



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

2017-2018 Balanced Score Card:

The 2nd Year In A Two-Year Single Plan for Student Achievement

School	Brown, Willie Jr. Middle School
Principal	Charleston Brown

SCHOOL VISION & CONTEXT

The mission of Willie L. Brown, Jr. Middle School, a STEM academy, is to engage and inspire students and teachers to collaborate in a community of empathy, respect, responsibility, and trust in order to solve complex local and global problems through real world projects that require active exploration, higher-order thinking and application of what has been learned.

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- Site-Based Budgeting and Central Services Guide

SECTION I: Overview and Key Components

Overview

Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- *Content Knowledge*
- *Career and Life Skills*
- *Global, Local, and Digital Identity*
- *Leadership, Empathy, and Collaboration*
- *Creativity*
- *Sense of Purpose and Sense of Self*

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning, Transform Lives is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the 2016-2017 school year; and to build with increased specificity on each school's efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan **Transform Learning, Transform Lives**.

The Balanced Score Card serves as the site's Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the "Strategies in Action: Schools"), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of **Transform Learning, Transform Lives**, the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

What Has Changed?	Why Has it Changed?
The School Data Profile section has been added	In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.
The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.	SFUSD's Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)

Key Requirements

In addition to its use as a strategic planning tool, the Balanced Score Card (BSC)/ Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in *California Education Code § 64001*.

These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the [School Site Council must have parity](#).
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District's goals for improving student achievement and outcomes and articulate schools' indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD's Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and/ or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

BSC Development Checklist

To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the [2016-18 School Site Folder](#) found on the "School Balanced Score Card" page [by March 24, 2017](#).

1. Balanced Score Card/ Single Plan for School Achievement

- All 2016-2018 School-Wide Action Steps, aligned to the District's priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2017 in alignment with the release of any additional data and final budget allocations.

2. School Site Council Roster*, Signatures, Bylaws & Agendas

- SSC Roster that has been verified to have parity, designating either "staff-alternate" or "parent/community-alternate" for any alternate members selected. Names listed should reflect elected members.
- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note: Signature from the principal and the SSC Chair are required, other members can sign but it is not required.**
- SSC Bylaws
- SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/ SPSA and Budget.

3. Budget

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
- All 2017-2018 Title I funds should be accounted for in the BSC

4. Title I Parent Involvement Policy

- All Title I schools have an SSC-approved *Parent Involvement Policy (PIP)* and *Home-School Compact* in their upload package

SECTION II: School Data Profile

In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school's BSC. This year, the data section has been eliminated and **schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.**

Follow this (<https://district.sfusd.edu/dept/rpa/aa/DataDisk/default.aspx>) to your data. Inside your school folder look for the folder titled "**16-17 Results**". Then look for these three folders:

1. "###_Mid-year_Summary_2016-17"
2. "###_EnglishLearnerReport2016-17"
3. "###_Core_SQII_Reports_for_15-16"

Mid-Year Summary (School-wide and sub-group performance in comparison to the district)	Strategies in Action <ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate
Contents	
<ul style="list-style-type: none"> School Data Puzzle provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report Acceleration for ELA/Math provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only) Performance Summary provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only) Mid-year Chronic Absenteeism Rates Mid-year Suspension Rates Illuminate Spring 2017 Assessment Reports provides direct links to the most current data for drilling deeper BSC Revision provides a word document prepopulated with assessment results for you reflect and record your actions (for planning purposes only, use is optional) Fall Grades Distribution (grades 6-12) provides overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average NSC College Data (high school only) provides college attendance trends for high school graduates 	
English Learner Report 2016-17 (AMAO Trends and performance school-wide and pathway)	Strategies in Action <ul style="list-style-type: none"> Instructional Core: ELD
Contents	
<ul style="list-style-type: none"> Summary report for EL students by pathway with SBAC, Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 2-years, and attendance. 	
CORE SQII Reports for 15-16 (SQII Performance, definitions and thresholds)	Strategies in Action <ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate College and Career Readiness
Contents	
<ul style="list-style-type: none"> Overall and sub-group SQII domain and metric data, and change in index level from previous year. Metric definitions, CORE thresholds for each metric Powerpoint related to the new "growth" measure 	
NOTES: <ul style="list-style-type: none"> All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students. Refer to Illuminate to link to student level data Data shared at the Admin Institute may still be applicable. That data is also on your data disk. In addition your data disk contains other assessment reports such as F&P. WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa. 	

