



2016-2018 Balanced Score Card: A Two-Year Single Plan for Student Achievement

School	Monroe Elementary School
Principal	Benjamin Salas-Velasco

SCHOOL VISION & CONTEXT

Monroe Elementary School is a diverse and inclusive learning community of committed staff, involved parents, and motivated students striving to meet the academic, social and emotional needs of all our learners. We are a community of language learners focused on equity and social justice! We believe all students can and will learn! We have high expectations of all community members! We are collaboratively responsible for high student achievement and all the successes at Monroe Elementary School. Monroe Elementary School is a Title I School located in the Excelsior district in San Francisco. We serve 515 students in grades K-5. Our school hosts three language programs: General Education English, Bilingual Chinese (Cantonese), and Spanish Immersion. Our demographic information shows that 50.68% of our students are Hispanic, 33.79% Asian, 6.21% White, 4.08% Two or more races, 2.52% Filipino, 1.36% African American, 0.97% Unknown, and 0.39% Native Hawaiian. It also shows that 64.08% of our students are English language learners and 35.92% are not ELs, that 6.6% of our students have an IEP and that 66.8% of our students are socio-economically disadvantaged. One area of success/strength at Monroe is the continuous and consistent work, training, collaboration, commitment and resources for the implementation of Teacher's College Reading and Writing Workshop, which are two essential components of SFUSD Comprehensive Approach to Balanced Literacy. In addition, literacy intervention for struggling readers is provided. Overall, all students are at Level 10 Performance Threshold - School Quality Improvement Index (SQII) Fall 2015 which is the highest index level. Another area of success/strength is the work, training, collaboration, and commitment for the implementation of CCSS aligned Math Curriculum. Overall, all students are at Level 10 Performance Threshold - School Quality Improvement Index (SQII) Fall 2015 which is the highest index level. It is also a success/strength the enrichment opportunities for all our students to be engaged in the arts through song, dance, drama, instrumental music, and visual arts. Students also have access to enrichment through our PE program, library program, and garden program. Another area of success/strength is our parents, who care about their children's learning, our PTA, and our staff available to support our parents (Social Worker, Parent Liaisons, Office Staff, and Nurse). One of the main challenges at Monroe is meeting the needs of our English Language Learners (especially our Latino/Hispanic ELs), our Socio-Economically Disadvantaged Students (especially our Latino/Hispanic SED), and our students with disabilities. SQII data shows there is a significant achievement gap in ELA, Math, and attendance for these student subgroups. In ELA, ELs are performing at index level 6, SED at index 8 and students with an IEP at index 1 while the performance for all students is at index level 10. In Math, ELs are performing at index level 7 and students with an IEP at index 1 while the performance for all students is at index level 10. Attendance for ELs is at index level 7, SED at index 9 and students with an IEP at index 7 while the performance for all students is at index level 10. Our reading assessment data and Math assessment data also shows there is a significant achievement gap for these same student subgroups. Another area of challenge is meeting the needs of all the three instructional programs (strands) and eliminating the natural segregation of students as a result of this. It is also an area of challenge ensuring that all students remain engaged throughout the school day and preventing some behaviors that impedes academic performance. Although many staff members are trained in Restorative Practices (RP) and Positive Behavior Interventions and Supports (PBIS) and Response to Intervention (Rti) are starting to be implemented, more systems and structures are needed as well as consistency in school wide implementation. Key strategies implemented at Monroe for the success of all learners are Guided Reading, Teacher's College Reading and Writing Workshop, Reading Recovery/Descubriendo la lectura, Strategic Small Group Instruction, Number Talks, Math Three-Read Protocol, Math Lab Class, Academic Conversations to promote language acquisition and language development, Differentiation of Instruction, Critical Thinking, Peer Observations, Restorative Practices (RP), Response to Intervention (Rti), and Positive Behavior Interventions and Supports (PBIS). We are aligning our budget to support our resources (either internal and external partner collaborations) that play a significant role in sustaining these strategies.

