

**SFUSD**SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Taylor, E.R. Elementary School
Principal	Angienette D Estonia

SCHOOL VISION & CONTEXT

E.R. Taylor is the second largest Pre-K-5th Grade elementary school in the district, located in the Portola District on the southeast section of San Francisco which serves a culturally and linguistically diverse student population. We are in the 21st Century where students are expected to be leaders, have the ability to work with and on diverse teams, to be divergent in their thinking, have strong verbal and written communication skills, and to be problem solvers. Our vision is to ensure each and every child we serve builds the capacity to be global citizens who are innovative, compassionate, resilient, critical thinkers ready to be agents of change in our dynamic world. We pursue these goals so that each and every one of our students are inspired and equipped to stay on a path to being college bound and career ready. Our commitment is to the overall well being of the "whole child" and achieve this through on site collaboration with central office, community and university support and resources to partner with our staff, students and families. The ER Taylor community promotes and teaches multiculturalism and multilingualism through our Cantonese, English Plus and Spanish language pathways, visual and performing arts, technology and eco-literacy programs. In 2008-2009, Stanford University conducted a research project which recognized E.R. Taylor as one of four SFUSD elementary schools that effectively narrowed the gap between various sub-groups of students, specifically between our Asian/White students and our Latino students. The high leverage practices that were identified were: A) having alignment and focus of vision between administration and teachers B) collaborative teacher teams that used data from underperforming focal students in order to inform instruction. While E.R. Taylor has earned the reputation of being an Effective Elementary School in the 2008-2009 Stanford Study from the School Redesign Network, received several coveted awards such as the National Blue Ribbon School Award, the Title 1 Academic Achievement Award from the State of California, and the California Distinguished Schools due to consistent academic growth, including the State Shining Star acknowledgement of our Comprehensive Student Support Services there has been a set back over the past 6-7 years due to a change in standards to Common Core, 2012 CA ELD Standards, 2014 CA ELA/ELD Framework, and shift of practices. The change of the districts' Core Curriculum, expansion of the language pathways, implementation of the SOAR program, change of staffing including administration caused the coherence and systems that once existed at ER Taylor to shift and also had an impact on the community as whole. There is a strong desire going forward among staff to return to these high leverage practices and close the achievement gap, particularly between our Latino and Asian students. As a faculty, we are working toward alignment and coherence around our current understanding of the major shifts to how Common Core, our SFUSD Core Curricula, Comprehensive Approach to Literacy and Designated ELD are implemented in our diverse classrooms and pathways. Additionally, our language pathways teachers continue to strategically plan and implement instruction where primary language is used to accelerate the development of our students' Academic Language proficiency. While this is a heavy lift, we will maintain our focus on our school-wide goal to increase rich student academic conversation through the use of Talk Moves and the Interactive Read-Aloud using complex text in all subjects, prioritizing science as the subject we intentionally design and implement lessons through with the support of the science department and site science leaders, Multilingual Pathways Department and the Humanities Department. Our key strategies are to collaborate and communicate about best research based practices, given the vast, changing curricular demands and growing programs that we have at E.R. Taylor (biliteracy pathways and Special Education programs) using the RTI2 model where a heavy emphasis will be on establishing what Tier 1 Core, Universal Instruction and Supports look like for each and every student for general academic and behavior instruction. We will also critically analyze the results of our best practices data to creatively assist and support our school community in achieving success for all during a Fall and Spring Classroom SST process and ongoing during Grade Level Collaboration. We are utilizing strategies from Restorative Practices and Response to Intervention and Positive Behavior Incentive Systems to focus on the whole child and to add to the sense of community which our dedicated teachers aim to establish for each and every child we serve. In 2017-2018 leadership and teachers began to come to terms with some alarming trends. Over the last few years the school community has experienced an erosion of relational trust. This was not only reported in the Culture and Climate Survey, but also became the topic of many difficult conversations in various venues. Instructional walkthroughs, either focused on SEL or academics, also uncovered a lack of cohesion. Even within grade levels, various curriculum and practices indicate that there is not a strong fidelity to tier one shared practices.

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/ao/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/ao/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):

Latino/Hispanic students, English Learners and African American students.

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 students reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
ELA SBAC (2017): 43%, 143 students out of 332, tested met or exceeded standard overall compared to last year, where we were at 42.8%. This is about the same as last year. In other words, we remained stagnant in our overall growth as a school. 58% of our Asian Students met or exceeded standard, a 4% increase from last year, and our Hispanic/Latino Students in the SP biliteracy pathways were at 20% this year, which is a 6% dip from last year. 27% of our English Learner Students met or exceeded standard which dipped from last years which was 30.1%. As for our Black/African American Students 7.1%, that is 1 out of 13 students, met or exceeded standard, and last year with last year, 1 out of 11, 9.1%, met or exceeded standard.	Our target for next year for ELA SBAC is for 50% of our students to meet or exceed standard. As for our sub groups, we want to ensure that our Asian Students continue to go upward toward 65-70% proficiency, our Hispanic/Latino Students to 30%, English Learners 40%, and with so few African Students at our site we should push for at least half, if not most, to be close to benchmark and meeting or exceeding benchmark.	We will maintain a focus on implementing our School-Wide Goal from this year into next, which is to provide opportunities for students to engage in talk moves within the Interactive Read Aloud to access complex literary, mostly disciplinary informational text, throughout the instructional day during Designated ELD, primary language instruction, and in all content areas. In addition, teachers will be clear about and articulate their Teaching Point that includes both a content and language objective, an expectation for all disciplines, including Designated ELD.	

In the 2008-2009 study by Stanford, two of the crucial pieces were A) a dynamic instruction and curriculum, and B) an alignment of practices, personnel and resources. In addressing A) we will specifically engage in the new science curriculum and the associated "8 scientific and engineering practices" within NGSS. The rationale: As a culture, we need a dynamic and centrally (district) supported curriculum that the entire staff can rally around. Specifically carried over from last year will be to continue to increase opportunities to engage our students in academic discourse using the "8 talk moves," through the Interactive Read-Aloud and complex disciplinary text. During GLC planning sessions, teachers will include a Teaching Point that includes a Content Objective and Language Objective that teachers will refer to at the beginning of each lesson and at the end to reflect on learning. With addressing B) The administrators will hold sacred time for cross grade level science planning (PK-1, 2-3 and 4-5) during our existing weekly GLC structure. The admin team, Literacy Specialist and ARTIF will co-facilitate bi-weekly science GLC meetings by grade level bands to learn and plan language and literacy lessons using the new science program with attention to student engagement and discussion. There will be a feedback loop where teacher leaders will report back to the whole faculty the successes with the program and talk moves. In addition, the admin team, ILT, and any supporting central partners (Humanities, MPD, STEM) will support with focused walkthroughs and feedback to staff. We will also learn on the support of our central office partners to provide ongoing professional learning opportunities to before the end of the school year, before the start of the new school year and throughout the school year.