SECTION III: School-Wide Analysis and Plan

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state's priorities. These align well with SFUSD's articulated performance indicators and the work we've done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

- *What are the implications of the data, based on your analysis?*
- *Beyond the quantitative data provided, have you considered anecdotal and internally developed measures to create a more robust representation of your school's context?*
- *In each area, identify targets/outcomes that measure impact on student achievement.*
- *What shifts, in strategy, actions or initiatives are necessary to meet those successful targets/outcomes for students?*

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2018 Strategic Plan **Transform Learning. Transform Lives.**

Strategies in Action: Classrooms

School Plan Instructional Core / Engaging and Challenging Curriculum

As a school community, please review "Strategies in Action: Classrooms" prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

***Focal Group:** *Site leaders identify a focal group who is not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly and monthly basis.*

Language Arts Core Curriculum in English and Other Targeted Languages (including Language Pathways)

Academic Tier One—Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? WASC Ch.5
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Results from the most recent round of SBAC assessments showed that our school still has work to do in refining our students' English skills. In the spring of 2017, 19.2% of our 6th graders, and 21.2% of our 7th graders, scored at Proficient (or above) on the English assessment. Results from the Fall 2015 administration of the ELA IAB (grade 6): 5.6% Above Standard 27.9% At or Near Standard 41.3% Below Standard Results from the Spring 2016 administration of the ELA IAB (grade 6): 11.2% Above Standard 35.5% At or Near Standard 52.5% Below Standard Results from SBAC 2016: Overall 23.8% AA- 11.3% ELL- 7.4% SPED- 5.1% RI W1- 3.3% W2- 21.5% Though there was a sizable increase of students performing above standard from the fall to the spring administration, there is a corresponding significant increase in the percentage of students scoring below standard. This phenom is attributed to the increase in the number of students taking the test through completion.

While our school's long term goal remains getting 100% of our students to Proficient status, for the 2017-2018 SY our goal is to get 40% of our students to Proficient status. WBMS will seek to gain +10% for the SY2017-2018 on the SBAC ELA. As the RI is a strong indicator of success on the SBAC, we will progress monitor using this assessment at least every 8 - 10 weeks. The expectation will be that students will increase lexile levels and overall proficiency between each RI administrator. Goals will be set for each student that includes an acceleration metric as well as a plan to move students far below grade level to "above standard" and "at or near standard"

To support students towards the target the following shifts will be made: Willie Brown will prioritize cross content integration. Teachers will collaborate across content on a weekly basis. Per the New Tech Model, 6th grade Humanities will be co-taught by two teachers in one classroom setting. Teachers will plan for integrated lessons that allow students to practice identified standards across the Humanities block. Although the 2 teacher model will be Additionally, all classroom teachers will work to identify high leverage reading skills (and ELA standards) that will be reinforced across content areas. A focus on Informational/non-fiction text will exist for grades 6th - 8th. Additionally Willie Brown's block schedule will allow students more time in a class, with each block including explicit content instruction, followed by collaborative and independent practice/application time, during which students are provided targeted feedback (from classroom teachers and peers) towards deeper understanding. To support students towards the target the following shifts will be made: Regular (every 6-8 weeks) data dives and progress monitoring of student ELA data (based on student work samples and RI benchmark results). All students performing below grade level will be have individualized learning plans that outline goals towards growth in ELA, that also include learning plans that map out actions/activities towards those targets. These sessions will be facilitated by the school's IRF. Teachers will collaborate weekly across grade levels and content areas to identify how common standards/skills can be integrated across lessons. Students will engage in regular projects that are informed by various content areas (and collaboratively planned by teachers) that allow them to apply skills (and the provides multiple opportunities to develop reading and writing skills). Teachers will engage in professional development around project based unit planning and cross curriculum planning. Professional development around strategic feedback will also be provided as teachers are expected to provide more corrective feedback to students during each class lesson. Coaching and collaborative planning support (with regular feedback cycles) will be provided for all teachers by site administration, content area coaches and New Tech Network leads. Content area, specific, planning will be facilitated by teams from SFUSD C&I.

Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic Rtl Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
see Tier One data analysis SBAC baseline data for the Spring 2016 administration	see Tier One targets/performance goals	An intervention course will be offered to students who are reading below grade level in lieu of an elective course. Reading for Mastery will be used as a instructional principle in all core classes

Focal Group: For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?

Analysis of results for Language Arts-Focal Group	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
see Tier One data analysis	see Tier One targets/performance goals	Diligent placement of special educators in co-taught classrooms with general educators will be done in accordance with the feedback from the Form 2 conversations with grade level teams; placement of special educator paras will be conducted using the same data set.

Mathematics Core Curriculum

Academic Tier One-Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? WASC Ch.5
Results from the most recent round of SBAC assessments in Math showed that our school still has work to do in refining our students' Math skills. In the spring of 2017, 8.5% or our 6th graders, and 10.9% of our 7th graders, scored at Proficient (or above) on the English assessment. SBAC 2016- Results- Overall- 13.7% AA- 0.0% ELL- 0.0% SPED- 0.0%	Use SBAC from spring administration as baseline to develop appropriate targets and performance goals.	Teachers will collaborate on common assessments and common instructional experiences for all students in grade 6.

Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Mathematics-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
We do not have good data for mathematics. We have only the fall administration of the district math benchmark assessment. We intend to use spring administration of the SBAC as baseline data for planning purposes.	Use SBAC from spring administration as baseline to develop appropriate targets and performance goals.	WBMS math team will continue to hone their skills at delivering the CCSS for math using the principles of complex instruction so that students continue to talk through the problem solving aspect of math instruction.

Focal Group*: For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success?

Analysis of results for Mathematics-Focal Group WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery? WASC Ch.5
We do not have good data for mathematics. We have only the fall administration of the district math benchmark assessment. We intend to use spring administration of the SBAC as baseline data for planning purposes.	Use SBAC from spring administration as baseline to develop appropriate targets and performance goals	WBMS currently offers a math intervention support class for girls who arrived at the 6th grade with below grade level mastery.

English Language Development (ELD)

School sites are implementing comprehensive Designated and Integrated ELD instruction based on the 2012 California ELD Standards. This happens by working in tandem with ELA and other content standards as a pathway towards accelerated language learning, so English Learners can fully access the core curriculum and grade-level appropriate tasks and texts.

Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become **Reclassified Fluent English Proficient (RFEP)**?

Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery? WASC Ch.5

<p>In a narrative, describe what your analysis of the data says about your school. WASC Ch.2</p>		
<p>20 of our students were identified to take the CELDT by the Multilingual Office. All 20 students have yet to meet the benchmark standard of the Fountas and Pinnell assessment.</p>	<p>Students at WBMS who are ELL's take the regular core curriculum with a SDAIE trained teacher who has CLAD certification.</p>	<p>Students who score levels 1, 2, 3 take a specialized ELD class three times per week for 60 minutes each class session. Teacher is fully trained on appropriate scaffolding and district approved curriculum.</p>

Other Subject Areas (Secondary Schools, optional for Elementary)

<p>Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2</p>	<p>Based on the analysis of the results, what are your targets/performance goals?</p>	<p>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5</p>
<p>We will develop an internal survey that will seek to understand our students feelings and perception of safety and security. This questionnaire will be administrated in December.</p>	<p>We will use the feedback from this internal measure to help our community schools partner as well as our health and wellness staff tailor programs to improve the actual and perceived safety on campus.</p>	<p>Consistent and powerful messaging regarding creating a positive school climate and culture will be our primary driver that will enable our school community to embrace the school's pillars of success.</p>

College and Career Readiness

Describe your site's goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.

