



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Monroe Elementary School
Principal	Dr. Kimberly Mackey

SCHOOL VISION & CONTEXT

Monroe Elementary School is a diverse and inclusive learning community of committed staff, students and parents, striving to meet the academic, social and emotional needs of all our learners. We are a community of multilingual and multicultural learners that are focused on equity, appreciating diversity amongst ourselves and others; and elevating our cultural consciousness. We believe all students can and will learn and we have high expectations of all community members! We are collaboratively and collectively responsible for high student achievement and the shared successes at Monroe Elementary School. Monroe Elementary School is a diverse community school with three language strands: English Plus, Chinese Bilingual, and Spanish Dual Immersion. Our school fully implements restorative practices to reinforce a positive and safe school environment. We have a committed team of personnel, who are committed to our goal of multilingualism, multiculturalism and bi-literacy for all students in our language pathway programs. Two of our school's key strengths are that we are laser focused on the teaching and learning of academic language acquisition for all of our learners; and, a redesigned approach to RtI which supports all students in all three language pathway programs. We also ensure intentional integration of cultures and languages in our three pathway programs to ensure our commitment to multilingualism and cultural consciousness. A few challenges that our school faces are the achievement gaps between all three pathway programs; and 2, implementing specific academic supports to each individual student so that they can excel at accessing, maintaining and achieving grade level standards. The three main strategies that we believe address our challenges are intentional, focused small group instruction; integrated/thematic standards based curricular units that are rooted in culturally relevant pedagogy; and full implementation of the instructional framework of Gradual Release of Responsibility, Balanced Literacy and research based instructional best practices.

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

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

SECTION I: Overview and Key Components

Overview

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

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

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

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

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

Key Requirements

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

These requirements include:

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

SECTION II: School Data Profile

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

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

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/aao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance Metrics K-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math 	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA 	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math 	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> Student-Centered Learning Climate 	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
CA Dashboard Report (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate College and Career Readiness 	The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K-12 schools and districts.
Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> Instructional Core: ELA, Math, Other Subject Areas College and Career Readiness 	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10	<ul style="list-style-type: none"> College and Career Readiness 	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
Illuminate Report Lists for Fall and Spring	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate 	Direct links to summary and list reports at the student level to take a deeper dive into your results

NOTES:

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

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):

All students at Monroe are considered our focal group.

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
We have seen, over the past years, a plateau for students in reading achievement for all populations. Our recent data shows a strong need for rigorous instruction in language arts. Based on F&P reading assessments in English 57% of our 1st and 63% of 2nd grade students meet or exceed the benchmark in Assessment Window 1 for 2017-2018. Based on F&P assessments in Spanish, 23% of 1st grade and 38% of 2nd grade students met or exceeded the benchmark for Assessment Window 1 2017-2018. The RI for the beginning of 2017-2018 for 3rd-5th grade students shows 42% are proficient or above though only 22% of ELs were proficient or higher. Based on the 2016-2017 Smarter Balanced Assessments, 48.6% of 3rd-5th-Grade students were proficient or above in English Language Arts. 30.4% of ELs were proficient on the SBAC ELA.	Because of this trend, we have created a performance goal of 1.5 years of academic progress for all students, as identified through research, as being the amount of growth expected for any student regardless of the their current academic level. (Annual Growth, Catch Up Growth.,	In order to reach this goal, and for all students to achieve mastery, we will focus on targeted small group instruction. In addition, we will ensure that all teachers know how to plan and teach interdisciplinary units aligned to the Common Core Standards using complex text. We will emphasize the amplification of ELA standards during Designated ELD instruction through focused standards based objectives that target language.	

