2018-2020 Balanced Score Card:
A Two-Year Single Plan for Student Achievement

School	**Flynn, Leonard Elementary School**
Principal	Tyler Woods

SCHOOL VISION & CONTEXT

Leonard R. Flynn is a diverse K-5 elementary school, with Spanish dual language immersion, structured English immersion and a variety of services for children with exceptional needs. Located in the Mission District and bordering Bernal Heights, we serve students from both communities, as well as students from all over San Francisco, including Sunnydale, Bayview and Treasure Island. We welcome and celebrate our diversity as a community of learners. Our Commitment to our Community is as follows: We strive to provide unconditional love and commitment to each child. At Flynn, we acknowledge and attempt to understand the roadblocks students face in and out of the classroom and share their burden. We create pathways to showcase the brilliance of our students. --Created by Flynn Educators, 2012 Executive Summary Areas of Strength: At Leonard R Flynn Elementary School, teachers believe in supporting students and learns as people. Teachers take a comprehensive approach to literacy, providing students with a range of experiences with language and text with varying levels of support and independence. Learning is presented in a way that engages students in deep thinking, discussion, and analysis in order to cultivate the critical thinking skills of our young learners. In mathematics, teachers teach towards the Common Core Standards through inquiry-based tasks and group work, while equipping students with the necessary skills and habits to solve complex problems efficiently. We believe that students should be actively involved in the process of learning, and aim to promote joyful learning across our school. Rooted in our values as a school is our commitment and believe in developing our students' social-emotional skills and mindsets. Through school-wide values of kindness, respect, responsibility, and safety, and proactive lessons through the Second Step curriculum about emotional awareness and management, we aim to equip students with the tools to manage their emotions and build positive relationships with others. Throughout the day we support this process by positively acknowledging students for their choices and behavior, and supporting positive play at recess through our partnership with Playworks. Our school-wide focus is to accelerate learning for our students who may need extra support, particularly our African American students and English learners, to improve proficiency in all content areas. We believe that by modeling important skills, providing purposeful independent and group practice, and strategically supporting student needs in small groups and one-on-one, that we can accelerate our learners who need it most across subject areas so they are set up for success in their educational futures. During School Year 2017-18, cohort-matched data for all students taking the ELA Smarter Balanced assessment for the 2nd time increased by more than 10%, and ~4% in math. Our culture and climate indicators for families has improved in the past year, reflecting a greater sense of belonging and community for families. Challenges: During Readers/Writer's Workshop, we have noticed that more explicit language modeling and practice is needed; teachers are moving quickly from the "I Do" to the "You Do". There needs to be a greater variance of language supports or modeling of proficiency ("We Do") before students are released for independent work. We prioritize supporting students in small groups, as this is the best way for teachers to target the specific areas that certain students need to practice, but we also need to ensure that the other students are engaged in purposeful independent practice at this time. Trends in academic growth have demonstrated bright spots of success, and caused concern based on the lack of success for some of our student groups. As a school, our English Language Arts and Math proficiency scores improved, but performance levels on the SBAC in ELA and math for African American students, and ELA for English Learners, decreased. Similarly, our rates of English redesignation for English Learners have remained lower than the district average. We want to think critically about how to create similar rates of growth for our African American and English Learner students, as well as students receiving Special Education Services. Our goal this year at Flynn is that we will accelerate the achievement of all students, in particular our English Language Learners, African American, and students with special needs. Our goal is 10% cohort-matched proficiency growth (meaning that 10% of students move up a proficiency level on the SBAC in ELA & Math). We have also taken proactive steps to better support teachers and retain a larger percentage of teachers year after year. We are pleased that nearly 80% of our teachers are returning this school year.. These teachers are set up to influence positive student learning in a meaningful way. Key Strategies: Curriculum Build consistency across grade levels in order to revise and refine common core units and align common core curriculum across grade levels and strands. Support on-going implementation of social-emotional learning, including PBIS, Second Step, and Restorative Practices. Instruction Provide opportunities for students to engage in academic discussions around complex text that lead to evidence based writing in language arts, math, science, social studies and the arts. Provide opportunities for students to use evidence and compare different ways of solving problems in math. Assessment Collect evidence of student learning across the year in order to monitor student growth, provide extra supports when necessary, and accelerate student learning. Students should set meaningful, ambitious goals for their learning and purposeful growth, and the larger school community should be aware and support/celebrate progress towards goals. Attendance Develop a positive school culture where students look forward to coming to school because of the joyful learning atmosphere that exists. Support students and families who are at risk of chronic absenteeism. Case manage families of students that are chronically absent and provide intensive support.

