



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

School	Marshall, Thurgood High School
Principal	Mark Heringer

SCHOOL VISION & CONTEXT

At Thurgood Marshall, we hold a vision to prepare students for excellence in their academic and professional endeavors, personal relationships, and contributions to their communities. We have articulated that this means: - We will empower all students to be lifelong learners by fostering critical thinking and creativity through a rigorous and relevant academic program. - We will support and engage all students by building upon the unique strengths and believing in the potential of each individual. - We will value the diversity of our community by respecting and celebrating all groups. - We will value the role of families in students' academic and personal development by strengthening communication and collaboration. - We will embody the legacy of Thurgood Marshall by ensuring equity and promoting social responsibility. - We will socially prepare students for the real world by supporting and building relationships.

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: <ul style="list-style-type: none"> ▪ 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):

Our focal groups are African American and Latino males, Language learners and Students w/IEPs

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
	We expect to see between a 10-15% growth in ELA proficiency on the SBAC by spring 2019. 36% of our students will meet standard in SBAC. We expect a 25% increase in SBAC scores by Spring 2020. In addition, we expect to see continued RI growth. We anticipate a 52% RI scores will increase from September 2017-May 2018. We will anticipate 30% of RI scores will grow 100 lexile level points by spring of 2018 from their initial scores in Fall of 2017. We anticipate 40% of our 11th and 12th grade students will increase their RI scores by the spring of 2019. 75% of our 9th grade students will score a 3 on the IWA rubric in January 2019. Our D's and F's will decrease to 11% by spring of 2019, and our list of students that achieve an A will increase to 35% by 2019. Between ELPAC 2018 and ELP... 2020, our ELPAC 75% of our students increase their ELPAC scores by at least 1 level.	We will implement Witsi strategies across the English department to improve writing. Our designated Witsi facilitator will hold weekly professional development opportunities. We will create lexile leveled libraries in English classrooms, and implement literacy circle strategies. We will implement reading roles across content areas. We will continue to use a distributed leadership model, so teacher leaders horizontally align literacy strategies on grade level teams. English Language Learners will take both an integrated English class and leveled ELD class based on ELPAC and RI scores. Coaches (Our IRF, MPD TSA, and assistant principals) will coach English teachers on literacy strategies, and the whole staff will participate in literacy PD.	Teachers will use RI scores to inform their practice, and integrate English language literacy development into core content classes. 75% of teachers will be implementing groupwork structures that necessitate negotiation of meaning in English, and use of academic language. Interim assessments in reading (RI) and writing (WITSi) will be used to inform teachers practices about how to homogeneous reading groups, heterogeneous discussion groups, and inform scaffolding and differentiated language supports in classes. Teachers will need to create and hold students accountable for content and language objectives, and align structures of support for language development horizontally and vertically, using SIOP practices.

<p>TMAHS showed growth last year. In the 2016-2017 school year, 11% of students met or exceeded standard in ELA on the spring 2017 SBAC. Our most recent SBAC scores (Spring 2017) indicated 19.3% of our students met or exceeded standard in English Language Arts. This was an 8.29% improvement from previous years. 27% of students increased their RI scores between September 2017-January 2018. 6% of newcomers (0-2 years) increased their RI scores, 15% of developing EL students increased their RI scores and 26.7% of Long Term EL students increased their RI scores between September 2017-January 2018. The 9th and 10th grade IWA showed no significant growth or measurable patterns. The average score was a 2 out of 5. The percentage of D's and F's in English decreased from 32.7% to 21.4%, and the percentage of A's achieved increased from 25.1% to 31.2% between Spring 2017 to Fall 2017. We are transitioning from CELDT to ELPAC scores. These results indicate there is measurable short term growth, which we expect to lead to longer term improvements in English proficiency scores.</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>Our most recent SBAC scores (Spring 2016) indicated 11% of our students were proficient in English Language Arts. Based on these results, improving proficiency in English Language Arts continues to be of highest priority for our school. The graph below breaks down the proficiency levels by gender, ethnicity, and SpEd and EL status. Data reflects a large portion of our student body not at grade level in English Language Arts</p>	<p>We intend to track the baseline + 10% proficiency each year in the internal writing performance task. After the first diagnostic test is given during the pilot month, January 2018, we will expect to see a 10% increase for the Spring 2019 school year.</p>	<p>Create a diagnostic exam for the fall that measures students' writing proficiency responding to a persuasive prompt. Each writing prompt would be tailored to each grade level from 9, 10, 11, 12. Each question will be created around the same topic. Create a holistic rubric that will measure students' writing skills around the following criteria: Addressing the question, evidence and support, organization, grammar and mechanics. Each score would be finalized to reflect a level of proficiency. Give a pilot writing assessment and norm to the rubric as a team to ensure all teachers are calibrated. Share data with students and create goals for the Fall 2018 diagnostic exam.</p>

