



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

School	Key, Francis Scott Elementary School
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SCHOOL VISION & CONTEXT

----- Who are you: Francis Scott Key Elementary School Mission: F.S. Key community will work together to set high expectations and strive for excellence through a student-centered approach by fostering a holistic, unified, diverse, collaborative and supportive learning environment. We will actively promote respect, acceptance and diversity among community members, build Healthy Minds and Bodies through learning activities and hands-on experiences. Francis Scott Key Elementary School Vision: Provide students a learning experience that is nurturing, compassionate, supportive and challenging. Equip students with appropriate 21st century skills, Growth Mindset and confidence by embracing creativity, communication, collaboration and critical thinking. ----- Areas of Success or Strength: 1. Strong Instructional Core: Reading Workshop, Writing Workshop, SFUSD Math Core Curriculum, NGSS & Technology through implementing S.T.E.A.M. education and Common Core State Standards (CCSS) with high leverage instructional strategies. 2. Foundation for 21st Century Learning through continuous PD and instructional practice to promote creativity, collaboration, communication and critical thinking. Classroom Redesign to personalize learning. 3. Collaborative community and inclusive practice -- FSK's core value embraces inclusive practices and caring school community to advocate empathy to our differences. In collaboration with our active and supportive PTA, FSK promotes activities and events directly serving the needs and interests of the school. ----- Areas of Challenges: 1. The continuous needs for teacher PD and cohesive curriculum alignment with limited time and opportunity for teacher planning and collaboration 2. Available resources and direct services to the large social emotional needs 3. Adequate support for S.T.E.A.M. education and Classroom Redesign for personalized learning 4. Redesign and improve school communication system and protocol for the effectiveness and efficiency ----- Key Strategies 1. Through building S.T.E.A.M. education and the development of Personalized Learning, develop a cohesive and integrated curriculum to make learning accessible to all students, esp. EL, SPED and SEL students 2. Identify, monitor and support focal students with identified instructional strategies and services 3. Embrace and promote 21st century skills through parent engagement, workshops, challenges, community events and everyday learning

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components: **(500 words maximum)**

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school's top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school's top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? *(For instance, if someone were to ask any teacher at the school, "what is the school mainly working on right now," what would he/she say?)*
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)

SECTION I: Overview and Key Components

Overview

Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- *Content Knowledge*
- *Career and Life Skills*
- *Global, Local, and Digital Identity*
- *Leadership, Empathy, and Collaboration*
- *Creativity*
- *Sense of Purpose and Sense of Self*

The Balanced Score Card (BSC) for the 2018-2020 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning. Transform Lives is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the **2018-2019** school year; and to build with increased specificity on each school's efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan **Transform Learning, Transform Lives**.

The Balanced Score Card serves as the site's Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the "Strategies in Action: Schools"), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

Key Requirements

In addition to its use as a strategic planning tool, the Balanced Score Card (BSC)/ Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in *California Education Code § 64001* as well as for the Local Control Accountability Plan (LCAP).

These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the [School Site Council must have parity](#).
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District's goals for improving student achievement and outcomes and articulate schools' indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD's Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and/ or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

SECTION II: School Data Profile

Schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this (<https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx>) to your data. Inside your school **17-18 Results** folder look for the folder titled "###_Mid-Year_Summary_2017-18". This folder includes the following reports:

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

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus groups.
- Refer to **Illuminate Report List** to link to student level data

SECTION III: School-Wide Analysis and Plan

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state's priorities. These align well with SFUSD's articulated performance indicators and the work we've done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

- What are the implications of the data, based on your analysis?
- Beyond the quantitative data provided, have you considered anecdotal and internally developed measures to create a more robust representation of your school's context?
- In each area, identify targets/outcomes that measure impact on student achievement.
- What shifts, in strategy, actions or initiatives are necessary to meet those successful targets/outcomes for students?

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2019 Strategic Plan **Transform Learning. Transform Lives.**

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

As a school community, please review "Strategies in Action: Classrooms" prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

***Focal Group:** Site leaders identify a focal group who is not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly and monthly basis.

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):

FSK has identified the following groups of students to be the focal students: 1. ELL students, specifically, LTEL whose performance level at "Near Met standard" level 2. SAP referred students whose academic performances are impacted due to their needs for social-emotional supports Actions: • Ongoing professional development around accommodations, modifications, scaffolding and interventions • Continue ongoing professional development on Designated and Integrated ELD, particularly around using language objectives in conjunction with content objectives, academic talk moves and analyzing complex texts • Focused PD on Conferencing and Guided Reading to ensure the effective use of instructional strategies and support to students based on data • CARE (SAP) Team will continue to support teachers in monitoring and supporting ELL and below benchmark students, particularly focusing on interventions • Increase Afterschool Program collaboration to provide additional support to EL students, particularly LTELs via tutoring, academic support clubs, etc. • Teachers will further develop ELA Spiral Maps and Unit Plans with CA ELD Standards in mind • Implement F & P word study curriculum in Grade K-3, Words Their Way in Grade 4 & 5 • Implement new Designated ELD curriculum