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: (**500 words maximum**)

- **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

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 2018-2020 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 **2018-2019** 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).

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*as well as for the Local Control Accountability Plan (LCAP).

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.

SECTION II: School Data Profile

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 **17-18 Results** folder look for the folder titled **"###_Mid-Year_Summary_2017-18"**. This folder includes the following reports:

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/aao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance MetricsK-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	▪ Instructional Core: ELA, ELD and Math	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17Window 1 (Fall 2016)
F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	▪ Instructional Core: ELA	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	▪ Instructional Core: ELA, ELD and Math	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison)	▪ Student-Centered Learning Climate	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
CA Dashboard Report (New California Accountability System, documentation/overview included)	▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate ▪ College and Career Readiness	The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K–12 schools and districts.
Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in Core Content areas)	▪ 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: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10	▪ College and Career Readiness	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
Illuminate Report Lists for Fall and Spring	▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate	Direct links to summary and list reports at the student level to take a deeper dive into your results

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 groups.
- Refer to **Illuminate Report List** to link to student level data

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 2016-2019 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

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):
School focal groups include African Americans, Latinos, students with special needs and English Learners. Based on the data, we set goals for these focal students based on reading growth as measured by F&P in grades K-2 and RI in grades 3-5.

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 practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
Cohort-matched data for our current 4th and 5th graders shows that 11% of students moved up a proficiency level on the English Language Arts SBAC. 13% of Latino students, our largest racial group, moved up a proficiency level on SBAC. 0% of African American Students, however, were proficient on the ELA SBAC, and EL proficiency dropped 2%.	10% of all students will move up a proficiency level on ELA SBAC, including AA and EL students.	Tier 1 strategies in line with the comprehensive literacy framework-- providing students with a range of engagement with text at varying levels of support. For students not meeting the grade level standard, guided reading is our highest-leverage strategy that has proven to accelerate student learning. To support this work, we are piloting the K-3 F&P Classroom English materials. -data conversations 3 times a year focused on reading assessments for teachers to identify focal students -training and continued PLC around guided reading -school expectation to do guided reading daily - Targeted focus on ELD time and "Raise the Bar Time" for EOs (30 min. during grade-level designated ELD).	- more observational data on guided reading implementation and quality - dedicated planning time for guided reading and running record analysis -calibration across school on F&P and other running record assessment - Implementation of phonological processing interventions through the Wilson and Fundations program.

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 instructional shifts will be required specifically for your focal students to achieve these goals?

-RI data shows Latinos and English Learners moved to proficient between window 1 and 2 tis year (8% Latino students moved to proficient or advanced, and 4% of English Learners moved into proficient) -10% of AA students moved from Below Basic to Basic -2% of Sped students moved from Below Basic to Basic	All students that are reading below grade level make at least 1.5 years of grade level growth (as this will put them on a trajectory towards the grade level benchmark).	During the 30 min. of Designated ELD time each day, we will take a more intentional approach by using the district-provided Wonders ELD curriculum, and providing targeted literacy support to English Proficient students during this valuable 30 minute "Raise the Bar" time. -small group and individual intervention with intervention teacher (Lit intervention and ARTIF) -guided reading groups meet with classroom teacher weekly (some groups more than once a week based on needs of students) -longer instructional blocks for literacy for students to read independently Increased parent partnership with ELAC and AAPAC to reinforce literacy skills at home (through parent workshops, resources, and proactive communication of learning growth).