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):

Our focal groups are African American and Latino males, Language learners and Students w/IEPs

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/ performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5

<p>21.5% of our students were proficient on SBAC in the spring of 2017. This was 1.3% growth from the previous year. Overall, there was little growth in mathematics. Based on qualitative data from classrooms, new teachers practices are inconsistent and rigor is low in some classes, but 9/10 mathematics started implementing common assessments, to increase student results.</p>	<p>Our target performance goals are to see 20% growth in mathematics, to exceed 25% of students meeting or exceeding the standards in math by spring of 2020. We will see 100% of 9/10 math teachers implementing culturally responsive pedagogy to engage our students in math this year through culturally responsive classroom environments or structures and systems of group work and positive recognition to mitigate academic status in math by Spring 2019.</p>	<p>Students will engage in heterogeneous group work, in which they negotiate meaning and apply higher order thinking skills to complex math problems. Teachers will address academic status, and support gaps in procedural fluency through differentiated instruction and supports. Students will take computer based math support classes to address address gaps in procedural fluency and numeracy due to varying educational histories. Students will be given the option to take two math classes, to increase their rate of mastery, so they will be prepared to take and be successful in PreCalculus by senior year or take Calculus if they so desire.</p>	<p>There will need to be coaching for teachers to implement higher order thinking skills through groupwork. We will coach using the complex instruction model and group work roles used from Stanford. The math department will also be implementing common assessments that the school will use to inform their standards based teaching practices. The IRF will support math teachers with the implementation of their common assessments on illuminate, and data driven, standards based assessments across classes.</p>
---	---	--	---

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?
<p>16.7% of our special education students and 11.1% of our ELL Students met or exceed standards on the math SBAC in 2017. This was a 16.67% growth in special education and a decline of 3.64% in ELL, which may indicate a shift in populations in both pathways. The 9/10 math teachers have started using standards based assessment. The results of this assessment will be apparent in the 11th grade SBAC test in the spring of 2018, as the 10th graders from last year have not taken the assessment yet. Similarly, Tier 2 math support classes to develop numeracy and procedural fluency have been developed this year, which student will take for a semester. However, fall 2017 is the first semester for this intervention, so data does not yet reflect results. Consequently, there have limited results based on tier 2 interventions.</p>	<p>Our target goal is to improve math scores for ELL this year from 11.1% to 20%. Due to implementation of standards based common assessments, we expect improvements in SBAC math for our 11th graders to improve significantly this year. The following year, we would like to see 25% of students pass SBAC, and then continue growth between 10-15% yearly.</p>	<p>There will be more SIOP infusion into ELL math classes, to develop the “communicating reasoning” skills category in sheltered 9/10 ELL math classes. Tutoring after school for students for continued procedural fluency and numeracy development will be developed in partnership with YUP at Stanford University, and investment in a supplemental computer based math program, called iXL.</p>