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components:

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school's top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school's top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? (For instance, if someone were to ask any teacher at the school, "what is the school mainly working on right now," what would he/she say?)
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)

SECTION I: Overview and Key Components**SECTION II: School Data Profile****SECTION III: School-Wide Analysis and Plan**

1. ***Strategies in Action: Instructional Core/Engaging & Challenging Curriculum***
 - Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
 - Mathematics Core Curriculum
 - English Language Development (ELD)
 - Other Subject Areas (Secondary Schools, optional for Elementary)
 - College & Career Readiness
2. ***Strategies in Schools:***
 - Leadership, Instructional Guidance & Professional Development
 - Student-Centered Learning Climate
 - Students with Disabilities
 - School Engagement
 - School Climate
3. ***Parent-School-Community Ties***
 - Family Engagement
 - Deepening a Community Schools Approach

SECTION IV: School Budget & Resource Priorities**SECTION V: Recommendations and Assurances****Supplemental Reference Documents**

- [Vision 2025 Graduate Profile](#)
- SFUSD's 2016-18 Strategic Plan *Transform Learning, Transform Lives*
- Site-Based Budget 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.

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 2015-2016 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).

Similar to the revision of our strategic plan, the Balanced Score Card has been updated. As you review the 2016-18 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?
<i>The School Data Profile section has been added</i>	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.
<i>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</i>	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 25, 2016**.

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 2016 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
- SIG Carryover Expenditures
- All 2016-2017 Title I funds should be accounted for in the BSC
- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are 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

*The 2016-18 BSC template also incorporates your *School Site Council Roster*, *SSC Signature & Assurances* page, and *Title I Parent Involvement Policy* into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.

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/aao/DataDisk/default.aspx>) to your data. Inside your school folder look for the folder titled "**SchNum_Balanced_Scorecard_2016-18**". This folder includes the following reports:

Report Title (Description)	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate 	2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&P English and Spanish, SRI, Math Task and Writing Task
CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance)	<ul style="list-style-type: none"> Instructional Core: ELD 	Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels
SQII 2014-15 (SQII Performance, definitions, thresholds and targets)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate College and Career Readiness 	Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets
Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-Core Content areas)	<ul style="list-style-type: none"> Instructional Core: ELA, Math, Other Subject Areas College and Career Readiness 	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
College Readiness School Profile** (Performance on college readiness indicators)	<ul style="list-style-type: none"> College and Career Readiness 	3-year trend data on SAT, ACT, AP and EAP with number tested and average scores

NOTES:

- 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 Focal Report List** to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- 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
	Our goal is to have 10% increase of students who meet or exceed standards on SBAC, F&P, and SRI assessments. By the end of the second trimester, 80% of Kindergarteners will be reading at instructional level B. These students will have mastered their foundational skills.	

Based on F&P reading assessments in English 67.20% of our K-5 students meet or exceed benchmark (69.69% of K-2 students and 64.72% of 3-5 Grade students). *No assessment data included about K-2 students in the Spanish immersion program because assessments are administered in Spanish. Based on F&P and DRA/EDL reading assessments in Spanish 63.90% of our K-5 students meet or exceed benchmark (53.43% of K-2 students and 74.37% of 3-5 Grade students). *This only applies to all students in Spanish Immersion Based on the 2014-15 Smarter Balanced Assessments, 45% of 3-5 Grade students were proficient or above in English Language Arts. SRI assessments indicate that 39.9% of our 3-5 Grade students are at or exceed proficient level. SFUSD ES mean is 47.9%. IAB assessments show 36% of our 3-5 Grade students are near, at, or above the standard. SFUSD ES mean is 37.9%. SQII data shows there is a significant achievement gap in ELA for our ELs who are performing at index level 6, our SED at index 8 and our students with an IEP at index 1 while the performance for all students is at index level 10.

As a Teachers College Reading and Writing Project (TCRWP) school Monroe Elementary School implements both reading and writing workshop as part of our daily literacy instruction. Both reading and writing workshop are components of the comprehensive approach to literacy framework outlined by SFUSD. As a TCRWP affiliated school we develop strategic and differentiated curriculum to support our vast English Language population. This includes crafting units of study in both reading and writing with assessments, as well as tools and scaffolds to support our small group instruction in both reading and writing workshop. Instruction will continue been differentiated and we guided reading will be fully implemented. We will continue increasing the rigor and intention in the whole group word work and small group instruction. The word work component is also important to highlight in Interactive Writing, Shared Reading, and Writing Workshop. Students need repeated exposure and multiple opportunities. Foundational skills assessment will be administered in Kindergarten at the beginning of the school year (within the first two weeks of school). This will provide baseline data and inform our instructional practice on how best to structure word work components across the Literacy block and monitor growth of our kindergarten students. Reading Assessments (F&P and/or DRA-EDL) will be administered to all 1-5 Grade students at the beginning of the school year. We will begin to more intentionally incorporate technology in the instruction of our teachers with embedded practice for our students to develop those skills required of them to be more proficient in the access to the keyboard, which has proven to be a challenge for our students. Students will also use technology to read books at their right independent level using Learning A-Z (RAZ Kids) books.

