The vision of Jean Parker is to build a 21st century school community that inspires each student to reach his or her full potential through academic, intellectual, social, technological, and innovative excellence. Mission At Jean Parker Elementary, our mission is to prepare our students for college and career and build a population of lifelong learners. We challenge our students with cognitively demanding tasks. We cultivate joyful learners so that they are ready to engage in complex texts, use evidence to support claims in writing and life, conduct research to form opinions, and use technology as a form of expression, creativity, and innovation. We believe in providing equitable outcomes for all students and preparing them academically and socially for the 21st century, exemplifying high standards of citizenship and encouraging collaboration skills at every opportunity. We know it takes a village to educate a child, we prioritize parents as key players in the education of students as well as partner with community members whenever possible to enrich our students’ learning. We help students reach their full potential as productive, responsible members of society and life-long learners. Our Elementary School is located in the Chinatown/North Beach area, providing public education for approximately 240 students who primarily live in the neighborhood and other surrounding communities in San Francisco. Our predominant student group is Chinese-American; they represent approximately 81% of the school’s student population. Other diverse student demographics consist of 9% Latino, 4% African American, 3% Students with multiple ethnic backgrounds, 1% Filipino, 2% European American. Jean Parker offers two language pathways for students: Chinese-Bl-Literacy and English only pathways. We are a school-wide Title 1 school, serving over 85% of our students who are socioeconomically disadvantaged, and 69% are identified as English Language Learners. We have an active PTQ, and our parent community is involved in our school by regularly attending various of family education functions and student celebrations. Such family functions include Literacy Night and Principal Chats. Our teaching staff use and adopt a variety of instructional strategies to meet the needs of our students, especially our English Learners. In addition, we also prioritize our resource to promote a positive student climate and environment. One easily identifiable component is our positive behavior system. You will observe that students are celebrated when they are caught “Beeing” safe—kind— responsible. Strengths At Jean Parker, we take pride in embracing continuous learning and improvement. Our teaching staff has participated in and will continue to collaborate with our Teachers’ College Reading and Writing developers throughout this year as part of the teachers’ on-going professional development. We are committed to furthering our growth and building our instructional capacity through additional training and engaging in collaboration or professional learning community meetings to deepen our work. We are a “Comprehensive Literacy” school where we believe that by providing all students, especially our English Learners, a strong foundation in literacy will help promote critical thinking and problem solving skills that are necessary for college and career readiness. In addition, we fully embraced the Rigor that Common Core Standards have to offer and we strive to increase student success and achievement by infusing appropriate, relevant, and highly interesting content for our students and their learning experiences. Challenge We have a high concentration and different levels of English Learners (EL). We serve a diverse English learner population from newcomers to long-term ELs. Due to the range of abilities, it is important that our teaching staff are strategic and intentional in providing a robust literacy program, employing high leverage instructional strategies, and differentiating targeted support for all students, especially our ELs in order to enhance their literacy development and academic performance. Key Strategies Our Instructional Leadership Team (ILT) and staff embraced and valued a comprehensive approach to promoting literacy for all students. We use a balanced assessment system to inform our instruction. We implement daily formative measures, the District Common Learning Assessment, the Fountas & Pinnell reading assessment three times throughout the year. In addition, we will be developing writing prompts for different genres to assess needs and measure students’ progress in their writing skills that correspond to the district’s language arts scope and sequence. Our ILT and staff identified the following high leverage instructional strategies as daily components that complement our comprehensive approach to literacy. We as a staff are committed to the following school-wide agreements of Reader and Writers’ Workshop, ELD instruction, as high leverage instructional strategies: • Implement Daily Reading and Writing Workshop components: Shared Reading/Writing; Interactive Reading Aloud/Writing; Mini-lesson; and Conferencing that are driven by student need and thoughtfully aligned with Common Core Standards and District’s Scope and Sequence (Spirals) • Implement designated ELD Instruction and incorporate integrated ELD best practices across all subject areas in order to promote oral language and academic discourse practices. Oral language production or output is vital in allowing students to work at and through different levels of cognitive complexity as well as to enhance students’ overall comprehension. Instruction must also be aligned with new ELD standards Our students regularly engage in relevant and cognitively demanding tasks where they practice critical thinking, problem solving, and reflection. They participate in whole and small group work where they rehearse their thinking and construct understanding through oral and written practices.
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 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.

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School Data Profile section has been added</td>
<td>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.</td>
</tr>
<tr>
<td>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</td>
<td>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.)</td>
</tr>
</tbody>
</table>

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
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 [link](https://district.sfusd.edu/dpt/ro/aao/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_SQLI_Reports_for_15-16”

<table>
<thead>
<tr>
<th>Mid-Year Summary</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(School-wide and sub-group performance in comparison to the district)</td>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
</tbody>
</table>

**Contents**

- 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
- NCS College Data (high school only) provides college attendance trends for high school graduates

<table>
<thead>
<tr>
<th>English Learner Report 2016-17</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AMAO Trends and performance school-wide and pathway)</td>
<td>Instructional Core: ELD</td>
</tr>
</tbody>
</table>

**Contents**

- 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.

<table>
<thead>
<tr>
<th>CORE SQLI Reports for 15-16</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SQLI Performance, definitions and thresholds)</td>
<td>Instructional Core: ELA, ELD and Math</td>
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<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
<tr>
<td></td>
<td>College and Career Readiness</td>
</tr>
</tbody>
</table>

**Contents**

- Overall and sub-group SQLI 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:**

- 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?

