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

School	**Miraloma Elementary School**
Principal	Noah Ingber

SCHOOL VISION & CONTEXT

Mission: Miraloma Elementary School is the home of a diverse and inclusive community that respects and celebrates the differences and strengths of each member. Our mission is to nurture the whole child through dynamic and authentic learning experiences that spark curiosity and guide students to uncover new interests, passions and creative expression. Teachers, parents and administration work together to provide a safe and supportive environment for students to discover new things and embrace mistakes as learning opportunities as students grow towards independence. Vision: Our goal is for all students at Miraloma to enjoy learning and achieve their personal best. We aim to guide all students to become resourceful and resilient lifelong learners who persevere when presented with academic, social and emotional challenges. We strive to teach students to be active participants in their community and advocates for social justice. We wish for students to leave Miraloma with a solid foundation for success, knowing that they have the tools needed to navigate the changing world. Who are we? Miraloma Elementary is located on the top of Mount Davidson, the tallest peak in San Francisco. There are 395 students in grades K-5. 49% of our students are White, 14% Hispanic, 13% Asian, and 3% African American. 17% of our students are socio-economically disadvantaged and 13% qualify for special education. We are continuously striving to increase our demographic diversity to be representative of the San Francisco population. Our school performed well on the last School Quality Improvement Index (SQII). Our SQII Overall Index from the 2015-16 school year was 10/10 in both English and Math. On the SBAC exam, 68% of our students were proficient in Language Arts and 71% were proficient in Math. Areas of Success & Strengths Miraloma Elementary is a welcoming community of students, parents, teachers and staff. The teachers voted on an instructional focus of writing at the start of the year, and they have collaborated within and across grade levels on every writing spiral. For the first time this year, the teachers participated in peer observations, deepening the collaborative spirit in the school. The collaboration and support between the families and the staff is truly exemplary. Miraloma's active community supports outstanding enrichment opportunities in the arts- a weekly Sing-Along, Dance, Theatre and Ceramics thanks to a contract with SFArtsEd. Our Outdoor Education Teacher leads students in hands-on science lessons in our garden, and our full-time credentialed physical education teacher provides quality physical education to all Miraloma students. Additionally, we prioritize funding for a full-time social worker to support social-emotional needs within each grade level. She support our work to address our students' social and developmental challenges with a focus on social skills, self-esteem, conflict resolution, and leadership skills through the district initiative Response To Intervention (RTI) and the Second Step curriculum which is implemented in all classrooms. Finally, teachers and administrators visit our school from across SFUSD and parents are always welcome and invited into the classrooms. Challenges Miraloma's lack of racial and socio-economic diversity continues to be a concern. A side effect of SFUSD moving to a neighborhood school enrollment system, we have experienced a decrease in our ethnic and socio-economic diversity. While our numbers for each of the various subgroups remain fairly consistent over the past few years, our student body does not represent the diversity of San Francisco as a city. Another significant concern is our staff turnover. With San Francisco's high cost of living, retaining teachers is becoming more and more problematic every year. Key Strategies Students not reading and/or writing at grade level are targeted through our CARE Team process, with a purposeful focus on traditionally underperforming subgroups. To support these students, Miraloma employs two part-time Reading Intervention Teachers. One Reading Intervention Teacher facilitates individual and small group strategy lessons with Kindergarten, 1st and 2nd grade students, and most notably, she focuses her work in both our K-2 Special Day Class and our 3-5 Special Day Class. Our second Reading Intervention Teacher works primarily with 3rd-5th grade students. She works dynamically between school hours and during our after school program. Along with her work as a Literacy Specialist, utilizing her as the After School Academic Liaison is a key strategy for the success of our after school as she bridges the academics between our two programs. We have two teachers on SFUSD's Language Arts Leadership Team as well as two teachers on SFUSD's Math Leadership Team. We have worked hard to create a master schedule that incorporates as much Common Planning Time (CPT) as possible for our grade level teams so that they can meet together on a weekly basis to create and implement lessons that align with district and state standards and meet the needs of every Miraloma student. A new strategy we are implementing this year is our peer observations. Every teacher observed their grade-level teammates in the fall, and currently in the spring every teacher has the opportunity to observe other teachers in different grade levels as well. Finally, another key strategy we use at Miraloma is monitoring the progress of our Focal Students through our shared Google Drive. Each teacher chooses 3-5 students based on their demographics, and with our writing focus in mind, each teacher records strengths, challenges, and next steps, along with beginning and ending diagnostic scores for each writing spiral.

