for all three grade levels. 2. Administer the Writing Samples at the beginning and near end of the year. 3. Use available PLC / academic counseling release days to score selected writing samples.	12/10/2008 - 5/30/19	Members of the EnglishDepartment	Release days for scoring writing assessments		District Funded	2,400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to implement the language development and vocabulary programs concentrating on Latin and Greek roots in all English classes, introducing all students to vocabulary and the etymology of words. Draw relationships to words used in content areas, implementing the language/vocabulary building program across disciplines.	9/5/2008 - 6/14/19	ELA teachers				
Sustain reading instruction and support for all students who read below grade level. Ensure accurate identification of students reading below grade level, enrolling them in the reading support class as appropriate.	7/1/2010 - 6/14/18	Kristen Tannyhill, ELA Department, Adrienne Simon-Carlson, Kerin Kelleher	Reading Intervention Teacher, .2 FTE		District Funded	19,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Identify Common Core Standards to be met by 7th and 8th graders in preparation for the Freshman Showcase. Develop appropriate rubrics for assessing these standards.</p> <p>2. Communicate these CCSS to all 8th and 9th grade teachers</p> <p>3. Collaborate with English teachers and entire staff in providing instruction to students for the CCSS in reading, writing and communicating.</p> <p>4. Identify departmental accountability for the assessment of the CCSS in English, math, science and social studies classes.</p> <p>5. Monitor and adjust as students complete departmental assessments and the components of the Freshman Showcase.</p>	5/9/2012 - 6/14/19	All staff, led by English teachers and Freshman Showcase Advisors				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Align Common Core Standards to Harper ELA curriculum. 2. Collaborate on developing common assessments for classes at each grade level. 3. Implement new assessments as needed for measuring student performance on the standards. 4. Review assessment results for effectiveness. Modify instruction as needed. 5. Collaborate and plan projects, including the application of research methods, that align from 7th to 9th grade.	5/19/2013 - 6/15/2018					
Support the implementation of Common Core Standards in the ELA classrooms	5/12/2017 - 6/14/19		Paraeducator FTE		Title I Part A: Allocation	12,500

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
All classrooms and school communities will be safe and inclusive environments.
SCHOOL GOAL #3:
On the 2016 CAASPP Math exam, Harper's 101 socioeconomically disadvantaged students attained Very Low proficiency status and showed a significant decline of 20 points. In 2017-18 Harper's socioeconomically disadvantaged students will demonstrate growth of 20 or more points on the 2018 CAASPP Math exam, increasing from Very Low/Red status to Low/Yellow status.
Data Used to Form this Goal:
Students' academic grades in math, CAASP scores
Findings from the Analysis of this Data:
While approximately 70% of Harper's total student population, are traditionally proficient or above on the CAASP tests in math, only 45% of the low SES students and 36% of the EL students typically meet proficiency. Many students are earning D's and F's in Math Classes.
How the School will Evaluate the Progress of this Goal:
Common benchmark assessments will be administered and evaluated. Strategic interventions will be provided to students who are not making necessary progress. A Math Support Class will be added to the Master Schedule for 2018-19 to serve students working in the CC3 Course.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Teachers will research CCSS and will collaborate in developing common benchmark tests and performance tasks to determine students' progress toward meeting the math standards.</p> <p>2. Teachers will collaborate in developing a pacing guide to implement new CCSS.</p>	1/6/2010 - 6/14/19	Common Core Math instructors	Release days to develop and analyze math benchmark assessments		District Funded	3,500
<p>1. Ask teachers to identify students who are in need of supplemental math instruction.</p> <p>2. Identify additional students by reviewing district test scores.</p> <p>3. Implement delivery models for improving math performance, as needed.</p> <p>4. Place identified students in appropriate programs.</p>	1/26/2010 - 6/14/19	Christine Hopper, Jennifer Fung, Patty Latham, Yves Bouyssounouse, Jack Dapkewicz	<p>After school interventions to support students VSA</p> <p>School day math intervention class</p> <p>School day math intervention class supplies</p> <p>Spanish Bilingual Paraeducator FTE</p> <p>After school supplies & food</p>		<p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p>	<p>8000</p> <p>17,500</p> <p>600</p> <p>12,018</p> <p>500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Align current Harper math curriculum to Common Core Standards</p> <p>2. Establish PLC meetings for Harper math teachers and 6th grade teacher representatives from each feeder elementary school twice per year. In collaboration with the elementary math specialists, teachers will identify the essential standards students must reach to achieve success in Integrated Math 1 by the end of their freshman year.</p> <p>3. Collaborate on developing common assessments for classes at each grade level.</p> <p>4. Implement new assessments for measuring student performance on the standards.</p> <p>5. Review assessment results for effectiveness.</p> <p>6. Teachers will monitor and adjust instruction as needed to ensure students are meeting the benchmarks.</p> <p>7. Implement interventions as needed.</p>	5/9/2012 - 6/14/19	Yves Bouyssounouse, Patty Latham, Jack Dapkewicz, Counselors, Grade 5 & 6 teachers at Korematsu, Montgomery, and Pioneer	Academic Conferencing/PLC release days for staff		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Ensure equal access to Common Core Math 2 for all 6th graders.</p> <p>2. Ensure students are receiving effective direct instruction in math at all grade levels</p> <p>3. Collaborate with all Harper math teachers and grades 5 & 6 elementary feeder school teachers in backwards mapping math instruction for all students from grades 9 to 5, relative to ensuring all students' enrollment in higher level math classes.</p> <p>4. Incorporate STEM concepts and activities into 6th, 7th, and 8th grade math classes.</p>	5/19/2012 - 6/14/19	Harper math department, Korematsu, Montgomery and Pioneer 5th and 6th grade teachers, math specialists and principals				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA GOAL:
SCHOOL GOAL #4:
Learning is accelerated when a campus climate supports students feeling safe and having strong connections to their peers, teachers and other adults. Harper will foster student connections, increasing understanding and respect for all individuals within the diverse school community, as reported by students in the annual school climate survey and anecdotal reports. Students will also increase their overall school performance and express satisfaction with Harper Junior High through interviews recording students' voices.
Data Used to Form this Goal:
Climate survey; Healthy Kids Survey and the Youth Truth Survey
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Bi-annual school climate survey and results on the Healthy Kids Survey, and the Youth Truth Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Implementation of seventh, eighth, and ninth grade advisories, career day, and freshman portfolio presentation coordination. 2. Collaborate on integration of curriculum across departments in completing projects for the portfolio. 3. Expand components of the Showcase to 7th grade, as appropriate. 4. Continue to seek community and parent support for the program.	5/9/2012 -6/14/19	All staff	Freshman Showcase Coordinator		Title I Part A: Allocation	1,400
			Freshman Showcase Coordinator		LCFF - Base	850
			Freshman Showcase Coordinator		LCFF - Supplemental	1,400
			8th Grade Advisory Coordinator		Title I Part A: Allocation	1,400
			8th Grade Advisory Coordinator		LCFF - Base	850
			7th Grade Advisory Coordinator		Title I Part A: Allocation	1,400
			7th Grade Advisory Coordinator		LCFF - Base	850