MATHEMATICS CORE CURRICULUM

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):
School focal groups include African Americans, Latinos, students with special needs and English Learners.

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
The majority of our students are not able to demonstrate understandings at the grade-level benchmark for mathematics (11.1% of all students met benchmark on the IAB). An area of focus is our ability to better measure growth of students in mathematics across the years-- currently we are analyzing end-of-unit assessments, but do not collect information about how students math learning builds over the medium to long-term (quarterly-annually).	Increase proficiency by 10% as measured by the SBAC end-of-year assessment.	-Math talks promote academic discourse and flexible thinking in math - Engagement with rigorous math tasks ensures that students are working with conent aligned to their grade level as stated in the Common Core Standards Scaffolds are provided to students but phased out as their independence and proficiency grows. Teachers maintain pacing of units to teach all math standards	-Professional development around how to facilitat "low floor, high ceiling" math tasks that all students can have access to and can engage with, regardless of the prequisitie skills they have/have not attained. Focus on small group instruction to accelerate the learning for struggling students. Professional Development supported by our Math Leadership Team around perseverance in math for students who are not on grade level/to build stamina and growth mindset around 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?
Small group intervention in classroom during group work and independent tasks.	25% of students performing at the Below Basic or Basic level (Level 1/2 of 4) based on the SBAC/IAB will move up at least one level.	-teachers identify prerequisite skills needed for grade level and work on these with small groups Classrooms identify a progression of strategies that students apply across the mathematical operations (addition, subtraction, multiplication, division).

SCIENCE CORE CURRICULUM

Access to the core curriculum for all students: Starting in the fall of 2018, all students should be learning the new Next Generation Science Standards through the implementation of the SFUSD Science Core Curriculum. What will you do to ensure that all students have access to and success in the core academic program? (Integrated ELD is embedded in core content instruction.)

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5

years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? *WASC Ch.5*		
Students receive science instruction through the FOSS curriculum and lessons. Students receive an investigation, which takes an inquiry-based approach to understanding scientific concepts and understandings, and is reinforced through engagement with text, discussions, research, and synthesis.	Performance targets will be added based on diagnostic data to be collected at the beginning of the year to align with the new NGSS standards.	Teach Amplify physical science unit at all grade levels and reflect on student access and performance in order to adjust and plan for greater integration.

ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

Reflecting on your school's data, including English Language Proficiency Assessments for California (ELPAC), formerly CELDT, what will you do to ensure that all students have access to and success in English Language Development (ELD) and become Reclassified Fluent English Proficient (RFEP).

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? *WASC Ch.2*	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? *WASC Ch.5*
This year ELs made RI progress from window 1 to window 2 (Below Basic 72% W1 63% W2, Basic 20% W1 25%w2, proficient 8% W1 12% W2, Advanced 0% both w1 and w2). Our AMAO level has stagnated at around 44% the past two years, with our redesignation rate at 8% last year. Through explicit professional development around designated ELD time (30 minutes a day), designating a classroom teacher as an EL program coordinator, and monitoring implementation of Structured Language Practices, we will ensure students get the targeted support they need. During integrated ELD time throughout the rest of the day, teachers will practice setting language objectives and scaffolding supports for students. Through protocols for interaction, English Learners will have ample opportunity to engage in conversations related to content with complex English vocabulary and structure.	Increase redesignation rate to 15%. Ensure that 60% of students make at least one level of growth on the ELPAC.	Structured language practice (SLPs), protocols for discussion in classrooms to ensure equity of voice and participation, scaffolding language through repeated practice and sentence frames, and targeted language support during Designated ELD and integrated ELD.

