



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Brown, Willie Jr. Middle School
Principal	Charleston Brown

SCHOOL VISION & CONTEXT

The Vision for Willie L. Brown Jr. Middle School is to equip all students with the 21st century skills needed to be successful in today's society through collaboration with all members of the WBMS community. While developing students capacity to take Agency over self and their academics to equip them with the tools to excel in high school and beyond. The mission of Willie L. Brown, Jr. Middle School, a STEM academy, is to engage and inspire students and teachers to collaborate in a community of empathy, respect, and responsibility in order to solve complex local and global problems through real world projects that require active exploration and higher-order thinking. Core Values R. Responsibility A. Agency R. Respect E. Empathy We will achieve our mission by: AGENCY: Develop agency over self while reflecting on growth and taking ownership of learning. Willie Brown teachers and students are prepared, productive, positive, self aware. LITERACY: Teachers and students engage in meaningful literacy activities in all classes. Reading and writing throughout the entire school day with purpose in order to learn about and solve current problems facing our community and beyond. COMMUNITY: Teachers and students will collaborate in a community of empathy, respect, and responsibility. Top Priorities I.) The continued development and implementation of Project Based Learning (PBL) school-wide II.) The development of student agency through collaboration with peers and staff III.) The development and expansion of our ELL student supports IV.) The continued development of the RTI Framework (behavioral and academic) and PBIS student supports to promote a positive school climate; V.) The expansion of the STEAM wheel and development an ART wheel to support our students and create multiple pathways for our students

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 Metrics K-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> 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 2016-17 Window 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Instructional Core: ELA, Math, Other Subject Areas College and Career Readiness 	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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):

African American 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 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
Results from the most recent round of SBAC assessments showed that our school still has work to do in refining our students' English skills. In the spring of 2017, 19.2% of our 6th graders, and 21.2% of our 7th graders, scored at Proficient (or above) on the English assessment. Results from the Fall 2016 administration of the ELA IAB (grade 6): 5.6% Above Standard 27.9% At or Near Standard 41.3% Below Standard Results from the Spring 2016 administration of the ELA IAB (grade 6): 11.2% Above Standard 35.5% At or Near Standard 52.5% Below Standard Results from SBAC 2016: Overall 23.8% AA- 11.3% ELL- 7.4% SPED- 5.1% RI W1- 3.3% W2- 21.5% Though there was a sizable increase of students performing above standard from the fall to the spring administration, there is a corresponding significant increase in the percentage of students scoring below standard. This phenom is attributed to the increase in the number of students taking the test through completion.	While our school's long term goal remains getting 100% of our students to Proficient status, for the 2018-2019 SY our goal is to get 40% of our students to Proficient status. WBMS will seek to gain +10% for the SY2018-2019 on the SBAC ELA. As the RI is a strong indicator of success on the SBAC, we will progress monitor using this assessment at least every 8 - 10 weeks. The expectation will be that students will increase lexile levels and overall proficiency between each RI administrator. Goals will be set for each student that includes an acceleration metric as well as a plan to move students far below grade level to "above standard" and "at or near standard"		