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
2017-2018 Data indicated: SBAC ELA : 68% proficient 3rd grade - 75.6% 4th grade - 55.7% 5th grade - 74.0% K: KRI overall score - 3.45 (SFUSD-3.19) early literacy score - 3.71 (SFUSD - 3.35) F&P Data for students meet and exceed benchmark: F&P EOY K Grade : 93% 1st Grade: 82% 2nd Grade: 75% 3rd Grade: RI W1: 62.8% RI W2: 77.9% 4th Grade: RI W1:53.8 RI W2: 63.5 5th Grade: RI W1: 60.6% RI W2: 70.4% IWA Data - met proficient level Gr. 3-5 over all: 34.8% 3rd Grade: 29.4% met or above level 4 4th Grade: 42.7% met or above level 4 5th Grade: 31.6% met or above level 4 Female students vs male students met or above level 4 3rd Grade: 36.2% vs 21% 4th Grade: 43.8% vs 41.7% 5th Grade: 50% vs 15.7% EL students: 14.7% SPED students: 8.3%			

	SBAC ELA : Comparing 2017/18 data to 2016/2017, School overall % met proficient has dipped 3% from 69% to 66% - Grade 3 had made significant gain of 7.26%, with 82.6% of the students met proficient level in ELA. - Grade 4 had a significant drop in % of the students meeting proficient level from 71.0% to 55.7%. - Grade 5 has maintained same % of the students at proficient level (62%) Comparing 2017-2018 F&P data: - 935% of the Kindergarten students have met benchmark at the end of the year - 82% of the first grade students met benchmark - 75% of the second grade students met benchmark From the data, the % of the 1st and 2nd grade students met benchmark did not show the expected growth. Comparing 2017-2018 RI Window 1 and Window 2 data, it indicated that Students in all 3-5 grades are making progress. IWA data indicate that all students need more improvement in writing. The % of students met proficient level have grown in all grades. Female students performed better than male students in general. Goal: increase % of students to proficient level in all areas by 3%	Teachers will continue to: • Participate in school-wide PD and GLC in the area of Personalized Learning • Use the SFUSD Scope and Sequence to further develop grade level designed Curriculum Maps and Unit Spirals • Continue to implement Comprehensive Approach to Literacy with the focus on conferring and guided reading content areas • Utilize grade level collaboration meetings on standards across grade-levels and calibrate student work using Student Work Analysis Protocol Actions: • Ongoing professional development and grade level collaboration to deepen the understanding of components of the Comprehensive Approach to Literacy & Student centered learning including strategic group instruction • Data Analysis (F&P, SRI, IWA, IDA, SBAC & ELPAC): Monthly GLC student work analysis, whole school and/or by grade level to determine instruction and students' needs • Design instruction to be more student centered under S.T.E.A.M. education and personalized learning approach • Extend F&P assessment to 3rd-5th grade students that are scoring below proficient in RI, SBAC and/or teacher recommendation	• Develop school-wide Personalized Learning approach by looking at: -- deeper understanding of each individual students' performance via Conferring and Guided Reading -- analyzing student work through grade level collaboration (GLC) using Student Work Analysis Protocol -- evaluating and redesigning classroom environment to make learning accessible to all • Guided Reading focused professional development • Designated ELD and Integrated ELD planning and instruction • Provide additional resources to support ELL students esp. newcomers and LTELs via technology resources, digital learning, tutoring services, afterschool support, etc. • Through innovation and development of S.T.E.A.M. education, redesigning classrooms will give teachers the opportunity to maximize learning to all students esp. ELLs and SPED students • Writing continues to be the school-wide focus
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Academic Tier Two - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?
Comparing 2017-2018 window 1 & 2 data ELL Students F&P W1: 59.4% F&P W2: 64.8% RI W1: 8.8% RI W2: 20% SPED Data: F&P W1: 47.4% F&P W2: 55.2% RI W1: 20% RI W2: 28% Asian F&P W1: 85.7% F&P W2: 69.2% RI W1: 40% RI W2: 70% Chinese: F&P W1: 65.9% F&P W2: 72% RI W1: 54.9% RI W2: 63.1% IWA: EL students met proficiency (level 4 or higher) - 3rd Grade: 14.3% 4th Grade: 25% 5th Grade: 0%	Comparing 2017-2018 Window 1 and 2, ELL & SPED students have made positive progress. However, the % meeting or exceeding standard is significantly lower than school overall population, EL: F&P W2: 64.8% vs. 77.1% RI W2: 20% vs. 70.4% IWA: the % of EL students met proficient level is significantly lower than the % of the school overall population SPED: F&P W2: 55.2% vs. 77.1% RI W2: 28% vs. 70.4% GOALS: The performance gap between EL students and school overall will be reduced by 5%. The performance gap between SPED students and school overall will be reduced by 5%.	Teachers will continue to utilize data to identify and support students needing interventions. Actions: • Ongoing professional development and utilization of grade level collaboration to deepen understanding of intervention strategies • 3rd, 4th & 5th graders will all receive F&P assessments at the beginning of the year, all EL and focal students will be assessed in Spring to monitor progress • Students will be referred to the SAP Team when Tier II support is needed. Intervention and instructional shifts will be determined based on needs • In collaboration with the ILT, teachers will monitor focal students and adjust instruction as needed • Increase After School Program collaboration to provide additional support to students after the regular school day • Additional support for tutoring or small group support will be provided to identified students when available • Building teacher capacity on Conferring and Guided Reading through intentional PDs and coaching supports