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Facilitate opportunities for 7th grade teachers to collaborate on student expectations, interventions, instructional strategies and student needs through release days.</p> <p>2. Support 7th grade cluster teachers with professional development as needed in PLC, RTI and Differentiation training.</p> <p>3. Provide release time and/or planning time for 7th grade core courses, and AIM and cluster teachers to collaborate regarding student expectations, curriculum alignment and advisory activities.</p> <p>4. Schedule School Loop training for parents as needed to encourage student, teacher, parent communication.</p> <p>5. Provide "Junior High 101" informational meeting and support to incoming 7th grade parents during 7th grade WEB training.</p>	5/9/2012 - 6/14/19	<p>Jesse Kermit, Julie Shelton, Yves Bouyssounouse, Jonathan Dunsworth, Mike Tobey, Rebecca Honig, Patty Latham, Nancy Sanchez, Susan Banducci, Cliff Dimond, James Shimek, Adrienne Simon-Carlson, Kerin Kelleher.</p>	Supplies and resources		LCFF - Base	600
			Collaboration Time		LCFF - Base	2,500
			School Loop Trainer		LCFF - Base	672

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1) Conduct monthly Climate Committee meetings to invite student input regarding school culture. 2) Continue to implement anti-bullying assemblies and other "safe school" activities. 3) Provide targeted interventions with students who may be victimizing or victims of bullying. 4) Collaborate with elementary schools regarding social skills and anti-bullying behavior. 5) Recognize student academic, attendance and behavior achievement through positive referrals and recognition. 6) Provide multimedia communication to entire school that promotes school activities, recognizes student achievement and promotes appreciation for diversity. 7) Provide multiple academic and co-curricular activities and clubs for students to participate in during lunch. 8) Provide transition support to all new students, including 7th graders, through WEB-organized activities at the beginning of and throughout the school year. Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events, and peer mediation or conflict resolution. 9) Provide safe and inclusive opportunities for students to participate in recreational, art and academic activities on the school	12/1/2008 - 6/14/19	Adrianne Simon-Carlson, Jennifer Mullin, Briana Sanchez, Darcie Thurman, Joey Moesanko	WEB Advisor VSA (1)		Title I Part A: Allocation	1,200
			WEB Advisor VSA (1)		Title I Part A: Allocation	1,200
			Recreational supplies and equipment for Wednesday morning and lunchtime activities		LCFF - Base	750
			WEB Advisory Training Follow-ups		Title I Part A: Allocation	1500
			Student Recognition for achievement		LCFF - Base	750
			WEB Activities 18-19 Costs		Title I Part A: Allocation	600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events.	12/15/2008 - 6/14/19	Adrianne Simon-Carlson	Newcomer Activity		LCFF - Base	400
			Supplies			
			Assemblies/Speakers - Motivational		Title I Part A: Allocation	5000
			Diversity Days		Title I Part A: Allocation	4000
			Introduction to new school year supplies		LCFF - Base	400
Counselor - School Climate support ** Pending Board Approval	8/2018-6/2019	Adrianne Simon-Carlson, Beth Merrill			District Funded	6500
					Title I Part A: Allocation	6500

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Readiness
LEA GOAL:
SCHOOL GOAL #5:
At least 85% of all freshmen will demonstrate college readiness scores on the PSAT exam given in the fall. In addition, at least 70% of all students in the identified subgroups will achieve a college-ready score of 35-39 on at least two of the three PSAT subsections. First generation college students and students from under-represented groups in college will earn a GPA of 3.0 or better and will be recruited and enrolled in AVID classes whenever possible.
Data Used to Form this Goal:
PSAT results and other college and career-readiness research.
Findings from the Analysis of this Data:
Hispanic /Latino and EL students are not achieving as successfully as their white and Asian peers in their grades or on the PSAT assessments
How the School will Evaluate the Progress of this Goal:
Fewer students earning D's and F's. PSAT results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Maintain strategic academic interventions that address the needs of struggling learners.</p> <p>2. Utilize Illuminate and the Q student information system to generate a list of all students needing interventions, based on ELPAC scores, and each quarter's academic grades</p> <p>3. Track student grade progress: identify and monitor students who have earned a D or below in two or more classes.</p> <p>4. Utilize RTI process to involve counselors and core teachers of students who are in danger of failing 2 or more classes in developing a strategic student learning plan for the student.</p> <p>5. Place qualifying students in appropriate, strategic program(s).</p> <p>6. Monitor students' progress.</p>	9/15/2008 - 6/14/19	Yves Bouyssounouse, Liza Lopez, Adrienne Simon-Carlson, Special Education teachers, members of RTI	Title I Coordinator VSA		Title I Part A: Allocation	1,512

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide para-educator and tutor support in classes with a high concentration of intervention-eligible students</p> <p>1. Review class lists of students and decide where the greatest concentration of eligible students are enrolled.</p> <p>2. Place Para-educator support in the identified classes</p> <p>3. Monitor student support and adjust para-educator placement as needed</p> <p>Provide intervention-eligible students access to computers in special education classes and Study Skills classes</p>	9/18/2008 - 6/14/19	Kerin Kelleher, Special education instructors, Caroline Wilson, Counselors				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Schedule parent meeting/workshop dates, times and places. 4. Translate and send notice of meetings/workshops to parents in native language. 5. Hire personnel to provide childcare and language translation services. 6. Prepare presentations on SchoolLoop, college and career readiness, ELL information, and intervention services. 7. Present information and answer any parent questions at meeting. 8. Seek input from parents regarding needs of their students 9. Provide ongoing communication to the parents regarding student progress 10. Identify parents of eligible ELAC students, mail notification of meeting date and time to parents.	10/1/2008 - 6/14/19	Liza Lopez, Kerin Kelleher, Katie Herrick-Jasper, PTO President, Adrienne Simon-Carlson	ELAC food and supplies		LCFF - Supplemental	300
			Postage		LCFF - Supplemental	250
			Bridge Parent Nights		Title I Part A:	1100
			Food & Supplies		Allocation	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Maintain Bridge and Homework Club staff, location, dates, times, and supplies. 2. Establish Advisory Committee in conjunction with Montgomery Elementary to provide mission/direction for the program. 3. Identify students eligible for the Bridge Learning Center class and for the after school homework program, as appropriate. 4. Contact students and parents and enroll students in appropriate, desired program. 5. Track daily student attendance and notify parents of non-attendees as necessary.	10/1/2008 - 6/14/19	Adrienne Simon-Carlson, Liza Lopez, Kerin Kelleher	Bridge Tutors for first 27 days, when UCD breaks		LCFF - Supplemental	1,600
			Bridge Student Supplies (Calculators)		LCFF - Supplemental	900
			Bridge UCD Work Study Costs (benefits)		District Funded	8,000
			Bridge Mentor Program T-shirts		District Funded	450
			Bridge Tutoring Supplies		District Funded	1,500
			Bridge Tutoring Supplies		Title I Part A: Allocation	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide the necessary support to ensure the AVID program is successful in meeting the needs of the students identified for this program 1. Meet with other AVID teachers in the district and region to align Harper program with other schools and sites. 2. Substitute teachers for AVID meetings and field trips 3. Provide ongoing professional development to teachers at Summer Institute 4. Start an AVID club for students who cannot take the AVID elective class due to conflicts with other electives, possibly meeting once a week.	9/5/2008 - 6/14/19	Adrienne Simon-Carlson, Jennifer Fung, Nick Gallaudet	AVID class materials, curriculum, resource texts, recruiting expenses & field trips (not including subs)		District Funded	3,300
			AVID Summer Institute (5 participants, including administrator)		District Funded	4,000
			AVID Summer Institute (additional participants)		LCFF - Supplemental	3,500
			Sacramento County Office of Education Collaborative AVID Professional Development (not including subs)		District Funded	600
Coordinate successful implementation of AVID program	7/1/2010 - 6/14/19	Principal, AVID Coordinator, AVID Site Team-Jennifer Fung and Nick Gallaudet	.2 FTE AVID Coordinator		District Funded	20,000
			AVID Tutors		District Funded	6,400
			AVID Parent Nights		Title I Part A: Allocation	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Staff will be provided training on how to effectively use data to differentiate and scaffold instruction.</p> <p>2. Staff will be trained how to utilize Illuminate to develop and score benchmark assessments.</p> <p>3. Staff will participate in Professional Learning Communities (PLC) that analyze assessment data for each individual child and ensure that all students are receiving the instruction and interventions they need to be successful.</p>	7/1/2010 - 6/14/19	Principal, all staff members	PLC, RTI, Differentiation Planning		LCFF - Base	506
Conduct regular Site Council meetings to analyze data, assess school performance and recommend needed changes or actions. Monitor progress of students learning by observing, researching and assessing the effectiveness of school-wide intervention programs. Prioritize resources in closing the achievement gap for Harper students.	6/1/2010 - 6/14/19	Harper Site Council	Release time for teachers to attend SSC meetings		LCFF - Base	1,150

