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

School	**Argonne Elementary School**
Principal	Sheree Catingub

SCHOOL VISION & CONTEXT

Argonne Elementary School teaches about 440 students. Of our total student population 20% are identified as English Learners, 30% are identified as SES, and 7% are identified as Special Education students. 28% identify as Asian, 28% identify as White, 15% identify as Multi Racial, and 12 % as Hispanic/Latino. 15% of our students Declined to State their demographic. EL student performance on the ELA and Math SBAC is showing a 3-year downward trend. As a school, we are addressing this challenge through conversations around EL reclassification, re-evaluating our current ELD curriculum and practices, utlizing our ELD Coordinator for Wonders curriculum support, and collaborating with the Multi Lingual Pathways Department for resources and classroom best practices throughout the day and during explicit ELD instruction. As a staff, we are also unpacking Tier 1 practices and implementing these classroom strategies to reach more learners. The Social Emotional Learning and School Culture-Climate are a valuable aspect of supporting our students' growth and learning. Argonne Elementary aims to teach and support the whole child, and these components of learning are a strong driving point of our school vision. As a school, we are implementing Restorative Practices, PBIS Tier 1 strategies, and Second Step to support the emotional growth of our students. Argonne Elementary School focuses on the whole child, encouraging academic excellence through JOYFUL LEARNING. This includes finding multiple ways to engage students, combining academic rigor with creativity, fun and a love of the outdoors, and embracing multiple forms of intelligence. The adult communities at Argonne – parents, families, local community members, and staff – collaborate to provide strong support for students to thrive. Staff design learning experiences within and across grade-levels that provide multiple ways of learning, empower students' voice and communication to come to know themselves as active learners, and challenge them to develop and grow as compassionate young people who embrace diversity, inclusion, and justice.

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):
To ensure access to the core curriculum, academic success and social emotional well-being in both formative and summative assessment measures, Argonne will continue to focus on English Learners (24%) and Students with Special Needs (9%).

__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
	FALL 2018 UPDATE: * At least 75% of our students will meet or exceed standard in English Language Arts formative and summative assessments. (eg. classwork, IAB, F&P, and SRI, SBAC data)		*Implementation of Wonders ELD Curriculum *Utilize the Reading and Writing Specialists' expertise in the ELD Coordinator position to create deeper ELA and Language understanding and support. * SFUSD Comprehensive Approach to Literacy * School-wide focus on K-5 consistent use of ELD supports and instructional tools. * Classroom teacher confers/leads guided reading groups/provides immediate feedback/instruction to students every day and knows each student as a reader/writer. * Funding to support Teachers College - Reading Institute Professional Learning - June 2019

FALL 2018: According to 17/18 SBAC data, our results indicate the following: *62.6% of 3rd-5th grade students met or exceeded proficiency in ELA. SPRING 2018: According to the Argonne Midyear Data Report for 2017-2018, our results indicate the following: * 93.2% of our K-2 students met or exceeded standard on the Fountas and Pinnell Assessment. * 64.7% of our 3-5 students met or exceeded standard on the Reading Inventory Assessment. IWA results indicate the following average holistic score history (highest 6.0): FALL 2017: * Based on the 16-17 Smarter Balanced results, 68% (15-16 64.2%) of our students met or exceeded standard in English Language Arts. SPRING 2017: According to the Argonne Midyear Data Puzzle for 2016-2017, our results indicate the following: * 74.6% of our K-2 students met or exceeded standard on the Fountas and Pinnell Assessment. * 54.8% of our 3-5 students met or exceeded standard on the Reading Inventory Assessment. (newer online assessment; some not always accurate for some students) IWA results indicate the following average holistic score history (highest 6.0): 2016-2017 2.8 2015-2016 2.5 2014-2015 2.6 Over the past three years, our students consistently earn highest scores in their use of Conventions. Over the past three years, our students earned lowest scores in the following areas: 2016-2017 Conclusion 2.5 2015-2016 Organization 2.4 2014-2015 Organization 2.6, Sentence Structure 2.6