High Schools Indicators: On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

Middle Schools Indicators: AVID, High School Readiness, College visits, college and career plans

<p>Narrative describing college going culture (using indicators suggested above) WASC Ch.2</p>	<p>What are your targets/ goals?</p>	<p>What shifts will be required to achieve these goals? WASC Ch.5</p>
<p>Beginning SY2017-18, WBMS will have two 35 minute periods per week for students, called Warrior Time, to delve into the Second Step curriculum. Second Step will help our students understand and practice conflict mediation, communication strategies and other useful life skills that will help our students realize their personal success. Our 7th grade students will embark on Spark apprenticeships with a one-to-one mentor at a SF based tech company or department. During the Warrior Time, they will unpack the Spark curriculum that focuses on the behaviors and mindsets that help our students maximize their Spark experiences. It will serve as a springboard for students to understand workplace norms, such as timeliness, conflict avoidance strategies, and appropriate behaviors. This curriculum is designed to help our students prepare for the apprenticeship that they will have for 8-weeks each semester of their seventh grade year. Our 8th grade students will explore high school readiness skills and explore the plethora of high school options for our students. We realize that it is important for our students to match their interests to their high school choice.</p>	<p>It is our goal that 75% of our seventh grader will participate in the Spark apprenticeship program. It is our goal that 90% of our students will attend Warrior Time and participate actively in the teacher delivered curriculum.</p>	<p>K-reso will need to be passed for the acquisition of the Second Step curriculum. A lead staff member will continue to work with our partners, Spark, to ensure that teachers have a grasp of of the Spark curriculum and logistics are worked out so that minimum disruption to the smooth functioning of the school day occurs. During the school's early dismissal on Fridays and Thursdays, students will depart from school with an afterschool (Beacon) staff member and/or school volunteer and arrive at their apprenticeship location. Mentors who are trained to work with students will participate alongside a WBMS student in designing and building a project of interest to the WBMS student.</p>

Elementary Schools

What is your plan for promoting college and career readiness?

Strategies in Action: Schools

In *Transform Learning. Transform Lives*, the "Strategies in Action: Schools" section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties

School teams are encouraged to refer to “**Strategies in Action: Schools**” as you consider plans for the coming school year.

Leadership, Instructional Guidance & Professional Development

Schools with coherent instructional guidance can articulate the what and how their site’s instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site’s current context, what steps, from a leadership perspective, do you need to take to deepen your site’s coherence and mastery of the vision. How will you resource these steps? (**consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration**)

How will you structure site-based and district professional development/learning?

There are numerous shifts that we will make for the SY2017-18 in regards to our professional development and professional learning for teachers and staff members. In the founding year of our opening as a school feedback from staff and principal's observations indicated that the professional staff did not have ample time to work together to come to agreements, jell as a team, and refine practices and protocols as needed. Immediately receiving feedback about the lack of time to plan, the school day and week were changed to provide common planning time for teachers and certificated staff. On a weekly basis instituted one minimum day to provide time during the professional hours for teachers and administration to solve commonly observed problems. In additional, the school's master schedule is built around common planning periods for teachers of subject alike content areas. For instance, all humanities teachers have fourth period planning and math teachers have third period planning. During these common planning periods core subject teachers work closely with content specialists from the school district's Curriculum and Instruction department on a weekly or bi-weekly basis. During these sessions WB teachers and members of the C&I teachers on special assignment create and analyze common assessments and develop common learning experiences for our students that are rigorous and aligned to state standards. On Thursdays and Fridays for SY2017-18, we dismiss our students to the after school program and their Spark apprenticeships so that the faculty can confer. We realize that as new school with a new faculty, we need more time together to come to agreements and institute structures that are commonly embraced and communicated. In addition we are welcoming and piloting a new partnership for middle schools on the southeast side of San Francisco with New Tech Network (NTN). With structured professional development facilitated in part with our NTN technical assistance team we will first focus on building an adult culture that is grounded in espousing high expectations for all of our students as well as training on how to hold our adult colleagues accountable to our agreements. NTN will also usher in an era of technological shifts in which we will use our one-to-one technological devices to help our students foster a deep understanding and develop critical awareness of the world around us. We will continue to work alongside our school district department colleagues to better articulate our expectations of our students, discuss protocols and initiatives that will help us to create an affirming learning community, and to ensure that we have structured multiple opportunities for student success. Our central office colleagues will also work closely with the school site to ensure that our technology works as it is designed to function. At the close of SY2016-17, we will work together as a faculty for a series of four consecutive afternoons to recommit ourselves to the WB community and restart the conversation on the mindsets all adult members of our school will need to embrace in order to best ensure the success of each our students.