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

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

SECTION I: Overview and Key Components

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

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

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

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

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

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

These requirements include:

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

SECTION II: School Data Profile

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

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

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

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

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):
Our lowest performing subgroups in Language Arts are our Students with Disabilities performing at 33% proficient on the most recent SBAC exam and 39% proficient on the F&Ps in grades K-2. In grades 3-5, 39% of our Student with Disabilities were proficient on the RI. Our Socio-Economically Disadvantaged students were 31% proficient on the SBAC with 60% proficiency on the most recent F&Ps and 89% proficiency on the RI respectfully. Finally, our Hispanic students scored 36% proficient on the most recent SBAC exam.

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
			In 2017-18, we have focused our efforts differentiating learning for our focal students: students with IEPs, Latinos, and Socio-economically disadvantaged students. The master schedule has been adjusted to create more common planning time for grade-level teams to support our focal students through more meaningful, shared progress monitoring, with a sharper focus on writing instruction. To support further, we added peer observations to our teaching practices at Miraloma. This was a large instructional shift and I will continue to support this change of culture at Miraloma in 2018-2019. Finally, we will continue working towards full implementation of the SFUSD Comprehensive Approach to Literacy and the Workshop Model in all classrooms. Classroom teacher conferring and small group instruction will be utilized to inform instruction to maximize differentiation.

Overall, Miraloma students are making growth with the Language Arts Core Curriculum. As a school, we grew from 68% proficient 3 years ago to 73% proficient 2 years ago to 82% in 2017-18. Our three major subgroups all showed tremendous growth between the last SBAC to our most recent SBAC. On the 2016-17 SBAC, our lowest performing subgroup in Language Arts was our Socio-Economically Disadvantaged students. They scored 31% proficient which was a decline in performance by 10% from the last SBAC. Our Students with Disabilities improved their overall score by 13% from the previous year, scoring at 33% proficient on the ELA section of the SBAC. Finally, our "lowest performing racial group" -our Latino students- scored 36% at/above proficient showing a negative change of 19% from the previous year. We hope to address the negative trends with our subgroups, with the ultimate goal of showing improvement every year until our achievement gap is closed. Finally, a notable positive trend was evident in our mid-year data. F&P data for grades K-2 shows a change of 9% from Window 1 of 2016-2017 to Window 1 of 2017-18 (from 65% to 76% proficiency). On the RI, in grades 3-5, we also show growth from Window 1 of 2016-2017 to Window 1 of 2017-18 - our students grew from 78% proficient to 85% proficient.	We scored 65% proficient for W1 of F&P in 2016-17 so the target we set in our previous BSC for F&P for W1 for 2017-18 was 72% proficiency. I'm proud to report that we surpassed that goal with a score of 76% proficient. Next year, we will push to target 80% proficiency for the F&P. We scored 78% proficient for W1 of RI in 2016-17 and our target for RI for W1 for 2017-18 was 80% proficiency. I'm proud to report that we scored 85% proficient on the RI so next year we will try to propel our students up to 90% proficiency on the RI. We would like to see our three major subgroups continue to show growth on the SBAC and an overall school score of 75% proficient/exceeding benchmark would be desirable. We will strive to have our students with disabilities at 40% proficient/exceeding benchmark, our socio-economically disadvantaged students at 40% proficient/exceeding benchmark and have our Latino population shift their trajectory towards 55% proficiency.	Teachers will continue to use the SFUSD ELA PK-12 Core Curriculum Scope & Sequence with embedded Common Core State Standards (CCSS) spirals to guide instruction. After reviewing the SFUSD ELA Core Curriculum Implementation Rubric, we identified that most teachers at our site are in the "Integrated" stage of implementation when it comes to our Curriculum Maps, aligning our Unit & Lesson Plans with CCSS Instructional Shifts, and with the Analysis of Student Work. We purchased the new Lucy Calkins Reading & Writing Units of Study for all teachers and will continue using them as our core language arts curriculum for K-5. To support the writing instructional focus, 12 of our teachers attended the summer writer's workshop professional development at Clarendon Elementary, with facilitators from Teachers College. Our Instructional Leadership & Equity Team (ILET) will be deciding if we continue with our instructional focus on writing at the end of the this school year. Regardless of the choice of instructional focus we will continue to differentiate our student support through targeted small group lessons in every classroom throughout the day.	