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that **all** students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
75% of students demonstrated a sense of belonging based on the SEL survey. 56% of SPED students demonstrated a sense of belonging. 60% of students shared a favorable response to a sense of safety at the school. We improved our practices for collecting assessment information on students progress in meeting the physical education standards, and will continue to provide that feedback to students and families to build healthy habits related to exercise and nutrition.	10% increase in sense of belonging and safety for students at the school site. We implement PBIS (demonstrated through our Eagle Behavior Expectations) through weekly raffles, monthly Eagle Awards, and 16 Proactive Strategies for Classroom Management. We also promote healthy habits through physical education and nutrition lessons, and focus on heart health during the month of February (and our "Dance for Heart" school-wide event).	Increased implementation of PBIS practices, Second Step, and community building. Investment in positive recess supports through recess program. Continue to leverage our school nurse, P.E. teacher, and school staff in teachind promoting healthy and safe habits for a positive, supportive community.

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
At Flynn, our students have access to certificated teaching staff through SFUSD's Visual and Performing Arts Department to pursue skills related to: *visual arts (Grades K-5) *Instrumental Music (Grades 3-5) We are also fortunate to have a number of partnerships with Community Based Organizations (CBOs) that provide classes that range from: chorus, drumming, hip-hop dance, and visual arts.	Each class will experience weekly visual arts classes for half of the school year and we will supplement their arts through partnerships with CBOs and aligning programs with our after-school program, Mission Graduates.	Increased efforts to collaborate between art specialists and classroom teachers to integrate more art instruction into the general education environment.

PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive 200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
Ensure all students have access to ample physical education, and are able to articulate and implement healthy habits related to exercise, self-care, and nutrition. We have improved our collaboration for assessing proficiency of the physical education standards through collaboration between classroom teachers and the P.E. teacher. This provides more feedback to students and families related to their progress in developing their physical fitness, agility, and habits.	Ensure every student receives high-quality physical edcuation instruction from our .8 FTE P.E. teacher and the classroom teacher.	Continue to support collaboration between .8FTE P.E. teacher and classroom teachers to ensure alignment of goals, activities, and assessment of students progress in physical education.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

As you work through this section of the plan, engage in conversations with department chairs and faculty in subject areas other than Language Arts and mathematics.   What is your plan to ensure students have access and success in the academic program?

Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2	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 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?
For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?

Our plan for promoting college and career readiness begins first and foremost with high expectations for rigorous learning for our students. As a school, we will continue to monitor and increase the rigor of tasks students engage with. By understanding the specific needs of each student, we will be able to implement the appropriate support structures to ensure they meet a high bar for academic learning and success. We embrace the fact that, as an elementary school, we are setting the foundation for students academic mindsets and their belief about what school and learning is about. For every student, we want to ensure that they understand the importance of being at school, To support this work, we will provide more professional learning time for teachers to look at CCSS and develop lessons based on standards. Increased awareness and encouragement for improved attendance. Multiple opportunities for additional specials that involve different forms of instruction (physical arts, dance, dramatic performances) Promotion of annual "Professionals of Color Career Day" for students. 4th/5th grade field trip to SF State - college readiness day Workshops from Mission Graduates to teach families pathways for their children to go to college.

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?

In order to set teachers up for success in accelerating their students' learning, they need to be provided the training and support to create a vision for rigorous learning in their classrooms. Concurrently, they need to be provided the time and space to plan and share high-leverage strategies. Through grade level collaboration, professional learning provided on-site and centrally, instructional coaching (provided by IRF, Lit. Coach, ARTIF), and planning support, teachers will be set up to drive student learning in their classrooms. As possible, paraprofessionals will be included in professional learning opportunities, in particular related to strategies to support students in literacy development (guided reading, conferring, book study groups).