<p>Since our focus this year has been on English Learners and our Latino students, we were interested in seeing how our English Learner students were doing in all pathways based on this years F&P cycle 2 data, which in the end we realized that we need both a better measure for Spanish language and literacy for students in our Spanish (SP) Biliteracy classrooms and an assessment tool to measure English Language proficiency for all English Learners. Teachers in the SP pathway are instruct mostly in Spanish in K-2 and the teachers administer F&P in Spanish, not English. Regardless, here are our findings: - 70% of our K-2 students in the Cantonese Biliteracy met exceeded expectations on English F&P; - 14.5% of our K-2 students in the Spanish Biliteracy Pathways met or exceeded expectations on Spanish F&P; - 26.6% of our Hispanic/Latino students not in the SP Biliteracy pathway met or exceeded expectations on English F&P; - 42% of our K-2 English Learners overall met or exceeded expectations on English F&P; and - 70% (7 out of 10) of our African American students met or exceeded expectations.</p>	<p>On the F & P English for grades K-2 for our 2017-2018 Window 2 results, ER Taylor students scored below district average at 58%; where SFUSD was at 67%. The only sub group that exceeded the district average were our students in the Cantonese Biliteracy Pathway at 70%. The target/performance goal for the F & P in English is for students in grades K-2 in at E.R. Taylor to achieve a proficiency rate that is at or close to the district average and for our students in the Cantonese Biliteracy pathways the goal is 75-80%. On the F & P Spanish for grades K-2 for our 2017-2018 Window 2 results, ER Taylor students in the SP Biliteracy Pathway scored an overall 20% proficiency compared to all SFUSD students in the SP Biliteracy Pathway at a proficiency rate of 58.1%. E.R. Taylor students fell far below district average. The target/performance goal for the F & P Spanish is for all students in grades K-2 to take this assessment. Based on past and present practice and available data, there is an inconsistent administration of F&P Spanish across K-2 span. Additionally, we bring a cycle of inquiry into our monthly SP Biliteracy team meetings in order for the team to make data driven decisions on planning and instruction. We will seek the support of Multilingual Pathways Department to align our assessments for students in all our pathways for primary language and English language development. Our goal is to improve our students current proficiency rate to at least 30% and reach for double - 40%.</p>	<p>ER Taylor once had a data going culture through the practice of Classroom SSTs (CSSTs) in October where teachers would meet with what is now the SAP team to discuss every student and identify academic and behavioral strengths and areas of growth in the fall. From that meeting, the teacher would determine his/her focal students and would bring focal student data into grade level collaboration (GLC). This is a practice we would like to bring back to ER Taylor and still keep a close watch every student. GLCs will require facilitated meetings, protocols and an agenda that keeps our teams focused on re-establishing the our data driven culture through a Plan Do Study Act cycle (PDSA). We will also have to put into place an assessment calendar and make sure every teacher is taking the time to assess their students and enter the data for each cycle. Additionally, teachers in all grades have been asking for materials and PD on teaching Foundational Literacy Skills, as well as Tier 2 support for students who are far below and below basic.</p>	<p>Another shift that is familiar to veteran ER Taylor teachers will be to bring back CCSTs and be willing to stick with a structured agenda that includes a focus on student data, and to have cross grade level collaboration at least once a month: PK-1, 2-3 and 4-5 so that we are looking at data across a scope. We will need the support of Multilingual Pathways Department to determine the best assessments and assessment cycle with our Spanish Biliteracy teachers and to recommend or provide an English Language proficiency assessment that can be used to monitor both English Language and Literacy development for our English Learners. Implementation of Tier 1, Tier 2 and Tier 3 small group instruction through guided reading, strategy reading groups, to develop fluency and comprehension as well as Foundational Literacy Skills. We will seek the support of and resources from MPD and Humanities. Teachers who have not had a chance to attend districts' Comprehensive Approach to Literacy Professional Learning sessions will be encouraged to do so. Teachers will continue to teach students to choose "just right" books for daily reading during Readers Workshop and home reading. Assessment system for monitoring student reading, writing and discourse will be set up by teachers and include conferring with students on a regular basis so that students have a sense of their progress. Literacy Specialist and ARTIF will offer support and collaborate with classroom teachers who are still developing in their practice around small group reading instruction, and Interactive Read-Aloud. Through collaborative and data decision making, classroom teachers, Literacy Specialist and ARTIF will determine which groups of students meet intervention criteria and work directly with them for a period of 6-8 weeks, reassess where the students are to determine the next group of students. Priority will be given to our focal K-2 and 4th/5th Grade students.</p>
<p>Our results on RI Window 2 (2018) show an interesting trend compared to our F&P results for our subgroups: - Students the Chinese Bilingual Pathway: 50.8% Mastered; - In the Spanish Bilingual Pathway: 23.3% Mastered; - Of students not in Chinese or Spanish Bilingual: 43.4% Mastered; and - 9.1%, only 1 out of 10 of our Black/African American Students tested showed mastery.</p>	<p>At the district level, 53% of students in grades 3-5 achieved proficiency on the RI. E.R. Taylor students' proficiency rate was below the district average. The target/performance goal for for the RI is for students to increase their proficiency rate.</p>	<p>Same as above. Students will require coaching when taking RI. What administrators of RI have found is that some students do not take the assessment seriously and rush through the assessment.</p>	<p>Same as above. Technology specialist and classroom teachers will have to provide test prep and coaching to students prior to each RI cycle.</p>

<p>Our overall IWA Results (2018) showed the following: 3rd Grade: 14% Mastered 4th Grade: 56.7% Mastered 5th Grade: 55.4% Mastered Comparatively, SFUSD students achieved a proficiency rate of 33.2%; E.R. Taylor students performed above the district average this year at 42.6% students at or above proficient, exceeding its goal set last year for E.R. Taylor students on the Writing Task is to perform at the district average. However, what is glaring is that our 3rd graders scored 14% mastery, which is well below district average of 22.8% and ER Taylor exceeded district averages for 4th (34.2%) and 5th (35.3%).</p>	<p>While we celebrate the fact that we exceeded our goal to meet district average on the IWA this year, our IWA scores for 3rd grade are concerning. It is evident that there is a need to invest in early language and literacy development in grades PK-3 and to capture the practices teachers are using in grades 4th and 5th to achieve the following next year: 3rd Grade: 20-30% Mastery 4th Grade: 70% Mastery 5th Grade: 65-70% Mastery</p>	<p>Same as above. Writing is a powerful form of assessment for language, literacy and content development, and is high leverage data to monitor students' English and Primary language and literacy development. Engage students in daily writing across the curriculum, and the writing process with greater emphasis on writing informative/explanatory, opinion and research papers. Use of anchor text and multiple anchors for students to learn different styles of writing. Exposure to visual and audio text as scaffolds to support language for writing, for content, and context.</p>	<p>Same as above. Teachers will use formal and informal assessment data to drive their writing instruction using IWA writing prompts available for each genre and work on teams to calibrate student writing during GLCs. Teachers who have not had a chance to attend districts' Comprehensive Approach to Literacy Professional Learning sessions will be encouraged to do so.</p>
<p>DRDP reports show that our PK students have shown steady growth from the Fall 2017 to Winter 2017-18.</p>		<p>Our PK team is also implementing our School-Wide Goal to provide opportunities for students to engage in talk moves within the Interactive Read Aloud to access complex literary, mostly disciplinary informational text.</p>	<p>PK team currently meets with K team. Next year we will have grade level bands meet bi-weekly and engage in a PDSA cycle around our School-Wide Goal to use talk moves during the Interactive Read Aloud through the use of complex disciplinary text, with a particular focus on science text and 8 scientific practices. The PK team also has the support of a coach who they work with on a weekly basis.</p>