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Provide collaboration time and support for teachers of STEM and PBL American Studies.</p> <p>2. Utilize STEM, PacTIN, I-STAR funds to provide ongoing professional development, release days and collaboration time to teachers.</p> <p>3. Provide information about enrichment classes and support to students who wish to pursue advanced level or more rigorous classes.</p>	5/9/2012 - 6/14/19	James Shimek, Nick Gallaudet, Pernia Hassan, Rebecca Honig, Mike Tobey, Ken Mc Kim, Adrienne Simon-Carlson, Jonathan Dunsworth, Tom Taylor				
<p>1. Continue to provide instruments and resources to EL and low SES students at each elementary feeder school that may not otherwise participate in an instrumental music program.</p> <p>2. Increase the types of music performed by Harper music groups to include a greater variety of cultures.</p> <p>3. Support Harper Junior High and elementary feeder school connections through articulation and alignment efforts.</p>	5/26/2012 - 6/14/19	Greg Brucker, Nancy Sanchez, Adrienne Simon-Carlson, Elementary principals and identified elementary teachers				

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Library Improvement
LEA GOAL:
SCHOOL GOAL #6:
The Harper Junior High School Library will provide information, books and materials in print, electronic and other media forms which promote reading and literacy, provide opportunities for learning and research, and assist teachers in educating students in all subject areas.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Library services are generally indirect support of the school program. Student and staff evaluations will be used to determine the effectiveness of the library services.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Provide for ongoing collection development through the purchase of new fiction and non-fiction titles; including electronic titles.</p> <p>2. Build the collection of relevant, complex non-fiction text in content areas to support CCSS literacy standards. Build a collection of high interest/low level, and audio resources to support ELD program.</p> <p>3. Maintain website access to library resources 24/7.</p> <p>4. Publicize services and recruit students and families to the Library, especially from 3:30- 5 daily.</p> <p>5. Provide collection support for titles available in languages other than English; materials that will build reading competency for students studying world languages and provide possible reading options for students with a first language other than English.</p>	12/17/2007 - 6/14/19	Librarian-Elizabeth Merrill, Kelly Ridgeway, Katie Herrick-Jasper, Pernia Hassan, Rebecca Honig. Laura Spelman, Deb Ottman	Collection Developments Support		Title I Part A: Allocation	5,000
			Library collection to support reading materials in languages other than English		Title I Part A: Allocation	1400
			Chromebooks - required research on electronic databases requires devices		Title I Part A: Allocation	5000
			Summer Reading program - closing the achievement gap - replacement materials		Title I Part A: Allocation	500
			Collection Development - update dated materials		LCFF - Base	1400
			GoGuardian - computer monitoring software			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Harper Librarian will collaborate with each academic department chairperson to provide structured lessons on information literacy as an integral part of specific projects in required courses (American Studies, Science 8, Freshman English and Humanities). Lessons will focus on the American Association of School Librarians' standards for the 21st century learner (http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf) as well as the information literacy and inquiry standards embedded in the Common Core Standards.	5/22/2012 - 6/14/19	Librarian-Elizabeth Merrill, Kristen Tannyhill, Tom Taylor, Ken Mc Kim, Katie Herrick-Jasper, Pernia Hassan, Nick Gallaudet, Mike Tobey, Jonathan Dunsworth, Rebecca Honig				

Planned Improvements in Student Performance

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Science
LEA GOAL:
SCHOOL GOAL #7:
At least 80% of all subgroups will score 70% or above on the district science assessment.
Data Used to Form this Goal:
Grades earned in science
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Progressive monitoring via local assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Science teachers will:</p> <ol style="list-style-type: none"> 1. Research CCSS / Next Generation Science Standards (NGSS) and align Harper curriculum to standards. 2. Collaborate on developing common assessments for classes at each grade level. 3. Implement new assessments for measuring student performance on the standards. 4. Review assessment results for effectiveness. Modify instruction as needed. 	2/1/2009 - 6/14/19	Science department members	Professional development for implementing CCSS and NGSS		LCFF - Base	2,500
<ol style="list-style-type: none"> 1. Research and implement best practices in science instruction 2. Implement STEM and other proven models for enhancing student interest in science. 3. Provide opportunities for students to integrate science, technology, math and engineering into projects. 4. Expand opportunities for students to work in the Harper garden or engage in agriculture related instruction that is connected to a variety of curricular opportunities across disciplines. 5. Utilize physical education class to engage in STEM concepts. 	5/9/2012 - 6/14/19	Cliff Dimond, Ken McKim, James Shimek, Brett Kelley, Jolanda Blackwell, Yves Bouyssounouse, Julie Lohr-Shelton	Developer of Outdoor Educational Spaces Coordinator		Title I Part A: Allocation	1,500

Planned Improvements in Student Performance

School Goal #8

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: History/Social Science
LEA GOAL:
SCHOOL GOAL #8:
At least 80% of all subgroups will score 70% or above on the site developed academic social studies assessment.
Data Used to Form this Goal:
Site level benchmark assessments by grade level
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Social studies teachers will use collaboration time to develop common assessments, monitor unit testing, and align other local assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Research Common Core Standards and align Harper curriculum to standards. 2. Collaborate on developing common assessments for classes at each grade level. 3. Implement new assessments for measuring student performance on the standards. 4. Review assessment results for effectiveness. Modify instruction as needed. 5. Collaborate and plan projects, including the application of research methods, that align from 7th to 9th grade, along with the English Department and with the Librarian, who will help design curriculum.	1/6/2008 - 6/14/19	Jesse Kermit, Tom Taylor, Nick Gallaudet, Mike Tobey, Beth Merrill, English Department				
8th grade social studies and English teachers meet prior to beginning and throughout the school year to coordinate curriculum and streamline projects, novel studies, and units for American Studies class. Develop several Project Based Learning (PBL) units.	4/17/2012 - 6/14/19	Nick Gallaudet, Pernia Hassan, Jonathan Dunsworth, Mike Tobey	Professional Collaboration release days		District Funded	1,200
			PBL supplies, materials, fieldtrips		LCFF - Base	1,000
			Informational Literacy Planning-release time-English/S.S		LCFF - Base	1,200

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				1000-1999: Certificated Personnel Salaries		

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
District Funded	138,350.00	0.00
Title I Part A: Allocation	93,800	-30.00
LCFF - Base	16,400	22.00
LCFF - Supplemental	24,350	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	138,350.00
LCFF - Base	16,378.00
LCFF - Supplemental	24,350.00
Title I Part A: Allocation	93,830.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	213,756.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	2,550.00
	District Funded	135,800.00
	LCFF - Base	6,972.00
	LCFF - Base	9,406.00
	LCFF - Supplemental	4,900.00
	LCFF - Supplemental	19,450.00
	Title I Part A: Allocation	44,730.00
	Title I Part A: Allocation	49,100.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	79,600.00
Goal 2	33,900.00
Goal 3	42,118.00
Goal 4	40,722.00
Goal 5	55,868.00
Goal 6	13,300.00
Goal 7	4,000.00
Goal 8	3,400.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kerin Kelleher	X				
Sue Meyer			X		
Elizabeth Merrill		X			
Merissa Leamy				X	
Liza Lopez (Alternate)			X		
Yves Bouyssounouse (Alternate)		X			
Deborah Folb				X	
Callie Lindsey-Alternate				X	
Virginie Bock			X		
Jennifer Miller					
Jennifer Fung		X			
Nick Gallaudet		X			
Kevin Domby-(Alternate)				X	
Numbers of members of each category:	1	3	3	4	1

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

School Climate Committee

Signature

PTO

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 9, 2018.