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

<p>Students will take 3 full years (D credits) of physics, chemistry and biology between freshman and junior year. They will have options to complete AP courses or dual enroll in college level courses at CCSF. All students will be given the option to take 4 years of science. 100% of students will receive hands on instruction, collaborative group work on a weekly basis at a minimum in 100% of their science classes, and standards based instruction (using NGSS standards). SFUSD district science curriculum will be modified and differentiated to meet the needs of all of our students, including students with IEPs and English Language Learners.</p>	<p>Based on the grades analysis in the fall of 2017. 22.0% of our students received a D or F in science. 39.2% of 9th graders and 35.1% of 10th graders got a D or F in science. Only 6.6% of African American students got an A in science. Based on this analysis, our target performance in science is to increase our D and F list for 9th and 10th graders by 20% by 2020 and increase our African American and Latino students receiving A's and B's by 30%. We would also like to increase the number of students of all races going to 4 year colleges, and majoring in STEM field by 10% by 2020.</p>	<p>Teachers will collaboratively for 4 hours a month in science department meetings on site, and 2 days at our August retreat in departments. Collaborative planning partners will have at least 1 55 minute prep period for collaborative planning everyday. There will need to be instructional shift through weekly coaching to encourage, group-work and project based learning in science classes. Teachers will implement differentiated science curriculum that allows for student choice and high engagement and rigor.</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) <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>WASC Ch.2</p>	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? <p>WASC Ch.5</p>
<p>At TMAHS 65% of our students are English learners—all of our interventions and supports are compliant with state and federal law, and provide high-level instruction for our EL population - The percentage of students achieving proficiency on CELDT increased 14 percent (7% to 8%) Forty-nine percent of EL students demonstrated growth on the CELDT, the same as the previous year. Fifty-six percent of EL students grew one level on CELDT in 2016-17, a two percent increase from the year before (54% to 56%) 6% of newcomers (0-2 years) increased their RI scores, 15% of developing EL students increased their RI scores and 26.7% of Long Term EL students increased their RI scores between September 2017-January 2018.</p>	<p>The State of California has replace the CELDT with the ELPAC in 2017-2018. Since this will be the first year that our students take the ELPAC, SFIHS must determine a baseline before setting performance goals. • 100 percent of students will demonstrate improvement on the ELPAC by Spring of 2020. 75% of our 11th grade students in our newcomer pathway will increase our RI scores 100 points between the September window and May window in the 2017-2018 school year, 2018-2019 school year and 150 points in the 2019-2020 school year.</p>	<ul style="list-style-type: none"> Continued progress monitoring, alignment between holistic ELPAC standards (reading, writing, speaking, listening) and CCSS. Teachers will use a reading inventory or progress monitoring tool to track literacy development over the course of the year and time are TMAHS. Students with interrupted formal education (SIFE) will receive additional literacy support through a literacy elective class. Teachers will include supplemental instruction in addition to the core that supports literacy and/or English language development. Increase staff capacity regarding differentiated instruction Identify SIFE and unaccompanied minors earlier and more efficiently Increase support of wrap-around services and teacher training to serve SIFE and students with IEPs. Increase use of inclusive practices for all Special Education Students and a multi tiered Response to Intervention (RTI) model and PBIS for all students. *continued one-on-one coaching by TSA from MPD in our ELD pathway, and collaborative planning time as an ELD department, led by our EL coordinator.

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 <p>In a narrative, describe what your analysis of the data says about your school.</p>	Based on analysis, describe site's goals for a balanced, comprehensive health education program. <p>What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?</p>	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?

<p>In the SEL climate survey, students reported low favorable responses, with 50% reporting feeling safe, 37% doing well on tests and exams, 37% and students treating each other with respect. This data shows that students need additional supports in feeling safe or connecting with adults, developing a growth mindset around test-taking abilities, and learning strategies on giving and showing respect. As a staff, we need to work on making sure that we are intentional on providing supports for building students' ability to recognize their resiliency and that the curriculum is able to address these areas of student development.</p>	<p>All 11th and 12th grader students are enrolled in Health for the duration of one semester. They receive a comprehensive health education program in addition to the Health component of Physical Education. During their unit on physical well-being, students use heart rate monitors to ensure that their heart rate is at an optimal rate while exercising. Students are taught the skills to lead active and healthy lives. Our goal is for 90% of students at TMAHS to take and pass the required Health class by the end of 11th grade and to have learned the importance and significance of one's own personal health and well being. During lunch, we want 90% of students taking advantage of the healthy lunch offerings at school.</p>	<p>During the first week of March, the counseling team will meet with students to collect data on what number of students will need to take the Health class during their 11 and 12 grade year. This will help the school determine the number of sections that will be required in order to serve all students needing the Health class. During the last week of April, our counselors will schedule all students into health class and will review the student's transcripts to ensure any student receiving a D/F makes up the course to receive credit for graduation. As a goal to ensure access to diverse topics and health-related workshops, the teacher will coordinate with Community Based Organizations, volunteers, and other staff to present to the class. Topics will clearly address the need to be safe, test-taking strategies, and growth mindset. During lunch, staff members will model healthy eating, take advantage of the lunch offerings available to staff, and participate in healthy eating habits.</p>
---	---	--