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):

FSK has identified the following groups of students to be the focal students: 1. ELL students, specifically, LTEL whose performance level at "Near Met standard" level 2. CARE team referred students whose academic performances are impacted due to their needs for social-emotional supports

Actions: • Ongoing professional development around accommodations, modifications, scaffolding, and interventions • Continue ongoing professional development around Integrated ELD, particularly around using language objectives in conjunction with content objectives, academic talk moves and analyzing complex texts • Teachers will continue to enhance SFUSD Math Core Curriculum Units using the CA ELD Standards and the CCSS-Math as a guide in improving instruction • SAP Team will continue to support teachers in monitoring and supporting ELL students, particularly focusing on LTELs • Increase Afterschool Program collaboration to provide additional support to EL students, particularly LTELs

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. <i>WASC Ch.2</i>	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? <i>WASC Ch.5</i>
SBAC Math 2017/18: 66% proficient Math Benchmark/IAB: School overall % met or exceeded standard: 66% 3rd Grade: 82.6% proficient 4th Grade: 55.7% proficient 5th Grade: 62.2% proficient Math Task: School overall met or exceeded standard: W1: 69.2% W2: 87.1% K- W1: 89.4 K- W2: 92.9 1st Grade: W1: 32.2% W2: 78.1% 2nd Grade: W1: 70.9% W2: 88.2% 3rd Grade: W1: 81.2% 4th Grade: W1: 63.7% 5th Grade: W1: 78.1%	SBAC Math: Comparing 2017/18 data to 2016/2017, School has dropped 3% of the students meeting proficient level The difference between the highest performing group and the lowest performing racial groups are: White: performance: 69.1%, -7.4% comparing to previous year Asian: performance: 68.2%, -4.1% comparing to previous year EL: performance: 39% met proficient level, -15% comparing to previous year Math Task data indicated that Students in all grades are making progress. 4th grade performed lower than school % Goal: increase % of students to proficient level in benchmark assessments by 5%	Teachers will continue to: Use the SFUSD Math Core Curriculum Units to support students in developing conceptual understanding, procedural skill and fluency Provide opportunities for students to apply their mathematical knowledge as outlined in the CCSS-Math Actions: • Ongoing professional development to deepen the understanding of content, increase academic conversations, • Focused Data Analysis: IDA, SBAC, Unit Tasks (Entry, Apprentice, Expert, Milestone Tasks) whole school and/or by grade level to determine instruction and students' needs • Utilize grade level meetings to collaboratively plan , analyze student work samples, and design re-engagement lessons • Continue to develop SFUSD Signature Strategies: Math Talks, Three Read Protocol and Groupwork Feedback • Increase the emphasis on the Standards for Mathematical Practice • Design instruction to be more student centered under S.T.E.A.M. education • Further develop STEAM education by integrating the subject contents in a cohesive way to ensure effective learning	• Teachers will continue PD on planning math lessons that address equity and peer status issues, particularly during group work • Through innovation and development of S.T.E.A.M. education, redesigning classrooms will give teachers the opportunity to maximize learning to all students esp. ELLs and SPED students • Utilize Student Work Analysis Protocol to better understand students' learning and guide instruction • Integrate math concept to projects for students to see connections and real life scenarios

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 Task EL vs. School Overall W1: 56.6% vs. 69.2% W2: 86.4% vs. 87.1% SPED vs. School Overall W1: 44.4% vs. 69.2% W2: 81.8% vs. 87.1% Benchmark: School overall: 65.6% EL: 57.1% SPED: 25%	Comparing 2017-2018 Window 1 and 2, ELL & SPED students have made positive progress. on Math Task: The % of EL students meeting or exceeding standard is significantly increased fow Window 2 and similar to school overall %. The % of SPED students meeting or exceeding standard has shown significant gain. On Benchmark assessment: SPED students performed significantly lower than school overall GOALS: Continue the good work and sustain the performances On benchmark assessment: show 5% increase	Teachers will continue to utilize data to identify and support students needing interventions. Actions: • Ongoing professional development and utilization of grade level collaboration to deepen understanding of scaffolds, accommodations and intervention strategies • Students will be referred to the SAP Team as needed • Tutors will be utilized to provide additional support, when available • Increase Afterschool Program collaboration to provide additional support to students after the regular school day • Additional support for tutoring or small group support will be needed to provide additional support to the identified students. • Redesign classroom learning environment to maximize learning opportunities and accessibilities to learning