			<p>To support a shift toward academic rigor through intentional small groups instruction and standards based planning and assessment, we will utilize the following supports: PD for teachers to better understand the cognitive demands of the CCSS so that they can focus their lesson plans and teach in alignment with the cognitive demands of the grade level standards. 1:1 coaching support for teachers to practice and consistently implement best practice methods for teaching intentional small groups (guided reading, strategy groups) PLCs focused on understanding text complexity and the reading strategies students need to access the complex texts. As a Teachers College Reading and Writing Project (TCRWP) school, Monroe Elementary School implements both reading and writing workshop as part of our daily balanced literacy instruction. Both reading and writing workshop are components of the comprehensive approach to literacy framework outlined by SFUSD. As a TCRWP affiliated school we develop strategic and differentiated curriculum to support our vast English Language population. This includes crafting units of study in both reading and writing with assessments, as well as tools and scaffolds to support our small group instruction in both reading and writing workshop. Instruction will continue to be differentiated and intentional small group instruction will be fully implemented. We will continue increasing the rigor and intention in the whole class and small group instruction. We will develop our teachers' capacity to utilize all components of balanced literacy including Interactive Writing, Shared Reading, and Writing Workshop. Students need repeated exposure and multiple opportunities to practice skills and strategies taught. All instruction will be driven by academic assessment data and observations of students. This will provide baseline data and inform our instructional practice on how best to structure components across the Literacy block and monitor growth and progress of all of our students. Reading Assessments will be administered to all students at the beginning of the school year. We will begin to more intentionally incorporate technology in the instruction of our teachers with embedded practice for our students to develop those skills required of them to be more proficient in 21 century technology skills. Students will also use Achieve3000, a standards aligned technology based reading program. This program is designed to support and bolster students reading growth based on Lexile measures which are directly correlated to the standards and predictability of students ability to perform at high levels in college and career fields.</p>
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Academic Tier Two - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic Rtl 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?
DLL/ Reading Recovery: Currently 8-10 students can receive DLL per year. In Spanish immersion, an additional 6-8 students are seen in small groups in K, 4-8 in 1st grade, and 4 students in 2nd grade. For these students, all make either accelerated progress, allowing them to participate in grade level activities, or they are referred for additional tier 3 interventions. Small group interventions go in 6 week cycles. At the end of each cycle, students who have made enough progress to benefit from whole class instruction are replaced with students who have fallen behind. Students who are making accelerated progress but who are still far behind grade level remain in the group. Students who do not make accelerated progress after 2-3 cycles are referred for Tier 3 interventions. Students are chosen because: 1) they are among the lowest in their grade 2) their difficulties are literacy based (rather than being related to language learning) 3) they are at risk because of being in a traditionally underperforming subgroup for our site/district. Currently : 1) we do not serve students in Spanish beyond second grade and many students are left struggling in their native language in 3-5th grades. 2) students who are learning Spanish AND struggling with literacy fall far below their peers and are underserved. 3) 2nd grade Spanish immersion is underserved with many students who need support but do not receive it. Response to Intervention: LLI	DLL/ Reading Recovery: We need to assist native Spanish speaking students in grades 3-5 with reaching grade level proficiency in their native language. Additionally, we need to increase the speaking and listening capabilities of Spanish language learners by providing designated SLD time for all students (Tier 1) and additional SLD time for students whose stronger language is English in all grades (Tier 2). We need to increase the amount of support provided to the 2nd grade SI strand. Response to Intervention: LLI	DLL/ Reading Recovery: DLL has been a successful early intervention and should continue to be maintained. Kinder intervention should wait until 2nd semester when it is clearer which students are most at risk. Because first grade is well served with DLL, small group intervention in this grade should be reduced and more small group work done in 2nd grade. Specifically, 4-8 students in served in small group intervention in 2nd grade, 4 students in 1st grade in the first semester only, followed by 4 from K in the second semester. A bilingual interventionist should be hired for the upper grades to work with students below grade level in their native language. Grade pairs (K/1, 2/3, 4/5) should work together to provide Tier 2 SLD during the ELD block for those students who are in Spanish Immersion and are native English speakers, CELDT 5 or reclassified. Response to Intervention: LLI

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):

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
			SMALL GROUP INSTRUCTION: Teachers will receive support (coaching, PD, collaborative focus) around the area of small group instruction in math. Small groups instruction in math will be supported by the IRF through PD, collaboration, and coaching with teachers.