Attested:

Ms. Kerin Kelleher

Typed Name of School Principal

Signature of School Principal


Date

Ms. Deborah Folb

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

 **Documents** ([Active](#) | [Archived](#))

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2018 Single Plan For Student Achievement	2018-05-23		View	View	28

[Previous Section](#)

Current Section

[Next Section](#)

[School Site Council Membership](#)

Recommendations and Assurances

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[Save Data](#)

[View Current Document](#)

[View Section](#)

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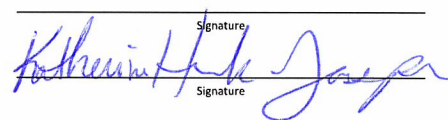
Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- ☐ State Compensatory Education Advisory Committee
- ☒ English Learner Advisory Committee
- ☐ Special Education Advisory Committee
- ☐ Gifted and Talented Education Program Advisory Committee
- ☐ District/School Liaison Team for schools in Program Improvement
- ☐ Compensatory Education Advisory Committee
- ☐ Departmental Advisory Committee (secondary)
- ☒ Other committees established by the school or district (list):
School Climate Committee
PTO

Signature

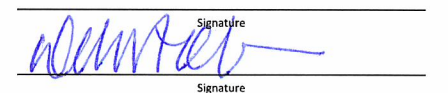

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Signature

- The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- This SPSA was adopted by the SSC at a public meeting on May 9, 2018.

Attested:



Ms. Kerin Kelleher

Typed Name of School Principal

5-24-18

Signature of School Principal

Date

Ms. Deborah Folb

Typed Name of SSC Chairperson

5-24-18

Signature of SSC Chairperson

Date

[Previous Section](#)

Current Section

[Next Section](#)

[School Site Council Membership](#)

Recommendations and Assurances

Budget By Expenditures

Frances Ellen Watkins Harper Junior High School

Funding Source: District Funded

\$138,350.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Community Liaison/Bridge Coordinator, 1.0 FTE with Benefits		\$60,000.00	English Language Development	<p>1. Certificated ELD Department Chairperson who will</p> <ul style="list-style-type: none"> a) assist with scheduling students and serve as an advocate for the needs of the school's ELD students b) schedule and facilitate ELAC meetings c) work with classified coordinator to test and monitor progress of ELs on campus <p>2. Conduct in-depth review of EL performance data.</p> <p>3. Retain paraeducator / classified staff member to coordinate annual testing, record-keeping, data-entry, and reclassification of ELs.</p> <p>4. Hire and/or retrain paraeducators and volunteers to:</p> <ul style="list-style-type: none"> a) interpret for beginning-level students, b) translate daily bulletin and other school correspondence for Spanish families c) communicate with EL families and increase EL parent participation d) provide direct assistance to EL students in content-area classes on a "push-in" model.
EL Para for tracking mandates (VSA)		\$1,500.00	English Language Development	<p>Site EL Coordinator will provide mandated site services by coordinating and monitoring the English Learner program. The Site EL Coordinator will work in support of the site EL staff and the site principal, assessing students, directing EL paraeducators, monitoring RFEP students, conducting parent meetings, conduct monthly site EL meetings, overseeing EL reclassification efforts, and coordination of PD for Site Staff.</p>

Frances Ellen Watkins Harper Junior High School

Release days for scoring writing assessments	\$2,400.00	Reading/Language Arts	<ol style="list-style-type: none"> 1. Select prompts for the Writing Samples for all three grade levels. 2. Administer the Writing Samples at the beginning and near end of the year. 3. Use available PLC / academic counseling release days to score selected writing samples.
Reading Intervention Teacher, .2 FTE	\$19,000.00	Reading/Language Arts	Sustain reading instruction and support for all students who read below grade level. Ensure accurate identification of students reading below grade level, enrolling them in the reading support class as appropriate.
Release days to develop and analyze math benchmark assessments	\$3,500.00	Mathematics	<ol style="list-style-type: none"> 1. Teachers will research CCSS and will collaborate in developing common benchmark tests and performance tasks to determine students' progress toward meeting the math standards. 2. Teachers will collaborate in developing a pacing guide to implement new CCSS.
	\$6,500.00	School Climate	Counselor - School Climate support ** Pending Board Approval
Bridge UCD Work Study Costs (benefits)	\$8,000.00	College and Career Readiness	<ol style="list-style-type: none"> 1. Maintain Bridge and Homework Club staff, location, dates, times, and supplies. 2. Establish Advisory Committee in conjunction with Montgomery Elementary to provide mission/direction for the program. 3. Identify students eligible for the Bridge Learning Center class and for the after school homework program, as appropriate. 4. Contact students and parents and enroll students in appropriate, desired program. 5. Track daily student attendance and notify parents of non-attendees as necessary.

Frances Ellen Watkins Harper Junior High School

Bridge Mentor Program T-shirts	\$450.00	College and Career Readiness	<ol style="list-style-type: none">1. Maintain Bridge and Homework Club staff, location, dates, times, and supplies.2. Establish Advisory Committee in conjunction with Montgomery Elementary to provide mission/direction for the program.3. Identify students eligible for the Bridge Learning Center class and for the after school homework program, as appropriate.4. Contact students and parents and enroll students in appropriate, desired program.5. Track daily student attendance and notify parents of non-attendees as necessary.
Bridge Tutoring Supplies	\$1,500.00	College and Career Readiness	<ol style="list-style-type: none">1. Maintain Bridge and Homework Club staff, location, dates, times, and supplies.2. Establish Advisory Committee in conjunction with Montgomery Elementary to provide mission/direction for the program.3. Identify students eligible for the Bridge Learning Center class and for the after school homework program, as appropriate.4. Contact students and parents and enroll students in appropriate, desired program.5. Track daily student attendance and notify parents of non-attendees as necessary.

Frances Ellen Watkins Harper Junior High School

AVID class materials, curriculum, resource texts, recruiting expenses & field trips (not including subs)	\$3,300.00	College and Career Readiness	<p>Provide the necessary support to ensure the AVID program is successful in meeting the needs of the students identified for this program</p> <ol style="list-style-type: none"> 1. Meet with other AVID teachers in the district and region to align Harper program with other schools and sites. 2. Substitute teachers for AVID meetings and field trips 3. Provide ongoing professional development to teachers at Summer Institute 4. Start an AVID club for students who cannot take the AVID elective class due to conflicts with other electives, possibly meeting once a week.
AVID Summer Institute (5 participants, including administrator)	\$4,000.00	College and Career Readiness	<p>Provide the necessary support to ensure the AVID program is successful in meeting the needs of the students identified for this program</p> <ol style="list-style-type: none"> 1. Meet with other AVID teachers in the district and region to align Harper program with other schools and sites. 2. Substitute teachers for AVID meetings and field trips 3. Provide ongoing professional development to teachers at Summer Institute 4. Start an AVID club for students who cannot take the AVID elective class due to conflicts with other electives, possibly meeting once a week.
Sacramento County Office of Education Collaborative AVID Professional Development (not including subs)	\$600.00	College and Career Readiness	<p>Provide the necessary support to ensure the AVID program is successful in meeting the needs of the students identified for this program</p> <ol style="list-style-type: none"> 1. Meet with other AVID teachers in the district and region to align Harper program with other schools and sites. 2. Substitute teachers for AVID meetings and field trips 3. Provide ongoing professional development to teachers at Summer Institute 4. Start an AVID club for students who cannot take the AVID elective class due to conflicts with other electives, possibly meeting once a week.