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

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5
Each grade level develops their own schedule and structure for science instruction. As we transition to the Next Generation Science Standards and the Amplify curriculum, each grade level are using a variety of resources to support science learning, such as FOSS, Mystery Science, and Amplify (Teachers in the Pilot Group). Engineering has been incorporated in various learning opportunities beyond our regular science instructional blocks via Design Challenges, school Maker Faire, and other hands-on projects that teachers have developed.	Through the design process of the Innovation Grant and our own analysis of current learning, practices, shifts and community input, we have determined that STEAM education is an area that we will continue invest our resources and further develop. By end of 2018-2019 academic year, FSK will have aligned instruction and projects with NGSS integrated in instructional schedule. Physical Science will be integrated in learning projects and taught to all students with fidelity as evidenced by GLC notes, PD agenda, lessons.	Teacher will continue to: • Develop their understanding of the 3 components of the Next Generation Science Standards: Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas • Deepen their understanding of the Engineering Domain (Disciplinary Core Idea) • Develop their grade level structure and schedule for science instruction • Full implementation of Physical Science curriculum • Design student-centered learning with cross-subject contents integrated, including technology Actions: • Implement and engage in Amplify Physical Science for the 2018-2019 school year through School Wide PD and Grade Level Collaboration. • Begin learning around the 2019-2020 Amplify Earth and Space Science implementation • Prepare for learning around the 2020-2021 Amplify Life Science implementation • Continue our school-wide effort to develop cross content integrated S.T.E.A.M. education for all students

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

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

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

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
	We will continue to close the performance gap of EL students by increasing 5% of ELs to meet reclassification criteria and 5% more to proficient levels in both F&P and RI assessments.	

For EL in 2017-2018: School-wide data shown: 22.3% of EL students were reclassified. It is 9.1% points above the district average. For SBAC ELA: the % of EL students met proficient level: 34.1%, - 5.2% comparing to previous year For SBAC Math: the % of EL students met proficient level: 39%, -15.07% comparing to previous year Based on our data, we will continue our instruction model and monitor each individual EL student consistently through data analysis, CARE referral process and reclassification process. Secured 30 minutes daily Designated ELD will focus on using the new ELD curriculum Academic language will be reflected in daily instruction Through our innovation classroom redesign and Personalized Learning, we want to increase more opportunities for EL to have authentic voices and participate in projects and learning activities.

All academic contents are taught by teachers with appropriate EL certification based on State requirements. Teachers will support English Learners interacting in meaningful ways, learning about how English language works and using foundational literacy skills as outlined in the CA ELD Standards. To best support EL students and maximize their learning opportunities, FSK S.T.E.A.M. team has taken on the challenge to redesign learning by starting with redesigning classroom through innovative design process. Actions: • Students who are identified as EL students will receive 30 minutes of Designated ELD • At each grade, the Designated ELD instructional block will be structured in a way that best supports the number of EL students for that grade • Teachers will support EL students throughout the day using Integrated ELD, using the CA ELD Standards in conjunction with the standards in other content areas • Teachers will utilize District resources to support the needs of students at each ELD proficiency level, including Imagine Learning (Newcomers & LTELs) and Grammar Gallery • Ongoing professional development to deepen the understanding of supporting EL students in both Designated and Integrated ELD. • Literacy Specialist will provide direct intervention identified to support focal EL students • Utilize the Elementary Advisor to support monitoring EL progress, particularly LTELs, and to provide additional EL family support • Regularly engage EL families through ELAC meetings, parent workshops and parent meetings Focused Data Analysis and Progress Monitoring: CELDT, ELPAC, F&P, SRI, IDA, SBAC • Tutors will be utilized to provide additional support, when available • Increase Afterschool Program collaboration to provide additional support to students after the regular school day • Continue to provide access to online programs, at school and home

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?