1. Classroom teachers will continue the implementation of SFUSD ELA spirals: Narrative, Expository, Opinion, and Research. Grade levels will use the Units of Study as a resource to support ELA work. Argonne principal and teachers have applied to attend the August Reading Institute at Teachers College. 2. Grade level teams will plan curriculum maps and unit plans aligned with the spirals and upload these working documents to the shared drive for specialists (special ed and literacy teams) to access. 3. Classroom teachers will continue to assess student reading levels and monitor that students are reading at their appropriate independent/instructional reading levels. 4. Classroom teachers will use strategies such as interactive read aloud and writing, close reading, use of visual supports (sentence frames, anchor charts), and constructive conversations to support students' reading comprehension and writing. 5. Teachers will provide specific, individualized feedback on student work through conferring and guided reading. Students will use reading journals school wide to support students' reading comprehension and writing growth. 6. Grade level teams will continue to analyze and act upon lessons learned from student work samples. 7. Students will be given opportunities to share their writing during open mic sessions at school wide assemblies and during lunch. 8. All K-2 teachers, RSP teachers, and Reading Teacher will participate in SFUSD's Phonological Processing Pilot. 9. Teachers will begin to implement Wonders during ELD instruction to support EL students

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?
	2018 UPDATE: * At least 65% of our students receiving English learner support and 33% of our students receiving special education support will meet or exceed standard based on English Language Arts formative and summative assessments. (eg. classwork, IAB, SBAC data) * At least 60% of our students receiving English Learner support will be re-designated based on CELDT and SBAC data	

			1. Classroom teachers will use interactive read aloud and guided reading in the general education setting to support students' reading growth. 2. Reading consultants and RSP staff (teachers and paras) will use the Fountas and Pinnell Leveled Literacy Intervention or the Wilson Reading System to provide targeted support for students reading below grade level. 3. School wide class SSTs will be scheduled for September 2017 to help identify needs. Data exists for current students receiving Tier 2 support. Grade level teams in partnership with consultants will continue to monitor students during the school year (prior to parent-teacher conference times). School wide class SST follow-up will be scheduled for April 2018 to plan for student support and align resources for 2018-2019. 4. Staff will continue to partner with Jewish Coalition for Literacy and trained parents to provided reading support. (Other resources: Class Volunteers, Six Flags Reading Program, Read Across America, Parent Child Book Club, RazKids, Scholastic News, SFOpera, Screen Actors Guild). 5. Extended hours will be allocated for teachers to provide Tier 2 intervention support for students before/after school. 6. Raz-Kids will be used as supplemental support for Tier 2 intervention with emphasis on home use and in school use as appropriate. Targeted groups started in March 2016 and will continue until February 2018. Kindergarten and first grade teams are considering grade level implementation of Raz-Kids for all students. It is noted that iPads have been purchased in 2016-2017 to support the implementation. 7. Students who are newcomers and are receiving English language support will have access to the Imagine Learning supplemental program (license purchased by MPD) and the literacy team will explore ways to support our English Learners.
SPRING 2018: According to the Argonne Midyear Data Report for 2017-2018, our results indicate the following: * 93.8% of our K-2 students receiving English Learner support met or exceeded standard on the Fountas and Pinnell Assessment. * 25.5% of our 3-5 students receiving English Learner support met or exceeded standard on the Reading Inventory Assessment. * 80% of our K-2 students receiving special education support met or exceeded standard on the Fountas and Pinnell Assessment. * 25.8% of our 3-5 students receiving special education support met or exceeded standard on the Reading Inventory Assessment. IWA results indicate the following average holistic score history for students receiving English language support: 2017-2018 2016-2017 2.3 2015-2016 2.0 2014-2015 2.5 Highest score areas: Introduction Lowest score areas: Sentence Structure/Organization FALL 2017: Based on the 16-17 Smarter Balanced results in English Language Arts, the following subgroups data will be considered: * 62% of our students who identify as Hispanic met or exceeded standard * 22% of our student receiving English language support met or exceeded standard * 26% of our students receiving special education support met or exceeded standard * 44% of our students who are socio-economically disadvantaged met or exceeded standard * 80.2% of our female students met or exceeded standard and 56% of our male students met or exceeded standard SPRING 2017: According to the Argonne Midyear Data Puzzle for 2016-2017, our results indicate the following: * 77.1% of our K-2 students receiving English Learner support met or exceeded standard on the Fountas and Pinnell Assessment. * 10.3% of our 3-5 students receiving English Learner support met or exceeded standard on the Reading Inventory Assessment. * 78.9% of our K-2 students who are socio-economically disadvantaged met or exceeded standard on the Fountas and Pinnell Assessment. * 32.4% of our 3-5 students who are socio-economically disadvantaged met or exceeded standard on the Reading Inventory Assessment. IWA results indicate the following average holistic score history for students receiving English language support: 2016-2017 2.3 2015-2016 2.0 2014-2015 2.5 Highest score areas: Introduction Lowest score areas: Sentence Structure/Organization			