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?
We currently have no centrally allocated support for our Language Arts Intervention. The Miraloma PTA supports us so that we can employ two part-time Reading Intervention Teachers. To access support from our Reading Intervention Teachers, students not reading and/or writing at grade level are targeted through our CARE Team process, with a purposeful focus on traditionally underperforming subgroups. One Reading Intervention Teacher facilitates individual and small group strategy lessons with Kindergarten, 1st and 2nd grade students. Most notably, she focuses her work in both our K-2 Special Day Class and our 3-5 Special Day Class. Our second Reading Intervention Teacher works primarily with 3rd-5th grade students. She works dynamically between school hours and during our after school program. Along with her work as a Literacy Specialist, utilizing her as the After School Academic Liaison is paramount for the success of our after school as she bridges the academics between our two programs.	Our goals for the students receiving Tier II intervention for Language Arts will be to monitor their performance on the IABs for Window 1 and Window 2 to ensure growth. We'd like to see 50% of our Tier II students in 3rd-5th meeting/exceeding benchmark by the 2017-2018 SBAC. Additionally, we will strive for 50% of our K-2nd Tier II student meeting/exceeding benchmark with Fountas & Pinnell by Cycle 1 of the 2018-2019 school year.	Identified Academic Tier II students will work intensively with our Reading Intervention teachers, classroom teachers, Resource Specialists, part-time Speech Therapist, and paraprofessionals, utilizing both "push-in" and "pull-out" 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

Identify Focal Group(s):

As stated above, we have three focal groups at Miraloma. Our lowest performing subgroups in Math are our Students with Disabilities. This group of 25 students decreased in their proficiency on the SBAC in 2015-6 from 32% proficient to scoring 16% proficiency on the 2016-17 SBAC. Our Socio-Economically Disadvantaged students made a slight gain between the previous two SBAC exams, improving their proficiency by 1%. Nevertheless, our Socio-Economically Disadvantaged students performed at only 37% proficient on the SBAC. Finally, our Latino students slid by 7% to achieve a proficiency of 45% on the Math section of the 2017-18 SBAC.

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
In the Math section of the 2015-2016 SBAC, 71% of our 3rd-5th grade students met or exceeded standards, while in 2016-2017, our students scored 68% proficient. The 3% slide is a sore point for us, and we fully intend to regain a positive trajectory on our next SBAC exam. According to our mid-year data report, Miraloma students grew from 71% proficient to 73% proficient so we hope to continue this positive trend.	For the 2017-18 SBAC, our target is for 75% proficiency school-wide. Furthermore, in the Math portion of the 2018-2019 IAB Window 1-Window 2, our target is for 80% of our 3rd-5th grade students to meet/exceed benchmark.	Teachers will continue to use strategies such as math talks, problem of the month, and math journaling in all classrooms. Teachers will plan collaboratively during Common Planning Time (CPT) and they will analyze student work. Regular ongoing analysis of student work will be reflected in classroom instruction and if it is consistent with math standards and the Common Core teaching practices, we will see improvement in our assessments. Similar to Language Arts, teachers will work dynamically with targeted small groups to allow for thoughtful differentiation at all ability levels.	Common Core Math practices will be utilized and are critical components in our math instruction. Students will learn math through solving meaningful math tasks with feedback from peers and teachers. Finally, more and more online opportunities will be woven into the curriculum to allow for adaptive and individualized learning.