Based on F&P Data from 2015-2016: 80.2% of ELs are proficient or above (assessed in L1 in K-2) in reading. Based on SRI (RI) data from the end of year 2015-2016, only 48.6% of 3-5th Graders are proficient or above in English Language Arts. Beginning of the year RI (English only assessment) reports for 2016-2017 indicate that less than 10% of English Language Learners are proficient or above. Based on 2016-2017 Beginning of the Year Foundational Skills Assessments, 0% of Kindergarteners have mastered foundational skills. SQII Data from prior years shows a significant achievement gap in ELA for our ELs who are performing at index 1, while performance for all students is at index level 10. Based on the 2015-16 Smarter Balanced Assessments, 49% of 3-5 Grade students were proficient or above in English Language Arts.

10% increase of students who meet or exceed standards (SBAC, F&P, RI). By the end of the second trimester, 80% of kindergarteners will be reading at instructional level and will have mastered the foundational skills.

Teachers will receive ongoing job embedded professional development and coaching focused on the needs of current target populations. This PD includes guided reading, strategic planning for small groups and conferences within the Readers and Writers Workshop, and data based ROCI cycles. Teachers will receive individual and grade level coaching to increase effectiveness of elements of a Comprehensive Approach to Literacy including Shared Reading/Writing, Interactive Reading/Writing, and Word Study. Calibration of assessments across grade levels and language pathways will ensure accurate and consistent data collections. Teachers will receive coaching and PD from TCRWP staff developers with a lens focused on our students with the highest needs in reading and language development.

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 RtI 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?
	Our goal is to increase the percentage of students meeting or exceeding the standards by 10% on F&P in both languages and on SBAC and therefore see a decrease in the percentage of students needing extra literacy support. Our goal is to increase our rate of acceleration and growth amongst students not yet meeting or exceeding the standards by 10%.	

Based on F&P reading assessments 32.80% of our K-5 students need extra literacy support in English (30.31% of K-2 students and 35.28% of 3-5 Grade students). *No assessment data included about K-2 students in the Spanish immersion program because assessments are administered in Spanish. Based on F&P and DRA/EDL reading assessments in Spanish, 36.10% of our K-5 students need extra literacy support in Spanish (46.57% of K-2 students and 25.63% of 3-5 Grade students). Students not meeting or exceeding expectations are predominantly our students who are ELLs and/or who receive Special Education services.

We will ensure opportunities for our support staff (ARTIF and RR) to work with small groups of students to conduct Tier 2 Guided Reading and/or use the Leveled Literacy Intervention systems. We will focus on our ELL and our students with special needs for these small groups. We will also continue using the Reading Recovery and Descubriendo La Lectura model to provide the crucial early intervention for our most struggling first graders as part of our Tier 3 strategy. Students will also use technology to read books at their right independent level using Learning A-Z (RAZ Kids) books. It is important to note that third Grade students in the Spanish Immersion program need extra support to support the transition to reading instruction in English which starts in third grade.

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?
<p>Our Hispanic or Latino English Learners, students with special needs, and socio-economically disadvantaged students are performing below the average for all Monroe students based on SQII, F&P, SRI, and IAB data. SQII data for ELA shows that ELs are performing at index level 6, SED at index 8 and students with an IEP at index 1 while the performance for all students is at index level 10.</p>	<p>Our goal is to increase the percentage of students meeting or exceeding the standards by 10% on F&P in both languages and on SBAC and therefore see a decrease in the percentage of students needing extra literacy support. Our goal is to increase our rate of acceleration and growth amongst students not yet meeting or exceeding the standards by 10%.</p>	<p>We will ensure opportunities for our support staff (ARTIF and RR) to work with small groups of students to conduct Tier 2 Guided Reading and/or use the Leveled Literacy Intervention systems. We will focus on our ELL and our students with special needs for these small groups. We will also continue using the Reading Recovery and Descubriendo La Lectura model to provide the crucial early intervention for our most struggling first graders as part of our Tier 3 strategy. Students will also use technology to read books at their right independent level using Learning A-Z (RAZ Kids) books. It is important to note that third Grade students in the Spanish Immersion program need extra support to support the transition to reading instruction in English which starts in third grade.</p>