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):
To ensure access to the core curriculum, academic success and social emotional well-being in both formative and summative assessment measures, Argonne will continue to focus on two focal groups: English Learners (24%) and Students with Special Needs (9%).

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
	FALL 2018 UPDATE: * At least 75% of our students will meet or exceed standard in Mathematics formative and summative assessments. (eg. classwork, IAB, SBAC data)		

FALL 2018: *Based on the 17/18 SBAC results, 67.6% of our students met or exceeded proficiency standards in Math. SPRING 2018: According to the Argonne Midyear Data Report for 2017-2018, our results indicate the following: * 58.7% of our students met or exceeded standard on the Math Benchmarks. * 83.4% of our students met or exceeded standard on the Math Tasks. FALL 2017: * Based on the 16-17 Smarter Balanced results, 71% of our students met or exceeded standard in Mathematics. SPRING 2017: According to the Argonne Midyear Data Puzzle for 2016-2017, our results indicate the following: * 58.7% of our students met or exceeded standard on the Math Benchmarks. * 80.9%% of our students met or exceeded standard on the Math Tasks.

1. Staff will continue to implement SFUSD's Math Units of Study. 2. Grade level teams will continue to analyze student work on milestone tasks and develop plans to support student learning. Planning will include opportunities for vertical alignment/planning. 3. Classroom teachers will use strategies such as Math Talks, the Three Read Protocol, use of visual supports (sentence frames, anchor charts), use of manipulatives, and constructive conversations to support students' math comprehension. 4. Students will use math journals (w/graph paper) school wide to support written expression in mathematics. Teachers will provide feedback on student work documented in the journals. 5. Staff will participate in at least 2 school wide lesson studies. The lesson study team of three Argonne teachers and one master teacher will continue their work in lesson study to support math instruction.

* Math Practices in Common Core are critical components in math instruction. *Children learn math through engagement solving meaningful math tasks with feedback from peers and teachers.