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)
Early Release Thursday collaboration and professional learning Pilot F&P English Classroom materials in grades K-3 New Teacher Support Program Partnership with Elementary Literacy Department to provide targeted PD and support to K-3 teachers using F&P Classroom Materials. IRF to provide targeted support to 4th/5th Grade Teachers through use of Units of Study in Reading and Writing. Instructional Coaching Prop A hours Tuesday staff meeting time	Every Thursday, grade levels will engage in student-centered instructional planning with their grade level teams, facilitated by instructional coaches (IRF, Literacy Coach, AP, Principal, ARTIF/Literacy Intervention Teachers), to ensure teachers are reflecting on student learning and setting rigorous goals for learning on a daily and weekly basis. All new teachers to the site will receive professional development in Restorative Practices (provided centrally), and the Comprehensive Approach to Literacy, with an explicit focus on the reading workshop and guided reading (as this is our highest-leverage strategy for accelerating students reading growth). Assistant Principal, IRF, Literacy Coach, and i3 coaches will provide targeted instructional coaching to teachers grounded in goals that will impact student learning the greatest. The core of these coaching relationships will be weekly observation and feedback meetings, focused explicitly on the teacher practices that increase student learning the most. Utilize MPD's modules for English Language Development to support teachers in understanding the ELD standards and weekly framework for planning rigorous designated ELD. Math Leadership Team will provide regular professional learning sessions for teachers in order to reflect on the mathematical learning process and implement strategies that promote flexible thinking, communication of reasoning, and complex thinking in mathematics. Limit the amount of faculty time related to operational announcements and information, in order to provide more time for teachers to analyze student work and data on a regular basis. In particular, we will prioritize analyzing students reading records to understand their reading behaviors, the cues they are using to build meaning of a text independently, and target our prompting, support, and intervention.

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 school-wide (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
- **Social Emotional Learning**: interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy**: nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	Students w/ IEPs have a 35.4% chronic absenteeism	Decrease absenteeism by 8%, increase SBAC ELA and math proficiency to >10%	Ability awareness fair, all students … mainstreamed in the general education environment for part of the day. In our SOAR program, based on students meeting their behavioral goals, they slowly increase their time in the general education environment.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	PBIS, proactive communication, monitoring data	Same absenteeism and academic goals as the school	FYS Intern (Educational Case Management, ind. counseling), case management, family outreach, Mentoring for success
Student Engagement/ Attendance	29% of students are chronically absent (52% AA, 26.5% Latino, 35.4% SPED)	Reduce chronic absenteeism by 6% (12% for AA, 8% for SPED)	Flynn Attendance team monitors attendance data, provides personalized outreach, positive parent engagement (through teacher relationships, AAPAC), action planning to address barriers
School Culture/Climate	PBIS, proactive strategies for classroom management, Eagle Awards, large spike in discipline referrals around lunch/lunch recess time	Decrease in office referrals during lunch & lunch recess, decrease office referrals for AA students through culturally responsive teaching strategies, targeted supports	Positive recess program, Mentoring for Success, SAP Tiem, Tier II Behavior interventions
Social Culture/Climate	60% of students respond favorable to a sense of safety, 75% communicate a sense of belonging	Increase sense of safety and belonging by 10%	Second Step Social-Emotional Curriculum, Social skills groups, mentoring for success
Wellness Policy	Nurse manages 504 plans for students	Decrease absenteeism rate by 6%	Continue to fund fulltime nurse through .5FTE central office allocation and .5FTE PEEF allocation

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

Family Partnerships: *The child's first and most influential teacher is the family.*
Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
☐ Supporting Strong Relationships/Facilitating Two-Way Conversation ☐ Linked to student learning ☐ Valuing diversity/speaking up for every student ☑ Sharing power & decision making ☐ Connecting families to community resources	☑ African American families ☐ Families of English Learners ☐ SPED ☐ Foster Youth ☐ Homeless ☐ Other:

What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:

Provide staff time for teachers to proactively communicate with African American families to build positive relationships and partnership Select AA focal students in every classroom to closely monitor, provide support and interventions, and accelerate learning Cultivate African American Parent Advisory Council (AAPAC), in partnership with Mission Graduates Parent Partner Program.

How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance

Increased participation in AAPAC. Decreased office referrals for African American students Increased Reading Inventory growth for AA students Increased proficiency on Math benchmark for AA student Decrease chronic absenteeism rate by 12%.