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?
According to the Miraloma Midyear Data Report for 2017-2018, our results indicate the following performance changes on our Math Task: Our students with IEPs grew from 27% to 39% proficient from Window 1 to Window 2. Our Low SES students grew from 49% to 62% proficient. Our Latino students slid from 62% proficient to 57%.	Our lowest performing subgroups in Math are our Students with Disabilities, Low SES students and Latinos. Students with IEPs scored 16% proficient on the 2016-17 SBAC so our goal is to move them up to 25% proficient on the next SBAC. Our Socio-Economically Disadvantaged students were 37% proficient on the most recent SBAC so we would like to push them up to 45% proficiency. Finally, our Hispanic students scored 45% on the Math section of the 2017-18 SBAC so we want them to score closer to their mid-year performance levels at 60% profiency.	Classroom teachers will use guided math groups in the general education setting to support students' math growth. Focal students will be encouraged and supported to use more web-based interventions for additional practice at school and at home. SSTs will be scheduled to help identify math intervention needs. Early Release and Collaboration time will be allocated so that RSP staff can meet with general education teachers to evaluate student work, modify assignments/projects, and co-plan overall support. Testing accommodations and modifications will be carefully considered when writing IEPs to support students. Tier 3 in class interventions include the use of flexible grouping, multi-sensory teaching strategies including manipulatives, and math notebooks for students to use as a reference.

SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students 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	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

learning described by the SFUSD Science Core Curriculum? WASC Ch.5		
Currently, we contract with Education Outside so that our students can experience hands-on science outdoors. Along with the use of the Foss curriculum and other experiential lessons (like dissecting cow eye-balls in fourth grade, for example), classroom teachers are piloting Mystery Science at Miraloma. Finally, survey results show that our parents are eager to integrate more STEAM initiatives into our daily routines.	We are proud that three of our Miraloma teachers from various grade-levels participated in a field test this past year with the SFUSD Science Department, however, our teachers await direction from them regarding the next steps with the new Amplify curriculum and NGSS. Based on observational data, feedback from our Education Outside educator, and report card data trends we need increase the amount instructional minutes focused on science.	School-wide implementation of Mystery Science will continue to increase student access to science learning. We will support teachers to review their schedules, ensuring that Science instructional minutes are increasing, providing more opportunities for blended learning and investigation on a weekly basis.

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
Miraloma has a small English Learner population of only 4% (16 students according to Illuminate). Regardless, it is imperative that these students are supported, especially because they regressed by 21% in their performance on the SBAC from 2016 to 2017, and their overall proficiency on last year's SBAC was 17%.	As we monitor EL students' language development, our goal is to ensure at least one level of growth per year on the new ELPAC assessments and an overall proficiency of at least 35% on the SBAC.	44% of our ELs are students with disabilities. These students' language needs are being addressed through the IEP process. Many receive direct services with a speech pathologist and all receive support from our RSP teachers or from the teachers in our Special Day Classes. All other ELs receive explicit language arts instruction through leveled small group lessons and dynamic lessons weekly. The early advanced and Advanced students' ELD needs are addressed within the ELA reader's and writer's workshop curriculum and they are supported through the SST process where appropriate. Finally, as mentioned before, our school site pays for two Literacy Specialists who target their support for our most underperforming English Learners.

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?
Survey results continue to show that our students and families feel emotionally supported at Miraloma, however, anecdotal data from teachers and staff show a need for more support nurturing healthy relationships during recess.	Our PTA will support us to continue funding .5 of our Social Worker so that she is on-site full time. She supports full implementation of the 2nd Step Curriculum and Restorative Practices, along with small group intervention and whole-class lessons on gender inclusivity. Additionally our health advocate leads professional learning at one staff meeting every year, and he is available for consult/coaching to support implementation of lessons.	Addressing conflicts and implementation of Restorative Practices is most challenging during recess. Therefore, next year we plan to fund a YMCA lunch-recess program for more dynamic support.