		<p>Based on our data we will provide the necessary instructional moves and interventions to increase our students two reading levels in one year and raise our Smarter Balanced summative assessment scores in English language arts by one index level. We will also survey our students to determine if they understand the literacy strategies/skills that are taught with a goal of 80% of our students being able to articulate the specific Falcon 5 and strategies and how to use them to better access and understand text. Teachers explicitly using common language when referencing literacy strategies Explicit focus on the cognitive dispositions that students must use to access curriculum, gain knowledge and skills and complete tasks Use of culturally responsive teaching practices Use of our 5 reading strategies across content areas PEAS making incremental progress Additionally, we will be focusing on increasing structured academic talk, through sentence frames, scaffolding, and modeling. This is a strategy to improve writing analysis. 50% of classroom teachers are using each of the strategies Pull Out Book clubs - pre-reading, reading, post-reading, discuss reading Intentional teaching of cognitive routines Computer in every class students are logging reading for the Big Read/Million Word Challenge (schoolwide reading competition) Weekly structured independent reading. Dedicated Reading time in class, 50 mins in every class, per week as well as dedicated reading time in Accelerated Literacy classes, each student will be enrolled in an Accelerated Literacy class. Students will write 4 essays in Reading/History class every year 1 essay in Math/Science class every year 1 revised essay per year Block scheduling will allow for students to receive small group instruction and silent read</p>	<p>To support students towards the target the following shifts will be made: Willie Brown will prioritize cross content integration. Teachers will collaborate across content on a weekly basis. Per the New Tech Model, 6th grade Humanities will be co-taught by two teachers in one classroom setting. Teachers will plan for integrated lessons that allow students to practice identified standards across the Humanities block. Although the 2 teacher model will be Additionally, all classroom teachers will work to identify high leverage reading skills (and ELA standards) that will be reinforced across content areas. A focus on Informational/non-fiction text will exist for grades 6th - 8th. Additionally Willie Brown's block schedule will allow students students more time in a class, with each block including explicit content instruction, followed by collaborative and independent practice/application time, during which students are provided targeted feedback (from classroom teachers and peers) towards deeper understanding. To support students towards the target the following shifts will be made: Regular (every 6-8 weeks) data dives and progress monitoring of student ELA data (based on student work samples and RI benchmark results). All students performing below grade level will be have individualized learning plans that outline goals towards growth in ELA, that also include learning plans that map out actions/activities towards those targets. These sessions will be facilitated by the school's IRF. Teachers will collaborate weekly across grade levels and content areas to identify how common standards/skills can be integrated across lessons. Students will engage in regular projects that are informed by various content areas (and collaboratively planned by teachers) that allow them to apply skills (and the provides multiple opportunities to develop reading and writing skills). Teachers will engage in professional development around project based unit planning and cross curriculum planning. Professional development around strategic feedback will also be provided as teachers are expected to provide more corrective feedback to students during each class lesson. Coaching and collaborative planning support (with regular feedback cycles) will be provided for all teachers by site administration, content area coaches and New Tech Network leads. Content area, specific, planning will be facilitated by teams from SFUSD C&I.</p>
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Academic Tier Two - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

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?

See Tier One data analysis SBAC baseline data for the Spring 2016 administration	See Tier One targets/performance goals	An intervention course will be offered to students who are reading below grade level in lieu of an elective course. Reading for Mastery will be used as a instructional principle in all core classes	
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): African American 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
Results from the most recent round of SBAC assessments in Math showed that our school still has work to do in refining our students' Math skills. In the spring of 2017, 8.5% of our 6th graders, and 10.9% of our 7th graders, scored at Proficient (or above) on the English assessment. SBAC 2016- Results- Overall- 13.7% AA- 0.0% ELL- 0.0% SPED- 0.0%	Use SBAC from spring administration as baseline to develop appropriate targets and performance goals.	WBMS math team is focused on differentiated instruction to address our high and low learners. The WBMS math team will also be preparing project based lessons on early release days to ensure that lessons are engaging and scaffold Students identified as needing intervention will be assigned tutors to work with them after school.	Teachers will collaborate on common assessments and common instructional experiences for all students in grade 6.
Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?			
Analysis of Results for Mathematics- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?	
We do not have good data for mathematics. We have only the fall administration of the district math benchmark assessment. We intend to use spring administration of the SBAC as baseline data for planning purposes.	Use SBAC from spring administration as baseline to develop appropriate targets and performance goals.	WBMS math team will continue to hone their skills at delivering the CCSS for math using the principles of complex instruction so that students continue to talk through the problem solving aspect of math instruction.	
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 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	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	
Students are in science classes four days per week, one 66 minute blocks and three 46 minute periods M,T,W We are utilizing the curriculum designed by SFUSD to engage students in NGSS aligned learning teachers modify the curriculum to differentiate or meet various learning needs of their students Teachers engage students in hands-on activities at least once per week	50% proficient on 8th grade science SBAC assessment aligned with NTN/PBL learning outcomes and each student moving two steps on the associated rubrics Knowledge and thinking Written Communication Oral Communication Agency Collaboration	Utilization of project based learning/inquiry model block schedule to provide longer classes for activities block schedule provides longer prep times for teacher planning early release days for collaboration, planning and PD	

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)? <i>WASC Ch.2</i>	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? <i>WASC Ch.5</i>
20 of our students were identified to take the CELDT by the Multilingual Office. All 20 students have yet to meet the benchmark standard of the Fountas and Pinnell assessment.	Students at WBMS who are ELL's take the regular core curriculum with a SDAIE trained teacher who has CLAD certification.	Students who score levels 1, 2, 3 take a specialized ELD class four times per week for an average of 39 minutes each class session. Teacher is fully trained on appropriate scaffolding and district approved curriculum.

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?