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
<p>-Create professional development calendar to serve as a guide for the where the school's faculty is going and define for the teachers the intended learning outcomes. -Ensure the professional learning calendar has time set aside for the 6th grade team to meet with the NTN partners and piloting teams from MLK and Vis Valley Middle Schools to explore project based learning, build powerful instructional units, and develop common assessments and rubrics to gauge students' progress. - Core teachers will continue to meet with content specialists and coaches from the C&I department of SFUSD. -Distributive admin supervision and support for each subject area -Inculcate teacher leadership by appointing Lead Teachers for each subject area</p>	<p>-Site budget has allocated time for substitute teachers to be called upon to relieve core teachers for additional common planning time and interim assessment reviews. -SFUSD's C&I department will continue to avail teachers on special assignment to coach new teachers in curriculum development and align rigorous instructional strategies. -Prop A professional development hours will be used to support additional collaborative time for teachers and encourage teachers and staff to attend workshops, conferences, and outside of SFUSD professional learning opportunities.</p>

Student-Centered Learning Climate

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI²) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:

Students with Disabilities/ Promotion of Inclusive Practices: percentage of students in Special Education schoolwide (identified internally) and number of referrals to Special Education (total & for subgroups-AA,EL). Your community is called upon to consider SFUSD’s commitment to full inclusion and increased expectations for students with disabilities.

Student Engagement/Attendance: school attendance rates, chronic absenteeism rates

School Climate: suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices	In looking at the students with disabilities performance of the SRI reading inventory, our students increased 3% to basic from below who scored proficient and advanced maintained their performance levels.	WBMS Scholars with disabilities will pass at least 50% of their classes. This target will serve as our baseline.	WBMS program consists of a variety of appropriate supports for our students with disabilities. Co-teaching is one of several important strategies to ensure the success of all of our students. In addition, para support or support facilitation on a scheduled basis as indicated by the feedback garnered by the "form 2" process will be rolled out. Students who require a higher level of support may be pulled out of their classes for small group sessions or one-to-one coaching sessions to assist with the achievement of the standards and teacher's desired lesson objectives. The school will explore options for students who have demonstrated difficulty with transitions and navigating multiple relationships with adults.
Student Engagement/ Attendance	In reviewing the first quarter grade report, only 4% of our African-American students were indicated to have received A's in the grade distribution report. Further understanding and exploration of who these students are and what this means will help us to determine our next steps and determine which data set will be used to guide our practices.	We aim to improve our attendance rate for the whole school by 5%.	WBMS has a longer school year as well as a longer school day than other SFUSD and California middle schools. The school day is designed to ensure that students are engaged in meaningful learning opportunities. Students take the traditional core classes (ELA, math, science, social studies, physical education) as well as non-traditional core classes such as health and engineering. Students also have an option to select an elective class of interest to them. Elective classes are yearlong ones for mixed grades. Some students based on the achievement data and teacher recommendation will take an intervention class to help students with below grade level competency to achieve academy mastery and access the core curriculum.
School Climate	Spring 2016 feedback from the School Climate Survey from parents, students, and staff will serve as a basis for understanding the current nature of our school climate. Though anecdotal feedback is collected on a daily, minute by minute basis.	Positive responses from parents, students, and staff will be increased by 5%.	The WBMS community has experienced significant instability in its founding year. With the departure of several (12) key staff over the course of the school year, students have experienced interrupted learning experiences, broken trust of adult relationships, and the predicable fall out of student behavior of a school with unclear expectations of students and systems to support desired behaviors. For the coming school year the faculty and staff will continue to engage parents and each other to build a school culture that is remarkable and transparent.