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?
Miraloma continues to value a holistic learning experience for all of our students. To that end, our PTA supports the following programming allowing students to participate in the following visual and performing arts programs: * SFUSD VAPA visual arts lessons 3 days a week (our PTA pays for a full extra day) * SFArtsEd Chorus Lessons for the whole school * SFArtsEd Dance for grades K&1 * SFArtsEd Ceramics for grades 2&3 * SFArtsEd Drama for grades 4&5 * SF Opera Program for our 2nd grade * SFUSD VAPA Instrumental lessons - 4th/5th grades *SF Symphony AIMS lessons - K-5 *Various Field Trips across grade levels	Our goals are to continue raising funds from our PTA to offer these experiences for our students. The Miraloma Leadership team has worked hard to find a balance to both preserve our academic minutes while also offering the most enriching arts experience possible.	We will continue to integrate our arts education into our curricula through field trips and other collaboration whenever possible.

PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive 200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
Our current master schedule ensures all our students receive the required instructional minutes for physical education. Our master schedule is designed to ensure age-appropriate, developmentally appropriate, and sequential physical education lessons provided for all students.	Currently, we monitor progress of our 4th and 5th graders' physical fitness over the course of the year through the use of "Fitness Folders." Additionally, we monitor our students' progress in partnership with the CDE. Overall, according to the California Physical Fitness Report, 63% of our 5th grade students are meeting criteria for the combined areas of the Healthy Fitness Zone. Our Target for next year is to have our 5th graders reach 70%.	This school year we hired a new Physical Education teacher who works at Miraloma 5 days a week. She is funded partially by SFUSD and partially by the school site. She has ambitious goals for our students and we are supporting her in all of her endeavors. Currently we are adding more technology to the gymnasium so that our teacher can be as dynamic and interactive as possible. We are installing a projector, along with a sound system so that she can add music and amplify her voice, all with wireless technology.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

As you work through this section of the plan, engage in conversations with department chairs and faculty in subject areas other than Language Arts and mathematics.   What is your plan to ensure students have access and success in the academic program?

Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5

COLLEGE AND CAREER READINESS

Describe your site's goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.

High Schools Indicators: On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

Middle Schools Indicators: AVID, High School Readiness, College visits, college and career plans

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5

Elementary Schools

What is your plan for promoting college and career readiness?
For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?

Miraloma currently has an 18% participation rate in the Kindergarten to College "K2C" program. The district average is 16%. We are above the district average by 2 percentage points in terms of K2C participation, although district-wide this percentage appears to be relatively low and we would like to exceed the district average even further. Our PTA is planning to increase more awareness and family participation through targeted Kindergarten-specific events and programming in the Spring of 2018, at our August Kindergarten Orientation and at our "Back to School Night". Room parents will also take an active roll in promoting the K2C program.

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?

Site based professional development will continue to be based on a theory of action at the beginning of each year spearheaded by our teacher leadership that is focused by our staff-wide selected instructional focus. Our professional development plan is mapped using our ILET meetings ("Instructional Leadership & Equity Team") driving the focus for grade level meetings and staff professional development meetings. We will partner with C&I as appropriate in order to maximize teacher development.

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)
The Miraloma ILET (Instructional Leadership & Equity Team) will meet at the end of this school year to plan out the Professional Development Week in August for the 2018-2019 school year. Our staff will select a school-wide instructional focus and we will align our professional development calendar to provide opportunities for collaboration and calibration amongst our grade levels. The master schedule will continue to be adjusted to ensure weekly common planning time for grade-level planning and focal student progress monitoring. We will continue to structure our weekly schedule to allow for banked instructional minutes to provide seven Early Release Days across the school year, allowing teachers to go more in-depth with planning and curriculum mapping.	A delicate combination of resources are needed to make all of this happen. Mainly our teacher leadership teams, PTA funding, thoughtful master scheduling, Common Planning Time and early release days will be leveraged to ensure our success in this domain.