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?
SPRING 2018: According to the Argonne Midyear Data Report for 2017-2018, our results indicate the following: * 30.6% of our students receiving English Language support met or exceeded standard on the Math Benchmarks. * 74% of our students receiving English Language support met or exceeded standard on the Math Tasks. * 28.6% of our students who receive special education support met or exceeded standard on the Math Benchmarks. * 59.1% of our students who receive special education support met or exceeded standard on the Math Tasks. FALL 2017: Based on the 16-17 Smarter Balanced results in Mathematics, the following subgroup data will be considered: * 58% of our students who identify as Hispanic met or exceeded standard * 34% of our students receiving English language support met or exceeded standard * 43% of our students receiving special education support met or exceeded standard * 54% of our students who are socio-economically disadvantaged met or exceeded standard * 68.3% of our female students met or exceeded standard and 73% of our male students met or exceeded standard SPRING 2017: According to the Argonne Midyear Data Puzzle for 2016-2017, our results indicate the following: * 35.1% of our students receiving English Language support met or exceeded standard on the Math Benchmarks. * 71.8% of our students receiving English Language support met or exceeded standard on the Math Tasks. * 41.5% of our students who are socio-economically disadvantaged met or exceeded standard on the Math Benchmarks. *72.5% of our students who are socio-economically disadvantaged met or exceeded standard on the Math Tasks.	2018 UPDATE: * At least 60% of our students receiving English learner support and 45% of our students receiving special education support will meet or exceed standard in mathematics formative and summative assessments. (eg. classwork, IAB, SBAC data)	1. Classroom teachers will use guided math groups in the general education setting to support students' math growth. 2. Focal students will use the web-based DreamBox intervention for additional practice at school and at home. Focal students began work with this program February 2016 and will continue throughout the 2017-2018 school year. Argonne is considering providing DreamBox access to all grade 2 and grade 3 students in 2017-2018. 3. School wide class SSTs will be scheduled for September 2017 to help identify needs. SST data exists for targeted math intervention. School wide class SST follow-up will be scheduled for April 2018 to plan for student support and align resources for 2018-2019. 4. Extended hours will be allocated for teachers to provide Tier 2 intervention support for students before/after school. 5. Funds will be allocated so that RSP staff can meet at least two times a year with general education teachers to evaluate student work, modify assignments/projects, and co-plan overall support. 6. RSP staff will connect with SFUSD/Argonne math leaders to understand best math intervention practices/programs (use of manipulatives, conceptual understanding, multiple strategies) to support students struggling with math understanding. 7. Testing accommodations and modifications will be carefully considered when writing IEPs to support students. 8. Tier 3 in class interventions include the use of flexible grouping, multi-sensory teaching strategies including manipulatives, and math notebooks for students to use as a reference.

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	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?
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 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		WASC Ch.5
Annual Community Survey data indicates that parents feel that science instruction needs additional focus/resources at Argonne. Argonne Community Meeting feedback indicates that STEAM support is a high funding priority for parents.	Teachers await direction from SFUSD Science Department. We have two teachers on-site who have participated in a field test.	1. School wide implementation of Mystery Science supplemental curriculum supported by PTO funding for science instructional materials.

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)	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?
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		WASC Ch.5
	CELDT Growth Target: 60% of students will grow at least one level on the CELDT/ELPAC assessment. Self-Efficacy for ELs will increase: * I can earn an A(4) in my class - at least 50% confident. * I can master the hardest things in my class - at least 50% confident.	1. Staff will carefully monitor re-designation paperwork and will work closely with the Multilingual Pathways Department to make certain students are properly re-designated. 2. Please see Tier 1 strategies in ELA and Mathematics. Of note is Argonne's focus on constructive conversations and written expression. Opportunities will focus on student voice and presentation. Multilingual Pathways Resources will be shared with staff as tools to support student voice and communication. 3. ELD Teacher Leads facilitates/faciltiated professional learning on consistent K-5 instructional language/supports - talk moves and signals 4. Use the Self efficacy toolkit on Panorama Playbook-download to share with LEAD team and teachers 5. Staff will implement Wonders curriculum to support students during ELD instruction