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?
The VAPA department at WBMS builds student character while supporting the school to improve our school culture while instilling creativity and collaboration, essential habits of mind that support growth for all students. Current offerings include visual art, choir and music. We will be offering ceramics classes through the Beacon after school program this year. Students showcase their learning through performances and exhibitions.	We want to embody the Arts Education Master Plan's guiding principle, "Access and Equity for All" by providing every student with a sequential, comprehensive arts program. Arts will be studied as individual subjects and also integrated into other Common Core subject areas through project based learning. We want to expand school-wide art opportunities through potentially creating an VAPA wheel/ pathway. Along side our STEAM pathway. The VAPA pathway will ensure that each incoming 6th grade student is exposed to visual art, ceramics and possible beginners band. This will provide every student multiple opportunities to participate in the different subgroups of the VAPA department and provide students from groups that have been historically under-represented in the arts exposure.	The school has moved to an 8 per. day to ensure that all students can take VAPA course, while being on the STEM wheel and completing all of there required courses.

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	What are your targets/ goals? (Elementary, Middle, High)	What shifts will be required to achieve these goals? What resources or support
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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.	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?	will be required to achieve these goals?
WBMS Physical Education Program are as follows: Learn the skills necessary to perform a variety of physical activities. Become physically fit. Participate regularly in physical activities both in and out of school. Value physical activity and its contribution to a healthy lifestyle. In addition, we use CA Physical Fitness Tests to form student centered fitness goals, Build upon the Social-Emotional-Learning aspect as it relates to sports and teamwork.	Students will be able to complete their mile run in 12 minutes or less, or improve their 1.0 Mile time by 10%. WBMS does not have a track so students times may be slower due to running up inclines and running down steps.	Due to the limited amount of open space on campus to ensure we achieve these goals we will need to utilize the local park which is a 5 minute walk from the school to support our students when they are preparing for the mile run during block days. Permission slips valid for the semester that will allow students to go to the park on block days to better prepare for the mile run.

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
We will develop an internal survey that will seek to understand our students feelings and perception of safety and security. This questionnaire will be administrated in December.	We will use the feedback from this internal measure to help our community schools partner as well as our health and wellness staff tailor programs to improve the actual and perceived safety on campus.	Consistent and powerful messaging regarding creating a positive school climate and culture will be our primary driver that will enable our school community to embrace the school's pillars of success.

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
In the 2018- 2019SY, WBMS will have three 30 minute periods per week for students, called Warrior Time and one 40 minute per., to delve into the Second Step curriculum. Second Step will help our students understand and practice conflict mediation, communication strategies and other useful life skills that will help our students realize their personal success. Our 7th grade students will embark on Spark apprenticeships with a one-to-one mentor at a SF based tech company or department. During the Warrior Time, they will unpack the Spark curriculum that focuses on the behaviors and mindsets that help our students maximize their Spark experiences. It will serve as a springboard for students to understand workplace norms, such as timeliness, conflict avoidance strategies, and appropriate behaviors. This curriculum is designed to help our students prepare for the apprenticeship that they will have for 8-weeks each semester of their seventh grade year. Our 8th grade students will explore high school readiness skills and explore the plethora of high school options for our students. We realize that it is important for our students to match their interests to their high school choice.	It is our goal that 75% of our seventh grader will participate in the Spark apprenticeship program. It is our goal that 90% of our students will attend Warrior Time and participate actively in the teacher delivered curriculum.	K-reso will need to be passed for the acquisition of the Second Step curriculum. A lead staff member will continue to work with our partners, Spark, to ensure that teachers have a grasp of of the Spark curriculum and logistics are worked out so that minimum disruption to the smooth functioning of the school day occurs. During the school's early dismissal on Fridays and Thursdays, students will depart from school with an afterschool (Beacon) staff member and/or school volunteer and arrive at their apprenticeship location. Mentors who are trained to work with students will participate alongside a WBMS student in designing and building a project of interest to the WBMS student.

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?