Parent-School Communities Ties

Families are the first and most influential teachers of their children. Respecting and welcoming all families into the school community to deepen relationships and engage them will support student achievement and school improvement. Additionally, a community school approach organizes and maximizes the resources of your school and community-based organization partnerships to support student success. The intent of a community school approach is to intentionally support and align these valuable resources around your school's key strategies, to ensure coherence within your school community.

Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with [SFUSD's Family Engagement Standards](#)

Family Engagement: Your school's family engagement strengths and challenges (And how you know...)

Deepening A Community Schools Approach: the depth and breadth of CBO partnerships that are essential to your school community.

Parent-School-Community Engagement

Narrative describing Parent-School-Community culture Who you are reaching/ missing (And how you know...)	Targets	Strategies & Impact What is the strategy & how will you know you were successful?

<p>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</p>		
<p>The WBMS parent and family community is an eager one. In order to maintain their level of interest in the development of a high quality middle school, the school's leadership team will continue to organize and host regularly scheduled meetings and events. These events will range from informational to engagement. Various guests will speak on the happenings of our school as well as speak on the topics of interests to our parents and families with the goal of increasing their capacity of parenting.</p>	<p>We aim to have each child represented at minimally one parent-teacher conference, principal's coffee chat, PTSA meeting, or restorative conference.</p>	<p>We will measure the success of our efforts by keeping a sign in sheet and consequent log of participation. At each of the meetings, we will ask the participating family member to complete a quick feedback form to inform our practice and engagement strategy.</p>

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = \$2,500

Additional instructional supplies to facilitate the differentiation needs of our students. Examples include general school supplies that will help support our students who may not have access to these supplies. Additional these supplementary supplies will be used to augment their understanding of the common core and the teacher objectives.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Supplemental Concentration Grant-English Learner (SCG-EL) 07091

Allocation = \$11,612

How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?

To support the cost of one additional section for our.0625 FTE to support the cost of one section of ELD for students whose CELDT levels are 2, 3 \$2,351 miscellaneous supplies and appropriately leveled novels and workbooks to support instruction \$3,187 will be used to purchase charging stations for chromebooks that have already been acquired; machines will be used to support reading and language acquisition for EL students.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Supplemental Concentration Grant - Low Income (SCG-LI) 07090

Allocation =

How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

LCFF Concentration Grant (SCG-C) 07092

Allocation = \$30,000

If your school site receives a Concentration allocation, how will these additional resources be used to increase and improve services for these (EL/LI) populations? Why is that the best use?

.25 FTE to support the clerical and data collection for attendance for a growing population .1250 FTE to support the art teacher who will train to teach computer science and support the engineering teacher position for the new 8th grade \$1,755 will be used to pay for instructional materials and supplies so that teachers and families can collaborate on meaningful parental involvement. They will review student-led conference protocols and the agreements on the emerging partnership with New Tech Network.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Targeted Instruction Improvement Grant (TIIG) 07940

Allocation = \$178,000

If your school site receives a TIIG allocation, how will these additional resources be used to increase and improve services for these populations? Why is that the best use?