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?
	<p>For SBAC, our aim is to meet/exceed districts' average at 50%. Broken down by focal student subgroups our targets are the following for students to meet/exceed benchmark: - 35%: English Learners - 60%: ELs in our CH Biliteracy pathway - 30%: ELs in our SP Biliteracy pathway - 30%: Hispanic/Latino students - 20%: AA students For F&P, our aim to meet/exceed districts' average at 70%. Broken down by focal student subgroups our targets are the following for students to meet/exceed benchmark: - 70%: English Learners - 80%: ELs in our CH Biliteracy pathway - 40%: ELs in our SP Biliteracy pathway (SP F&P) - 40%: Hispanic/Latino students - 70%: AA students For RI, our aim to meet/exceed districts' average at 50-55%. Broken down by focal student subgroups our targets are the following for students to meet/exceed benchmark: - 30%: English Learners - 60%: ELs in our CH Biliteracy pathway - 40%: ELs in our SP Biliteracy pathway (SP F&P) - 50%: Hispanic/Latino students - 30%: AA students For IWA, our aim to continue to exceed districts' average at 55%-60%. Broken down by focal student subgroups our targets are the following for students to meet/exceed benchmark: - 30%: English Learners - 50%: ELs in our CH Biliteracy pathway - 35%: ELs in our SP Biliteracy pathway (SP F&P) - 40%: Hispanic/Latino students - 65%: AA students</p>	

Our SBAC results for language arts overall was 43%, below our districts' average of 52.5%. Our English Learners overall dipped from 30.1% to 27.4%. Our students in our language pathways also went down: our English Learner students in the CH Biliteracy pathways went from 57.1% to 54.8% and in our SP Biliteracy pathways 18.2% to 15.2%. Our Hispanic/Latino students dropped at 6% from 26.6% to 20.2%, and our AA students also dropped at 2%, 9.1% to 7.7%. On the F&P Assessment, overall 58% of our students met/exceeded benchmark. We found our English Learners made a 5.3% gain, students in the CH Biliteracy pathway a 2.4% gain and we have no measure for English Literacy in our SP pathways, which we need. However, we found that our students in our SP biliteracy pathway dropped from 48.6% to 20% on the SP F&P and we noticed not all teachers are administering F&P Spanish consistently across grade levels. Our African American students made incredible gains from 14.3% to 60% meeting or exceeding benchmark. Our RI score overall was 42.2%, compared to district average 53.3%. We made an 8% gain for our English Learners (EL), 15% gain for our EL students in the CH Biliteracy pathway, and a 7.5% gain for our students in the SP Biliteracy pathway. Our Hispanic/Latino students overall made a 9.7% gain. Our African American students made a 9% gain (2 out of 11 students tested made gains, versus 1 out of 11). On the IWA, ER Taylor exceeded districts' average. 42% of ER Taylor students met/exceeded standard where district average is 33.2%. When we break it down who is meeting/exceeding standard based on our focal students: ELs, EL subgroups, AA students: here's what we found: 18.4% of English Learners, 42.2% of ELs in CH Biliteracy pathway, 24.6% of ELs in our SP Biliteracy pathway, 27.4% of our Hispanic/Latino students, and our AA students 54.5%.

We will work on implementing school-wide CSSTs, Classroom SSTs in the fall, and again in the spring in collaboration with our SAP team and classroom teachers. Before the start of the school year we will collaboratively review language and literacy assessment data (ELPAC, F&P, RI, IWA & SBAC) with our teachers, admin team, Literacy Specialist, Technology Specialist, and when hired our Spanish Bilingual ARTIF to determine which groups our specialists will work with. Early language and literacy intervention will be a focus as will our Newcomers and 5th grade LTELs and our PDSA cycles as well as data analysis will be critical to this process. Our aim to provide daily Tier 2 intervention and also work with the teachers to hone their Tier 1 language and literacy practices. Literacy Specialist, ARTIF, Technology Specialist and teachers will all provide daily Designated ELD at students language proficiency and literacy levels for instruction/intervention, and support focused on our Newcomer Students, Emerging/Expanding ELs, and LTELs. Our ARTIF will focus specifically on our Hispanic/Latino English Learner students. We will also invest in Early language and literacy development for K-1 and 2-3 through the support of our Literacy Specialist, ARTIF and bilingual instructional aides for Cantonese and Spanish. Our school-wide focus curricular focus will be on teaching language and literacy through the implementation of the Science Core Curriculum - AMPLIFY, ongoing professional learning and PDSA cycles through our GLC structure. All teachers, including our Librarian, PE Specialist, support staff, will incorporate the use of Talk Moves through the Interactive Read-Aloud and the use of complex text and leveled text within the Science curriculum, AMPLIFY, Newsela, Reading Eggs, Scholastic News including text in the Math Core Curriculum. Our ARTIF will work directly with Hispanic/Latino students using LLI Spanish or other research based curriculum for Spanish language and literacy intervention, and intensive ELD. ARTIF will also meet monthly with SP Biliteracy team to engage in data driven PDSA cycle with a focus on Spanish Talk Moves through the Interactive Read-Aloud and the use of complex text and Spanish to English transfer. ARTIF will offer support and collaborate with teachers around the implementation of Readers and Writers workshop in their classrooms using leveled libraries provided by MPD, Estrelitas in grades K-2 teachers, Spanish to English Biliteracy Transfer strategies and curriculum and the K-5 Palabras a Su Paso program.

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):

Latino/Hispanic students, English Learners and African American students.

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

Analysis of Results Mathematics-All Students	Based on the analysis of the results, what are your targets/performance goals?	What instructional 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
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			

Our Math SBAC (2017) results who the following for students who either met or exceeded standard: - 54%: School Overall; - 43.2%: English Learners - 74.2%: ELs in our CH Biliteracy pathway - 21.7%: ELs in our SP Biliteracy pathway - 23.8%: Hispanic/Latino students - 28.6%: AA students	For Math SBAC, our aim is to continue meet/exceed districts' average at 60%. Broken down by focal student subgroups our targets are the following for students to meet/exceed benchmark: - 50%: English Learners - 80-85%: ELs in our CH Biliteracy pathway - 30%: ELs in our SP Biliteracy pathway - 30%: Hispanic/Latino students - 40%: AA students	Use of Talk Moves and Math Talks with a focus on problem solving (making meaning of information provided, negotiate meaning, defending reasoning, engaging in mathematical arguments and creating/using mathematical models) and have a Teaching Point for every math lesson that includes a content and language objective.	During CCSTs teachers will identify strengths and areas of growth related to grade level mathematical practices in the fall and engage in monthly PDSA cycles around math. We will continue to work in collaboration with the STEM department through and with our site Math Leaders. Teachers will collaborate during GLC to reflect on instructional decisions to provide the just right scaffolds and supports for students to better articulate their mathematical thinking and process.
Our Math Benchmark/IAB results are as follows for those who either met or exceeded standard: - 56.9%: School Overall; - 40.4%: English Learners - 74.6%: ELs in our CH Biliteracy pathway - 33.3%: ELs in our SP Biliteracy pathway - 31.8%: Hispanic/Latino students - 30%: AA students	For Math Benchmark/IAB, our aim is to continue meet/exceed districts' average at 70%. Broken down by focal student subgroups our targets are the following for students to meet/exceed benchmark: - 50%: English Learners - 80-85%: ELs in our CH Biliteracy pathway - 40%: ELs in our SP Biliteracy pathway - 40%: Hispanic/Latino students - 40%: AA students	Teachers will engage students in complex mathematical tasks and encourage students to use talk moves to share their thinking, build on or challenge each others ideas. orStudents will use	Teachers will provide students with opportunities to work with multiple partners, guide them on the use of the talk moves to articulate and produce reasonable explanations and listen for their mathematical reasoning versus perfect production.
Our Math Task results are as follows for those who met or exceeded standard: - 71.7%: School Overall; - 69.8%: English Learners - 78%: ELs in our CH Biliteracy pathway - 50%: ELs in our SP Biliteracy pathway - 58.5%: Hispanic/Latino students - 60%: AA students	For Math Task, our aim is to meet or exceed districts' average at 80%. Broken down by focal student subgroups our targets are the following for students to meet/exceed benchmark: - 80%: English Learners - 85-90%: ELs in our CH Biliteracy pathway - 60%: ELs in our SP Biliteracy pathway - 70%: Hispanic/Latino students - 70%: AA students	Technology specialists and Technology Lead Teacher both work directly with teachers and students and provide for online testing practice (IABs, IDAs, SBAC), including the use of Google Classroom and lesson demonstrations.	Teachers will build capacity on the use of technology as a collaborative tool to work with their colleagues and teach mathematics and prepare their students for online learning and assessments. Teachers will be encouraged central office PD and also work with Technology Specialist for support.
DRDP report shows that our PK students have shown steady progress and growth from Fall 2017 to Winter 2017-18 in cognition for both math and science.		Students will continue to experience mathematics and science through hands on experiences and weekly instruction in the Garden with our Outside Education teacher.	PK teachers will share classroom data during collaboration to determine best strategies to use to support students academic success.