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	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
<p>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</p> <p>Based on the 2014-15 Smarter Balanced Assessments, 49% of 3-5 Grade students were proficient or above in Math. SQII data shows there is a significant achievement gap in Math for our ELs who are performing at index level 7 and our students with an IEP at index 1 while the performance for all students is at index level 10. IAB assessments show that 59% of our 3-5 Grade students are meeting or exceeding the standard. SFUSD ES mean is 50.4%. Based on the Math Task Performance assessment, 52.3% of our students are meeting or exceeding standard. SFUSD ES mean is 51.8%.</p>	<p>Our goal is to have 10% increase of students who meet or exceed standards on SBAC, IAB-Math and Math Performance Task assessments.</p>	<p>Math strategies such as Number Talks and Three Read Protocol will continue been implementing school wide. Monthly Math PD will be provided with the support of the Math Department. Math Lab class will continue being implemented. IRF will facilitate grade level meetings focused on Math planning. Math Leadership Team will share the role with the IRF in planning specific PD staff opportunities focusing on cross-grade level review of student work. Math Lead Team and IRF will continue working with district Math staff such as Math Content specialist, to provide PD around the delivery of the SFUSD Math curriculum. Opportunities for Math PLCs will be available. Some Math Lead staff will have an opportunity to attend SVMI Coaching Institute. We will begin to more intentionally incorporate technology in the Math instruction of our teachers. Students will also use technology to continue the mastery of mathematical skills by using Dreambox.</p>

Based on the 2015-16 Smarter Balanced Assessments, 54.2% of 3-5 Grade students were proficient or above in Math.

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?
<p>Based on the 2014-15 Smarter Balanced Assessments, 51% of 3-5 Grade students need extra help to be proficient in Math. SQII data shows there is a significant achievement gap in Math for our ELs who are performing at index level 7 and our students with an IEP at index 1 while the performance for all students is at index level 10. IAB assessments show that 41% of our 3-5 Grade students need additional support to meet the standard. Based on the Math Task Performance assessment, 47.7% of our students need extra help to meet standard.</p>	<p>Our goal is to have 10% increase of students who meet or exceed standards on SBAC, IAB-Math and Math Performance Task assessments.</p>	<p>Focal students for Math will be identified. SMART goals will be created for each of them and progress will be monitored during monthly data meetings. Teachers will continue implementation of small group instruction for Math Intervention. Support will be provided by IRF on strategies that can be implemented in the classroom to support struggling mathematicians. Students will also use technology to continue the mastery of mathematical skills by using Dreambox.</p>

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
<p>Our Hispanic or Latino English Learners, students with special needs, and socio-economically disadvantaged students are performing below the average for all Monroe students based on SQII, IAB and Math Task data. SQII data shows there is a significant achievement gap in Math for our ELs who are performing at index level 7 and our students with an IEP at index 1 while the performance for all students is at index level 10.</p>	<p>Our goal is to have 10% increase of students who meet or exceed standards on SBAC, IAB-Math and Math Performance Task assessments.</p>	<p>Focal students for Math will be identified and the focus will be Hispanic or Latino ELs. SMART goals will be created for each of them and progress will be monitored during monthly data meetings. Teachers will continue implementation of small group instruction for Math Intervention. Support will be provided by IRF on strategies that can be implemented in the classroom to support struggling mathematicians. Students will also use technology to continue the mastery of mathematical skills by using Dreambox.</p>

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) 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
<p>In a narrative, describe what your analysis of the data says about your school.</p>	<p>Our goal is to increase the percentage of ELL students meeting or exceeding growth expectations on CELDT by 10%. Our goal is to increase the percentage of ELL students who qualify for reclassification by 10%.</p>	<p>Implement the new CA ELD standards. Implement Guided Language Acquisition by Design (GLAD) strategies during ELD instruction (Designated and Integrated). Provide refresher training to already GLAD trained staff and provide training opportunities to new staff members. Integrated and designated ELD instruction will scaffold and support vocabulary and language acquisition needed in content area instruction. Focus on Academic conversations for language acquisition and development. ARTIF will provide additional support to our ELs during designated and integrated ELD time.</p>