Based on the 20152016 SBAC Data 52% of students overall (253 students) are proficient or higher. There is however a significant achievement gap in the data as demonstrated by only 34% of our Hispanic/Latino students (137 students) scoring proficient or higher and 41% of our EL students (154 students) scoring proficient or higher. Our special education students while a smaller group, 21 students, were only 10% proficient or higher. Looking at Window 2 data for the Math Benchmark exam we see that while 51% of our overall student population scores proficient or higher only 32% of our EL students and 29% of our Long Term EL students scored proficient or higher. This points to a need to provide additional supports for these students in the area of math. Math Milestone Data for this Spring 2017 also reflects a similar trend: Overall our school has 63% of students scoring proficient or higher. We see a drop in the data with 55% of EL students and 45% of long term EL students performing Proficient.	K3 Classes: Based on a class size of 22 students, 13.6% of students (which represents 3 students) will move from not proficient to proficient on any math assessment (Math Benchmark, Math Milestone, or SBAC) by the end of the 2017-2018 school year. (SBAC data will not be available to view until the following fall.) 45 Classes: Based on a class size of 33 students, 13.6% of students (which represents 4 students) will move from not proficient to proficient on any math assessment (Math Benchmark, Math Milestone, or SBAC) by the end of the 20172018 school year. (SBAC data will not be available to view until the following fall.) Based on our data Monroe has selected English learners with a specific emphasis on long term ELs and Hispanic Latino students as our target group for our problem of practice.	TEACHER SUPPORTS: PD: Ongoing site based PD as designed and supported by IRF and Math Teacher Leaders and Committee members. We have begun a multi year process of addressing vertical alignment in order to address gaps in math curriculum across grade levels. This focus should be continued for next year with the support of the IRF and the Math department. Selected staff will receive Additional PD such as Silicon Valley Math Initiative. Teachers receiving PD will be shared with the rest of the staff. Math Release Days provided by the Math department and planned and facilitated by the IRF will be used to plan PD supporting vertical alignment, small group instruction, and other strategies to support focal and all students. COACHING/COLLABORATION: Grade Level Math focused Collaboration will be continued to address instruction, planning, strategies, implementation of PD, etc. Collaboration with SFUSD Math Department will continue to support partnerships in 4th/5th Combo class planning and additional time partnering to broaden and depend the 4th/5th combo curriculum. SMALL GROUP INSTRUCTION: Teachers will receive support (coaching, PD, collaborative focus) around the area of small group instruction in math. Small groups instruction in math will be supported by the IRF through PD, collaboration, and coaching with teachers.	
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Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core 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?
See the above section for comprehensive analysis of math data. The data consistently points to higher levels of need with our Latino and EL students. Based on our school wide problem of practice our target/focal students will be our EL students with a specific focus on Latino and long term EL students	K-3 Classes: Based on a class size of 22 students, 13.6% of students (which represents 3 students) will move from not proficient to proficient on any math assessment (Math Benchmark, Math Milestone, or SBAC) by the end of the 20172018 school year. (SBAC data will not be available to view until the following fall.) 4-5 Classes: Based on a class size of 33 students, 13.6% of students (which represents 4 students) will move from not proficient to proficient on any math assessment (Math Benchmark, Math Milestone, or SBAC) by the end of the 20172018 school year. (SBAC data will not be available to view until the following fall.) Based on our data Monroe has selected English learners with a specific emphasis on long term ELs and Hispanic Latino students as our target group for our problem of practice	Focal students will be selected in the area of math. Focal students will be determined based on data and will be flexible and shift as students acquire new skills. Collaboration time will be used to select students and to direct instructional goals and resources. Student specific goals will be determined and supported through instructional decisions (collaboration and PD supported). Small Group strategies as outlined above and supported by the IRF will also be used to support the needs of these focal students.

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	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
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and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5		work collaboratively on the implementation of the science curriculum? WASC Ch.5
Students are currently being given background knowledge in Science through Reader's Workshop. Students are also engaging in more hands on activity through scientific exploration. Students will continue to be provided access to the new Amplify materials, FOSS kits, and authentic literature.	Our targeted performance goal is that we hear students using more Tier 3 academic science vocabulary. We see students using scientific processes and vocabulary in their writing.	Teachers will use Multi-Interdisciplinary Units to integrate science topics in their D-ELD and Literacy instruction. Teachers will work collaboratively no less than 2x per month to design units and lesson plans that support science instruction integration throughout the month.

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
Our reclassification rate for ELL students is currently at 55%. The SFUSD average is 50%. The unofficial reclassification rate for Monroe is 13.3%. Note that this is unofficial and only a mid-year rate. This varies site to site because the timeline for taking care of reclassification varies. The goal is to make sure all students who qualify are getting reclassified as soon as possible. 37.1% of our K-5 ELL students are proficient in English based on CELDT and 62.9% of K-5 students are not proficient on CELDT. Target of 50% for students in the more than 5 years cohort Long Term English Language Learners (LTELs) was not met. Only 50% of our LTELs attained proficiency. Our greatest challenge right now includes meeting the needs of our most struggling students, particularly our Latino students and our EL students with special needs. We have a significant achievement gap with our English Language Learners (especially Long Term ELs and Hispanic/Latino ELs) and a higher percentage of ELL students receiving services in special education. Although our reclassification rate is above the district's average, it still needs to be higher. SQII Data from prior years shows a significant achievement gap our ELs in ELA and Math. F&P and RI assessments Based on F&P reading assessments in English 57% of our 1st and 63% of 2nd grade students meet or exceed the benchmark in Assessment Window 1 for 2017-2018. Based on F&P assessments in Spanish, 23% of 1st grade and 38% of 2nd grade students met or exceeded the benchmark for Assessment Window 1 2017-2018 The RI for the beginning of 2017-2018 for 3rd-5th grade students shows 42% are proficient or above though only 22% of ELs were proficient or higher.	Our goal is to increase the percentage of EL students meeting or exceeding growth expectations by 1.5 years academic growth. Our goal is to increase the percentage of ELL students who qualify for reclassification by 10%. EL Students receiving intervention from ARTIF and Reading Recovering will accelerate at 1.5X the expected rate of growth for any grade level.	