.6250 FTE to support the position of a 6th grade science teacher who will work with the 6th grade level team to roll out the new partnership with New Tech Network. .5 FTE to support the position of a physical education teacher. The additional position will ensure that our physical education classes remain smaller and our equal in size to the rest of the academic classes. The position will ensure that each of our physical education classes mirrors the class sizes of the rest of the core classes as well as all of our students, including the 6th grade, will meet or exceed the CA and SFUSD Board of Education minimum minute requirements for physical education. .5625 FTE to support the position of an additional counselor. This individual will assist the school in building out appropriate protocols on counseling office visits and parent communication on student progress reporting. \$3,663 will be used for reimbursements for food and refreshment purchases for parent-principal coffee chats, parent-student-teacher conferences, and affinity group engagement meetings.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (*LCAP Priorities: Implement Standards, Pupil Achievement, Course Access*)
- Professional Capacity (*LCAP Priorities: Basic*)
- Student-Centered Learning Climate (*LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes*)
- Parent-School-Community Ties (*LCAP Priorities: Parental Involvement*)

Categorical Expenses

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

Title I = \$61,980 (31500)

How do you plan to use these funds?

.4375 FTE will be used to support the cost of an additional Counselor position. This position will be responsible for meeting with students and re-directing them to class when student has deescalated and is prepared to return. This additional counselor will contact parents and meet with families to develop behavior intervention plans as necessary. \$5,884 will purchase materials, supplies, food and refreshments that will support our positive behavior intervention support structures. Additional instructional supplies, materials, and furnishings will be purchased to support the school's educational program.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

1% Title I Parent Set Aside = \$620

For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you attach the Parent Involvement Policy's full text when you upload your BSC to SharePoint.**

The 1% set aside for parents will be used to purchase refreshments for various meetings and presentation supplies, such as markers, poster boards, and printing costs for School Site Council Summits and ad hoc affinity group meetings.

Date your school's Parent Involvement Policy was reviewed by your School Site Council: 9/7/2016

Select the Bryk Essential that most aligns to the use of these funds:

- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Impact & Innovation Awards = _____

Referencing your plan, how do you plan to use these funds?

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Principal's Innovation Fund = \$100,000 (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

1.0 FTE to pay the cost of the engineering teacher who will teach Robotics 7, Advanced Robotics Competition 8, and computer science/app design to grades 6, 7, 8.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Equity Grant = _____ (as applicable 16-17)

Identify Sub-group & specific actions

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Other (PTA, external sources, School Quality Pairing/CoP work) = _____

How do you plan to use these funds to support your school-wide actions?

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (*LCAP Priorities: Implement Standards, Pupil Achievement, Course Access*)
- Professional Capacity (*LCAP Priorities: Basic*)
- Student-Centered Learning Climate (*LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes*)
- Parent-School-Community Ties (*LCAP Priorities: Parental Involvement*)

Central Supports & Resources

In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

NOTE: If the district provides .75 and you supplement .25 for a full FTE of 1.0, below you would enter ".75"

Counselor:	Social Worker:	Nurse:	Family Liaison:
1.0	1.0	0.5	0.5
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
	1.0		3.0
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
1.0			TBD
Other:	Other:	Other:	Other:

Two to three high leverage strategies that will be accomplished:

Continue to work with faculty and staff to ensure that we have a developed, clear, and consistent message that reinforces desired behaviors and extinguishes negative behaviors WBMS leadership and staff will continue to work to build strong, cohesive instructional strategies that will meet our students' developmental needs that are aligned to the NGSS, CCSS

SECTION V: Recommendations and Assurances

Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

The School Site Council has voted on this school plan and its related expenditures and passes it on to the district governing board for approval, assuring the board of the following:

<input type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (<i>list</i>)
<input type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input type="checkbox"/>	This school plan is based upon 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.
<input type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. <ol style="list-style-type: none"> 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 24, 2017.
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on:
<input type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on:

School Site Council Roster and BSC/SPSA 2017-2018 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., "Teacher/Co-Chair" or "Parent/Alternate")

Name	Role	Signature
Charleston Brown	principal	
Rionda Batiste	parent	
Shelly Smith	parent	
Desmond Wijelath	parent	
Michelle Cody	teacher	
Anthony Elridge	other staff	
Esther Honda	teacher	
Julia Maynard	teacher	
Brenda Perdue	parent	
Jordan Lawrence	student	
Winona Chhith-P	student	
Adryan Munoz	student	
Walker Whalen	student	