Our reclassification rate for ELL students is at 55%. The SFUSD average is 50%. 37% of our K-5 ELL students are proficient in English based on CELDT and 63% of K-5 students are not proficient on CELDT. 21% of our K-5 Hispanic students are proficient on CELDT and 79% are not proficient. 60% of our K-5 Asian students are proficient on CELDT and 40% are not proficient on CELDT. AMAO 1 - Annual Growth on CELDT target was met. 72% of our ELs gained at least one proficiency level on CELDT. AMAO 2- Attaining proficiency on CELDT was met for the less than 5 years cohort. It was not met for students in the more than 5 years cohort (Long Term English Language Learners). Our greatest challenge right now includes meeting the needs of our most struggling students, particularly our English Language Learner (ELL) students and our students with special needs. We have a significant achievement gap with our English Language Learners (especially Long Term ELs) and a higher percentage of ELL students receiving services in special education. Although our reclassification rate is above the district's average, it still needs to be higher.

DESIGNATED ELD STRUCTURE Designated ELD within Classrooms ELD in Self-Contained Classrooms with very few ELs* Message from MPD: Monroe will continue with the grouping allowed by the DLI Pilot started in 2013. In order to continue, Monroe has agreed to follow the plan of action below: 1. All CELDT proficiency levels 1 and (low) 2s use Imagine Learning software on a daily basis. MPD will support Monroe by providing all the licenses and providing Imagine Learning Training to the staff. 2. CELDT proficiency levels 2 (high), 3-5 engage in academic language acquisition lessons with EOs, focusing on collaborative talk embedding scaffolded language goals. Rotations within lessons will allow groups leveled by English proficiency to receive targeted language instruction. 3. Monroe staff who are GLAD trained (including Benjamin) will continue to implement GLAD techniques and train their fellow colleagues during common learning time. 4. Weekly PDs and staff meetings will also allow structured time for progress monitoring of ELs, especially CELDT levels 1 and 2. 5. Monroe staff would like additional training around academic conversations from MPD to enhance heterogeneous group instruction. 6. The pilot would be monitored and reported on at the end of the year. MPD will closely monitor the progress of this program and revisit the structure in the Spring. Designated ELD Program Descriptors For each class containing more than two adjacent proficiency levels, students will be supported by an instructional aide, literacy coach, or additional certificated teacher. "Imagine Learning" software will be used as a supplemental instructional tool in ELD groups. "Grammar Gallery" software will be used as a supplemental instructional tool in ELD groups. Instruction will incorporate elements from SFUSD's ELD Toolkit such as, "3 Goals, 8 Talk Moves" and "Interacting in Meaningful Ways." All Designated ELD teachers at your site will receive ongoing, robust professional development around instructional strategies that support English Learners. Extra ELD planning time for classroom teachers

Other Subject Areas (Secondary Schools, optional for Elementary)

Analysis of Results - All Students	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? What resources or
------------------------------------	--	--

For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2		support will be required to achieve these goals? WASC Ch.5
---	--	---

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

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5
--	-------------------------------	---

Elementary Schools

What is your plan for promoting college and career readiness?

Our plan includes: Early Kindergarten Orientation "Kinder BBQ in August by PTA" for incoming Kindergarten students & families to become familiar with the campus and the expectations of school. Enroll our new incoming Kindergarten students with the K to College (K2C) Financial Program to create initial banking accounts. Continue to encourage current students & families with K2C to continue building their accounts.

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?

Site-Based Professional Development Includes: Monthly staff meetings incorporating professional development relating to our school-wide Literacy and Math practices and objectives. Additionally, we will include in our professional development calendar, staff development trainings/opportunities relating to PBIS. Weekly Teacher Collaboration Meetings will rotate their focus between Literacy (Reading & Writing), Math, RtI, and data analysis. Grade Level Collaboration and Professional Learning Communities (PLCs). Literacy Coaching Cycles, Math support and BTSA Support. Lab Classroom Release Days (Math/Literacy) Staff Development Partnerships with outside organizations (i.e. Teacher's College and SVMI) ILT Leadership Walkthrough/Round District-Sponsored Professional Development Include staff in Math PD through the Math Department Schedule on-site Safety Care Training for staff in collaboration with Pupil Services/BAT Support Include staff in C & I trainings relating to ELA PD Schedule on-site ELD training in collaboration with Multilingual Pathways Department