Frances Ellen Watkins Harper Junior High School

.2 FTE AVID Coordinator	\$20,000.00	College and Career Readiness	Coordinate successful implementation of AVID program
AVID Tutors	\$6,400.00	College and Career Readiness	Coordinate successful implementation of AVID program
Professional Collaboration release days	\$1,200.00	History/Social Science	8th grade social studies and English teachers meet prior to beginning and throughout the school year to coordinate curriculum and streamline projects, novel studies, and units for American Studies class. Develop several Project Based Learning (PBL) units.
<hr/>			
District Funded Total Expenditures:	\$138,350.00		
District Funded Allocation Balance:	\$0.00		

Funding Source: LCFF - Base

\$16,400.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
PBL supplies, materials, fieldtrips		\$1,000.00	History/Social Science	8th grade social studies and English teachers meet prior to beginning and throughout the school year to coordinate curriculum and streamline projects, novel studies, and units for American Studies class. Develop several Project Based Learning (PBL) units.
Informational Literacy Planning-release time-English/S.S		\$1,200.00	History/Social Science	8th grade social studies and English teachers meet prior to beginning and throughout the school year to coordinate curriculum and streamline projects, novel studies, and units for American Studies class. Develop several Project Based Learning (PBL) units.

Frances Ellen Watkins Harper Junior High School

Collection Development - update dated materials	\$1,400.00	Library Improvement	<ol style="list-style-type: none"> 1. Provide for ongoing collection development through the purchase of new fiction and non-fiction titles; including electronic titles. 2. Build the collection of relevant, complex non-fiction text in content areas to support CCSS literacy standards. Build a collection of high interest/low level, and audio resources to support ELD program. 3. Maintain website access to library resources 24/7. 4. Publicize services and recruit students and families to the Library, especially from 3:30- 5 daily. 5. Provide collection support for titles available in languages other than English; materials that will build reading competency for students studying world languages and provide possible reading options for students with a first language other than English.
Professional development for implementing CCSS and NGSS	\$2,500.00	Science	<p>Science teachers will:</p> <ol style="list-style-type: none"> 1. Research CCSS / Next Generation Science Standards (NGSS) and align Harper curriculum to standards. 2. Collaborate on developing common assessments for classes at each grade level. 3. Implement new assessments for measuring student performance on the standards. 4. Review assessment results for effectiveness. Modify instruction as needed.
PLC, RTI, Differentiation Planning	\$506.00	College and Career Readiness	<ol style="list-style-type: none"> 1. Staff will be provided training on how to effectively use data to differentiate and scaffold instruction. 2. Staff will be trained how to utilize Illuminate to develop and score benchmark assessments. 3. Staff will participate in Professional Learning Communities (PLC) that analyze assessment data for each individual child and ensure that all students are receiving the instruction and interventions they need to be successful.

Frances Ellen Watkins Harper Junior High School

Release time for teachers to attend SSC meetings	\$1,150.00	College and Career Readiness	Conduct regular Site Council meetings to analyze data, assess school performance and recommend needed changes or actions. Monitor progress of students learning by observing, researching and assessing the effectiveness of school-wide intervention programs. Prioritize resources in closing the achievement gap for Harper students.
Newcomer Activity Supplies	\$400.00	School Climate	Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events.
Introduction to new school year supplies	\$400.00	School Climate	Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events.
7th Grade Advisory Coordinator	\$850.00	School Climate	<ol style="list-style-type: none"> 1. Implementation of seventh, eighth, and ninth grade advisories, career day, and freshman portfolio presentation coordination. 2. Collaborate on integration of curriculum across departments in completing projects for the portfolio. 3. Expand components of the Showcase to 7th grade, as appropriate. 4. Continue to seek community and parent support for the program.

Frances Ellen Watkins Harper Junior High School

Supplies and resources	\$600.00	School Climate	<ol style="list-style-type: none">1. Facilitate opportunities for 7th grade teachers to collaborate on student expectations, interventions, instructional strategies and student needs through release days.2. Support 7th grade cluster teachers with professional development as needed in PLC, RTI and Differentiation training.3. Provide release time and/or planning time for 7th grade core courses, and AIM and cluster teachers to collaborate regarding student expectations, curriculum alignment and advisory activities.4. Schedule School Loop training for parents as needed to encourage student, teacher, parent communication.5. Provide "Junior High 101" informational meeting and support to incoming 7th grade parents during 7th grade WEB training.
Collaboration Time	\$2,500.00	School Climate	<ol style="list-style-type: none">1. Facilitate opportunities for 7th grade teachers to collaborate on student expectations, interventions, instructional strategies and student needs through release days.2. Support 7th grade cluster teachers with professional development as needed in PLC, RTI and Differentiation training.3. Provide release time and/or planning time for 7th grade core courses, and AIM and cluster teachers to collaborate regarding student expectations, curriculum alignment and advisory activities.4. Schedule School Loop training for parents as needed to encourage student, teacher, parent communication.5. Provide "Junior High 101" informational meeting and support to incoming 7th grade parents during 7th grade WEB training.

Frances Ellen Watkins Harper Junior High School

School Loop Trainer

\$672.00 School Climate

1. Facilitate opportunities for 7th grade teachers to collaborate on student expectations, interventions, instructional strategies and student needs through release days.
2. Support 7th grade cluster teachers with professional development as needed in PLC, RTI and Differentiation training.
3. Provide release time and/or planning time for 7th grade core courses, and AIM and cluster teachers to collaborate regarding student expectations, curriculum alignment and advisory activities.
4. Schedule School Loop training for parents as needed to encourage student, teacher, parent communication.
5. Provide "Junior High 101" informational meeting and support to incoming 7th grade parents during 7th grade WEB training.

Frances Ellen Watkins Harper Junior High School

Recreational supplies and equipment for
Wednesday morning and lunchtime
activities

\$750.00 School Climate

- 1) Conduct monthly Climate Committee meetings to invite student input regarding school culture.
- 2) Continue to implement anti-bullying assemblies and other "safe school" activities.
- 3) Provide targeted interventions with students who may be victimizing or victims of bullying.
- 4) Collaborate with elementary schools regarding social skills and anti-bullying behavior.
- 5) Recognize student academic, attendance and behavior achievement through positive referrals and recognition.
- 6) Provide multimedia communication to entire school that promotes school activities, recognizes student achievement and promotes appreciation for diversity.
- 7) Provide multiple academic and co-curricular activities and clubs for students to participate in during lunch.
- 8) Provide transition support to all new students, including 7th graders, through WEB-organized activities at the beginning of and throughout the school year.

Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events, and peer mediation or conflict resolution.

- 9) Provide safe and inclusive opportunities for students to participate in recreational, art and academic activities on the school campus before school on Wednesday mornings and at lunches.
- 10) Expand the use of SchoolLoop in facilitating communication between students and teachers.