VISUAL AND PERFORMING ARTS

<p>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.</p>	<p>What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide</p>	<p>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</p>
<p>We at TMAHS are committed to providing access to all of our visual and performing arts classes for our students in the General Education and Newcomer pathways, inclusive of students receiving Special Education services. GE students are able to choose their electives and their A-G requirement while the NX students will have limited access to electives as they are required to take support classes to meet the legal requirements for NX and ELL students. We are able to offer students the opportunity to explore the arts and express their creativity through five different course offerings ranging from band classes, Art 1, AP Art, Game design and culinary classes. We will continue to provide opportunities for our students to be creative and express themselves.</p>	<p>Our goal is to ensure that 90% of students would have taken a VAPA course by 10th grade and that all students would be in a VAPA course by 12 grade. We aim to create a balanced and comprehensive arts program in which musical and both visual and performing arts are options for our students to explore. Our arts program is designed to help develop and encourage the artist in each student while teaching the fundamentals of art. Our music program is designed to help develop and encourage the musician in each student while teaching the fundamentals of art. All projects meet the VAPA California State Standards and we will ensure that all VAPA course offerings meet A-G requirements.</p>	<p>Continued support from the VAPA office to provide professional development and collaboration opportunities for our VAPA teachers. Counselors presenting course selection guidelines to students and informing them of their options to fulfill the A-G requirement.</p>

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.

<p>Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.</p>	<p>What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide.</p>	<p>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</p>
		<p>P.E. teachers will incorporate lessons and exercises that prepare students for the Physical Fitness Tests. Admin. will coach PE teachers in providing students the opportunity to monitor their progress and success as they prepare to take the PFT in April.</p>

We want to make sure that all 9th grade students are automatically enrolled in the PE 1 course and that all 10 grade students are enrolled in the PE 2 course. Students will be able to participate in a variety of activities and exercises that range from cardiovascular workouts, weight-training, flexibility, and endurance to increase success and pass rates on the CA PFT. Since we have a 7-period bell schedule, we will offer five sections of PE 1, four sections of PE 2, and one section of Recreational Sports to provide 11 and 12 grade students access to PE. Teachers will work on units focused on healthy living, healthy choices, and the importance of diet and exercise.

During the 2016-2017 school year, the pass rate on the CA PFT was 10%. Our goal for the 2018-2019 school year is to have 90% of 9th grade students pass the Physical Fitness Test by the end of the school year. In preparation of the test, students will participate in activities that resemble the components and expectations of the PFT. Students will monitor their progress on their abilities by documenting their performance on a weekly basis. In order to ensure that students have access to a physical education course in the higher grade levels, we will offer a section of Recreational Sports.

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	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>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.</p> <p>WASC Ch.2</p> <p>In addition to our core academic programs, TMAHS CTE pathway offers classes in Culinary arts and Game Design. In the 10th, and 11th grade, students can select from game design I and II, Culinary I and II or Biotechnology. As previously mentioned we are working towards providing our different academic pathway students access and opportunities to both CTE courses and VAPA offerings. However, it is difficult to provide CTE offerings to NX students as their schedules are more prescribed due to their need for both and ELD support classes. In addition, we have only identified a small % of students with IEPs in CTE courses.</p>	<p>We will continued to develop our site's CTE pathway. One important aspect of this pathway that we need to develop is our partnerships with community organizations and companies. These partnerships will increase our opportunities to have industry persons collaborate with our CTE teachers and provide incite and direction to our pathways, curriculum guidance, guest speakers, resources, internships and volunteer opportunities.</p>	<p>Additional study and development of successful academy and pathway models are planned for the 2018-19 school year. Also, increased coordination efforts, internal alignment and additional investments will help to support the different course offerings. Expansion and continued refinement of existing relationships and partnerships are planned in several pathways (Mission Bit, CCSF partnership with culinary classes), continued funding for our site's Biotechnology program via the CCPT grant.</p>