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?
Math intervention strategies that are used to serve students who need additional support to be successful in Math include small group instruction for students who would benefit from direct re-teaching of concepts and skills with which they are struggling. Data show that classrooms in which this structure is implemented support progress for those students in their Math skills.	Target/performance goals for students who participate in small group instruction are that their proficiency level on the SBAC, Math Tasks and Math Benchmark will improve.	The interventions required to ensure that all students reach mastery are: --Incorporation of academic discourse in math and science lessons, with an emphasis on explanation of the process using mathematical models versus perfect production. ---Consistently structure opportunities for strategic small groups, peer groups, and 1-1 support within the classrooms for students to receive direct instruction and reteaching of skills and concepts that are challenging --Support from district Math Teacher on Special Assignment to co-facilitate math collaboration sessions with site Math leaders and during grade level collaboration so that they have the opportunity to look at student work, use rubrics to assess student learning, and plan how to support students who have not yet reached mastery.

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? WASC Ch.5
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		

<p>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?</p> <p style="text-align: right;">WASC Ch.5</p>		
<p>There is an inconsistent implementation of district-provided FOSS science kits. Some teachers are using materials previous to FOSS adoption, supplemental materials to teach science and have their students participate in science related field trips, i.e. Excelsior/Mission Science Center. All students PK-5 have weekly Environmental Science instruction through our Outside Education Partnership.</p>	<p>Our focus for 2018-2020 will be to learn about the ELA/ELD framework aligned district adopted science curriculum AMPLIFY and become familiar with NGSS expectations. This will be our school-wide focus and teachers will be expected to implement talk moves through the Interactive Read-Aloud using complex text from the AMPLIFY curriculum. PK teachers have attended PD on Ecoliteracy and are also expected to use talk moves the Interactive Read-Aloud and complex text.</p>	<p>Our plan this year will be to take an Interdisciplinary approach to planning for Language Arts, ELD, Social Studies, Science and Mathematics. This will be the biggest shift. Our main focus PK-5 will be on Science and Math implementation in order to implement well talk moves through the Interactive Read Aloud and complex text. We will take advantage of the sample Interdisciplinary Units that have already been developed. We will spend some time before the end of this school year during our remaining faculty meetings and grade level collaboration meetings to plan ahead for this, and engage teachers in a PD to learn and understand the components of AMPLIFY and the ELA/ELD Framework correlations. Teachers will be encouraged to attend summer PD to learn about AMPLIFY and we will recruit science leaders to be on our ILT for the upcoming school year in order for them to lead the learning at Faculty/Staff Professional Learning sessions and during Grade Level Collaboration (GLC). We plan to use at least 1 GLC a month to support implementation of the science curriculum, spend 1/2 a day in August on Science and 1/2 a day on Math.</p>

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? WASC Ch.5
<p>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. 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)?</p> <p style="text-align: right;">WASC Ch.2</p>		

<p>Our beginning of the year data AMAO set a sense of urgency for us to pay close attention to the gap between our Asian ELs and Hispanic/Latino ELs and our mid-year data support the need to continue to maintain a focus on our Hispanic/Latino English Learners: We met our AMAOs for our Asian EL students: - AMAO 1: Annual Growth 127 out of 178 - AMAO 2: Attaining proficiency less than 5 years in SFUSD: 81 out of 202 - AMAO 2: Attaining Proficiency for Students 5 years or more in SFUSD: 18 out of 29 We did not meet our AMAOs for our Hispanic/Latino EL students: - AMAO 1: Annual Growth 36 out of 99 - AMAO 2: Attaining proficiency less than 5 years in SFUSD: 6 out of 113 - AMAO 2: Attaining Proficiency for Students 5 years or more in SFUSD: 2 out of 16 Our reclassification so far this year (as of March 2018) is as follows: - ELs in the Cantonese Biliteracy Pathway: 40 out of 168 English Learner students - ELs in the Spanish Biliteracy Pathway: 3 out of 103 English Learner students - ELs not in Cantonese or Spanish Biliteracy Pathway: 15 out of 95 Our EL Data for LTELs and Newcomers and in the language pathways for 2016-2017 were as follows: LTEL's 1 year-diff: - SBAC ELA -4.6% - SBAC Math -0.5% - CELDT Growth -3.1% - Chronic Absenteeism 3.4% Newcomers 1-year diff: - SBAC ELA: -10.5% - SBAC Math: -17.3% - CELDT Growth 8% - Chronic Absenteeism 3.4% Our ELs in our Cantonese Biliteracy Pathway on SBAC ELA showed a -3.9% 1 year-diff on the other hand, our ELs in our Spanish Biliteracy Pathway in all areas were in the red for the following areas: - SBAC ELA: -6.4% - SBAC Math: -4.2% - CELDT Growth: -1.9% - Redesignation Rate: -0.7% - Chronic Absenteeism: 7.9%</p>	<p>We have shifted to ELPAC this year and to group our students according to the 2012 ELD Standards and ELPAC proficiency levels: Emerging, Expanding and Bridging. When we receive the ELPAC results, we will set new targets/performance goals specific to the areas where students need attention. With the decline of CELDT growth over the past 3 years there is a need to pay close attention to our ELD and primary language practices especially with our Hispanic/Latino English Learners. The data also show that there is a need to strengthen and align our Spanish Biliteracy Pathway and invest in Early Language and Literacy development as a way to prevent LTELs and we will seek the support of the Multilingual Pathways Department (MPD). We also need the support of MPD to establish both English and Spanish assessments for our students in our SP biliteracy pathway as a way to monitor growth and areas of need in both languages. Our aim is to increase reclassification rates for our Hispanic/Latino ELs and address chronic absenteeism of our Newcomer, LTEL, and Hispanic/Latino populations and to get out of the red and see our rates go from negative to close to meeting benchmark.</p>	<p>We will continue with our focus on building capacity in the current Designated and Integrated ELD practices. Invest time in teaching language and literacy through STEAM, with a specific focus on Science and Mathematics. Since the district adopted science curriculum, Amplify, was developed with the CA ELA/ELD Framework we will be able to build capacity in understanding and learning the shifts in standards and practice while the students are learning academic language through engaging content. Talk moves through the Interactive Read Aloud and the use of complex informational science, social studies, mathematics and literary text will be our instructional focus. All the current research to close the gap for English Learners requires rigorous language and literacy development through content and communication based ELD. There is also a need to address the Foundational Literacy Skills of our English learners, particularly our Newcomers, who require of daily 60 minutes of systematic ELD instruction that includes Foundational Literacy Skills.</p>
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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?
Three of the important indicators on the SEL/ Culture & Climate Survey are cause for concern . In spring 2017 our students self -reported 51% as Growth Mindset, 51% as to Safety, and 47% within Self Efficacy . All of these were lower than the district average. An example is Growth mindset, where our students reported 12% lower than district average .	Our goal will be to meet , at minimum . the district average in the these three areas on the SEL/ Culture & Climate Survey: Growth Mindset (63%) , Safety (66%) and Self Efficacy (53%)	Growth Mindset and Self Efficacy require that our students have voice and agency . We intend to replicate a practice at MLK Middle, where PE time is used for the principals to meet with all of the upper classroom for the purpose of hearing concerns and offering support. This should happen twice a year, with all students in grade 5 having this opportunity. We will continue into our second year implementing the "talk moves" in 100% of classrooms. This will occur throughout the day, but particularly in science, math and Designated ELD. Our Social Workers are also using Talk Moves in their Social Skills groups and during Restorative Meetings.