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)
Monthly Math PD staff meetings, Math Support & Lab Classroom Visits Monthly Literacy PD staff meetings, Literacy Coaching Cycles & Lab Classroom Visits Staff Development Partnership with Teachers College relating to Reading & Writing Workshop Staff Development Partnership with Silicon Valley Math Initiative relating to Math CCSS Grade Level Collaboration and Professional Learning Communities (PLCs) ILT Leadership Walkthrough District Sponsored Staff Development: Restorative Practices Training Safety Care Training ELD Training GLAD Training	0.5 IRF (MTSS centrally funded) Sub release Days by Math Department 0.5 FTE Literacy Coach (MTSS centrally funded) and 0.5 FTE Bilingual Spanish Literacy Coach (TIIG) Consultants: Teacher's College Staff Developers (TIIG) Substitutes for release (TIIG) Registration to attend SVMI Conference (General Fund Unrestricted) Prop A hours may be used for PD aligned to these action steps

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	100% of students with IEPs are integrated into the general education setting.	100% full inclusion maintained with 100% of IEP minutes met for service.	Monthly SpEd team meetings Collaboration with SpEd content specialist and supervisor Coordinated services in K-5 in speech, RSP, OT. Working on developing a master IEP calendar available to all those involved in providing any type of specialized service. General education and special education teachers will continue meeting at least on a monthly basis to support inclusive practices.
Student Engagement/ Attendance	According to our SQII data, the percent of students chronically absent is at 5 percent.	Our goal is to reduce the number of students in the general population who are chronically absent by 25%	Continue having regular SART meetings to monitor attendance. Also SARB meetings as needed with the support of the central office staff. Continue implementation of Perfect Attendance and Most Improved Attendance during the previous week. Continue using banners for the classes that are recognized. Continue implementation of Perfect Attendance and Most Improved attendance during the previous month. Students will continue receiving certificates of recognition. Continue holding attendance workshops for parents to be aware of the importance of attendance and the consequences of chronic absenteeism or tardiness.
School Climate	2016 SEL/Culture Climate data will be used to identify areas of focus.	Decrease number of students who need tier two behavioral interventions.	Continue implementation of Restorative Practices. Some staff have been trained and the goal is to train 100% of our staff and provide refresher opportunities as well. Continue implementation of PBIS school wide. Hold behavior expectations assemblies for all our students. Continue working on incentives. Continue implementation of Life Skill recognitions every month. Implement recognition for academic achievement. Create a Student Council.

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...) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)	Targets	Strategies & Impact What is the strategy & how will you know you were successful?
<p>Parent involvement at Monroe is good. We have great parents who care about the education of their children. We have a stable participation rate in our PTA meetings with attendance averaging about 25 and 35 people monthly. Our ELAC has strengthened in this years with good attendance and parent involvement. The area where we are having challenges is in the SSC where meetings are attended only by the members of the SSC. Only in some occasions other parents attend. Our parent teacher conferences however, are very well attended. We held a literacy workshop for parents but parent participation was low.</p>	<p>Increase parent participation by 10%.</p>	<p>We are working with our family liaisons to increase communication with our community at large and inform them of events and or committees where they can participate. We are also working with parent leaders from the SSC, the ELAC, and the PTA to learn what is preventing the overall parent community to be more involved in these meetings. Survey parents about topics of interest. Increase the variety of parent workshops relating to strategies or practices they can use to academically and socially/behaviorally support their children at home. Provide incentives for parent attendance to events.</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 = 1,900

Supplies - materials, including instructional materials, to support learning and classroom integration for our students with IEPs (examples include, but are not limited to, materials for speech therapy, supplies, and materials for students with sensory needs).

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 = 123,329

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

\$75,942 of this funding is dedicated to cover the full cost of a 0.8 FTE Academic Response to Intervention Facilitator with focus on ELD and EL. Strategic language support and intervention provided by this staff will contribute to the increase of the percentage of ELs, especially Long Term ELs, who meet proficiency on the CELDT and on other assessments. Newcomers will also benefit from this support as well as other ELs. \$46,514 of this funding is allocated to partially cover the cost of a Bilingual Spanish Reading Recovery Teacher (0.49 FTE). Strategic reading intervention in small groups will be provided to struggling EL readers and more intensive support one on one will be provided as well if needed. \$873 will be allocated for registration and other costs to attend conference with EL focus.