Community Partnerships

What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?

☑ Academic Support ☑ Behavioral Health & Wellness ☐ College & Career ☐ Expanded Learning/After-School ☐ Physical Activity/Recreation ☐ School to CTE	☐ Restorative Practices, Violence Prevention, etc. ☑ VAPA or Literary Arts ☐ Youth Leadership/Youth Development ☐ Parent/Family Support or Partnership ☐ Other:

List 1-3 current or potential community partner(s) who are address these needs.

Reading Partners Tutoring Program Loco Bloco Arts Organization Mission Promise Neighborhood-- Instituto Familiar de la Raza Playworks Education Energized

What are your specific goals or objectives for these partnership?

Accelerate reading growth for struggling students (students below the benchmark grow at least 1.5 grade levels of reading growth in SY 2018-19). Empower students to build their creativity, expression, confidence and self-esteem through the arts. Provide direct services to students, and consultation to school staff around trauma-informed practices, de-escalation practices, and ways to increase a feeling of safety and support at the school. Promote positive relationships and conflict-resolution skills and strategies for students through positive play at recess.

What actions will you take to deepen your school's partnership with community organizations?

Strategically targeting students within one year of the grade level reading benchmark to participate in Reading Partners 1-on-1 tutoring Aligning school-day Loco Bloco dance and drumming classes with Mission Graduates after-school enrichment. Host Family Success Coach on campus, partner with Instituto to support positive mental health supports and practices at Flynn.

How will you measure the impact? (Quantitative and/or qualitative data)

Meet academic goals of 10% increase on SBAC ELA and Math. Increased sense of safety and belonging for AA students and families.

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 = $3,900

Student-centered learning climate-- resources and programs to support students in meeting their IEP goals.

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 = $71,726

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

Fund two .5FTE Bilingual paraprofessionals to provide in class, one-on-one and small group support of to English Learners. Our ELs are capable of accessing the grade-level content being taught, and benefit from the specific support with the complex language they may encounter in literacy, math, science, and social studies. The funds will also be used to support teachers with the necessary instructional materials to support students during designated and integrated ELD. As accelerating our English Learners proficiency levels in English is a priority, we will also be using these funds to provide extended planning time for teachers to plan high-quality lessons during Designated ELD time following SFUSD's framework.

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 = $31,000

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?

Focus on improving the positive, joyful school climate that sets students up to engage in joyful, rigorous learning by investing in a positive recess program. Our focal student groups (African American, Latino, ELL, & SPED) students are disproportionately referred to the office for discipline reasons, limiting the amount of time they have access to learning in the classroom. The majority of these office discipline referrals occur during recess times-- this not only affects the students experience in those moments, but affects their ability to re-enter the classroom in a position to learn. We will devote these resources to target positive supports at recess for all students-- in particular those focal student groups.

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 = $437,400

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?

2 class-size reduction teachers in the 4th and 5th grades to ensure that teachers are better able to target the specific needs of students (through rigorous instruction, small group learning, and differentiated supports). 2 Reading Recovery/Descubriendo la lectura Intervention Teachers targeted at primary grades to provide evidence-based early intervention in literacy. Provide an additional .125FTE of a bilingual paraprofessional to support students (ELs, SPED, AA) in the classroom and provide proactive academic and behavioral supports. Extended hours for classroom teachers to refine our interdisciplinary unit plans to ensure they are aligned to the Common Core State Standards. Fund .155FTE of a Kindergarten teacher in order to ensure we can accommodate our incoming Kindergarten 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)*

CATEGORIAL 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 = $104,785   (31500)

How do you plan to use these funds?