FALL 2018: *21.4% of our EL students met or exceeded proficiency in ELA . This is a drop of 9.13% from the 16-17 school year. *37.2% of our EL students met or exceeded proficiency in Math. This is a drop of 4.46 from the 16/17 school year. SPRING 2018: According to the Argonne Midyear Data Report for 2017-2018, our results indicate the following: * 93.8% of our K-2 students receiving English Learner support met or exceeded standard on the Fountas and Pinnell Assessment. * 25.5% of our 3-5 students receiving English Learner support met or exceeded standard on the Reading Inventory Assessment. DATA CONFERENCE 9/26/2017: Although ELs perform better than others on the SBAC than many other schools in the district, they are scoring the lowest in the district on the SEL survey. *need to focus on self-efficacy with ELs: -I can earn an A in my class- 33% confident - I can master the hardest things in my class- 5% confident -I can meet all the learning goals my teacher set -29% confident CELDT Growth Indicates the Following: 2016-2017 45% of students grew at least one level and the three year trend has been downward 2015-2016 55% of students grew at least one level 2014-2015 55% of students grew at least one level RECLASSIFICATION: 0.6% points above district average and the 3 year trend has been 2.9% points above the district. SPRING 2017: According to the Argonne Midyear Data Puzzle for 2016-2017, our Fall 2016 re-designation rate is 28.6%. Based on the 14-15 English Learner Re-Designation data, 38% of our students receiving English language support were reclassified. It is noted that Argonne has seen a decrease in the number of students who qualify for English language support. This year 20% of our student population qualifies for English language support.

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?
Feedback from 2018 Community Meeting Promising Solutions for Social/Emotional Climate include the following to consider: * All K-5 teachers implementing all 22 Second Step Lessons to build upon consistent language *Restorative Practices - school wide implementation * Trauma-informed practices/professional learning * PTO funding for a student adviser * Create/promote an Argonne culture of kindness * Establish clear definitions (assertive vs. competitive)	1. Scheduled annual Safety Lessons provided by the San Francisco Child Abuse and Prevention Teachers 2. Health advocate leads professional learning at one staff meeting at the beginning of the year and is available for consult/coaching to support implementation of lessons	Continue to provide a stipend for Health Advocates. Provide each teacher 2nd Step Curriculum and/or access to online 2nd Step Curriculum

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?
Argonne continues to value a balanced learning elementary learning experience. To that end, our students participate in the following visual and performing arts programs: * Art in Action parent-led lessons * SFUSD VAPA visual arts lessons * SFArtsEd chorus lessons * SFUSD VAPA dance lessons * SF Ballet lessons - 2nd grade * SFUSD VAPA Instrumental lessons - 4th/5th grades * SF Opera Aria study - 5th grade *SF Symphony lessons - 2nd-5th grades * Field Trips - Visual and Performing Arts	Argonne will continue to offer VAPA experiences for all K-5 students.	* Arts integration into all subject areas

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?
The Argonne School Community supports a balanced approach to the elementary school experience. Physical education is equally important as academic, social/emotional, and enrichment learning for our students.	Argonne will continue to provide 200 minutes of physical education instruction from a credentialed teacher per every ten-day period. Additionally, K-5 students will participate in an annual wellness walk at the end of summer session. 4th and 5th grade students will train and run their annual 5K run. All K-5 students will participate in dance with the VAPA dance instructor and 2nd grade students will dance with the SF Ballet instructors.	0.8 SFUSD PE Instructor PTO funded PE Consultant 0.2 SFUSD VAPA Dance Instructor SF Ballet Partnership PTO organized Wellness Walk

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?

2018-2019: ARGONNE SCHOOL WIDE ACTIVITIES THAT PROMOTE COLLEGE AND CAREER READINESS 1. Annual Hour of Code Week 2. Annual STEAM Career Day 3. K-5 Focus on Presentation Skills 2017-2018: Argonne Elementary staff with guidance from the Instructional Leadership Team will continue our work on the graduate profile and specifically Student Voice and Communication. Argonne staff are highly motivated to continue this work as a staff community and presented the following for each grade level (September 2017/January 2018): * Baseline observations * Student Voice/Communication Goal * Measurement Tool * Strategies/How