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 = 0

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 = 35,000

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?

\$28,478 of this funding will partially cover the cost of a Resource Teacher for Technology (0.3 FTE). This teacher will support teachers with the use of technology to enhance instruction for all students and to provide release for teacher collaboration during the instructional day to strategically plan how to support our ELs and under served students. Support will also be provided with the administration of assessments done with technology. \$6,522 will be used to cover the cost of consultant fees (Teacher's College and/or paraprofessional). This training and support will make a positive impact on our EL students, socio-economic disadvantaged students, and underserved 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)

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = 190,570

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?

\$47,464 will be allocated to cover the cost of a 0.5 Bilingual Spanish Literacy Coach. This staff member will support teachers in the implementation of SFUSD Comprehensive Approach to Literacy which includes implementation of Guided Reading and Teacher's College Reading and Writing Workshop. \$47,464 will be allocated to cover the cost of a 0.5 FTE Bilingual Spanish Academic Response to Intervention Facilitator (ARTIF). This staff member will provide strategic small group reading instruction to K-2 Grade students which will accelerate their reading achievement. \$14,239 will be allocated to partially cover the cost of a 0.5 FTE Academic Response to Intervention Facilitator (ARTIF) (0.150FTE). This staff member will provide strategic small group reading instruction to 3-5 Grade students which will accelerate the reading achievement. \$9,493 of this funding will partially cover the cost of a Resource Teacher for Technology (0.1 FTE). This teacher will support teachers with the use of technology to enhance instruction for all students and to provide release for teacher collaboration during the instructional day to strategically plan how to support our ELs and under served students. Support will also be provided with the administration of assessments done with technology. \$45,148.60 will be used to cover the cost of consultant fees (Teacher's College and/or paraprofessional). This training and support will make a positive impact on our EL students, socio-economic disadvantaged students, and underserved students. \$9,474.62 will be used for instructional supplies such as leveled books and other resources needed to support our students. \$5,530.66 will be used for supplies needed for instruction.

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 = 124,632 31500

How do you plan to use these funds?

\$22,287.61 of the funds allocated will be used to cover the cost of .625 FTE of a instructional Aide that will be providing additional support to disadvantage students in kindergarten. \$30,606 of the funds allocated will be used to cover the cost of .50 FTE of our Family Liaison Cantonese to provide parent and community engagement services. \$48,255 of the funds allocated will be used to cover the cost of .5 FTE of our Social Worker to provide socio-emotional support to disadvantaged students and provide guidance and support to their families as well. \$3,623.70 of the funds will be used for instructional supplies for our disadvantaged and low socioeconomic students (\$1,149 will be used for instructional material for parent workshops and family engagement)