CARE team works closely with classroom teacher on intervention strategies to support the students. Referrals will be made to SST for further support when there is a need. CARE team review and modify the referral form to better align the needs to services, as well as intervention strategies. .5 Social Worker at site is not adequate to support the needs of the referred students. Often the administrators and office staff provide direct support to these students. Continue to implement SEL curriculum and PD for teacher on PBL and empathy building • Reduce number of students who need intensive Social emotional support • Reduce number of conflicts and aggressive behaviors

Employ a variety of strategies to provide a healthy school climate and decrease discipline issues. Actions: • School-wide focus on Growth Mindset • Collaboration with Pupil Services/BAT team to further PD for staff on interventions and Tier 2 support • SAP and ILT continue to monitor and provide support a positive school climate • Staff PD on De-escalation and safety care Behavior RTI: PBIS, Restorative Practices, Second Step, School-wide expectations • Student Leadership Opportunities: Student Council, School Monitors, student committees • School-wide activities: Passport Day, Sports Day, Design Day, Science Fair, Maker Faire, Family Art/Fun Day, Variety Show

---- CARE Referral Data: Upto to now, we have 147 students referred to SAP for emotional support. ---- Social Emotional Data: Comparing students' responses to the responses from families and staff, students have shown the lowest score of being favorable. Asian student group is the lowest group in 3 out of 4 areas: Self-Efficacy, Self-Management and Social Awareness. PERFORMANCE AND CHANGE: 2017-18 students show favorable: Growth Mindset: 70.0% (10.0%) Self-Efficacy: 53.0% (-1.0%) Self-Management: 73.0% (-3.0%) Social Awareness: 63.0% (-1.0%) ACHIEVEMENT GAP: For 2017-18: Growth Mindset: HPRG: White; favorability: 77.0% and change: 17.0% LPRG: Asian; favorability: 68.0% and change: 8.0% Self-Efficacy: HPRG: White; favorability: 57.0% and change: -5.0% LPRG: Asian; favorability: 54.0% and change: 2.0% Self-Management: HPRG: White; favorability: 76.0% and change: -4.0% LPRG: Asian; favorability: 74.0% and change: -2.0% Social Awareness: HPRG: Asian favorability: 64.0% and change: 1.0% LPRG: White; favorability: 61.0% and change: -11.0% --- DISTRICT COMPARISON: The difference between the school-wide favorability and the average district favorability are as follows: Growth Mindset: 8% points below the district average. Self-Efficacy: 3.0% points below the district average. Self-Management: 3.0% points above the district average. Social Awareness: 4.0% points below the district average.	
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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?
Francis Scott Key's vision is to provide students a learning experience that is nurturing, compassionate, supportive and challenging; to equip students with appropriate 21st century skills, Growth Mindset and confidence by embracing creativity, communication, collaboration and critical thinking. We believe to develop skills that allow our students to be a well-rounded citizen. Other than offering students weekly visual and/or performing art lessons and experiences through artist- in-residency, we also build in many learning opportunities for students to create and explore arts through art integrated learning projects, VAPA art instructions, supplemental Art-in-Action program, Instrumental Music, Symphony Education project (AIMS), Design Challenges, Computer Science and Maker Faire throughout the school year. These enriched learnings are well integrated in our S.T.E.A.M. education reflecting FSK Mission with a student - centered approach by fostering a holistic, unified, diverse, collaborative and supportive learning environment. We actively promote respect, acceptance and diversity among community members, build Healthy Minds and Bodies through learning activities and hands on experiences.	Every student has the confidence and motivation to produce work/project that illustrates their creativity, higher level of thinking and reflect individuality. Every student has the opportunity to experience various forms of art and using different medias to connect everyday learning.	Access to various forms of arts: visual, media, instrumental, dance, drama and design. Collaboration among teaching staff and VAPA staff to set learning goals and priorities for students to maximize their learning and make art relevant as well as create opportunities for art integration supporting project-based learning.

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	What are your targets/ goals? (Elementary,	What shifts will be required to achieve
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balanced, comprehensive Physical Education program.	Middle, High)	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?	
Physical Education will be provided for all students for 200 min every 10 days by the classroom teacher, with support from an Elementary Physical Education Specialist when available. This time will be reflected on a Master Physical Education schedule created at the beginning of each year and will include any students who mainstream from a SDC. Instruction will consist of content consistent with the California State Physical Education Standards including: - Performing movement patterns and motor skills needed to participate in a variety of physical activities - Demonstrating knowledge of movements concepts, principles and strategies that apply to the learning and performance of physical activities. - Assessing and maintaining a level of physical fitness to improve health and performance - Demonstrating knowledge of physical fitness concepts, principles and strategies to improve health and performance. - Demonstrating and utilize knowledge of psychological and sociological concepts, principles and strategies that apply to the learning and performance of physical activity. Students in the 5th grade will prepare for and participate in the FITNESSGRAM tests and set short term and long term goals using the data from that test.	Goals: - Implement more technology (fitness trackers, video recording devices, assessment tools. - Detailed schedule for assessing and maintaining physical fitness - Creating a more defined set of social emotional goals to be addressed, and identifying what activities, assessments and units will best facilitate these goals	Shifts and resources: - An updated physical education master schedule that better outlines the days designated for fitness, assessment and the gathering of data using technology. - The creation of a more comprehensive set of activities targeting the social emotional components identified as targets during the beginning of the year, and a plan for student and teacher check in to ensure that those goals are being met continually throughout the year. - Access to outdoor appropriate technology such as tablets and fitness tracking software designated for outdoor use, understanding the inherent risk that comes with using such items outdoors. - Extend once a week whole school morning fitness program to twice weekly leading by PE content specialist to engage school community and build fitness awareness - Implement Bring Your Parents to PE week to encourage parents' involvement and share PE learning content