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?
		We will thought-partner with district partners in VAPA to help us establish an arts vision and work with high schools such as School of the Arts and Thurgood Marshall for students to teach students. We would like the support of the iLab to design a more inclusive, world arts program.

100% of our students participate in arts of various forms: dance, visual, instrumental etc. According to the Master Plan for Arts we are hitting many of the key elements: learning about cultural heritage, taking risks, making connections to other content areas. However, 100% of our students in the Cantonese (CH) Biliteracy pathway and 100% of our students in the Spanish (SP) Biliteracy pathway have been automatically enrolled in the Chinese Dance Program and our Latino Dance program, respectively. Students in our diverse English Plus Pathway are experiencing world dance and Latin Dance. Our concern is that this model does not allow for exposure to other traditions for students in the CH and SP language pathways.	We would like to see an effort made to have at least 30% of our students in both language pathways have exposure to other traditions, such as, World Dance, Hip Hop, Modern Dance, Ballet, or other traditions. Other options include Opera, Musicals and/or Plays. The arts act as a bridge between culture and ethnicity and is a medium for us to capitalize on the diversity of our community and development as global citizens.	
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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.	What are your targets/ goals? (Elementary, Middle, High)	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
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?	
ER Taylor's 5th grade 2016-2017 Fitnessgram results are the following: 25% passed the aerobic capacity test, 57% body composition, 38.7% abdominal strength, 67.7 trunklift, 33.1% upper body strength and 70% flexibility session of the test. Our vision is to improve our fitnessgram testing scores through providing students with mandated 200 minutes of instruction by the Classroom teacher and Elementary Physical Education Specialist as reflected by our school's PE master schedule. Teachers will teach lessons that are standards based and increases MVPA (moderate to vigorous physical activities) through the district curriculum and supplemental activities provided by the Elementary PE Specialist. Fifth grade classroom teachers and PE specialist will collaborate and provide students with activities that increases that heartbeat in order to improve their overall fitness.	ER Taylor's goals are the following: Improve students fitness scores for the aerobic capacity test for the fitnessgram. Provide students with PE lessons that increases MVPA. Introduce ePortfolio to 5th grade students so that they can monitor and track their fitness levels through fitness logs, formative and summative assessments	What shifts be required to achieve these goals? All teachers will have to be in agreement to teach their PE lessons from the district curriculum provided and collaborate with PE specialist on ways to increase MVPA. What resources or support will be required to achieve these goals? Professional development from the PE specialist and guidance from the Physical Education Department.

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

<p>The data collected in PK at the beginning year is the ASQ-3. This is a family assessment, which provides information on communication, fine and gross motor skills, problem solving skills and personal-social skills. In addition, teachers receive information on overall developmental abilities. This information is used to create an individualized plan for the students. Fall 2017: ELD data show that about 65% (19 out of 29 children) of the students were below or at Developing English benchmark and 35% were at Building or Integrating English. Winter 2017-18: ELD data show that 44% were at or below Developing English, with 56% at or above Building English. PALS Fall 2017 Results Show: For Class 1: Chinese Bilingual Name Writing: 45.5% Upper-Case Alphabet: 45.5% Lower-Case Alphabet: 100% Letter Sounds: 25.5% Beg. Sounds Awareness: 45.5% Print & Word Awareness: 45.5% Rhyme Awareness: 36.4% Nurs. Rhyme Awareness: 45.5% For Class 2: General ELD PK Name Writing: 16.7% Upper-Case Alphabet: 25% Lower-Case Alphabet: 100% Letter Sounds: 50% Beg. Sounds Awareness: 33.3% Print & Word Awareness: 41.7% Rhyme Awareness: 25.0% Nurs. Rhyme Awareness: 25.0% By Ethnicity - ASIAN: (17 Students) Name Writing: 73% Upper-Case Alphabet: 73% Lower-Case Alphabet: 100% Letter Sounds: 50% Beg. Sounds Awareness: 62% Print & Word Awareness: 62% Rhyme Awareness: 85% Nurs. Rhyme Awareness: 90% By Ethnicity - HISPANIC/LATINO: (4 Students) Name Writing: 0% Upper-Case Alphabet: 0% Lower-Case Alphabet: N/A Letter Sounds: N/A Beg. Sounds Awareness: 25% Print & Word Awareness: 50% Rhyme Awareness: 25% Nurs. Rhyme Awareness: 0% CLASS Assessment results from 2017 show the following: Emotional Support: 12% Classroom Organization: 12% Instructional Support: 4% ECERS-R Summary Report for 2017 received an overall 5.63 (Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure, Parents and Staff.</p>	<p>Based on ELD data, here are our targets: By Winter 2018-19: ELD we will see an increase of 50% of students Developing English, and 70% at or above Building English. Based on the data for PALS, here are our targets: PALS Fall 2017 Results Show: For Class 1: Chinese Bilingual Name Writing: 60% Upper-Case Alphabet: 50% Lower-Case Alphabet: 100% Letter Sounds: 40% Beg. Sounds Awareness: 60% Print & Word Awareness: 60% Rhyme Awareness: 50% Nurs. Rhyme Awareness: 55% For Class 2: General ELD PK Name Writing: 30% Upper-Case Alphabet: 30% Lower-Case Alphabet: 100% Letter Sounds: 60% Beg. Sounds Awareness: 40% Print & Word Awareness: 50% Rhyme Awareness: 35% Nurs. Rhyme Awareness: 35% By Ethnicity - ASIAN: (17 Students) Name Writing: 80% Upper-Case Alphabet: 80% Lower-Case Alphabet: 100% Letter Sounds: 60% Beg. Sounds Awareness: 75% Print & Word Awareness: 75% Rhyme Awareness: 95% Nurs. Rhyme Awareness: 100% By Ethnicity - HISPANIC/LATINO: (4 Students) Name Writing: 25-30% Upper-Case Alphabet: 25-30% Lower-Case Alphabet: 25-30% Letter Sounds: 25-30% Beg. Sounds Awareness: 40% Print & Word Awareness: 60% Rhyme Awareness: 40% Nurs. Rhyme Awareness: 25%</p>	<p>Instructional assistants will work in collaboration with PK classroom teachers to provide small group instruction, and 1-1 support in phonological awareness, alphabetic knowledge, name writing, self-regulation, social and emotional development, language and literacy development, and cognition. PK teachers will receive weekly coaching from EED Instructional Coach and reflect on strategies to support student success. PK teachers will also implement School-Wide Goal to teach student Talk Moves through the Interactive Read-Aloud and complex text and in various activities throughout the day, use more open ended questioning techniques to promote and foster academic and social language development. PK collaborates with K team on a weekly basis and attends Faculty Staff Meetings and PDs.</p>
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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
<p>There has been a tradition of "Junior Achievement" partnering with the school. This was once a full participation event but many teachers in the last two years did not wish to participate. In 2016-2017 "College Bound" was part of a school chant on Monday morning. In 2017-2018 we did not do the chant. There was a tradition of a grade 4 field trip to visit a college. This has not happened in three years. In summary, we do not currently have a "college bound" culture at the school-wide level.</p>	<p>In 2018-2019 ensure that all grade 4-5 students can describe a College or University and some of its main features: location, program, sports, arts, etc.</p>	<p>Each classroom will "adopt" a college. Ideally, this would be the teacher's college or university. The college colors and icons could be displayed in the hallway next to a teacher bio. We will also display the pennants of the colleges and universities our alumni have attended in the main hallway. We will reinstate a local college and university visits to site and field trips to places such as: City College of SF, SF State University, USF, Academy of Arts, UC Berkeley. We will also have a career fair in collaboration with Hands on Bay Area and MLK for our upper grade students.</p>

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?