- 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: 1,246

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.**

PARENT INVOLVEMENT POLICY 2015-16 At Monroe Elementary School, the parents, staff, community members and administrators share their input and feedback throughout the school year to ensure success of all our students. The Hillcrest community has developed the following policy. Involvement of the Parents in the Title I Program Parents are invited to become essential members of the Monroe community in order to bring out the best in all our students. • Monroe SSC facilitates monthly meetings to inform parents of any requirements, and/or rights relating to their involvement of programs, especially Title I-related programs. These meetings are usually held on Tuesdays at 5:30PM. • In addition to SSC meetings, there are other types of meetings that allow parents access to the above information at different opportunities: PTA, ELAC, and Parent Workshops. • At the beginning of each school year, Monroe Elementary provides parents/families with a copy of the Student & Parent Handbook, Monroe School-Parent Compact and School Calendar. Families are asked to review, discuss the handbook guidelines & compact, and to sign/return the acknowledgement form. • Monroe Elementary School ensures that bilingual parents/families have access to any written or verbal information by providing written translations or staff interpreters. • Monroe Elementary School collaborates with parents, staff, teachers, and administrators to periodically revise the School Parental Involvement Policy to meet the changing needs of parents and the school. These opportunities may occur with SSC and ELAC meetings designed to review the school budget and Balanced Score Card (a.k.a. Single Plan for Student Achievement). Other opportunities include PTA and Parent/Teacher Meetings. • Monroe Elementary School has adopted the school-parent compact as a component of its School Parent Involvement Policy. • Monroe Elementary School provides families and students with an explanation of the curriculum, assessments, and proficiency levels they are expected to meet. Monroe provides this information through a variety of ways that include: o Grade Level/Teacher Expectations o Back-to-School/Open House Nights o Monroe Newsletters o Parent/Teacher Conferences o Family/Parent Workshops SCHOOL COMPACT 2015-16 It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life. Staff Pledge I agree to carry out the following responsibilities to the best of my ability: • Meet all Professional Obligations and all District Professional Requirements. • Provide high-quality curriculum and instruction. • Endeavor to motivate my students to learn. • Have high expectations and help every child to develop a love of learning. • Communicate regularly with families about student progress. • Provide a warm, safe, and caring learning environment. • Provide meaningful, daily homework assignments to reinforce and extend learning. • Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community. • Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards. • Respect the school, students, staff and families. Student Pledge I agree to carry out the following responsibilities to the best of my ability: • Come to school ready to learn and work hard. • Bring necessary materials, completed assignments and homework. • Attend school in uniform. • Know and follow school and class rules. • Ask for help when I need it. • Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school. • Limit my TV watching and computer/video game playing and instead study or read every day after school. • Respect the school, classmates, staff and families. Family/Parent Pledge I agree to carry out the following responsibilities to the best of my ability: • Provide a quiet time and place for homework and monitor TV viewing. • Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5). • Make sure my child completes homework. • Communicate with the teacher or the school when I have a concern. • Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition. • Ensure that my child attends school every day in uniform and with necessary materials. • Regularly monitor my child's progress in school. • Participate at school in activities/meetings such as school decision making (i.e. SSC), volunteering, and/or attending parent-teacher conferences. • Communicate the importance of education and learning to my child. • Read all communications from school and check the blue folder regularly. • Respect the school, staff, students, and families. We make a commitment to work together to carry out this agreement. Signed on this _____ day of _____ of 2015. _____ Student _____ Teacher _____ Parent/Guardian _____

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 4/12/2016

- 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: (For Middle Schools and PK-8 Schools as applicable)

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)

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)

QEIA Carryover =

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)

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

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

Our PTA is still working on priorities for next year. It is confirmed that PTA will continue supporting with the coverage of the cost of Education Outside and Yard Support. We are asking our PTA to continue supporting enrichment and teacher collaboration during the instructional day by partially funding the cost of our Resource Teacher for Technology (at least 0.1 FTE) and covering the cost of a 0.2 FTE Visual Arts Teachers. We are also asking PTA to allocate funds to be able to increase the FTE of our Parent Liaisons positions.

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:
	0.5	0.5	
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
0.5	0.5		
Other:	Other:	Other:	Other:
1.0 Assistant Principal			

Two to three high leverage strategies that will be accomplished:

Two to three high leverage strategies that will be accomplished: Assistant Principal and Social Worker manage the Rtl Tier 2 intervention strategies, especially relating to the intensive SST coordination for our underachieving students (academically, social-emotionally, behaviorally, etc) and families struggling with decreasing chronic truancy. Literacy Coach provides literacy school-wide professional development through our weekly grade-level collaboration and monthly staff meetings. Additionally, the Literacy Coach coordinates school-wide coaching for teachers, especially, First/Second year teachers who are new to Reading & Writing Workshop and who have not had previous training with Teachers College. .5FTE IRF serves as the Math Support Provider who provides not only individualized support for teachers, but school-wide monthly and weekly Math Professional Development.

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 checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" 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 checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" 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 checked="" 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 checked="" 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 checked="" 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 25, 2016.
<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 checked="" 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 checked="" 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 checked="" 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: 9/20/2016

School Site Council Roster and BSC/SPSA 2016-2017 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
Benjamin Salas-Velasco	Principal	
Erin Stack	Teacher - SSC Co-Chair	
Heidi Meyers	Teacher- Secretary	
Kimberley Bailey	Certificated - Teacher	
Benjamin Ley	Other Staff	
Oscar Gutierrez	Parent - SSC Co-Chair	
Bonnie Law	Parent - ELAC and DELAC	
Kentaro Iwasaki	Parent	
Clara Mejia	Parent	
Norma Pablo	Parent	