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 2018-2019, our instructional leadership team will continue to receive a stipend for their work leading professional learning at preservice/staff meetings/grade level meetings. Team Leaders will receive a $500-$1000 stipend for the year. The instructional leadership team will work with the new principal to create the professional development calendar for 1819. Based on community meeting/survey feedback topics for professional learning may include the following: * Social Emotional Climate Topics: Review of Second Step and Fidelity of Implementation; Trauma-informed practices; Mindfulness; Structured Play at Recess * Classroom Support: Technology teacher/coach 0.2 FTE; Sensory Integration; Positive Behavior Intervention and Supports; * STEAM - Technology teacher/coach 0.2 FTE; Technology Integration; Personalized Learning Field Test?; * English Language Development - Connecting students and families to useful resources; In 2017-2018, our instructional leadership team will meet two times a month to plan professional development opportunities and grade level collaboration focus aligned with BSC needs. Team leaders will receive a $1,000.00 stipend for their leadership work. The instructional leadership team will crreate a professional development calendar that is differentiated based on the needs of new grade level teams. We anticipate using staff meeting time for alignment activities and grade level collaboration time to take a deep dive looking at student work and our teaching moves to increase proficiency. Our team will also plan for school wide lesson study opportunities. For 2017-2018, it is noted that all K-2 teachers will participate in the K-2 phonological processing field test and work closely with Coach Mary Canselmo to support this work. Additionally, Literacy Coach Mary Farr will work with Argonne teachers to help facilitate the implementation of high quality literacy instruction. Lead Team (Spring 2017) - How do we build upon and strengthen Argonne Student Voice and Communication in 2017-2018? How can we use existing standards and consider these across all curriculum areas? How does this focus relate to our BSC goals areas?

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)
1. University of Argonne -grade level collaboration time 2. RSP teacher and classroom teacher planning time 3. Lesson Study opportunities 4. SST planning - classrooms and individual students 5. Teachers College - August Reading Institute (mIssed August opportunity. Will reapply in 2019)	1. Contractual meeting times; Prop A; and PTO Funded Sub Release; two times a year 2. Contractual meeting times; Prop A; PTO Funded Sub Release; at least three times a year 3. Mentor teaching funds will release teachers for open lesson study professional development; Math fund to release teachers for lab study; (Spencer Project-SERP) 4. Principal and counselor will meet with teachers to plan for Class SSTs to plan for student support iin 9/2017 and 4/2018. 5. PTO Support

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.)	Argonne Elementary currently offers a full-inclusion special education program.	* 9% of our total student population qualifies for special education support.	

			1. Culture Cimate team and SSSC 1. Argonne will continue to use the SAP/SST process to analyze Tier 1 supports and implement Tier 2 supports with fidelity prior to considering Tier 3 supports. School psychologist will be an active member of our SAP/SST team. 2. Argonne will continue to set high expectations for ALL students and promote growth mindset as a school wide culture. 3. Consider ways to improve process for teacher identification; document Tier 2 provided by classroom teacher 4. Parent special ed support group will schedule playdates to build community/organize informational sessions.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	* Basis data tracks student discipline referrals - focus group includes students who continue to receive discipline referrals	* Basis data will indicate fewer discipline referrals	1. Consider schoolwide Trauma Informed School professional learning for 2018-20019 2. Consider staff professional learning on CICO implementation
Student Engagement/ Attendance	Based on the 2016-2017 MIdyear Puzzle attendance data 5.0% of our students are considered chronically absent. * White 9% * ELL 5.3% * Special Ed 4.2% * Low SES 4.6% Based on 2015-2016 attendance data, 3.9% of our students are chronically absent. * African American 14.3% * Special Ed 8.1% * White 7.3% Based on 2014-2015 attendance data, 8% of our students are chronically absent. Based on data from 2/2016 MTSS school report, 3% of our students are chronically absent.	2017-2018: * The rate of our White students who are chronically absent will decrease to 3%. 2016-2017 Update: *The rate of our students who are chronically absent will decrease to at most 2%.	1. Meet regularly with our attendance liaison to track attendance data. 2. Message to our community the importance of on-time, regular attendance at school. Add attendance expectations to kindergarten and new family letters. 3. Use the Wolf-Pack praise program to encourage on-time, regular attendance. 4. Implement a blue tardy pass system where students are required to have a blue tardy pass when they arrive after 8:30 am. 5. Email parents and copy teacher, counselor, and principal for chronic cases. Principal/teachers to personally call and/or address attendance issues during parent teacher conferences. 6. Document chronic tardies/absences through the SST process.
School Culture/Climate	Based on 2017-2018 School Culture-Climate Results: * Students _____Responded Favorably * Staff _____ Responded Favorably * Family _____ Responded Favorably Based on 2017-2018 suspension data, 0% of our student population was suspended. Based on 2016-2017 School Culture-Climate Results: * Students 78% (+6%) Responded Favorably * Staff 88% (+2%) Responded Favorably * Family 95% (+1%) Responded Favorably Based on 2016-2017 suspension data, 0% of our student population was suspended. Based on 2015-2016 suspension data, 0% of our student population was suspended. Based on 2014-2015 suspension data, 0.22% of our student population was suspended. Based on 2015-2016 SFUSD survey results, there is a discrepancy between how parents (96%)/staff (92%) and students (62%) perceive safety at school.	* Our suspension rate is typically 0%.	