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>We have three guidance counselors, two who have an emphasis on academic counseling and classroom support and one full time college and career counselor. We also have a CBO from JCYC and one from Upward Bound who work directly with the College and Career counselor and are present each day in the same office. We have actively supported and planned trips to various colleges and universities with an intended recruitment from 9-10 grade students. In the current school year, 10 and 11 grade students were given the opportunity to enroll in free SAT classes offered at TMAHS and the plan is to re-institute this program for the 2018-2019 school year. All students in the 9 and 10 grade will be enrolled in a complete schedule that keeps them on track to meet A-G requirements. Diverse classes will be offered for students to have a variety of options to be eligible for 4-year universities upon graduation. In the lens of school climate and culture, every grading period, students with a 3.0 or above will have their name shown on the Honor Roll list posted at the main office. On Thursdays, students and staff will be encouraged to wear College gear to promote diverse college and university systems.</p>	<p>Our goal is to increase our graduation rate to at least 95% within four years and that 90% have met the A-G requirements. Transcript audits in the fall and spring semesters will allow the team to ensure students are enrolled in their required classes an on-track to meeting the A-G requirements. We plan on having 100% participation on the placement exam for San Francisco Community College to provide students access to community college course offerings and relevant college-ready opportunities. We will also have 100% of students visit at least two post-secondary campuses by the time they graduate. The goal is that 100% of students will be enrolled in classes that meet all A-G requirements. The counseling team will have a goal of ensuring that 90% of students will have attended at least one college or university trip by the time they graduate.</p>	

		<p>In order to meet the 95% graduation rate, we will need to provide a wide range of course offerings, especially those that are A-G certified, and credit recovery opportunities. Students will also have direct access to placement exams and we will coordinate with CCSF in order to provide equal access to all 12 grade students, when the exam is given on campus. Additionally, the counseling team will look at On-track/off-track data and work on a fall and spring semester transcript audit with students to ensure that students are informed of their progress. Expand options for a personalized program to promote completion of credits and persistence in enrollment, including the inclusion of community college courses, independent study, and an alternative course schedule as needed. Work to promote communication with students and families regarding progress towards meeting high school requirements through a variety of means (standards-based progress reporting, student-led parent-teacher conferences) in the Spring. We will work to ensure all students are proficient in the use of a range of technologies prior to graduating, including Microsoft and Google applications. As students are selecting their classes, the counseling team will need to monitor students' enrollment to ensure that every course is A-G eligible.</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?

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?

Working collaboratively our site's administrative team, ILT, UBC and teacher leaders will work to develop a comprehensive professional development plan/calendar for the 2018-2019 school year based on our IR date, SBAC data, ELPAC, and D an F list. This plan will include focuses on PBIS, RTI, and behavioural intervention systems (de-escalation techniques), group work protocols, Higher order thinking and questioning, and culturally relevant pedagogy. In addition, we will continue to focus on ELL strategies that support our NX students and provide training on how to support and be inclusive of our students with IEPs. We will utilize our common planning time to provided teacher led PDs, distributed leadership protocols to support and monitor student progress, and all staff PDs where we will analyze and plan based on our 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)
We will continue to foster a school atmosphere where all members of the TMAHS community see themselves as life long learners, and continue to participate in professional development that is aligned with SFUSD Vision 2025. Creating a site PD calendar that focuses on supporting our students in both their academic and behavioral needs. Through our PD plan our faculty and staff will continue to deepen their understanding of how building relationships with students will help to increase engagement.	Our Instructional Reform Facilitator will continue to work with the administration team to continue developing relevant and timely Professional Development throughout the year. The following resources will be used to implement our PD plan: WSF, LCFF Concentration, and SCI-EL funds from site budget to cover sub release days and extended hours; Prop A funds/hours; sharing best practices within department and curricular team meetings; using school calendar and bell schedule to include PD time (CPT).