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

Fall 2017: "Based on the 16-17 Smarter Balanced results, 42.2% of our students met or exceeded standard in English Language Arts, which indicated an approximate 5% increase compared to the 2015-16 results. Spring 2017: According to the Jean Parker 2016-17 Performance Summary District Assessments Window 1 & 2 Report, our results indicate the following: As per the SBAC ELA results, which reflect the performance of students in grades 3-5 during the 2015-16 school year, 37.6% of our students met or exceeded standard, which indicated a 5% decrease compared to the 2014-15 results. *59.0% of our K-5 students met or exceeded standard on the Fountas & Pinell Assessment. In ELA-Write Task results, which reflect the performance of students in grades 3-5, 16.7% of our students met or exceeded standard, which shows a 5.4% increase compared to the first window assessment results. Each of the assessment test a different set of performance standards and skills. We use the results to inform next steps and ensure that all grade level standards are covered by the end of the academic year.

Fall 2017: Our target for 2017 SBAC ELA is to increase 8% of our students meeting or exceeding standard. Our target for 2016 SBAC ELA is to increase 10% of our students meeting or exceeding standard. Our F&P Target for all students for window 3 is to increase at least 5% growth.

*Teachers will continue to implement Teacher's College Units of study with fidelity (5 days a week) and using student data to inform and design rigorous differentiated learning experiences for all students. Our focus in 2017-18 will shift to writing. JP principal, literacy coach, and 6 classroom teachers have applied to attend the June Writing Institute at Teachers’ College. • Continue with Standard and Data Based driven instruction • Differentiate instruction in both Tier 1 and 2 levels (RTI Framework) that accounts for the differences in students’ needs • Examine student data and work products to support student learning and to inform instructional decisions (Engage in ROCI process during CPT and GLM) • Design lessons or learning experiences that require students to produce work at a range of cognitive complexity • Map out the entire year of Teachers’ College unit plans and use student data to drive instruction (in the moment) • Use diagnostic and end of unit measures to inform instructional decisions. These tools will allow us (teachers) to be more strategic and intentional as we implement a total of 6 units of study throughout the academic year - both reading and writing. • Implement Daily Reading and Writing Workshop components using TC Unit of Study with fidelity. Each "Session" within each unit is implemented as recommended to ensure that not only all CCSS are taught but also individual student needs are met during conference work. Reading & Writing Workshop: -Mini-Lesson (includes the teaching of the three bases perceptual skill.
Looking at the four types: procedural, web-based, and Analysis/Inquiry) - Independent Practice Work - Conference (Individual and Small group work) - Midworkshop - Share Components occur outside of Workshop: - Shared Reading (Primary Grades) - Interactive Read Aloud (Outside of Workshop Block & with Accountable Talk) - Wordy Study Other Conditions that maximize student learning: - Anchor Charts: Room is curated by for students; Some charts zoom in, some zoom out; Charts are student friendly - Text: book boxes have books at independent levels (within bands) Interactive Read Aloud with accountable talk and Shared Readings are at or above grade level and is conducted outside of workshop; Guided Reading Texts are at instructional level - Other Tier 1 Practices: Build stamina and amount of time spent on independent task; Use writing on demand to obtain baseline performance and student progress; Mini-lesson go past strategies to analysis of text; Students are asked to explain their thinking. • Bring writing assessment (On Demand) results to CPT / Planning Meetings and analyze student data to inform next steps. * Calendar units of study (reading and writing) for the entire year and implement units of study with fidelity. * Vertical alignment of reading/writing workshop * Incorporate a differentiated Word Study Program as part of the Comprehensive Approach to Literacy. • Hold publishing parties at least 4-6 times a year as a means to promote student engagement as well as improve students’ overall writing development. • Incorporate ELD Instruction based on new ELD Standards • Implement designated ELD Instruction and incorporate integrated ELD best practices across all subject areas in order to promote oral language and academic discourse practices. Oral language production or output is vital in affording students to work at and through different levels of cognitive complexity as well as to enhance students’ overall comprehension. Instruction must also be aligned with new ELD standards. • Provide targeted Tier 2 interventions for students who have not reached benchmark. (Conference work during reading workshop and LLI intervention reading groups before or after school)

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**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?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017: Once we have a baseline from F&amp;P Assessment window 1, our target is to increase 10% of our current 3rd graders in meeting or exceeding standard in window 2. Our other focal group is our ELS; our target is to increase 10% in meeting or exceeding standard by window 2. We will use window 1 results as the baseline. Our target is to move at least 49% of our 2nd graders to meet or exceed benchmark by F&amp;P assessment window 3. Our target is to move at least 60% of our 1st and 9th graders to meet or exceed benchmark by F&amp;P assessment window 3.</td>
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</tr>
</tbody>
</table>
Fall 2017: F&P Assessment: Kinder F&P EOY shows 78% meeting and exceeding benchmark 1st Grade F&P EOY shows 59% meeting and exceeding benchmark 2nd Grade F&P EOY shows 43% meeting and exceeding benchmark 3rd Grade F&P EOY shows 76% meeting and exceeding benchmark 4th Grade F&P EOY shows 59% meeting and exceeding benchmark 5th Grade F&P EOY shows 51% meeting and exceeding benchmark. Based on the F&P results, our focal grade is our current 3rd class. In addition, the lowest performing ELS are from our current 3rd and 5th grade cohort, showing 45% and 29% at or above standard. F&P Assessment: 42.9% of our current 2nd graders met or exceeded benchmark during F&P assessment window 2. There was a 4.7% increase of our 2nd graders who made progress in meeting or exceeding benchmark compared to window 1 results. Our 2nd lowest performing groups are our 1st and 5th graders. Our 1st graders scored at 51.3% proficient in the F&P assessment window 2 which shows a 1.2% regression compared to window 1. Our 5th graders scored at 51.4% proficient in window 1 which shows a 2.4% regression compared to window 1 results.