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. <i>WASC Ch.2</i>	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? <i>WASC Ch.5</i>
In the past 5 years, Francis Scott Key students were exposed to Computer Science during the Hour of Code. Additional opportunities were given to students each semester. Last year, our school has fully implemented the SFUSD Computer Science program to all grades. Students were able to collaborate and create projects using Scratch Jr. and Scratch Coding programs. The pilot Computer Science program was well received from both teachers and students that we have decided to expand and implement program to all 1st-5th grade classes this 2017-2018 school. Computer technology program schedule is revised to allow teachers opportunities to collaborate. We continue to build technology competencies among teachers and encourage teachers to integrate technology into daily instruction to a higher level on SAMR model.	Technology teacher teaches 15-20 lessons across 4 units where students will learn about algorithms and programming, computing systems, the Internet, and impacts of computing, while developing strong practices and dispositions. Lessons are designed to be implemented in 45 to 60-minute periods approximately once per week. First and Second grade lessons have been adapted to two 30 minute lessons. Each student have been able to explore and create 1-2 Scratch Jr. and Scratch Coding projects at the end of the school year. Through technology literacy instructions, students learn Digital Citizenship curriculum and management of their digital access.	Technology teacher will implement Computer Science curriculum during lab time with students. Less emphasis on developmental digital skills taught in the lab. Instead, a few weeks throughout the year, technology teacher will briefly teach and review digital skills such as navigating through learning sites safety, using GAFE with classrooms and teachers, keyboarding, and digital safety, Technology teacher attends monthly SFUSD Computer Science professional development which focuses on strategies, required and supplementary materials, and lesson implementation. Depending on lesson, classroom teachers are needed to assist in implementing lessons especially when coding with Bluebots and robots.

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	What are your targets/ goals?	What shifts will be required to achieve
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(using indicators suggested above) WASC Ch.2		these goals? WASC Ch.5
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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 are preparing our students to be college and career ready by supporting them in developing 21st Century skills, Growth Mindset and identity by embracing creativity, communication, collaboration, and critical thinking skills. Actions: For Kindergarten readiness: We communicate with incoming families prior to school starts on tips and strategies to prepare Kindergarten students. Here are a few things we have in place: - 3 Kindergarten playdates during the summer for families to get to know each other hosted by PTA - Step-Up-to-Kindergarten program before the school starts to help K transition - New Family Orientation on school expectations, priorities, supports to students, and general information - Appropriately designed SEL curriculum and instruction to promote independence, self regulation and problem-solving - Provide differentiated instruction and tier I support in each K classroom to meet the range of students' needs based off early education experiences - Assign interventions promptly once needs arise supported by CARE team In General: - Foster developing a Growth Mindset, self-efficacy, self-management, and social-awareness - Further developing a comprehensive S.T.E.A.M. framework - Promoting and exposing students to a spectrum of industries and sectors and have experience working and implementing their learning in a variety of real-world settings through field trips, community events and extended learning such as Science Night, Maker Faire, Art-In-Action, Science Sacks, coding, technology literacy, Computer Science course, Design Challenge Day, etc.. - Creating and developing opportunities for students to learn and practice skills in communication, creativity, collaboration and critical thinking in a variety of formats through writing, speaking and multimedia—and be able to express themselves digitally, artistically, musically, or with their hands - Engaging the community in Global, Local and Digital Identity through navigating and engaging in a 21st-century global society that is more inclusive and interconnected - Providing students with extended learning opportunities in multiculturalism both during the school day and in the after-school program including language programs and International Passport Day activities. - Promoting and securing leadership opportunities among staff, students and community via ILT, committee work, student government, community event leadership roles and play active parts in collaborative work, inclusive practice, problem-solving and decision making

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?

Based on site needs, ILT and staff feedback, ILT works with the administrators to develop and modify school-wide monthly PD, GLC, and monthly meeting content and agendas.