Frances Ellen Watkins Harper Junior High School

Student Recognition for achievement	\$750.00	School Climate	<ol style="list-style-type: none"> 1) Conduct monthly Climate Committee meetings to invite student input regarding school culture. 2) Continue to implement anti-bullying assemblies and other "safe school" activities. 3) Provide targeted interventions with students who may be victimizing or victims of bullying. 4) Collaborate with elementary schools regarding social skills and anti-bullying behavior. 5) Recognize student academic, attendance and behavior achievement through positive referrals and recognition. 6) Provide multimedia communication to entire school that promotes school activities, recognizes student achievement and promotes appreciation for diversity. 7) Provide multiple academic and co-curricular activities and clubs for students to participate in during lunch. 8) Provide transition support to all new students, including 7th graders, through WEB-organized activities at the beginning of and throughout the school year. <p>Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events, and peer mediation or conflict resolution.</p> <p>9) Provide safe and inclusive opportunities for students to participate in recreational, art and academic activities on the school campus before school on Wednesday mornings and at lunches.</p> <p>10) Expand the use of SchoolLoop in facilitating communication between students and teachers.</p>
Freshman Showcase Coordinator	\$850.00	School Climate	<ol style="list-style-type: none"> 1. Implementation of seventh, eighth, and ninth grade advisories, career day, and freshman portfolio presentation coordination. 2. Collaborate on integration of curriculum across departments in completing projects for the portfolio. 3. Expand components of the Showcase to 7th grade, as appropriate. 4. Continue to seek community and parent support for the program.

Frances Ellen Watkins Harper Junior High School

8th Grade Advisory Coordinator

\$850.00 School Climate

1. Implementation of seventh, eighth, and ninth grade advisories, career day, and freshman portfolio presentation coordination.
2. Collaborate on integration of curriculum across departments in completing projects for the portfolio.
3. Expand components of the Showcase to 7th grade, as appropriate.
4. Continue to seek community and parent support for the program.

LCFF - Base Total Expenditures: \$16,378.00

LCFF - Base Allocation Balance: \$22.00

Funding Source: LCFF - Supplemental

\$24,350.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Freshman Showcase Coordinator		\$1,400.00	School Climate	<ol style="list-style-type: none"> 1. Implementation of seventh, eighth, and ninth grade advisories, career day, and freshman portfolio presentation coordination. 2. Collaborate on integration of curriculum across departments in completing projects for the portfolio. 3. Expand components of the Showcase to 7th grade, as appropriate. 4. Continue to seek community and parent support for the program.

Frances Ellen Watkins Harper Junior High School

Multiple language translators for caregiver events

\$400.00 English Language Development

1. Certificated ELD Department Chairperson who will
 - a) assist with scheduling students and serve as an advocate for the needs of the school's ELD students
 - b) schedule and facilitate ELAC meetings
 - c) work with classified coordinator to test and monitor progress of ELs on campus
2. Conduct in-depth review of EL performance data.
3. Retain paraeducator / classified staff member to coordinate annual testing, record-keeping, data-entry, and reclassification of ELs.
4. Hire and/or retrain paraeducators and volunteers to:
 - a) interpret for beginning-level students,
 - b) translate daily bulletin and other school correspondence for Spanish families
 - c) communicate with EL families and increase EL parent participation
 - d) provide direct assistance to EL students in content-area classes on a "push-in" model.

Frances Ellen Watkins Harper Junior High School

EL Conferences and release days for PD	\$1,500.00	English Language Development	<ol style="list-style-type: none"> 1. Maintain a school team comprised of administrators, faculty, and counselors to implement a multi-year ELD plan. 2. Continue to research best practices for addressing the educational needs of long-term EL learners. 3. Provide professional development (PD) regarding ELD standards and instructional strategies: <ol style="list-style-type: none"> A) Awareness/identification of ELs on Harper campus B) Long term EL research & how to differentiate instruction for all learners C) The stages of language acquisition, and how to teach academic vocabulary in all content areas, simple strategies to address vocabulary /context /content, SDAIE strategies for implementing Common Core, strategies for helping ELs access content area knowledge and skills D) AVID Strategies 4. Provide staff information and support staff in attending PD trainings, conferences, and/or university classes in ELD. 5. Provide a systematic method for conference attendees to share what they have learned with other staff. 6. Provide PD in a "coaching" model for teachers implementing SDAIE strategies in core curricular areas. <ol style="list-style-type: none"> 1. Implement plan to inspire/motivate LTEL students <ol style="list-style-type: none"> a. Use data to guide specific student goal setting b. Record students speaking about their academic/vocabulary goals c. Establish mentoring program <ol style="list-style-type: none"> i. Invite staff to work as mentor for one or two EL students ii. Provide incentives to staff and students to participate iii. Recruit Bridge tutors who may be interested 2. Get kids talking! <ol style="list-style-type: none"> a. All teachers emphasize speaking skills in all classes b. School-wide oral presentation expectations and common rubric
Mentoring Activities	\$500.00	English Language Development	<ol style="list-style-type: none"> 1. Implement plan to inspire/motivate LTEL students <ol style="list-style-type: none"> a. Use data to guide specific student goal setting b. Record students speaking about their academic/vocabulary goals c. Establish mentoring program <ol style="list-style-type: none"> i. Invite staff to work as mentor for one or two EL students ii. Provide incentives to staff and students to participate iii. Recruit Bridge tutors who may be interested 2. Get kids talking! <ol style="list-style-type: none"> a. All teachers emphasize speaking skills in all classes b. School-wide oral presentation expectations and common rubric

Frances Ellen Watkins Harper Junior High School

EL Para-educator support

\$14,000.00

English Language
Development

1. Certificated ELD Department Chairperson who will
 - a) assist with scheduling students and serve as an advocate for the needs of the school's ELD students
 - b) schedule and facilitate ELAC meetings
 - c) work with classified coordinator to test and monitor progress of ELs on campus
2. Conduct in-depth review of EL performance data.
3. Retain paraeducator / classified staff member to coordinate annual testing, record-keeping, data-entry, and reclassification of ELs.
4. Hire and/or retrain paraeducators and volunteers to:
 - a) interpret for beginning-level students,
 - b) translate daily bulletin and other school correspondence for Spanish families
 - c) communicate with EL families and increase EL parent participation
 - d) provide direct assistance to EL students in content-area classes on a "push-in" model.

Frances Ellen Watkins Harper Junior High School

ELAC food and supplies

\$300.00 College and Career
Readiness

3. Schedule parent meeting/workshop dates, times and places.
4. Translate and send notice of meetings/workshops to parents in native language.
5. Hire personnel to provide childcare and language translation services.
6. Prepare presentations on SchoolLoop, college and career readiness, ELL information, and intervention services.
7. Present information and answer any parent questions at meeting.
8. Seek input from parents regarding needs of their students
9. Provide ongoing communication to the parents regarding student progress
10. Identify parents of eligible ELAC students, mail notification of meeting date and time to parents.

Frances Ellen Watkins Harper Junior High School

Postage	\$250.00	College and Career Readiness	<ul style="list-style-type: none"> 3. Schedule parent meeting/workshop dates, times and places. 4. Translate and send notice of meetings/workshops to parents in native language. 5. Hire personnel to provide childcare and language translation services. 6. Prepare presentations on SchoolLoop, college and career readiness, ELL information, and intervention services. 7. Present information and answer any parent questions at meeting. 8. Seek input from parents regarding needs of their students 9. Provide ongoing communication to the parents regarding student progress 10. Identify parents of eligible ELAC students, mail notification of meeting date and time to parents.
AVID Summer Institute (additional participants)	\$3,500.00	College and Career Readiness	<p>Provide the necessary support to ensure the AVID program is successful in meeting the needs of the students identified for this program</p> <ul style="list-style-type: none"> 1. Meet with other AVID teachers in the district and region to align Harper program with other schools and sites. 2. Substitute teachers for AVID meetings and field trips 3. Provide ongoing professional development to teachers at Summer Institute 4. Start an AVID club for students who cannot take the AVID elective class due to conflicts with other electives, possibly meeting once a week.