Strategies in Action: Schools

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

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

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

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

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

There are numerous shifts that we will make for the SY2018-19 in regards to our professional development and professional learning for teachers and staff members. In the founding year of our opening as a school feedback from staff and principal’s observations indicated that the professional staff did not have ample time to work together to come to agreements, jell as a team, and refine practices and protocols as needed. Immediately receiving feedback about the lack of time to plan, the school day and week were changed to provide common planning time for teachers and certificated staff. On a weekly basis instituted one minimum day to provide time during the professional hours for teachers and administration to solve commonly observed problems. In addition, the school’s master schedule is built around common planning periods for teachers of subject alike content areas. For instance, all humanities teachers have fourth period planning and math teachers have third period planning. During these common planning periods core subject teachers work closely with content specialists from the school district’s Curriculum and Instruction department on a weekly or bi-weekly basis. During these sessions WBMS teachers and members of the C&I teachers on special assignment create and analyze common assessments and develop common learning experiences for our students that are rigorous and aligned to state standards. On Thursdays and Fridays for SY2018-19, we dismiss our students to the after school program and their Spark apprenticeships so that the faculty can confer. We realize that as new school with a new faculty, we need more time together to come to agreements and institute structures that are commonly embraced and communicated. In addition we are expanding our new partnership for middle schools on the southeast side of San Francisco with New Tech Network (NTN) and Project Based Learning (PBL) school-wide. With structured professional development facilitated in part with our NTN technical assistance team we will first focus on building an adult culture that is grounded in espousing high expectations for all of our students as well as training on how to hold our adult colleagues accountable to our agreements. NTN will also usher in an era of technological shifts in which we will use our one-to-one technological devices to help our students foster a deep understanding and develop critical awareness of the world around us. We will continue to work alongside our school district department colleagues to better articulate our expectations of our students, discuss protocols and initiatives that will help us to create an affirming learning community, and to ensure that we have structured multiple opportunities for student success. Our central office colleagues will also work closely with the school site to ensure that our technology works as it is designed to function. At the close of SY2018-19, we will work together as a faculty for a series of four consecutive afternoons to recommit ourselves to the WB community and restart the conversation on the mindsets all adult members of our school will need to embrace in order to best ensure the success of each our students.

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

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.)	In looking at the students with disabilities performance of the SRI reading inventory, our students increased 3% to basic from below who scored proficient and advanced maintained their performance levels.	WBMS Scholars with disabilities will pass at least 50% of their classes. This target will serve as our baseline.	WBMS program consists of a variety of appropriate supports for our students with disabilities. Co-teaching is one of several important strategies to ensure the success of all of our students. In addition, para support or support facilitation on a scheduled basis as indicated by the feedback garnered by the "form 2" process will be rolled out. Students who require a higher level of support may be pulled out of their classes for small group sessions or one-to-one coaching sessions to assist with the achievement of the standards and teacher's desired lesson objectives. The school will explore options for students who have demonstrated difficulty with transitions and navigating multiple relationships with adults.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)			
Student Engagement/ Attendance	In reviewing the first quarter grade report, only 4% of our African-American students were indicated to have received A's in the grade distribution report. Further understanding and exploration of who these students are and what this means will help us to determine our next steps and determine which data set will be used to guide our practices.	We aim to improve our attendance rate for the whole school by 5%.	The school day is designed to ensure that students are engaged in meaningful learning opportunities. Students take the traditional core classes (ELA, math, science, social studies, physical education) as well as non-traditional core classes such as health and engineering. Students also have an option to select an elective class of interest to them. Elective classes are yearlong ones for mixed grades. Some students based on the achievement data and teacher recommendation will take an intervention class to help students with below grade level competency to achieve academy mastery and access the core curriculum.
School Culture/Climate	After reviewing 2018 staff and student summary 69% of our students felt that school supported an academic learning environment. We also had an increase in the supplement category by 13%.	Positive responses from parents, students, and staff will be increased by 5%.	The WBMS community has experienced significant instability in its founding year. As we move forward with the same school leader for the first time in consecutive years, we plan on continue to build upon the systems in place and build new rituals school wide to support and improve student culture. Develop PBIS aligned schoolwide common classroom routines, reinforcement, and expectations Reduce out of class time using Push In model/ mentor program (Urban Ed) 16 proactive classroom management strategies Restorative Practices (circles, conversations, meditation) through collaboration with the counseling team and peer resources. Trauma Informed Practices Literacy Intervention Positive Incentives + Brown Bucks Culturally Responsive Teaching CBO Partnerships Case Management For the coming school year the faculty and staff will continue to engage parents and each other to build a school culture that is remarkable and transparent.
Social Culture/Climate			

	Spring 2018 feedback from the School Climate Survey from parents, students, and staff will serve as a basis for understanding the current nature of our school climate. Though anecdotal feedback is collected on a daily, minute by minute basis.	Positive responses from parents, students, and staff will be increased by 5%.	The WBMS community has experienced significant instability in the past 3 years with a new Principal each year For the coming school y... the faculty and staff will continue to engage parents and each other to build a school culture that is remarkable, transparent and build upon relational trust. The SY 18-19 will be the first year the school has had the same principal for two years in a row since reopening.
Wellness Policy	Data: BIC program has help change the food culture at our school and improved student attendance to 1st per. Students are eating less Hot Chips and eating more healthy options.	Increase access to nutritious food and eliminate high sugar, and high fat food and snacks on campus. Continue to build a relationship with the corner store across the street from the main entrance to the school.	All school events follow the Wellness Policy including: Monthly mentoring parties, Falcon store, Honor Roll Breakfasts, Special Events, Student Incentives.