Write Task; Grade 3: Window 1 - 13.2% at proficient Window 2 - 7.9% at proficient Grade 4: Window 1 - 7.9% at proficient Window 2 - 20.5% at proficient 5th Grade: Window 1 - 12.8% at proficient Window 2 - 21.8% at proficient Each of the Write Task assessment measures different performance standards. With this in mind, we analyze the results to inform next steps for instruction.

Analysis of results for Language Arts-Focal Group

| Fall 2017: According to the 2016-17 SBAC ELA results, 18.5% of grades 3-5 ELS met or exceeded standard, which is slightly higher compared to last year’s results and approximately 6% lower compared to the district’s average. 55.4 of our ELS from our current grades 1-5 scored at proficient in the EOI results. Our current 5th grade scoring the lowest at 29% proficient. Our largest focal group is our English Learners. According to the 2015-16 SBAC ELA results, 16.9% of grades 3-5 ELS met or exceeded standard, which is 20.7% lower compared to all grades 3-5 students who participated in SBAC. 52.8% of our ELS from grades K-5 scored at proficient in F&P window 2, which is only 6.2% lower compared to all students. However, if you further disaggregate the data, only 19% of fourth grade ELS and 18% of 5th grade ELS scored at proficient in F&P window 2. *African American and Latino Students (not qualified as significant subgroup but important goal for our school to ensure equitable outcomes) |
| Based on the analysis of the results, what are your targets/performance goals? |
| What interventions are required to ensure all students reach mastery? |
| Fall 2017: Our SBAC performance target is for 28% of our ELS to perform at standard or above on the 2018 ELA SBAC. We will use window 1 F&P results as the baseline, we will increase the proficient standard by 10% by window 2. Our SBAC performance target is for 28% of our ELS to perform at standard or above on the 2017 ELA SBAC. Our performance goal is for 60% of our ELS from grades K-5 to score at proficient by F&P window 3. |
| In order to ensure all students reach mastery, it is important to maintain both our Tier 1 and 2 strategies: Tier 1: • Implement at least 30 minutes of designated ELD instruction in students’ targeted proficiency levels and teach language functions and forms that aligns with core curriculum goals; will implement Integrated ELD / SDAIE strategies to help ELS access core standards and content in all subject areas. • Academic Language Support – incorporate student talk strategies (8 student talk moves) • Leverage Readers’ and Writers’ workshops as effective instructional strategies to design differentiated learning experiences based on common core standards and student need at the Tier 1 level. 1. Mini-Lesson - Skill based 2. Anchor Charts · Region is curated by/for students, Charts used to promote independence 3. Text · Book boxes at independent levels; Books organized in genres and topics 4. F&P Reading Assessment 5. Writing on Demand • Leverage small group instruction such as guided reading to provide targeted support for students who are working below grade level. • Using students’ individual assets and their cultural norms and values to plan and design learning activities that are consonance with their learning approaches – culturally responsive. Tier 2: • Guided Reading • LLI intervention groups before or after school • Reading Partners - Identified students will work with Reading Partners tutors for 20 sessions to accelerate their reading progress |

At SAP and through teachers’ recommendation, we have identified specific students and provided them targeted support using Leveled Literacy Intervention program (LLI) before or after school for 8 weeks. At the end of each cycle, the participating teachers have and will evaluate students’ progress and determine next steps. At SAP and through teachers’ recommendation, we have identified specific students and referred them to Reading Partners reading intervention. The students meet with a reading tutor for 20 sessions. An exit assessment will be conducted at the end of the program to determine next steps. In the classroom, the teachers are leveraging small group instruction such as guided reading to provide support for students who are working below grade level. *Guided reading *One on One intervention for reading *Word Work - Running record used to create individualized word work plan As for writing, our entire staff will collaborate with TC consultants as well as site literacy coach to develop a robust writing program for students. Six out of twelve classroom teachers had applied to attend the Teachers’ College June Writing Institute. We will implement daily writing workshop to ensure that students have the ample opportunity to write and analyze their work through teacher and peer feedback when appropriate.
### 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?