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.)	Our students with learning differences receiving resource supports under perform their typically developing peers on assessment profiles, however, our survey data results indicate an exemplary SPED program at Miraloma. Our inclusive practices yield success in classrooms and in the overall community.	Our goal is to ensure equity of access to the curriculum for all students receiving SPED and 504 services.	Miraloma will continue to set high expectations for ALL students and promote growth mindset as a school wide culture. Miraloma will continue to use the SAP/SST process to analyze Tier 1 supports and implement Tier 2 supports with fidelity prior to considering Tier 3 supports. School Social Worker, RSP Teachers and Literacy Specialists are all active member of our SAP/SST team. Miraloma uses the push-in/ pull-out services program model and we promote our inclusion model by "mainstreaming" AND "reverse-mainstreaming" whenever possible. We aim to maximize our resources for maximum benefit through a master schedule that prioritizes collaboration and PD for all staff. We also support supplemental Tier II curriculum for academics as well as social emotional learning whenever possible.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	SST, 504 and IEP data, together with data collected by our Social Worker, our Care Team, our RSP & SDC Teachers all support our most vulnerable student populations. Basis data tracks student discipline referrals which includes students who continue to receive discipline referrals.	Basis data will indicate fewer discipline referrals, IEPs will reflect progress on goals, and our Social Worker will continue monitoring progress and meeting her targets.	Our Social Worker and our Care Team will support school-wide Trauma Informed practices and professional learning for 2018-20019
Student Engagement/ Attendance	Many of our families are taking time away from school for family visits and travel. Some of our economically struggling families are chronically late to school. Along with promoting car-pooling when appropriate, we are trying to solve for this by providing SFUSD transportation when IEPs allow for this.	Our goal is to maximize time in class for all students through attentive attendance oversight and parent communications around tardies and absences.	Message to our community the importance of on-time, regular attendance at school. Add attendance expectations to kindergarten and new family letters. SFUSD's system of automatically calling families when they have an unexcused absence will help us ensure better attendance oversight and parent communications around tardies. We will continue to support this goal through in-person conversations about attendance and tardies at conferences, SST's and IEP's. Meet regularly with our attendance liaison to track attendance data. Document chronic tardies/absences through the SST process.
School Culture/Climate	Our school climate is inclusive and we proudly embrace diverse family and cultural backgrounds. There is a collective mindset that helps support our inclusive climate and we celebrate it with regularity. Regardless, diversity and inclusion are trending as top concerns on our parent and teacher surveys.	We will embrace all members of our community and nurture our inclusive community. We will take advantage of opportunities such as "Inclusive Schools Week," "Black History Month" and "Pride" to to celebrate our whole community.	We will continue the implementation of Restorative Practices, Response to Intervention (RTI), Second Step, and Zones of Regulation.
Social Culture/Climate	We have experienced a decrease in our ethnic & socio-economic diversity over the past decade, in part due to SFUSD's neighborhood school enrollment system. This has been a central topic for the SSC and there is widespread interest in celebrating and practicing inclusivity in response to this trend	Our teach leadership team has decided to create a new committee called "CCC" or Character and Climate Committee. This group of teachers aims to include service learning opportunities and a school-wide recognition routine to build a more empathetic culture and climate within our community.	

			We will continue to turn Inclusive Schools Week (ISW) into a year-long celebration through diverse programming. School-wide implementation of social emotional curricula including 2nd Step and Zones of Regulation will continue to help build empathy and a positive social culture. We will work together with teachers & parents to integrate inclusive practices into everything we do, i.e. making school events inclusive for families at all socio-economic levels. We will continue celebrating Multilingualism through our multi-lingual "Good Morning" routine at Morning Circle.
Wellness Policy	Miraloma Elementary fully supports the SFUSD Wellness policy and communicates with families via new family welcome letters and newsletters our policy.	Based on the 2016-2017 California Physical Fitness Test, overall, 63% of our 5th grade students are meeting criteria for the combined areas of the Healthy Fitness Zone. Our Target for next year is to have our 5th graders reach 70%.	Miraloma will continue to host our annual "Fun Run" at Balboa H.S. Continue the discussion on the screen time's impact on physical activity and social relationships Continue to host our Annual Field Day

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

Family Partnerships: *The child's first and most influential teacher is the family.*
Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
☐ Supporting Strong Relationships/Facilitating Two-Way Conversation ☐ Linked to student learning ☑ Valuing diversity/speaking up for every student ☐ Sharing power & decision making ☐ Connecting families to community resources	☐ African American families ☐ Families of English Learners ☑ SPED ☐ Foster Youth ☐ Homeless ☐ Other:

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

Miraloma has a very involved parent community and they actively support the school through a combination of financial support and volunteer hours to enhance the school community experience. These financial efforts yield approximately 500K annually via donations, grants, and our school auction. Parents and guardians are heavily involved in a variety of ways, ranging from fundraising, donating time helping and volunteering in the classroom, leading committees, attending field trips and participating in our community events like the Fun Run, the annual Auction and regular PTA parent programs.