			1. Argonne will continue to implement School Wide Positive Intervention Supports (eg. Intervention Matching Form, CICO, Behavior tracking, 5:1 feedback) . BASIS will be used to track multiple referrals over time. 2. Argonne will continue to implement Restorative Practices when appropriate. 3. Argonne staff will build upon PlayWorks professional development and two consultation visits (2017-2018) to support structured play options at recess. The garden educator will be outside at lunch recess and the PE Consultant will support structured play lessons/options. 4. Argonne will continue to implement the Wolfpack Praise Recognition program where students are recognized weekly for demonstrating Safe, Respectful, and Responsible behaviors. Kindness can be integrated into the recognition program. 5. Argonne will continue the student council led Spirit Store. 6. Argonne will continue to implement the Second Step program school wide and analyzed the fidelity of implementation. 7. Argonne will seek ways to engage our student leaders (Student Council, Safety Patrol). 8. Argonne will seek ways to increase mentoring (eg. Reading Buddy Program, Specialists Mentoring) 9. Argonne's Safety Team will meet regularly throughout the year. 10. Community service/mentoring will be structured to support our student expectations. 11. Consider ways to engage parents in the school expectations, shared cultural values, and school identity. Consider the messaging of joyful learning and building that into the Argonne Elementary identity. 12. Consider parent volunteer ambassador positions for Vietnamese, Spanish, and Russian-speaking families. 13. Consider hosting a parent volunteer orientation event to review school wide expectations, field trip expectations, volunteer expectations, teaching emergent readers, professional boundaries etc.
Social Culture/Climate	Although ELs perform better than others on the SBAC than many other schools in the district, they are scoring the lowest in the district on the SEL survey. *need to focus on self-efficacy with ELs: -I can earn an A in my class- 33% confident - I can master the hardest things in my class- 5% confident -I can meet all the learning goals my teacher set -29% confident	SEL Survey Results will indicate increases in the area of self-efficacy especially for our focal group students.	* Use of the Panaroma toolkit resources
Wellness Policy		* Increase results on the Physical Fitness Test to at least 80% in all areas.	1. Host the Annual Wellness Walk 2. Continue the discussion on the screen time's impact on physical activity and social relationships 3. Continue the 4th and 5th grade Annual 5K 4. Continue to host the Annual Field Day

	Based on the 2016-2017 California Physical Fitness Test, the following represents % of fifth grade students scoring in the Health Fitness Zone: Aerobic Capacity 66.7% Body Composition 77.2% Abdominal Strength 80.7% Trunk Extensor Strength 91.2% Upper Body Strength 91/2% Flexibility 73% Argonne Elementary communicates and supports the SFUSD Wellness policy and communicates with families via new family welcome letters and newsletters our policy.		