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017: Based on the 16-17 SBAC results, 50% of grades 3-5 students met or exceeded standard in Mathematics. On the 15-16 Math SBAC results, 48.8% of grades 3-5 students met or exceeded standard which is 2.5% lower than the district mean. In the IAB Math Benchmark results, 60.0% (window 2) of our grades 3-5 students met or exceeded standard, compared to the district mean of 41.0% (window 1) in the Math Task results, 59.6% (window 2) of our grades K-5 students met or exceeded standard, compared to the district mean of 61.6% (window 1). Out of all the grade levels, our 2nd graders yielded the lowest percentage points at 28.6% who scored at proficient followed by 38.5% in 1st grade and 50% in 5th grade.</td>
<td>Fall 2017: Our target is for 60% of grades 3-5 students to meet or exceed standard in 2017-18 SBAC Math Assessment. Our target is for 56% of grades 3-5 students to meet or exceed standard in the 2016-17 SBAC Math Assessment. Our target for 70% of our grades 3-5 students to meet or exceed standard by the end of the year assessment which would be a 10% growth from the middle of the year IAB Math Benchmark assessment results. Our target is for 68% of our grades K-5 students to meet or exceed standard in the Math Task at the end of the year (assessment 3). Our target for the focal grades is to increase their current percentage points by 8% (Targets for: 2nd grade - 36.6%; 1st grade - 46.5%; 58% in 5th grade by the end of year)</td>
<td>We will continue to refine our instruction in order to achieve our goals. Like ELA, the instruction will be driven by three core modes of operation – Standards Aligned: Data Driven; Differentiation. Implementation of CCSS and Standards for Mathematical Practice and District developed Units of Study. * Administer 4 rich math tasks a unit. * Teach the standards through a lesson series in between tasks. * Implement Math Tasks everyday. * Create opportunities for students to produce and revise oral and written explanations that their classmates can understand. * Administer the IABs and Milestone tasks as assessment. * Analyze IAB data in school support structures. * Cognitive Demand - Create structures that have students explain their thought process in arriving to the answer(s). * Identify essential CCSS standards to expand students' learning with depth rather than breadth. * Ask 2nd and 3rd questions to elicit deeper response from students. * Design learning opportunities and experiences for students where they are encouraged to work cooperatively and collaboratively to construct meaning, understanding, and new learning. * Incorporate reading, writing, speaking and listening to promote critical thinking (Blooms' Taxonomy). * Multi-tiered approach – provide differentiated instruction in tier 1 (Whole group) and (small group instruction). * Establish structure where students (Grades 2-5) can comment, affirm, and argue against others thinking with evidence – ensuring access for all. * Incorporate DreamBox to promote mathematics fluency.</td>
</tr>
</tbody>
</table>

#### 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?

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017: Based on the 16-17 SBAC results in mathematics, our grades 3-5 ELS scored 49.2% at proficient, which is a 12.61% increase compared to 15-16 results. Based on the 15-16 SBAC results in Mathematics, our grades 3-5 ELS scored 36.8% at proficient. This is a decrease of 11.5%, comparing with 2014-15 results.</td>
<td>Fall 2017: Our target is to have at least 60% of our ELS in grades 3-5 to meet or exceed standard in the 2017-18 SBAC math assessment. Our target is to have at least 46% of our ELS in grades 3-5 to meet or exceed standard in the 2016-17 SBAC math assessment.</td>
<td>* Provide short-term, targeted instruction via small groups, through re-engagement lessons, individual extensions, or math games. * Incorporate Everyday Mathematics materials to provide and increase opportunities for computational fluency and differentiation through games and instructional routines. * Incorporate digital resources such as DreamBox for targeted and individualized support. Targeted students will use the web-based DreamBox intervention for additional practice at school and at home.</td>
</tr>
</tbody>
</table>

#### 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?

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

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*Provide short-term, targeted instruction via small groups, through re-engagement lessons, individual extensions, or math games.*

*Incorporate Everyday Mathematics materials to provide and increase opportunities for computational fluency and differentiation through games and instructional routines.*

*Incorporate digital resources such as DreamBox for targeted and individualized support. Targeted students will use the web-based DreamBox intervention for additional practice at school and at home.*
Fall 2017: Our focal group is our ELS, which represents 54% of our total student population. They scored 49.2% proficient based on the 16-17 SBAC mathematics results. Based on our IAB Math Benchmark and Math Task results, our English Learners, African American, Latino, and students receiving special education are the lowest performing sub-groups. While our AA, Latino, and SPED students do not meet the qualifications of a significant sub-group, we are leveraging the student data to inform instruction and ensure equitable learning outcomes. Math Benchmark / IAB: 60% of our English Learners met or exceeded standard; 33.3% (1 out of 3 students) of our African American students met or exceeded standard; Latino - 22.2% (2 out of 9 students) met or exceeded standard; SPED - 0% (0 out of 2 students) met or exceeded standard. Math Task Results: ELS - 58.9% met or exceeded standards; African American students - 28.6% (2 out of 7) met or exceeded standards; Latino students - 37.5% (9 out of 24) met or exceeded benchmark; SPED - 50% (3 out of 6) met or exceeded benchmark.

Fall 2017: Our target for the ELS is to increase their 2017-18 SBAC proficient rate by 10%. Our target for each focal group is to increase their performance in both Math Benchmark/IAB and Math Task by 8% points.

* RSP teacher will collaborate with classroom teachers to understand and leverage best math intervention practices to support students with IEP and those struggling with math understanding. * Teachers will use the web-based DreamBox math intervention program to provide targeted support for all focal students * Teachers will implement small group instruction to provide additional support to focal students.

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)?

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEls, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017: According to 16-17 CELDT results, 71.4% of participating students had gained at least one proficiency level (AMAO 1). 31% ELS (less than 5 years) attained English proficiency 61.3% ELS (5 years or more) attained English proficiency. Based on the 15-16 English Learner Re-Designation data, 65% of our students receiving English language support were reclassified. Spring 2017: According to the Jean Parker Data Puzzle for 2016-17, our Fall 2016 re-designation rate is 22.9%. We are still in the process of reclassifying students.</td>
<td>Fall 2017: Approximately 11% of ELS were reclassified. Our goal is to increase the reclassification rate to 15% by the end of 2017-18 academic year. Spring 2017: &quot;At least 50% of our students receiving English language support will be re-designated in 2016-17. &quot;</td>
<td>&quot;Classroom teachers and SAP team will carefully monitor student performance and re-designation paperwork. They will also work closely with the Multilingual Pathways Department to ensure that all qualified students are properly re-designated.&quot; Developing weekly and daily plans that include the language objectives; this will allow students gain greater access to the content &quot; Ensure implementation of at least 30 minutes of daily ELD instruction &quot; Continue to explicitly display and establish the function of learning objectives; incorporate Structural Language Practices Strategies to enhance student engagement and promote language development &quot; Incorporate SDAIE strategies throughout the day and across all curricular subject areas &quot; Leverage the instructional strategy of &quot;Academic Conversation&quot; to promote and improve on academic language development.</td>
</tr>
</tbody>
</table>