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.)	Currently, 18% of our student population receives special education services. We strive to provide students the least restrictive environment and give students access to a broad range of course offerings where they have multiple opportunities to enroll in General Education classes and electives.	100% of our special education students will be in at least two general education classes, including our SOAR program students.	Where applicable, move toward LRE (least restrictive environment). For example, shift the support to more Co-taught Classes. Identify students in Spring of 2017 that are slated to receive SDC, plan to integrate them into small Co-taught classes.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Because we know that we have students who are eligible for Students with Limited and Interrupted Formal Education services, we have a staff member who will work as our WITs for 0.25 FTE.	All students that are identifying as SLIFE, will be enrolled in sheltered English Language Development course to receive basic reading, writing, listening, and speaking academic supports.	When students enroll at TMAHS, students will take a written placement exam to determine what class they should be placed in for adequate supports.
Student Engagement/Attendance	Our current chronic rate of absenteeism is at 35%. We will work on building stronger relationships with our families, led by the work of an attendance liaison and two family liaisons who work with our spanish-speaking and chinese-speaking families.	Moving into the 2018-2019 school year, we want to decrease our chronic absentee rate by 10%. We would like to see 90% of students be in class on time and follow our First and Last 10 minutes school wide policy.	Student engagement continues to be addressed during our all-staff meetings as part of our professional development series. We will continue to expand recognition of students who exemplify the elements of our CREDO (Collaboration, Respect, Empathy, Determination, Open-Minded) on larger and small scale: including teacher nominations, public recognition on bulletin boards, and "shout outs."
School Culture/Climate	For three of four school indicators, our students report similar overall favorable responses compared to other high school students in the district: Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules and Norms, Sense of Belonging (School Connectedness) Students are reporting less favorable responses in regards to safety, at 50% both in comparison to the previous year and to other students in the district.	We want to establish clear norms and expectations for students by being clear and consistent across the board on re-enforcing our behavior expectations. We want 75% of students to receive CREDO tickets as we recognize positive behavior.	We continue to roll out our PBIS and CREDO recognition. Through the Operations Team, define high expectations for students in the areas of academics and behavior, expanding on our school wide CREDO. We Communicate these expectations to students and families through videos, in-class lessons, and communications to families. Expand events that celebrate student accomplishments, including spring student club performances, fall and spring pep rallies to recognize our student athletes. We hold weekly raffles in which students win school gear in order to highlight the success of our students' CREDO attributes.
Social Culture/Climate		We aim to have a 10% growth on student's sense of growth mindset, social awareness, and self-management.	

	Compared to Spring 2017 students made gains in Spring 2017 across three of the four aspects of Social-Emotional Learning: growth mindset, social awareness, and self-management. While students reported less self-efficacy than a year ago, the value is similar to other students across the district.		We will continue and expand grade level team awards ceremonies, including certificates in recognition of achievement and work habits, and special school wide events that recognize students who exemplify the CREDO (e.g., perfect attendance after school or lunch events). Allocate staff time to support this planning and implementation (including release periods and release days).
Wellness Policy	The Wellness Center is open on a daily basis and is an open space that supports inclusive practices. We have a full-time bilingual Wellness Coordinator, a full-time nurse, and plan to hire a full-time CHOW.	We want 90% of students to visit the Wellness Center at least one time a year. Our Wellness Center will be open 87% of the school day, with access to the Nurse throughout the day. All students who are under the influence of alcohol and substances, will be referred for Brief Intervention Supports (BIS) counseling.	We want to continue documenting the number of students who visit the Wellness Center to ensure we are diversifying the students represented in the school. During our weekly SAP team meetings, the SAP team will refer students to Wellness Center.

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 checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input checked="" type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input checked="" type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:

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

As a school we will continue our process of being life long learners to further our understanding of how we can better engage parents and families to support the academic and behaviour goals that we share for our students. We will work to increase our communication and outreach to parents and families to engage them in ways we can better communicate and serve them and their students. We will work to provide more opportunities for families to be allies and volunteers at our school to help and support and communicate our collective behavioral and academic goals.

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

We will measure our impact through the yearly culture and climate survey (SEL).

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 checked="" type="checkbox"/> School to CTE	<input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input 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:
---	---

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

SFcess Excel after school program RAMS In addition we are looking for community partners in the tech and /or game design industry to support and collaborate with our game design classes/teacher. wWe are looking for community partners in the culinary and food industry to support and collaborate with our culinary classes/teacher.

What are your specific goals or objectives for these partnership?

We hope to increase student achievement through tutoring. We want to offer counseling and wrap around services through wellness. We want to increase positive school culture, as the leaders of our after school program also do DJing and support positive student relationships with students and extracurricular activities. Our goal is to increase the opportunities for our students who are accessing the CTE courses (culinary and game design) to engage and learn more about the fields that they are learning about. We would like to see an increase in visits to technogly companies sites and kitchens with working chefs.