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

We strive to ensure that all members of the community feel included in the school and we invest heavily in our positive culture and climate at Miraloma. The SSC and PTA will continue to use equity-centered conversations throughout the year to ensure that all students and families are represented by the parent leadership.

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.

YMCA Education Outside Superstar Health Puberty Education USF Center for Child and Family Development SFArtsEd SFOpera

What are your specific goals or objectives for these partnership?

The goal of partnering with these community organizations is to support a holistic approach to elementary school that goes beyond academic achievement. Our objective is to nurture students that take risks and are tenacious; we aim to graduate students that know how to rebound when they fail. Our YMCA After-school program strives to bridge the work we do during the school day all the way until 6 pm when many students are picked up. Along with academics, they support behavioral health, physical activity and youth leadership among many other things. Our partnership with Education Outside focuses on outdoor science. Superstar Health Puberty Education supports our fourth and fifth graders and their families as students approach the age of puberty. We contract with USF Center for Child and Family Development so that we can provide a counselor (supervised by our social worker) who can help provide play therapy-sessions for our most vulnerable students. Finally, we contract SFArtsEd and the SFOpera to provide more artistic opportunities for our students to express themselves fully.

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

These partnerships are based on close working relationships so that each of these organizations can respond to our student and teacher needs. Through collaboration, consultation and regular communication, our partnerships will deepen and succeed.

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

Progress monitoring is ongoing over time. Anecdotal data, and teacher observations support these programs. Most notably, Miraloma uses an annual survey for our teachers, parents and our 3rd-5th grade students that collects objective feedback on all of our community partnerships.

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 = $3,500

Along with the regular need for more manipulatives and unique classroom supplies, the need for time after school to collaborate and conduct IEPs during the school day, these funds will be used for substitutes, extended hours for collaboration between General Education, Special Education and enrichment teachers and more classroom 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-English Learner (SCG-EL) 07091

Allocation = $7,211

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

We will use these funds for supplemental ELA materials with a focus on more online resources that support robust guided reading and classroom reading opportunities in every room.

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ● Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Supplemental Concentration Grant - Low Income (SCG-LI) 07090

Allocation = $0

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

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

LCFF Concentration Grant (SCG-C) 07092

Allocation = $0

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 = $0

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 = $0   (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 = $0
For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you <u>attach</u> the Parent Involvement Policy's full text when you upload your BSC to SharePoint**.

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 = $0

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?

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

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) = $500,000

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

We will combine these funds with our WSF funds to allow us to pay for a class-size reduction teacher, 2 reading intervention teachers for our Tier II and Tier III students, the other half of our RSP (ensuring her full-time support), the other half of our social worker (ensuring her full-time support), .2 of our PE teacher (ensuring full-time support), an extra .2 of VAPA to allow for grade-level collaboration time, and an extra .5 noon monitor who is our "recess coordinator." We will also use these funds to purchase extra sub days to support peer-observations and "F&P Days" for our 3rd-5th grade teachers. Finally, we will use these funds to support a more robust use of technology at our school. We will be purchasing more laptops for our students, projectors for our classrooms, and we will continue to purchase new adaptive software for both ELA and math across K-5.

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

Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students.

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: **11/5/2018**
✔	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: **11/5/2018**

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
Noah Ingber	Principal	
Chris Linder	Teacher/ Co-Chair	
Keri Conyers	Teacher	
Gillian Schmitz	Teacher	
Lori Chambers	Other Staff Member	
Jon Deane	Parent	
Liz Hamel	Parent	
Gia Martino	Parent	
Cecilia Ogbu	Parent/ Co-Chair	
Meghan Wallace	Parent/ Secretary	