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:

Each year Argonne makes personal phone calls to our Spanish, Vietnamese, and Chinese speaking families to invite them to our community meeting. This year all parents benefited from simultaneous translation provided by the SFUSD Translation Department during the entire community meeting. This is particularly important because past participation in meetings and surveys has not represented all Argonne family voices. Our community continues to promote inclusivity. Argonne PTO co-chairs, parent leaders, and staff helped revise and send out the Annual Community Survey. The information provided helps staff and PTO evaluate programs, better understand our strengths, and identify areas of improvement. The survey was translated into Chinese, Spanish, and Vietnamese. Thank you Ms. Inna, Ms. Angelica, and Ms. Zoe for your outreach. We appreciate the 250 respondents who took time to complete the survey.

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

Attendance at PTO meetings, SSC meetings, ELAC meetings, the Annual Community Meeting, and survey participation will be used as measurements.

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.

Richmond District Neighborhood Center Richmond District YMCA Argonne Chinese After School Program

What are your specific goals or objectives for these partnership?

Argonne will collaborate with all after school providers to continue to use the extended day for academic support.

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

Argonne staff will continue to invite after school providers to professional learning meetings (Playworks PD, Professional Boundaries between Staff/Students).

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

Argonne will measure the impact through survey feedback on after school programming and will track attendance in these after school programs.

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations
In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SpEd)
Allocation = $2,200

Instructional Materials to support Wilson Reading Tier 3 intervention, sensory supports, and positive behavior supports - $2100.00.

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 = $40,986

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

Chinese Translation Consultant to support newcomers and Chinese-speaking families so they can fully engage in our instructional programming - $24,000.00. Learning A-Z, Raz Kids online supplemental language/reading support for students in kindergarten, first, special ed, and SST programming $879.60. DreamBox online supplemental math/language support for students in second, third, special education, and SST programming $5,850.00. iPad applications to support language learning $500.00. Instructional Materials $847.00.

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?

NA

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 =

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?

NA

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 =

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?

NA

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 = (31500)

How do you plan to use these funds?

NA

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 =
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**.

NA

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?

* Ms. Rha is exploring this grant opportunity in connection with her graduate degree work in special education. Might this grant be able to support personalized learning for our students receiving special education support?

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?

NA

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

NA

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**)*

2018 PTO Trust: 1. Professional Development – Release Days for Collaboration/Coplanning (University of Argonne; RSP Planning; Class SSTs; Assessment; Scheduling; Readers Workshop @ Teachers College) ??? 2. Literacy Teachers to support Tier 1/2 Interventions and planning team $130,899.00 1718 (pending 1819 salary and benefits) 3. PE consultant (including summer) - $34,365.00 (This amount can carry over from 1718 into 1819 depending on when Argonne hires new consultant.) 4. Science/Art Enrichment (Opera Fee; K-4 Visits) - $4,800.00??? 5. Science Materials to support NGSS - $3,000.00??? 6. Field Trips - $16,525.00??? 7. Art in Action $9,500.00??? 8. Computer Tech Support $2,500.00??? 9. Student Teacher/Sub Teacher Support $3,245.00??? 10. Summer Meet and Greet $1330.00

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			
Wellness Coordinator:	**CHOW:**	**Elementary Advisor:**	**T10:**
IRF:	**Literacy Coach:**	**Academic Rtl Facilitator:**	**Hard To Staff:**
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.

1. School Wide Positive Behavioral Intervention Supports 2. SAP/SST/504 Coordination 3. 1:1 and social group counseling

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)* **Staff Meetings: 8/14/18 ILT Meeting: 7/30/18 Annual Community Meeting 2/9/19; SSC 7/16/18, 9/17/18, 10/15/18**
☑	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: **9/17/2018**
☐	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: **9/17/2018**

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
Sheree Catingub	Principal	
Alex Zussman	Co-Chair President/Community Memeber	
Sara Coffey	Co-Chair President/Parent	
Maria Thayer	Teacher	
Beth Flynn	Teacher	
Joe DeLuca	Parent	
Jennifer Partika	Teacher	
Amy Morris	Parent	
Bernadette Steinberg	Paraeducator	
Shari Wellington	Parent	