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
Family Partnerships: <i>The child's first and most influential teacher is the family.</i> 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
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input checked="" type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input checked="" type="checkbox"/> Sharing power & decision making <input checked="" type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input checked="" type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> 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:	
Better communication to families through a weekly newsletter, parent view, Robo Calls, mail, and the school webpage. We want to continue to build upon our student-led conferences this was the second year we allowed students to facilitate the conference. This was our first year with student exhibitions of students learning to engage families in viewing their students learning. We would like to grow our student and family participation in this area too. We want to bring the student voice to the campus through Peer Resources, Student Council and Advisory.	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
SEL Survey data. Registration and regular use of parent vue. Increase attendance at SSC, ELAC, and parent club meetings.	
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?	
<input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input checked="" type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input checked="" type="checkbox"/> VAPA or Literary Arts <input checked="" type="checkbox"/> Youth Leadership/Youth Development <input checked="" type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
List 1-3 current or potential community partner(s) who are address these needs.	
The Good Samaritan 100% College Prep Urban Ed Academy Huckleberry SF Jazz	
What are your specific goals or objectives for these partnership?	
We would like SF Jazz to continue to provide aligned and co-created lessons with content teachers. The Good Samaritan provide academic, social emotional and student activities for the students while collaborating with staff during the school day to provide academic support.	
What actions will you take to deepen your school's partnership with community organizations?	
We will continue to facilitate monthly collaborative partners meeting where we will build community and align the collective work of partners and teachers to support youth. We will also Increase shared planning and leadership to ensure seamless programming and expectations from day to after school. The Health and Wellness Center is staffed by a full time social worker and nurse and provides a professional space for CBOs to meet with students and their families .	
How will you measure the impact? (Quantitative and/or qualitative data)	
We will meet with most partners 3 times a year, in addition to the monthly collaborative partner meetings to ensure alignment and program impact.	

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 = \$2,350

These funds are used for materials supplies and tech. for supporting students with disabilities.

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 = \$22,391

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

These funds are used for FTE support ELL students. Miscellaneous supplies and appropriately leveled novels and workbooks to support instruction

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

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

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?

These funds will be used to support the implementation of Project Based Learning (PBL) 4 staff members with extra hours \$5,000 each. School Wide to ensure that the staff is prepared to role out the NewTechNetwork PBL model for grades 6th -8th. Some of the funds will also go to paying for sub days (\$5,00) to allow the teacher to visit another school currently using the NTN and PBL model and \$6,000 in materials.

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

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

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = \$178,000

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

1.0 FTE to support the position of an 8th grade ELA teacher with this role we will continue to encourage students with literacy written communication. .5 FTE to support the position of an Assistant Principal to support with Administrative duties. While promoting the rollout of PBL and the schoolwide focus on literacy through ILT and staff PD .

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 = \$110,179 (31500)

How do you plan to use these funds?

0.880 FTE \$71,122.93 will be used to support the cost of an additional Counselor position This position will be responsible for meeting with students and re-directing them to class when the student has deescalated and is prepared to return. This other counselor will contact parents and meet with families to develop behavior intervention plans as necessary and support with attendance and home visits. The additional \$40,00 would be used for an additional Dean. The school would be functioning with a Head counselor to support college and academics, and the Dean of students would be supporting cultural climate.

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 = \$1,101

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

School Site Council expenditures (i.e. handouts, translation), parent training/education opportunities, parent workshops, parent support materials, translation, education activities, communication with parents (e.g. newsletters, postage), reasonable costs for refreshments for parent involvement activities and workshops.

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

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

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

Impact & Innovation Awards =

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

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

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

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

How do you plan to use these funds?

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

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

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

Equity Grant =

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	1.0	1.0	.5
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
	1.0		4.0
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
1.0			TBD
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.

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

SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input checked="" type="checkbox"/> Other (list) ILT
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 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 .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 11/13/2018
<input checked="" type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input type="checkbox"/>	This school plan was adopted by the SSC on: 11/13/2018

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
Charleston Brown	Principal	CB
Rionda Batiste	Parent /SSC Chair	RB
Shelly Smith	Parent	SS
Desmond Wijelath	Parent	DS
Michelle Cody	Teacher	MC
Anthony Elridge	Other Staff	AE
James Robertson	Teacher	JR
Julia Maynard	Teacher	JM
Aumornai Edinburgh	Teacher	AE
Jordan Lawrence	Student	JL
Victoria Bolds	Student	VB
Walker Whalen	Student	WW