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

We will continue to recruit students to participate in the opportunities offered by our CBOs. Our after-school program coordinators will collaborate with students and school staff to strengthen the "What Works" club by helping collect data on student surveys and helping with class visits. They will help present at staff Professional Development sessions and provide feedback to what needs to improve at school.

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

We will measure the impact through increased achievement data, culture and climate survey data, and qualitative feedback from students and staff.

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 = \$7,800

These moneys will be allocated directly to SpEd dept. And will be spent by the dept. Head. The money will be split into the following areas:
Instructional Materials=\$4000 Supplies=\$1250 Equipment=\$2550

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 = \$99,050

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

The money from the SCG-EL grant will be used in the following ways: \$83,162 will be used to pay for part of an FTE for our ELD teacher. \$5706 will be used to pay certificated staff extended hours in support of ELAC and other ELL supports. \$6250 will be used to pay for substitutes so teachers can plan and or attend PD in support of ELL students. \$3150 will be utilized to pay for supplies to support ELL students \$782 will be used in some form or another as supplies.

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 = \$79,118

How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?

The money from the SCG-LI grant will be used in the following ways: \$51,977 will be used to pay for .5 of a teacher FTE who will work to support the efforts of PBIS, RTI and systems and programs to support students. \$1095 will be used to pay certificated staff extended hours who do work to support efforts to help improve the academic and behavioural outcomes of low income students. \$3690 will be used to pay classified staff extended hours who do work to support efforts to help improve the academic and behavioural outcomes of low income students. \$21,075 will be utilized to upgrade a computer lab that is utilized by low income students. \$1282 will be spent to support parent engagement and community 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)

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?

We will utilize the \$45000 in this grant in the following ways: \$28,429 will be used to pay for the .5 FTE position of an attendance liaison position. This person will work to support and improve attendance with a focus on low income students. \$10,542 will be used to supplement the dept. Leaders extended hours as they are tasked with focusing their efforts on how best to support the academic and behavioural needs of low income students. \$4215 will be used to purchase online and computer based programs to support low income students in their support classes (both NX and GE) \$1814 will be spent to provide substitute days for teachers to plan or attend PD that will support academic and behavioural outcomes targeted to support low income students.

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

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

Targeted Instruction Improvement Grant (TIIIG) 07940

Allocation = \$637,216

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?

We will use these funds in the following ways: \$626,008 will be used to pay for teachers salaries (FTE) \$2000 will be used to pay extended hours to instructional aides (paraprofessionals) \$500 will be used to pay certificated staff extended hours \$2500 will be used to pay for new technology and equipment \$1050 will be used to pay for consultants fees \$1158 will be used to pay for online and digital supports for support classes. \$1000 will be used to pay for printing costs \$3000 will be used to pay for postage

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 = \$0 (31500)

How do you plan to use these funds?

N/A

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 =

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 = \$0 (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

N/A

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 = \$0

Identify Sub-group & specific actions

N/A

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) = \$0

How do you plan to use these funds to support your school-wide actions? (Limit: 250 words)

N/A

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

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

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
1.0		1.0	.5
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
1.0	1.0		5.0
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
1.0			
Other:	Other:	Other:	Other:
.6 CTE coordinator	1.2 CTE teachers	.2 Ethnic studies	1.4 VAPA

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.

All these centrally allocated positions will work to support our targeted students (AA and Latino Males, Students w/IEPs, and ELL) through PD, implementation of culturally responsive pedagogy, deescalation techniques, and other student support implementation.

SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (list)
<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 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
Mark Heringer	Principal	MH
Albert Lee	Teacher	AL
Alexis Beglinger	Teacher	AB
Nicole Powell	Parent	NP
Jennifer Magnone	Parent	JM
Zanchou "Coco" Zhang	Parent	ZZ
Deasjmanyhke Shackleford-Cooper	Student	DS
Junyu "Edward" Gyu	Student	JG
Chi Chon Leong	Student	CL
Chi Mak	Family liaison/Classified	CM
Nicole Hsu	Teacher	NH
Daniel Stone	Teacher	DS