We believe that our students will need the power of using academic discourse across the content areas. This is why we are focusing on the talk moves in science and language arts, in particular. PK students participate in Environmental Science experiences with our Garden Teacher.

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?

Continue to provide teachers professional growth opportunities to refine their practice through monthly and weekly sessions: -Faculty Business Meetings -Professional Learning -Grade Level Collaboration -ILT Facilitated GLC Early Release in grade level spans: K-1, 2-3 and 4-5 -Leadership (Instructional Leadership Team and Culture/Climate Leadership Team -Pathway Meeting (English Plus-ELD, Cantonese Biliteracy, and Spanish Biliteracy). Any Professional Learning we engage in will flow into a PDSA cycle using our existing structures: Monthly Professional learning on Mondays and weekly GLC. We will encourage teachers to sign up for Central PD offerings related to A Comprehensive Approach to Literacy, Language Pathways, Mathematics, Technology and Science. We also plan to schedule on site PDs in collaboration with Pupil Services to address Safety Care, Restorative Practices and PBIS. Any staff on leadership teams will also attend off site PD related to developing skills to facilitate adult learning and meetings through the National Equity Project. Teachers will also be encouraged to pursue National Board Certification, engage in the Master Teacher Project, which supports and teacher driven PLC and Lesson study through the support of OPLL. Collaboration on a weekly basis on early release days: The rotation will be three weeks of grade level collaboration, one week of pathway collaboration (ELD, Cantonese Biliteracy, Spanish Biliteracy), three weeks of grade level collaboration, and one week of committee collaboration. The rotation will then repeat. We will conduct weekly Principal and Assistant Principal Instructional Rounds, Instructional Rounds through Cohort, Fall and Spring Lau Observation classroom visits and encourage teachers to observe and provide feedback to one another. The Literacy Specialist, ARTIF, and Admin Team will rotate each week to co-facilitate 2 PDSA cycles a month and meet with a different cross grade level teams (K-1, 2-3 and 4-5) around data, planning, reflection and determined goals. During these meetings teachers will work with grade level team members, literacy specialist, ARTIF, principal and assistant principal and ILT members to plan and align instructional practices around developing language and literacy into and through Science and Math instruction and implementation. Both the Science and Math practices require student to make meaning of complex text, ground their opinions in textual evidence and engage in academic discourse through a: DO, TALK, READ, WRITE cycle. Grade level teams will develop interdisciplinary units of study for Designated and Integrated ELD in the Reading and Writing workshop model. Teachers will know the academic, SEL, and behavioral strengths and needs of each of their students by the end of September and determine their focal students based on data including observational data to determine Tier 1 supports that can be incorporated into the classroom. Our goal is to increase the percentage of benchmark and reclassified students. Tools: Google Classroom, Google drive shared documents and planning resources, that will be found in our E.R. Taylor Shared Folders and Google Classroom. Resources - SP Bilingual ARTIF, Literacy Specialist, Social Workers, Principal, Assistant Principal, Resource Specialists, Librarian, and Computer Teacher will be available to collaborate with Grade Level Teams on a rotational basis. Professional Development: Site Based PD: 1 time per month for 1 hour. Both Tier 1 Committee (PBIS) and ILT Team, along with administration, will plan professional development 1.) Culture/Climate Leadership Team - PBIS school Positive Behavioral Interventions and Supports: Strengthening school wide supports. Refining Classroom and School-wide Tier 1 interventions; begin looking at the implementation of Tier 2 interventions. Second Step and Restorative Practices. 2.) Instructional Core (Math/E/LA and Science E/LA) A Comprehensive Approach to Literacy is a set of literacy practices that address need and interest of children and provide a spectrum of instructional practices with varying levels of support to develop students' Language and Literacy skills. It is modeled on the current effective literacy instruction, the importance of oral language, developing operable vocabulary and background knowledge development, the promotion of strong writing skills and motivation to read and write, and the gradual release of responsibility. Our goal is that we have students who enjoy reading, writing, communicating, presenting and solving real life problems locally, nationally and globally. Reading Workshop, Writing Workshop, Word Work and Interactive Read Alouds. Instructional Strategies that provide for the Gradual Release of Responsibility (I do, we do, you do) Differentiation to address student needs: Classroom SSTs in the Fall, Focal Students, and again in the Spring. The use of high leverage Instructional strategies (Guided and/or Strategy Groups) and Individual Conferring. Involves PDSA Cycle of Inquiry : Data → Goals → Planning → Instruction → Assessment → Data 3.) Release time for STEM Collaboration, with Support from the Cohort 4 Math Teacher on Special Assignment (TSA) and Math Leadership Team, and Cohort 4 Science TSA to look at rubrics, tasks, benchmarks, student work and observational data.

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)
-On site PD- one time per month, total of 1 hour --Peer Visits- Teachers visit will visit a buddy teacher's classroom to give feedback on questioning techniques and academic discourse in ELA and Math --Literacy Support from Literacy Specialist: in teams and individually --Grade Level Collaborative time --Instructional Leadership Team --ROCI --Partnership with Humanities Department Teacher on Special Assignment for English / Language Arts / Literacy --Computer Technology Support from Computer Technology Teacher: in teams and individually - Design and calendar professional learning, all meetings (Faculty, Leadership, UBC...) schedule with ILT, Culture/Climate Leadership Team, Operations Team and UBC. - Secure dates with Central Office partners in C&I , Pupil Services and the Special Education Division. - Provide teachers with the summer PD offering schedule - Create a preliminary plan for Fall 2018	--Site Budget- General funds --Targeted Instructional Improvement Block Grant --SCGEL --PTA --Prop A

STUDENT-CENTERED LEARNING CLIMATE

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:

- **Students with Disabilities/ Promotion of Inclusive Practices:** percentage of students in Special Education school-wide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD's commitment to full inclusion and increased expectations for students with disabilities.
- **Student Engagement/Attendance:** school attendance rates, chronic absenteeism rates
- **School Climate:** suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys
- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate			
	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	Students in our special education program experienced a decrease in chronic absenteeism, with only 8 out of 73 students considered chronically absent, a 10% improvement from 2016-2017. In 2017-2018 we averaged three "code three" lockouts a week, defined as an escalated student's behavior that required limited passing of students throughout campus. Due to various factors, Non-SOAR staff often interacted with the students, while escalated, in a manner that triggered further escalation. This often lead to negative interactions between the student and non-SOAR staff members, sometimes leading to assault.	Continue this promising trend of a decrease in chronic absenteeism for our students- with IEP's. The 2018-2019 goal will be to decrease by another 10%, so that only four students would be chronically absent. For 2018-2019, assuming the SOAR program is still at ER Taylor, the target will be to decrease the average of three "code 3" incidents to one or zero weekly. In addition , a target will be to eliminate all assaults on non-SOAR staff and to eliminate all "re-escalation" of students by non-SOAR staff.	The assistant principal will meet with RSP and SOAR staff in April 2018 to identify practices that are contributing to the improvement in attendance with our students with special needs. The focus on training SOAR staff will be to create alternative and safe behaviors to elopement. The Special education central partners will work with SOAR staff to achieve this. Also, all ER Taylor Faculty and Staff will receive Pupil Service verbal de-escalation training in fall 2018 . T
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)			
Student Engagement/ Attendance	96% of our students continue to respond to our school-wide PBIS expectations. 3% of our students do receive office discipline referrals, but respond to brief tier 2 interventions. Another 1% of our students are not responding to interventions, and continue to receive office referrals.	Continue to identify and provide tier 2 interventions to prevent the 1% of non-responders, (12 students) into needing tier 3 supports, or if needed, ensure that these supports are implemented without delay.	Expand tier 2 services, especially CICO (check in check out) .
School Culture/Climate	96% of our students continue to respond to our school-wide PBIS expectations. 3% of our students do receive office discipline referrals, but respond to brief tier 2 interventions. Another 1% of our students are not responding to interventions, and continue to receive office referrals throughout the year. Currently, 60% of our classrooms have tier one supports in place: Use of Second Step, Peace Corner, Classroom Rules, Restorative Practices	Decrease the 3% (18 students) needing tier two interventions to 1% (6 students) by strengthening tier 1 classroom practices within the PBIS framework. Increase the number of classrooms with tier one supports in place from 60% to 90%.	Support all teachers with Second Step implementation. Ensure all classrooms have the correct materials Provide one all staff PD in the fall Provide ongoing training by social workers. Assistant Principal will Present all teachers with a tier one inventory during summer orientation, then have teachers update it in October. The main three expectations on the inventory will be : Use of Second Step, Peace Corner, implementation of acceptable consequences that hold students accountable while maintaining dignity and promoting a change in behavior.
Social Culture/Climate			

	<p>The following subgroups experienced a decrease in chronic absenteeism: -Students enrolled in special education (10 %) , Filipino (7%) African American (14 %) This is an improvement. Of concern was an overall increase of 2% school-wide of chronic absenteeism. This equates to 12 students who have entered into chronic absenteeism . This meant that 9.2% o four students were chronically absent. A huge concern is within our Latino student population, where 1 in 5 students are chronically absent.</p>	<p>Decrease school-wide chronic absenteeism to 4% , which is lower than the current district average, which is 9.6% . Specifically, ensure that no more than 24 students fall into chronic absenteeism for 2017 2018 . Decrease our Latino student absenteeism from 1 in 5 (20%) to 1 in 10 (10%) in 2018 -2019.</p>	<p>In August 2018, the assistant principal will reach out to all of the families who were chronically absent in 2017-2018 with a personal phone call to A) make a school-family connection, B) set a goal with the family to maintain average daily attendance at 90% or higher . Implement monthly attendance improvement awards for the most chronically absent students, in tandem with an improvement certificate to be mailed home to families. Specifically engage the Spanish bilingual teacher cohort to assist administration and social workers in tracking and incentivizing positive attendance for our Latino students.</p>
Wellness 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
<input 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 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:

Actions we will take: Our goal is to double family involvement this coming year and we will use Epstein's Framework on Involvement as a way to authentically partner with our families. Families will be recruited based on interest, capacity, and time. - Parenting: provide workshops on parenting skills, family support, district academic and SEL programs including Restorative Practices, PBIS, child development and conditions they can create to support their child to be successful in school. Understand 21st Century Skills and the focus on building capacity and global citizenry. Develop an appreciation of the diverse backgrounds and cultures of our families, our community and build on the assets of the diversity of the community. Workshops on home to school communications through the use of technology, GradeBook. - Communicating: Ensure that we establish multiple modes of communication for our families through translation and technology (i.e. WeChat groups, assigning a family leader on SSC or ELAC to each group for our Cantonese, Spanish, Vietnamese, English speaking families. Establish clear understanding of who our families can rely on to communicate their needs and input, how to communicate their needs and when. We will post both on-line, on main office board, Room A: Wellness Center and Family Liaison Board photographs of the people who speak the primary languages of our families, schedule and contact information for each individual. This information will be written in the main home languages of our families: Cantonese, Spanish, Vietnamese and Filipino. This will be communicated in multiple ways: during back to school night, on school website and through School Messenger. Linking family partnership to student success. Targeting our underserved populations: African American, Latino and Newcomer families. - Volunteering: establish a Room Parent for each classroom. Room Parents would support teacher in communicating with other parents, communicate opportunities and tools to support students at home. Room Parent may also be trained to support teachers with guided reading and small groups instruction. - Learning at Home/at School: establish relationship with City College to provide English Classes and technology classes for our families. - Decision Making: through African American Advisory, ELAC, PTA, SSC and Principal Chats: committees will meet at least 5 times within the school year to focus and focus will be based on requirements of each committee, District and School-Wide academic and SEL focus including: literacy, attendance, family-staff-community partnership and family involvement. Build diversity on SSC and PTA that is more representative of our community especially for those not represented on SSC: African American, Hispanic/Latino, Vietnamese. Next year is an election year for our SSC and we will encourage our families to reach out to other families to step up and be leaders. - Collaborating with Community and Bringing Community together: Back to school meet and greet for PK-5 families and one specifically for our Kindergarten Families before the start of the school year that will be organized by families and staff. Back to School Night. Hold community events throughout the year such as: Community Garden Days in the Fall and Spring, Annual Read-Aloud on the official Read Across America Day where families, central office staff, retired staff, mentors, volunteers and community members will be invited to read in major languages represented, Lunar New Year Performance in collaboration with Thurgood Marshall HS Students, Spring Ethnic Dance Festival in collaboration with SOTA, Spring STEAM Maker Fair, Family Literacy Night and Publishing Fair, Multilingual Book Fairs, I Love My ER Taylor School Walk-A-Thon. Social Workers, Nurse, Wellness Coordinator and Family Liaison will coordinate resources and services for families, students, staff and the school with outside agencies, community groups, including businesses, cultural and civic organizations, and colleges and universities.

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

Our Social Workers, Family Liaison, Community Relations Specialist and School Nurse will provide resources to families about parenting workshops available in the community. More strategic scheduling of parent events linking performance / events with meetings. Community Schools Approach: Strategically utilizing our Administrators, teachers, Family Liaison, Community Relations Specialist, social workers and support staff to engage all families, disseminate information, and deepen our efforts to implement a community school approach.

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 type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input type="checkbox"/> Expanded Learning/After-School <input 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 type="checkbox"/> Youth Leadership/Youth Development <input type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
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List 1-3 current or potential community partner(s) who are address these needs.

Our objective is to build and establish community relationships. We would like to have relationships reflect our diverse community and can assist us with building meaningful and positive relationships with our families. Another avenue we hope to explore is linking artist and creative expression to academic learning and growth mindset. Music, arts and dance , poetry, gardening allows for personal expression, confidence, and self-awareness. Providing our students an opportunity of self-expression through multicultural performing arts (African, polynesian, chinese, Aztec). Promotes a sense of belonging among the school community can increasing the likelihood of parents and students being more engaged in the classroom and community. We would like support in this expression through the various enrichment programs. We have had a sporadic and perfunctory relationship with community groups. We will continue to have a partnership with Edgewood to support the provision of mental health services. We will also continue to recruit interns that can serve the social-emotional needs of our students and families by assisting our social workers with social groups and counseling. We have partnerships with the Americorps Healthy Choices Mentoring for Success program, Martin Luther King Middle School for a mentoring program for 5th grade students, Education Outside, YMCA Urban Services, Fu Yau Project, Hands On Bay Area, Junior Achievement, SOTA and Thurgood Marshall High School Student Volunteers, the SFUSD Portola Library, the Alonzo Lines Ballet, and the Greenhouse Project.