Other Subject Areas (Secondary Schools, optional for Elementary)

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

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017: Early literacy skills continue to be our focus. We will use Window 1 F&amp;P results as the baseline. Also, we will increase students’ opportunities in developing basic technology skills in order for them to excel in the 21st century. Strong literacy foundational skills are a strong indicator for college and career readiness. During our mid-year analysis, 78.6% of our Kindergartners are meeting or exceeding benchmark; 51.3% of our 1st graders are meeting or exceeding benchmark; and 42.9% of our 2nd graders are meeting or exceeding benchmark. Our 2nd graders are our focal group.</td>
<td>Fall 2017: Our target is to increase 10% proficiency rate in the F&amp;P assessment (window 2) Increase the frequency usage of computer/technology (at least once a week). Spring 2017: Our target is to move at least 55% of our 2nd graders to meet or exceed benchmark by F&amp;P assessment window 3 in 2016.</td>
<td>Spring 2017: At SAP meetings and through teachers’ recommendation, we have identified specific 2nd grade students and provided them targeted support using Leveled Literacy Intervention program (LLI) before or after school for 8 weeks. At the end of each cycle, the participating teachers have and will evaluate students’ progress and determine next steps. 2nd graders who still need support after the LLI group will be recommended to Reading Partners Program. They will receive 20 sessions of tutoring. In the classroom, the teachers are leveraging small group instruction such as guided reading to provide targeted support for students who are working below grade level. * Guided Reading * Word Work Running record used to create individualized word work plan * Wait Time * Sentence Frames * Academic Conversations Strategies (8 Talk Moves)</td>
</tr>
</tbody>
</table>

Technology Literacy is also key to students to become prepared for college and develop a greater sense of a college going culture. Many of our students have limited access to technology at home. It is important that we continue to provide students access to technological devices so that they become conversant with devices and build the basic technological skills necessary for them to be equipped and prepared for success to meet the 21 century challenge.

| Fall 2017: Continue the same frequency of incorporating technology in the classroom. Spring 2017: Each teacher will continue to incorporate at least one hour of technology as part of instruction every week. Students will use technology as a tool to support their learning development and to demonstrate their understanding of skills, concepts, and content. *Lower-grade students will use technological devices to develop basic computer skills such as key-boarding and use of simple applications. * Upper-grade students will use the internet to conduct research, applications for word processing, and web-based programs to enhance literacy and mathematics development. | Spring 2017: *Teachers will continue collaborate with grade level team members to plan and incorporate technology to promote student learning and technology literacy. * Teachers will continue to participate in district sponsored professional development around the use of technology when appropriate. |

K-2 College: We want to promote a college going culture for all our students. Our K-4th grade students have obtained a college saving account through K-2 College Initiative. We want to promote financial literacy and help students understand what it will take to attend and obtain a degree with the support of financial assistance.

| Working collaborative with K-2 College personnel, we will develop an incentive program where students would receive deposit credit into their account. | Refine our incentive program to increase student participation in saving money. |

Elementary Schools

What is your plan for promoting college and career readiness?

Jean Parker Vision/Graduate Profile 1. Schedule time for cross-grade vertical alignment and PD considering the JP Graduate Profile 2. Hold weekly Positive Behavior School assembly and continue to teach and reinforce positive citizenship skills Jean Parker School Wide Activities that promote College and Career Readiness 1. Annual Literacy Night for students and parents 2. Annual Junior Achievement Day where students learn about financial literacy and workforce preparedness 3. K-5 Focus on Presentation Skills

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?

Each month we will have two faculty meetings on Mondays; one will be devoted to Professional Development, and the other will be devoted to School / Faculty related Business items Grade level teams will also hold weekly Common Planning Time meetings (50 minutes) to plan units/lessons, reflect on student learning, and make necessary adjustments to maximize student progress and achievements. Common Planning Time is leveraged as an on-going professional opportunity for teachers to increase their instructional capacity around English language arts and literacy development. We are also working collaboratively with Teachers’ College developers. They will provide five days of on-site training during the school year. Our Literacy Coach collaborates with classroom teachers and provides coaching support (2-4 weeks at a time) throughout the year in enhancing and building instructional capacity around our Balance Literacy Work. Our School Social Worker provides monthly optional professional development around social and emotional learning. Please see additional action steps below.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Plan and facilitate an a year-long PD sequence around Comprehensive Approach to Literacy, Academic &amp; Behavioral RTI, and Mathematics * Structure and expand time for grade level teams to meet for collaborative learning and reflective practice - analyzing student work and planning for next steps * In the Spring, plan and facilitate an ILT learning walk to identify success and need and determine school wide focus for the 2016-17 academic year * Engage Staff in PD on Comprehensive Approach to Literacy, RTI, and Mathematics * Collaborate with Site Literacy Coach and develop 2 week coaching cycles with teachers further their capacity in workshop work * Collaborate with Teachers’ College developers to provide teachers PD around best practices in reading workshop and other effective instructional methodologies * Calendar 4 planning days that align with the district’s spirals to analyze student data and develop unit plans * Collaborate with Mathmatics Content Specialist and teacher leaders to develop PD opportunities for the staff</td>
<td>* WSF * MTSS * Site Funded Sub Release * MTSS * Targeted Instructional Improvement Block Grant * Site Funded Sub Release * PROP A</td>
</tr>
</tbody>
</table>