.45FTE for a Kindergarten classroom teacher, instructional supplies to support high-quality instruction in the classroom. Support partnership with positive recess program and reading tutoring program for students not yet meeting the grade level benchmark in reading. Provide proactive classroom support and Tier II interventions to students with behavioral obstacles to learning, through funding a half-time paraprofessional. Extended hours for teachers to plan rigorous units, ensure alignment across grade levels so there is instructional coherence, and there is ample opportunity to monitor student learning growth throughout the year to see if students, in particular our focal students, are making progress to their learning goals. Design and plan to implement targeted instruction to English Learners during Designated and Integrated ELD, and targeted academic support to students proficient in English but not excelling academically (e.g. African American students). Purchase high-quality instructional supplies and materials to target the literacy and math needs of focal student groups (AA, EL, SPED), as well as to support students and teachers to set ambitious goals for their learning, monitor/track them, and have the materials they need to clearly communicate their growth to their families and their peers.

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 = $1,047
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 <u>attach</u> the Parent Involvement Policy's full text when you upload your BSC to SharePoint**.

To support community building and parent education in our English Learner Advisory Council (ELAC), African American Parent Advisory Council (AAPAC), and larger parent community.

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 9/13/2018

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 =

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? (**Limit: 250 words**)*

Select the Bryk Essential that most aligns to the use of these funds:
- ◯ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ◯ Professional Capacity *(LCAP Priorities: Basic)*
- ◯ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ◯ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
	1.0	0.5	0.5
Wellness Coordinator:	**CHOW:**	**Elementary Advisor:**	**T10:**
		0.75	
IRF:	**Literacy Coach:**	**Academic RtI Facilitator:**	**Hard To Staff:**
1.0	1.0	1.0	X
Other:	**Other:**	**Other:**	**Other:**

Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students.

Social Worker-- Managing our SAP team and coordinating/tracking all of our behavior interventions, facilitating SSTs, and partnering with families whose students are severely chronically absent. Nurse: 504 Program coordinator, providing support to students with IEPs, 504s, and health needs that create obstacles to the their attendance and active engagement in learning at the school. Elementary Advisor: Provides direct student services in order to provide responsive support to students who are facing obstacles to learning. Implements Tier II behavioral interventions with the goal of increasing the access of instructional time for our focal student groups (AA, Latino, SPED, ELL). Family Liaison: Partner with families to coordinate parent groups (ELAC, AAPAC, PTA) and coordinate parent education workshops. Partners with Mission Graduates Parent Partner Program to build family leadership in support of student success. Plans, organizes, and helps facilitate community meetings. IRF: Provides instructional coaching, professional development, and facilitates grade level collaboration to improve teacher practice to improve student outcomes. Manages the administration and analysis of student assessments to inform instruction and instructional areas of focus across the school. Lead school-wide focus on designated ELD and "Raise the Bar" time for EO students during those 30 minutes each day to target their academic needs. Literacy Coach: Monitors implementation of the Comprehensive Approach to Literacy (CAtL) across the school, provides instructional coaching to teachers, professional development, and facilitates grade level collaboration. Supports pilot program of K-3 F&P Classroom materials. Academic RtI Facilitator: Provides small group intervention to students not meeting the grade level benchmark for reading. Monitors academic interventions across the school, facilitates SSTs, and monitors implementation of interventions and supports. Collaborates with classroom teachers to identify the highest-leverage strategies to support students.

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)* **African American Parent Advisory Council (AAPAC)**
☑	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 23, 2018**.
☑	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: **10/18/2018**
☑	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: **10/18/2018**

School Site Council Roster and BSC/SPSA 2018-2020 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")

School Site Council Learning Module - SSC Parity

SFUSD Website, School Site Council Page

Name	Role	Signature
Tyler Woods	Principal	Tyler Woods
Nancy Abdul-Shakur	Parent	
Karina Hwang	Teacher	
Katharine Berg	Parent	Katharine Berg
Gabriela Lopez	Teacher	
Maria Giron	Parent	
Adrienne Ferreboeuf	Teacher	
Kim Lopez	Parent	
Andrew Patel	Teacher	
Fabiola Torres	Parent	
Jacinta Anaya	Parent	
Rebecca Chung	Other School Staff	