What are your specific goals or objectives for these partnership?

Community Schools Approach: We would like to have relationships with community organizations that directly impact the Social Emotional Learning of our students and the meaningful involvement of parents.

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

Community Schools Approach: Strategically utilizing our Family Liaison to continue to engage all families, disseminate information, and deepen our efforts to implement a community school approach. We will utilize the incorporation of Social Worker interns and our partnership with Edgewood to provide information to families and staff about crisis response and family case management. Utilize our Family Liaison to build parent/family capacity to lead and take an active role in their childs' learning and school. Family Liaison will actively work to bring our Asian, Latino families and African American families together so the voices of our community are represented on ELAC, School Site Council, and PTA.

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

Feedback Surveys and Culture Climate Survey

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 = \$2,950

This money is used to purchase supplies for our students with IEPs and being served through our RSP and SOAR programs.

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 = \$157,872

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

To fund the following positions: .40 Spanish Bilingual ARTIF \$41,580.93; .75 Literacy Specialist \$77,964.24; .25 Technology Resource Teacher \$25,988.08 \$12,338.27 for Instructional Supplies SP Bilingual ARTIF and Literacy Specialist to use for language and literacy intervention Spanish Bilingual ARTIF and Literacy Specialist will support classroom teachers in Core Curriculum and ELA/ELD Framework driven lesson planning, side by side support, and model lesson demonstrations. They both will also work with EL students who are below benchmark on SBAC ELA and closely monitor early language and literacy in English and Spanish. Spanish Bilingual ARTIF and Literacy Specialist is specialized in RTI, differentiated instruction targeting our EL, Hispanic/Latino and African American student population. With the combination of push-in and pull-out class support for students and teachers, the Literacy Specialist will be able to strategically target best teaching practices in service of supporting our Focal Students. Teacher support and training will be provided to teachers on meeting the needs of underachieving students, including ELA and ELD instruction. Spanish Bilingual ARTIF and Literacy Specialist will support grade level teams in differentiating their aligned standards driven instruction to include ELD standards, as an integrated approach to English Language development in the core English Language Arts blocks of instruction (the focus will be on language and literacy development through Science and Mathematics following the Reader's and Writer's Workshop model beginning with Talk Moves through Interactive Read-Aloud using complex disciplinary text and experiences). Technology Specialist will provide daily DELD instruction and intervention to our Newcomers.

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?

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 = \$45,000

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?

To fund the following: Instructional Materials \$4,608.92; Spanish Bilingual Consultant \$30,654.00; Consultant will support Early Language and Literacy intervention and instruction for grades K-1-2. As a large school, with 700 students from Pre-K to 5th grade, and over 75% of our students being English Learners, as well as over 75% of our students being Socio-Economically Disadvantaged, we require a lot of instructional materials, especially for our pathways, Newcomers and English Learners.

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 (TIIIG) 07940

Allocation = \$102,009

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

To fund the following: - \$3,392.00 Instructional Materials to support our instructional programs; - \$10,000.00 in Supplies to support students; - \$19,140.37 for a .284 FTE Community Relations Specialist - \$17,500 with Education Outside to provide Environmental Science Teacher - \$51,976.16 .50 FTE Spanish Bilingual ARTIF

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 = \$184,145 (31500)

How do you plan to use these funds?

.25 FTE Literacy Specialist = to address need for Early Language and Literacy intervention and instruction = \$25,988.08 .5154 FTE SP Bilingual Community Relations Specialist school initiative and district priorities of student and family engagement = \$34,735.72 .25 FTE Spanish Biliteracy ARTIF = \$25,988.08 .75 FTE Computer Technology Teacher = \$77,964.24 to expand computer science education to all students, grades Kindergarten through 5th grade, which is in line with SFUSD's Vision 2025, which recognizes that all students must be proficient in Science, Technology, Engineering and Math, including computational thinking and computer science. The Computer Technology Teacher is facilitating E.R. Taylor's participation in a pilot program that will support students in developing an understanding of how computers and algorithms work, exploring potential applications and impact, and develop the skills required to creatively use this knowledge to solve real-world problems. Instructional supplies for literacy and language intervention and assessment = \$3,956.68 60 Sub Release Days: \$15,744.03

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 = \$1,841

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.**

\$1,841.45 will be used to fund parent involvement activities for low income students and their families --this includes funding for literacy night instructional materials to provide a workshop evening focused on engaging our socio-economically disadvantaged families. The Parent Involvement Policy is attached. E.R. TAYLOR ELEMENTARY SCHOOL TITLE I SCHOOL LEVEL PARENT INVOLVEMENT POLICY

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

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

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

Impact & Innovation Awards =

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

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

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

Principal's Innovation Fund = (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

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

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

Equity Grant =

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	.50	
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:
1.0	.20	.60	1.0

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.

Note: Other 1.0 Assistant Principal, Other .20 EED Coach, Other .60 VAPA, Other 1.0 Librarian, Additional: Other 1.0 PE Specialist, Other .271 Healthy Choices Americorps Intern (Mentor Program), Other MPD .40 Bilingual Expansion Support Teacher, .10 EED Compliance Social Worker: We have two full-time Social Workers; 1.0 are centrally funded Social Worker and .1.0 is site funded. Social Workers work with our support staff team to build our our Behavioral RTI tier 1, 2 and 3 approach. Additionally, these positions support the creation of a student-centered learning environment by collaborating with teachers to create tier 2/3 interventions through the SAP team and SST's and supporting wellness for the school community.

Librarian: This position focuses on supporting our school-wide focus on A Comprehensive Approach to Language and Literacy in all language pathways, Designated and Integrated ELD. The librarian collaborates directly with our classroom teachers to support students in finding books to read at their level, to coordinate research projects and to find mentor text for Readers/Writers Workshop and Designated and Integrated ELD instruction aligned with discipline: Science/Math and Social Studies. The librarian also helps teachers integrate technology into their lessons. Assistant Principal: This position focuses on School Safety, Culture and Climate, Visual and Performing Arts, STEAM and academic engagement through discourse and GLAD strategies. 1.0 School Nurse: this position is .5 centrally funded and .5 site funded; the Nurse helps to support healthy students and families as well as coordinating and collaborating with staff in relation to health-related issues pertaining to students.

SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input checked="" type="checkbox"/> Other (<i>list</i>) PTA, ER Taylor Staff, ILT and UBC
<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: 9/27/2018
<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 checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 9/27/2018

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
Angie Estonina	Principal	
Brian Purcell	Alternate / Vice Principal	
Esther Gilland	Grandparent / SSC Chair	
Jose Lopez	Community Member / SSC Co-Chair	
Jennifer Tan	Member / Parent	
Ivy Zhou	Member / Parent	
Rui Yan Lin (Irene)	Member / Parent	
Pamela Cruz	Member / Teacher	
Laura Hy	Member / Teacher	
Jocelyn Sadler	Member / Teacher	
Cindy Luu	Member / Other Staff	
Hui Ling (Winnie)	Alternate / Parent	
Nadya Bratt	Alternate / Teacher	
Roxana Razo	Alternate / Other Staff	