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 (RTI) 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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of Data</strong></td>
</tr>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
</tr>
</tbody>
</table>
**Student Engagement/Attendance**

Based on the 2016-2017 Midyear Puzzle attendance data, 9.7% of our students are considered chronically absent. There was a 2.6% increase of chronic absenteeism compared to 2015-16 data.
- African American: 71.4% (5 out of 7)
- Hispanic/Latino: 36% (9 out of 25)
- Low SES: 9.2% (18 out of 196)

*Increase the attendance rate of African American and Hispanic/Latino.*

*Increase the overall attendance rate by 2%*

* Continue to build authentic relationships with all families.*

* School Social Worker and Principal work with families to identify attendance challenge and develop individualized plan to enhance student attendance rate

**School Climate**

There are little disciplinary problems and those that do exist are being dealt with in a solution focused timely manner. We have 0% suspension rate in 2014-15, 2015-16, and 0% suspension rate in 2016-17 during this mid-year review.

* Continue to provide social and emotional support for all students*

* Maintain a 0% suspension rate*

**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 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](https://www.sfusd.edu/families/community-participation/)

**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**

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are teaching/missing (And how you know…) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td>* Increase parent participation by volunteering in classrooms, attending school sponsored events, Principal chats, SSC and ELAC meetings.* * Increase participation of Culture Club meetings and integrate other parent groups that are of minority at Jean Parker</td>
<td>* Continue to send out Monthly “Buzz” school newsletter * Host monthly Principal chats and parent chats with School Social Worker. The success will be reflected on parent participation (sign in sheet) * Increase parent participation in SSC and ELAC meetings by building relationships and holding informal meetings such as principal chat * Increase parent engagement and student attendance by: incorporating positive reinforcement or incentives to promote attendance rate; create contact list / way for parents to communicate</td>
</tr>
</tbody>
</table>
As a school community, we continue to make progress in improving parent participation and involvement. However, parent involvement remains to be a challenge at Jean Parker. We have increased communication between school and families by sending out monthly newsletters and developing a communication plan so that parents have access to all pertinent contact information including how to reach their child’s teacher. Our predominant student population is of Chinese decent. We have increased parent participation by holding monthly principal chats which 90% of parent participants are Chinese parents. The topics for the principal chat were generated by parents, and the informal, relaxing environment seemed to sustain a regular group of parents. We also have our APACC which was created by our African American parents. This has now called the Culture Club. We have an increased number of Latino families. However, the participation rate has declined throughout the year.

School setting for parent/community with other parents * Clear plan for Academic Liaison position to support communication between teachers and after school staff * Create a google group and identify point people to help communicate info * Create google calendar and assign point person to update calendar * Hold Family Events such as Math or Literacy Night * Parents are encouraged to provide feedback and meet with our Family Liaison for questions and concerns * Sustain our “Farmer’s Market” program to further engage parents and families; will leverage this opportunity to further growing relationships with families, in turn support student learning. * Continue to explore and refine practices to improve communication between school and home (Two way communication - classroom parent serving as a broker to other families for daily communication; suggestion box, partner with community partners to improve other technological means of communication). * Create space for parents to meet regularly * Create space for parents and teachers to plan together (career day, etc.) * Plan informal school events such as Pot Luck to further build relationships between families and families, and families and staff * Increase cultural events/student performances to promote and embrace diversity * Invite parents of all culture to read aloud and tell stories to students and conduct presentations * Hold a Grandparents Day * Incorporate a school wide writing celebration/publishing party (digital publishing with community partner - Inking) * Dedicated support for parent groups for underrepresented families (i.e. culture club, AAPAC) * Provide open forum for parents to provide feedback on implementation on the school plan in the following areas: Academic, School Climate-Social/Emotional; Parent Engagement and Communication at a minimum of 3 times a year. These feedback will be shared and discussed at the School Site Council Meetings * Ensure parent/community member participation in planning of school-wide events and celebration. Include a minimum of 1-2 members to act as a co-planning committee member in each of our school planning committees * Plan a career day that feature the diverse make up of our community and families * Explore and bring in community resources such as vocational and ESL classes for parents Our success will be reflected in the increase participation of families in school events, advisory group meetings, and volunteerism. We will use sign-in sheets and school visitor log to evaluate the level of success.
### 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 = $450 |

**Supplies = $450** This money is used to purchase supplies for our students with special needs. It will be earmarked to supplement materials and supplementary curriculum and technology support to meet the needs of all SPED 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-English Learner (SCG-EL) 07091**

| Allocation = $62,702 |

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

To fund the following position and resources: Family Liaison .5 FTE - $31,778 Substitute Days - $8,000 Certificated Extended Hours - $10,000 Classified Extended Hours - $6,000 Supplies - $6,924 The Family Liaison provides bilingual services for ELL families and family outreach, coordinates family engagement activities, PTO events with staff and parents. Coordinates engagement of ELL and SED families in school governance meetings. The Classified Extended Hours are used to supplement the Family Liaison position. Throughout the school year, we have family events and activities. The extra hours will be used to compensate for his time spent on planning and parent outreach. The Substitute Days provide release days for teachers to create scaffolds for the curriculum to support ELS and their access to core curriculum. The teachers will also analyze performance and formative assessment results to inform instructional decisions for ELS. The release days also provide teachers time to collaborate with Teacher’s College developers and site literacy coach and participate in professional development. The Certificated Extended Hours are used to compensate teachers for their targeted support for English learners who are working below grade level. The targeted services (i.e. LLI Intervention) for our ELS will be provided before or after school. The supplies are used for supplemental materials for ELS. It may include LLI, computer or web-based programs to support ELS’ language and literacy development; these materials will be used to differentiate instruction as Tier 1 and 2 strategies. In addition, culturally relevant literature or informational texts of students’ primary language will be replete in Chinese Bi-Literacy classrooms. This will strengthen students’ primary language and in turn support transfer and English development.