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)
We will continue to build leadership capacities and work closely with different leadership teams to define, plan and implement school-wide actions and learning throughout the year. Actions: - School-wide focus on using data to inform instruction and improving writing across content areas - Instruction Leadership Team meets works closely with site administration to develop the yearlong PD calendar that includes monthly staff meetings, PDs, and weekly grade level planning meetings - The Math Teacher Leaders, ELA Teacher Leaders and SPED Team provide guidance for school-wide and grade-level professional learning - Continue to provide structured time to further develop grade level ELA Curriculum Maps and Unit Spirals, collaboratively plan for Math Core Curriculum Units and conduct peer observations - Continue to go deeper with Reading Workshop, Writing Workshop, Word Study, Designated ELD, Integrated ELD, math content development - Continue to utilize Google Drive to share school-related documents with all school staff - Continue to gather information from all stakeholders through meetings and surveys -Continue to improve social-emotional learning through learning and calibration around Inclusive Practices, PBIS, RTI, and school-wide behavior management systems - Widen learning opportunities to include paraprofessionals, support staff, volunteer tutors, afterschool staff and families	Site budget was allocated to support the needs for staff development and curriculum support, as well as technology improvement for learning and instruction as indicated in our technology plan. Extended Services fund will be used for teacher PD extended hours, leadership stipends, leadership capacity building, peer observation, curriculum planning release coverage, assessments, parent workshops and community engagement: WSF: \$38,070 In order to ensure the 21st century learning and digital literacy skills and to increase access to educational and online resources for EL, SPED and Focal students, as well as for all students to access the technology integrated learning, the fund for equipment and Technology/educational digital devices are allocated to assist the needs for classroom redesign, personalized learning, and upgrade/support for equipment maintenance. WSF: \$50,000 SCG-EL: \$14,297

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.)	FSK embraces inclusive practice consistently across the grades. SPED team works closely with Gen Ed teachers. With the implementations of adapted and /or modified lessons, support including para support, Rtl strategies, and SWD, all SPED students demonstrated positive growth in all academic areas and social/emotional development Continue the collaboration of SPED and GEN Ed teachers to ensure the students achieving their IEP goals and meeting their needs.		Actions: •SPED team works closely with admin and General Education teachers to identify appropriate mainstream placements •SPED team works closely with General Education teachers to promote inclusive practices: Inclusive Week, opportunities to explore multiple abilities, and develop ability awareness •All teachers support inclusive practices by including all students in general education class/grade level enrichment opportunities: specials, field trips, and communication with homes. • Continue the collaboration of SPED and GEN Ed teachers to ensure the students achieving their IEP goals and meeting their needs.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)			We will continue to foster a school community with growth mindset and inclusivity.
Student Engagement/ Attendance	Morning tardy has been a significant problem at school Chronicle Absenteeism has reflected that the Hispanic and White population have the highest absentees	reduce % of absentees significantly improve on time arrivals	Our school works as team to support students to be at school and on time. Actions: Continue to conduct Attendance focused SST Meetings Continue to support families with excessive absences/tardies through counseling and the use of attendance contracts Continue to connect with District resources to support school efforts
School Culture/Climate	Students referred to SAP for academic and social emotional support - 146	•Reduce number of students who need intensive Social emotional support • Reduce number of conflicts and aggressive behaviors	We employ a variety of strategies to provide a healthy school climate and decrease discipline issues. Actions: Schoolwide focus on Growth Mindset SAP and ILT continue to monitor and provide support a positive school climate Staff PD on De-escalation and safety care Behavior RTI: PBIS, Restorative Practices, Second Step, Schoolwide expectations Student Leadership Opportunities: Student Council, School Monitors, student committees Schoolwide activities: Passport Day, Sports Day, Design Day, Science Fair, Maker Faire, Family Art/Fun Day, Variety Show
Social Culture/Climate	Asian student group are the lowest group 3 out of 4 areas: Self-Efficacy, Self-Management and Social Awareness.		School-wide effort on building empathy, compassion and confidence Growth Mindset training Small group support on play skills and using PBL
Wellness Policy			

		We do school-wide Wednesday Wellness to raise awareness of fitness. Healthy food and nutrition policy encourages students and families to prepare healthy snacks and lunches for students. NO Candy or unhealthy treats are allowed at school including birthday treats.
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PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
Family Partnerships: <i>The child's first and most influential teacher is the family.</i> Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.	
Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
☒ Supporting Strong Relationships/Facilitating Two-Way Conversation ☒ Linked to student learning ☒ Valuing diversity/speaking up for every student ☒ Sharing power & decision making ☒ Connecting families to community resources	☐ African American families ☒ Families of English Learners ☒ SPED ☐ Foster Youth ☐ Homeless ☐ Other:
What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:	
Redesign our communication protocol to enhance current system and make communication between families and school as well as staff more efficient and effective. Continue to develop leadership among parents via PTA, SSC and ELAC involvement Continue to collect feedback via school survey, parent meetings and school online suggestion box Continue to keep parents informed via Back-to-School Night, conferences, ongoing newsletters Continue school-wide community events to build relationships, trust and understanding of school priorities and learning focus	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
Data from School Climate survey Attendance records of meetings and events Photos and agendas of activities	
Community Partnerships	
What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?	
☒ Academic Support ☒ Behavioral Health & Wellness ☒ College & Career ☒ Expanded Learning/After-School ☒ Physical Activity/Recreation ☒ School to CTE	☒ Restorative Practices, Violence Prevention, etc. ☒ VAPA or Literary Arts ☒ Youth Leadership/Youth Development ☒ Parent/Family Support or Partnership ☐ Other:
List 1-3 current or potential community partner(s) who are address these needs.	
ED Fund SF Volunteer SFSU Parents ASLP Sunset Merchants Museums ...	
What are your specific goals or objectives for these partnership?	
Receive tutoring support for students Volunteers for classrooms and school Build resources for CTE Extended learning on STEAM related topics * We would need support on our Innovation - Classroom Redesign and PBL Curriculum development	
What actions will you take to deepen your school's partnership with community organizations?	
Outreach to corporates to support our 21st learning goals Involve and include organizations to provide support to our students and our reform effort	
How will you measure the impact? (Quantitative and/or qualitative data)	
Students' performance data Attendance of families and community members Students' productivities SEL survey result	