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Bridge Tutors for first 27 days, when UCD breaks	\$1,600.00	College and Career Readiness	<ol style="list-style-type: none"> 1. Maintain Bridge and Homework Club staff, location, dates, times, and supplies. 2. Establish Advisory Committee in conjunction with Montgomery Elementary to provide mission/direction for the program. 3. Identify students eligible for the Bridge Learning Center class and for the after school homework program, as appropriate. 4. Contact students and parents and enroll students in appropriate, desired program. 5. Track daily student attendance and notify parents of non-attendees as necessary.
Bridge Student Supplies (Calculators)	\$900.00	College and Career Readiness	<ol style="list-style-type: none"> 1. Maintain Bridge and Homework Club staff, location, dates, times, and supplies. 2. Establish Advisory Committee in conjunction with Montgomery Elementary to provide mission/direction for the program. 3. Identify students eligible for the Bridge Learning Center class and for the after school homework program, as appropriate. 4. Contact students and parents and enroll students in appropriate, desired program. 5. Track daily student attendance and notify parents of non-attendees as necessary.

LCFF - Supplemental Total Expenditures: \$24,350.00

LCFF - Supplemental Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation \$93,800.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Bridge Tutoring Supplies	\$300.00	College and Career Readiness	<ol style="list-style-type: none"> 1. Maintain Bridge and Homework Club staff, location, dates, times, and supplies. 2. Establish Advisory Committee in conjunction with Montgomery Elementary to provide mission/direction for the program. 3. Identify students eligible for the Bridge Learning Center class and for the after school homework program, as appropriate. 4. Contact students and parents and enroll students in appropriate, desired program. 5. Track daily student attendance and notify parents of non-attendees as necessary.
Collection Developments Support	\$5,000.00	Library Improvement	<ol style="list-style-type: none"> 1. Provide for ongoing collection development through the purchase of new fiction and non-fiction titles; including electronic titles. 2. Build the collection of relevant, complex non-fiction text in content areas to support CCSS literacy standards. Build a collection of high interest/low level, and audio resources to support ELD program. 3. Maintain website access to library resources 24/7. 4. Publicize services and recruit students and families to the Library, especially from 3:30- 5 daily. 5. Provide collection support for titles available in languages other than English; materials that will build reading competency for students studying world languages and provide possible reading options for students with a first language other than English.

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Library collection to support reading materials in languages other than English

\$1,400.00 Library Improvement

1. Provide for ongoing collection development through the purchase of new fiction and non-fiction titles; including electronic titles.
2. Build the collection of relevant, complex non-fiction text in content areas to support CCSS literacy standards. Build a collection of high interest/low level, and audio resources to support ELD program.
3. Maintain website access to library resources 24/7.
4. Publicize services and recruit students and families to the Library, especially from 3:30- 5 daily.
5. Provide collection support for titles available in languages other than English; materials that will build reading competency for students studying world languages and provide possible reading options for students with a first language other than English.

Chromebooks - required research on electronic databases requires devices

\$5,000.00 Library Improvement

1. Provide for ongoing collection development through the purchase of new fiction and non-fiction titles; including electronic titles.
2. Build the collection of relevant, complex non-fiction text in content areas to support CCSS literacy standards. Build a collection of high interest/low level, and audio resources to support ELD program.
3. Maintain website access to library resources 24/7.
4. Publicize services and recruit students and families to the Library, especially from 3:30- 5 daily.
5. Provide collection support for titles available in languages other than English; materials that will build reading competency for students studying world languages and provide possible reading options for students with a first language other than English.

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Summer Reading program - closing the achievement gap - replacement materials	\$500.00	Library Improvement	<ol style="list-style-type: none"> 1. Provide for ongoing collection development through the purchase of new fiction and non-fiction titles; including electronic titles. 2. Build the collection of relevant, complex non-fiction text in content areas to support CCSS literacy standards. Build a collection of high interest/low level, and audio resources to support ELD program. 3. Maintain website access to library resources 24/7. 4. Publicize services and recruit students and families to the Library, especially from 3:30- 5 daily. 5. Provide collection support for titles available in languages other than English; materials that will build reading competency for students studying world languages and provide possible reading options for students with a first language other than English.
AVID Parent Nights	\$500.00	College and Career Readiness	Coordinate successful implementation of AVID program
Developer of Outdoor Educational Spaces Coordinator	\$1,500.00	Science	<ol style="list-style-type: none"> 1. Research and implement best practices in science instruction 2. Implement STEM and other proven models for enhancing student interest in science. 3. Provide opportunities for students to integrate science, technology, math and engineering into projects. 4. Expand opportunities for students to work in the Harper garden or engage in agriculture related instruction that is connected to a variety of curricular opportunities across disciplines. 5. Utilize physical education class to engage in STEM concepts.

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Bridge Parent Nights Food & Supplies

\$1,100.00 College and Career
Readiness

3. Schedule parent meeting/workshop dates, times and places.
 4. Translate and send notice of meetings/workshops to parents in native language.
 5. Hire personnel to provide childcare and language translation services.
 6. Prepare presentations on SchoolLoop, college and career readiness, ELL information, and intervention services.
 7. Present information and answer any parent questions at meeting.
 8. Seek input from parents regarding needs of their students
 9. Provide ongoing communication to the parents regarding student progress
 10. Identify parents of eligible ELAC students, mail notification of meeting date and time to parents.
- Counselor - School Climate support ** Pending Board Approval

\$6,500.00 School Climate

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Title I Coordinator VSA	\$1,512.00	College and Career Readiness	<ol style="list-style-type: none"> 1. Maintain strategic academic interventions that address the needs of struggling learners. 2. Utilize Illuminate and the Q student information system to generate a list of all students needing interventions, based on ELPAC scores, and each quarter's academic grades 3. Track student grade progress: identify and monitor students who have earned a D or below in two or more classes. 4. Utilize RTI process to involve counselors and core teachers of students who are in danger of failing 2 or more classes in developing a strategic student learning plan for the student. 5. Place qualifying students in appropriate, strategic program (s).
Summer School (Jump Start) - Supplies for Students	\$1,700.00	English Language Development	<ol style="list-style-type: none"> 6. Monitor students' progress. <ol style="list-style-type: none"> 1. Provide specially designed, differentiated instruction to EL students in support and sheltered classes. Implement courses / classes that address Long Term English Learners (LTELS), STEEL and Spanish for Native Spanish speakers. 2. More effectively utilize data to place EL students and guide instruction <ol style="list-style-type: none"> a. Select at least 3 sources of data to utilize reading, vocabulary, language fluency b. Conduct assessments on EL students before school concludes to be used in placing students in most relevant programs. 3. Interview ELD students and compile archives of the "students' voices" regarding their academic needs. 4. Examine a variety of options for extending students' learning and enriching the students' academic opportunities/performance, including Davis Adult Ed summer programs, Jump-Start program. 2-week intensive summer course addressing academic language development & successful skills for school; reduce class size in identified classes that have high enrollment of EL student, provide Language Development classes (STEEL) for students needing front-loading of academic vocabulary