**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?*

**LCFF Concentration Grant (SCG-C) 07092**

| Allocation = $55,000 |

*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?*

**Literacy Coach .5 FTE - $48,598.50 YMCA Consultant / Dance - $5,000 Instructional Supplies - $1,411.50** The Literacy Coach supports classroom teachers in standards driven unit and lesson planning, side by side coaching, and model lesson demonstrations. The literacy coach is specialized in reading and writing workshop and differentiated instruction targeted our ELL, AA, and Latino student population. Teacher coaching and training will be provided to teachers on meeting the needs of underachieving students, including ELL and ELD instruction. Literacy Coach will support grade level teams in refining and implementing TC Unit of Study with fidelity as a means to provide standards-based and differentiated instruction for all students, especially our EL and low SES students. The YMCA consultants will provide movement and dance classes for both SED and EL students. Based on our school survey, our students ranked enrichment activities the highest. Due to these highly engaging learning activities, our student attendance record is good. It is important to develop the whole child; therefore, providing these supplemental enrichment activities will support and strengthen students’ social and emotional development. Having these programs is especially critical for our low-income students and maintaining their interest in school. Over 80% of our students qualified for the free and reduced lunch program. When students are more engaged and joyful in school, there is significant growth in the students’ academic performance. Instructional Supplies - for instructional supplies or materials (We will purchase narrative and informational texts to supplement our reading program - TC Units of Study. In addition, we will also purchase post-its, chart papers, and other reading and writing workshop relevant materials.)

**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)
Targeted Instruction Improvement Grant (TIIG) 07940

Allocation = $43,360

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?

Literacy Coach .1 FTE - $9,717.70 Teacher’s College Consultantcy - $27,000 YMCA Consultant / Dance - $6,000 Supplies - $642.30 The Literacy Coach supports classroom teachers in standards driven unit and lesson planning, side by side coaching, and model lesson demonstrations. The literacy coach is specialized in reading and writing workshop and differentiated instruction targeted our ELL, AA, and Latino student population. Teacher coaching and training will be provided to teaching the needs of underachieving students, including ELA and ELD instruction. Literacy Coach will support grade level teams in refining and implementing TC Unit of Study with fidelity as a means to provide standards-based and differentiated instruction for all students, especially our EL and low SES students. The Teacher’s College consultants will provide intensive coaching and professional development on reader's workshop. Building teachers' instructional capacity around language and literacy instruction will support our SED and EL students' language and literacy development. Teachers will provide targeted instruction such as “strategy group” as a vehicle to differentiate support for both SED and English Learners. The YMCA consultants will provide movement and dance classes for both SED and EL students. Based on our school survey, our students ranked enrichment activities the highest. Due to these highly engaging learning activities, our student attendance record is good. It is important to develop the whole child; therefore, providing these supplemental enrichment activities will support and strengthen students' social and emotional development. Having these programs is especially critical for our low-income students and maintaining their interest in school. Over 80% of our students qualified for the free and reduced lunch program. When students are more engaged and joyful in school, there is significant growth in the students' academic performance. Supplies - used as funds for basic instructional materials.

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.

<table>
<thead>
<tr>
<th>Title I</th>
<th>$68,944 (31500)</th>
</tr>
</thead>
</table>

How do you plan to use these funds?

School Social Worker .5 FTE - $46,944.50 DreamBox - $6,500 Reading Partners - $5,000 Instructional Supplies - $9,810.50 The School Social Worker supports and provides mental health services for ELS and SED students. The school social worker also provides family outreach and coordination of educational events for families. In addition, this individual will also collaborate with the teaching staff to implement school-wide PBS practices and Second Step curriculum. Provide programs such as lunch bunch as a means to help students build positive relationships and social and emotional skills. DreamBox Mathematics Subscription - $6,500 DreamBox is an on-line supplemental mathematics program that supports students’ mathematical skill and conceptual development. It will be used as Tier 1 & 2 strategies for our ELS and SES students. The students will use this program at school and home. Reading Partners - $5,000 Reading Partners is an organization that provides reading intervention support to our high needs SES and EL students. Approximately up to 40 low performing SES & EL students will be identified for reading intervention. Each student will receive approximately 30 sessions working with a Reading Partners tutor. $9,810.50 on Instructional Supplies - used as funds for instructional supplies or materials (We will purchase narrative and informational texts to supplement our reading program - TC Units of Study. In addition, we will also purpose post-its, chart papers, and other reading and writing workshop relevant materials.)