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 = \$5,150

4310 - \$1,200 instructional supplies - support Student-centered learning materials for course access including digital devices, materials for content modifications, 4313 - \$3,000 supplies - for materials that supports sensory needs, social emotional plans, assessments, and intervention, etc. 4490 - \$950 equipment - for sped equipment and digital learning needs to support instruction and services

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 = \$64,136

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

.2FTE CTIS -----\$20,790 .25 Elementary Advisor/Parent Liaison----\$16,849 4310 - Instructional Supplies -----\$5,000 4313 - Supplies -----\$5,000 4490 - equipment -----\$14,297 5803 - Consultant/Contract -----\$1,000 5890 - Other services -----\$1,200 CTIS - provide access and instruction on technology literacy, computer science; to connect and support EL families Instructional materials - to increase students' performance in CCSS, to allow differentiate instruction, to make instruction more accessible, educational software and digital devices that will supplement and enhance instruction such as MyOn, Mathletics, Mathseeds, etc. For online access to books, math academic language development/practices with visual supports, iPad/ChromeBook for small group instruction and practice, etc. To provide supplies and food for parent events, workshops and guest speakers on community building, parenting skills, parent education topics, STEAM curriculum implementation and Growth Mindset To accelerate EL students' learning and/or support targeted intervention, esp. the long term ELs, fund will be allocated towards supplemental instructional resources & technology with the focus on Reading and Writing workshops and ELD instruction Parent workshops and community events will encourage EL parents' authentic involvement and empower EL parents with knowledge of their children's education, while embracing cultural differences and risk taking. 4490-To support classroom redesign for Personalized Learning so that all ELL have better access to instruction and collaboration with peers 5890 - fund will be used to support ELAC parent meetings, workshops and family cultural events

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 =

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?

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

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

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation =

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

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

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

CATEGORIAL EXPENSES

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

Title I = (31500)

How do you plan to use these funds?

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

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

1% Title I Parent Set Aside =

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

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 = \$22,800

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

Through the design process, our team has reevaluated our students' learning experiences and classroom learning space. By answering our design challenge question "How might we enable teachers to develop and implement authentic inquiry based learning by optimizing existing classroom space and ensuring access for ALL students specifically ELL, SPED, and Girls?", we have surveyed the community and will start with 2 lab classrooms with new, innovative, and flexible design to make learning more accessible and allow students to have flexible seatings and groupings that are tailored to their learning.

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:
	.5 FTE		
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:
1.0 FTE Assistant Principal			

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.

SW: Work with SAP team to review and design intervention strategies to support teachers and students Use Rtl frame work and RP to conduct class meetings and small group counseling sessions Conduct check-in with individual students and communicate with families on SEL resources AP: working with principal to oversee day to day operation, support curriculum implementation and instruction, provide PD to staff and parents, and ensure students' access to learning, as well as providing direct support to students who need social emotional support and/or "break and/or safe" space.

SECTION V: Recommendations and Assurances

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

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

☒	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
☒	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
☒	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	☒ English Learner Advisory Committee (ELAC)
	☐ Community Advisory Committee for Special Education Programs
	☐ Other (list)
☒	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
☒	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
☒	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018 .
☒	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/20/2018
☐	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
☒	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
☒	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
☒	This school plan was adopted by the SSC on: 9/25/2018

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
Liza Bonpin	Parent, SSC Chair	
Scott Cuper	Paraprofessional	
Ying Mimi Kasner	Principal	
Karen Leong	Teacher	
Amos Lim	Parent	
Charissa Ling	Teacher	
Jason Dare	Parent	
Marissa Lai	Teacher	
Long Tran	Parent	
Renee Mahan	Parent	
Rosalind Ng	Community member, Alternate member	