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Assemblies/Speakers - Motivational	\$5,000.00	School Climate	Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events.
Diversity Days	\$4,000.00	School Climate	Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events.
WEB Activities 18-19 Costs	\$600.00	School Climate	<ol style="list-style-type: none"> 1) Conduct monthly Climate Committee meetings to invite student input regarding school culture. 2) Continue to implement anti-bullying assemblies and other "safe school" activities. 3) Provide targeted interventions with students who may be victimizing or victims of bullying. 4) Collaborate with elementary schools regarding social skills and anti-bullying behavior. 5) Recognize student academic, attendance and behavior achievement through positive referrals and recognition. 6) Provide multimedia communication to entire school that promotes school activities, recognizes student achievement and promotes appreciation for diversity. 7) Provide multiple academic and co-curricular activities and clubs for students to participate in during lunch. 8) Provide transition support to all new students, including 7th graders, through WEB-organized activities at the beginning of and throughout the school year. <p>Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events, and peer mediation or conflict resolution.</p> <ol style="list-style-type: none"> 9) Provide safe and inclusive opportunities for students to participate in recreational, art and academic activities on the school campus before school on Wednesday mornings and at lunches. 10) Expand the use of SchoolLoop in facilitating communication between students and teachers.

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WEB Advisory Training Follow-ups

\$1,500.00 School Climate

- 1) Conduct monthly Climate Committee meetings to invite student input regarding school culture.
- 2) Continue to implement anti-bullying assemblies and other "safe school" activities.
- 3) Provide targeted interventions with students who may be victimizing or victims of bullying.
- 4) Collaborate with elementary schools regarding social skills and anti-bullying behavior.
- 5) Recognize student academic, attendance and behavior achievement through positive referrals and recognition.
- 6) Provide multimedia communication to entire school that promotes school activities, recognizes student achievement and promotes appreciation for diversity.
- 7) Provide multiple academic and co-curricular activities and clubs for students to participate in during lunch.
- 8) Provide transition support to all new students, including 7th graders, through WEB-organized activities at the beginning of and throughout the school year.

Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events, and peer mediation or conflict resolution.

- 9) Provide safe and inclusive opportunities for students to participate in recreational, art and academic activities on the school campus before school on Wednesday mornings and at lunches.
- 10) Expand the use of SchoolLoop in facilitating communication between students and teachers.

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WEB Advisor VSA (1)

\$1,200.00 School Climate

- 1) Conduct monthly Climate Committee meetings to invite student input regarding school culture.
- 2) Continue to implement anti-bullying assemblies and other "safe school" activities.
- 3) Provide targeted interventions with students who may be victimizing or victims of bullying.
- 4) Collaborate with elementary schools regarding social skills and anti-bullying behavior.
- 5) Recognize student academic, attendance and behavior achievement through positive referrals and recognition.
- 6) Provide multimedia communication to entire school that promotes school activities, recognizes student achievement and promotes appreciation for diversity.
- 7) Provide multiple academic and co-curricular activities and clubs for students to participate in during lunch.
- 8) Provide transition support to all new students, including 7th graders, through WEB-organized activities at the beginning of and throughout the school year.

Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events, and peer mediation or conflict resolution.

- 9) Provide safe and inclusive opportunities for students to participate in recreational, art and academic activities on the school campus before school on Wednesday mornings and at lunches.
- 10) Expand the use of SchoolLoop in facilitating communication between students and teachers.

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WEB Advisor VSA (1)	\$1,200.00	School Climate	<ol style="list-style-type: none"> 1) Conduct monthly Climate Committee meetings to invite student input regarding school culture. 2) Continue to implement anti-bullying assemblies and other "safe school" activities. 3) Provide targeted interventions with students who may be victimizing or victims of bullying. 4) Collaborate with elementary schools regarding social skills and anti-bullying behavior. 5) Recognize student academic, attendance and behavior achievement through positive referrals and recognition. 6) Provide multimedia communication to entire school that promotes school activities, recognizes student achievement and promotes appreciation for diversity. 7) Provide multiple academic and co-curricular activities and clubs for students to participate in during lunch. 8) Provide transition support to all new students, including 7th graders, through WEB-organized activities at the beginning of and throughout the school year. <p>Conduct activities that support a positive school climate, including anti-bullying activities, new student welcoming events, and peer mediation or conflict resolution.</p>
Paraeducator FTE	\$12,500.00	Reading/Language Arts	<ol style="list-style-type: none"> 9) Provide safe and inclusive opportunities for students to participate in recreational, art and academic activities on the school campus before school on Wednesday mornings and at lunches. 10) Expand the use of SchoolLoop in facilitating communication between students and teachers. <p>Support the implementation of Common Core Standards in the ELA classrooms</p>
8th Grade Advisory Coordinator	\$1,400.00	School Climate	<ol style="list-style-type: none"> 1. Implementation of seventh, eighth, and ninth grade advisories, career day, and freshman portfolio presentation coordination. 2. Collaborate on integration of curriculum across departments in completing projects for the portfolio. 3. Expand components of the Showcase to 7th grade, as appropriate. 4. Continue to seek community and parent support for the program.

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7th Grade Advisory Coordinator	\$1,400.00	School Climate	<ol style="list-style-type: none"> 1. Implementation of seventh, eighth, and ninth grade advisories, career day, and freshman portfolio presentation coordination. 2. Collaborate on integration of curriculum across departments in completing projects for the portfolio. 3. Expand components of the Showcase to 7th grade, as appropriate. 4. Continue to seek community and parent support for the program.
After school interventions to support students VSA	\$8,000.00	Mathematics	<ol style="list-style-type: none"> 1. Ask teachers to identify students who are in need of supplemental math instruction. 2. Identify additional students by reviewing district test scores. 3. Implement delivery models for improving math performance, as needed. 4. Place identified students in appropriate programs.
School day math intervention class	\$17,500.00	Mathematics	<ol style="list-style-type: none"> 1. Ask teachers to identify students who are in need of supplemental math instruction. 2. Identify additional students by reviewing district test scores. 3. Implement delivery models for improving math performance, as needed. 4. Place identified students in appropriate programs.
School day math intervention class supplies	\$600.00	Mathematics	<ol style="list-style-type: none"> 1. Ask teachers to identify students who are in need of supplemental math instruction. 2. Identify additional students by reviewing district test scores. 3. Implement delivery models for improving math performance, as needed. 4. Place identified students in appropriate programs.

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Spanish Bilingual Paraeducator FTE	\$12,018.00	Mathematics	<ol style="list-style-type: none"> 1. Ask teachers to identify students who are in need of supplemental math instruction. 2. Identify additional students by reviewing district test scores. 3. Implement delivery models for improving math performance, as needed. 4. Place identified students in appropriate programs.
After school supplies & food	\$500.00	Mathematics	<ol style="list-style-type: none"> 1. Ask teachers to identify students who are in need of supplemental math instruction. 2. Identify additional students by reviewing district test scores. 3. Implement delivery models for improving math performance, as needed. 4. Place identified students in appropriate programs.
Freshman Showcase Coordinator	\$1,400.00	School Climate	<ol style="list-style-type: none"> 1. Implementation of seventh, eighth, and ninth grade advisories, career day, and freshman portfolio presentation coordination. 2. Collaborate on integration of curriculum across departments in completing projects for the portfolio. 3. Expand components of the Showcase to 7th grade, as appropriate. 4. Continue to seek community and parent support for the program.

Title I Part A: Allocation Total Expenditures: \$93,830.00

Title I Part A: Allocation Allocation Balance: (\$30.00)

Frances Ellen Watkins Harper Junior High School Total Expenditures: \$272,908.00