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 = $689
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.
$627 for supplies and emergency interpretation services to support parent involvement activities Title I School Level Parental Involvement Policy

Jean Parker Elementary School STATEMENT OF PURPOSE: Jean Parker Elementary School values the collaboration between home, community and school. The involvement of parents and community members is an essential component of developing high achieving students. Every effort to invite and consider parent and community input is made to ensure the success of our students. Jean Parker Elementary School has developed a written Title I parent involvement policy with the input from parents, teachers and administrators. Involvement of Parents in the Title I Program Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. To ensure that parents and community have the opportunity to support the educational process through participation in decision-making and volunteer activities, we encourage active participation by: • Holding an annual meeting to inform parents of school wide program requirements and their rights which occurs at our Back-to-School Night each Fall • Offering a flexible number of meetings to Jean Parker Elementary School offers a variety of opportunities for regular meetings including monthly School Site Council meetings, twice a year Community Meetings, monthly English Language Advisory Committee (ELAC) meetings, monthly Parent Teacher Organization (PTO) meetings o Parents are welcome to schedule an appointment with teachers, principal and/or counselor at any time throughout the year • Involving parents in an organized, ongoing, and timely way, in the planning, review, and improvement of its school programs and the Title I parental involvement policy o The academic program is reviewed regularly at School Site Council meetings and opportunities for input are given during the development of the Balanced Scorecard Single Plan for Student Achievement (BSC/SPCA) and through Community Meetings. • Providing parents of Title I students with timely information about school program, including academic information regarding curriculum and assessment, through o Back to School Night School Site Council meetings o Parent and Community Resource Bulletin Board located in the Main Office o Parent Outreach Program (Spanish/English) open office hours o Parent Handbook sent home annually (Fall of each school year) o Parent conferences; families are also welcome to schedule appointments with teachers, principal and/or counselor at any time during the school year o Monthly school newsletter in English, Spanish, Chinese The Parent Involvement Policy will be reviewed periodically and any updates will be included in the BSC/SPCA School-Parent Compact Jean Parker Elementary School has jointly developed with and distributed to parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent compact is included in the Back to School Packet each Fall. See Attachment A. Building Capacity for Involvement Jean Parker Elementary School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following: • Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. • Data reviews and monitoring of student achievement is reviewed by School Site Council. These meetings are open to all parents, staff and community members. • Parents receive student SBAC scores in the mail and teachers explain academic content standards, assessments and how parents can assist their student’s progress during Back To School Night presentations and parent conferences. o School Site Council and Learning Support Counselor coordinate parent workshops to understand academic program and how parents can work as partners in monitoring student progress. • Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. • Monthly newsletters include upcoming meeting dates, time and location information on how parents can work with their students at home. o Meeting agendas are posted on the community bulletin board and SSC Newsletter o The Parent and Community Resource Bulletin Board located in the main office includes: • School Meeting Calendar • Parent/Student Handbook • Volunteer Applications/Information • Curriculum and Assessment Information Accessibility Jean Parker Elementary School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. In addition, child care is provided for each meeting. Adopted by Jean Parker Elementary School’s School Site Council on March 25, 2016

JEAN PARKER ELEMENTARY SCHOOL PARENT-SCHOOL COMPACT 2017-2018 School Year We must each do our part to support the achievement of: 

As a student: • I will respect myself and others. • I will listen, behave, and use positive communication. • I will come to school well rested, on time, and ready to do my best work. • I will read 20-30 minutes each day. • My personal promise is to ____________________________________________________________________________________________

As a Parent/Guardian: • I will show my child I value his or her education by attending school events. • I will support my child’s learning by participating at school meetings (SSC, ELAC, PTO). • I will help my child succeed in school by giving them adequate sleep and limiting screen time (TV, computer, video games) during the week, so they have time to read 20-30 minutes per day and complete homework. • My personal promise is to ____________________________________________________________________________________________

Date your school’s Parent Involvement Policy was reviewed by your School Site Council:

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)

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"

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
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<tbody>
<tr>
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<td></td>
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<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

The School Social Worker will: 1. Collaborate with other support staff (Literacy Coach, Family Liaison, teachers, principal, and after school staff) and provide outreach and coordinate educational events for families 2. Function as a lead for SAP and RTI, identify and align resources in the effort of supporting students’ social/emotional and academic needs 3. Provide direct services to students who need social/emotional support and development and collaborate with teachers to implement PBS practices and SEL curriculum.
## 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:

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.

- 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.

- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Other (list)

- 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.

- 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.

- The school held two (2) community meetings prior to the completion of the school site plan.
  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.

- 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: 3/9/2017

- 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.

- 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.

- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

- This school plan was adopted by the SSC on: 3/9/2017
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wesley Tang</td>
<td>SSC Member / Principal</td>
<td></td>
</tr>
<tr>
<td>Elaine Ly</td>
<td>SSC Member / Teacher</td>
<td></td>
</tr>
<tr>
<td>Bonnie Tong</td>
<td>SSC Member / Teacher</td>
<td></td>
</tr>
<tr>
<td>Marian Brook</td>
<td>SSC Member / Teacher</td>
<td></td>
</tr>
<tr>
<td>Sarah Affolter</td>
<td>SSC Member / Literacy Coach</td>
<td></td>
</tr>
<tr>
<td>Rui Jun Li</td>
<td>SSC Chair / Parent</td>
<td></td>
</tr>
<tr>
<td>Li Li</td>
<td>SSC Member / Parent / ELAC</td>
<td></td>
</tr>
<tr>
<td>Yuzhen Liang</td>
<td>SSC Member / Parent / ELAC</td>
<td></td>
</tr>
<tr>
<td>May Deng</td>
<td>SSC Member / Parent</td>
<td></td>
</tr>
<tr>
<td>Mercedes Bullock</td>
<td>SSC Member / Parent</td>
<td></td>
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