All teachers, ARTIF, Reading Recovery, Literacy Coach and IRF will understand, use and implement the CA ELD standards within each lesson and small group instruction. Teachers will use, verbally state and write the MPD Language Objective Sentence Frame: Students will be able to _____ while/during (3 Modes of Communication) using (scaffolding) so that it is visible for students. The students will be taught the WHAT of the lesson. Implement Guided Language Acquisition by Design (GLAD) strategies, Conversation Norms & Beyond Talk during ELD instruction (Designated and Integrated) for language acquisition and development. ELD Professional Development will be provided throughout the school year as reflected in the PD calendar. Provide refresher and new professional development workshops and PLCs to already GLAD trained staff and provide training opportunities to new teachers in Fall 2018 and Spring 2019. (25 total teachers, 1 Literacy Coach, 1 IRF, 1 Reading Recovery staff, 1 0.5 ARTIF during 2018-19). Integrated and designated ELD instruction will scaffold and support vocabulary and language acquisition needed in content area instruction. All classroom and RSP teachers will participate in facilitated collaboration by Literacy Coach and IRF to analyze EL data (assessment data and student work) and plan D-ELD lessons. ARTIF-EL will provide additional support to our ELs during designated and integrated ELD time. Primary focus of ARTIFEL will be to teach DELD to a group of 15-18 EL newcomer/low Beginners ELs in 4th and 5th Grade and provide pull out intervention (LLI) to Long Term ELs in 3rd to 5th Grade. This pull out intervention will not happen during Designated ELD Time, Reading/Writing Instruction, or Math instruction. ARTIF-EL will provide Tier 3 intervention (Reading Recovery) to 2 ELs in first grade when data shows that Tier 2 interventions are not working and a more intensive intervention is needed. DESIGNATED ELD INSTRUCTION All English Language Learners will receive at least 150 minutes per week (30 minutes daily) of Designated ELD instruction. All ELs at CELDT proficiency levels 1 and (low) 2s use Imagine Learning software on a daily basis. "Imagine Learning" and Achieve3000 software will be used as a supplemental instructional tool. MPD will support Monroe by providing all the licenses. Imagine Learning Training to the Staff was provided. Training for new staff members will be needed. Monroe staff who are GLAD trained will continue to implement GLAD strategies and train their fellow colleagues during common learning time. PDs and staff meetings will also allow structured time for progress monitoring of ELs, especially CELDT levels 1 and 2. Monroe staff is interested in receiving additional training around academic conversations from MPD. All Designated ELD teachers will receive ongoing, robust professional development around instructional strategies that support English Learners. Extra DELD planning time for classroom teachers (release time and/ or grade level collaboration time).

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?

The more new teachers that we currently have in our school, and with the absence of district provided training for all new teachers and teachers new to SFUSD to be provided with Restorative Practice training and Good First Teaching skills, the level of needs of our students sometimes exhaust the tools that some teachers come with.	As of now, all teachers have access to the Health Curriculum online. There is time within the school day to teach these lessons, however, very few teachers are using them. Therefore, our goal is to increase teacher usage of these materials to support a well balanced mental and emotional learning environment for students.	The shifts required will be working with teachers to see the value in these lessons thus encouraging them to use them more frequently.
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VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
All of our classes enjoy both Music and Dance as opposed to sacrificing one for the other.	Our target goal is to have all classes participate in at least 3 performances per year.	The shifts needed to meet this goal are teachers willing to accommodate this shift while not sacrificing instructional time.

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?
As was the case in the 2017-18 SY, we continue to ensure that all classes receive PE weekly based on the design of the Master Schedule of our school. We no longer have to split the PE instruction by semester, which has resulted in a more well-balanced level of participation in PE for all students.	During their weekly assigned PE class, students in collaboration with the PE Teacher, will engage in organized fitness that is measured and tracked to assess their overall fitness.	We have already altered our school bell schedule to reflect that all classes' ability to have a weekly PE class all school year long. We require additional PE equipment so that it continues to occur in a seamless way.

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?

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 Includes: Eight hours of each month are dedicated to professional development relating to our school goal, school vision and school-wide Problem of Practice to focus on all students and provide intentional, focused small group instruction that is driven by data. Literacy, ELD and Math focused Coaching Cycles for all classroom teachers. NBCT, BTSA, USF and UCSF Teacher Instructional Support. Lab Classroom Release Days (Varied Content) Staff Development Partnerships with outside organizations (i.e. Teacher’s College and Achieve3000) ILT Leadership Walkthroughs (Quarterly) Instructional Rounds (Instructional Team - Quarterly) District Sponsored Professional Development (i.e. C&I, MPD, Math, Science, Office of Pupil Services, etc) Safety Care Training for staff in collaboration with Pupil Services/BAT Support ELD training in collaboration with Multilingual Pathways Department

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)
Monthly Math PD staff meetings, Math Support & Lab Classroom Visits facilitated by SFUSD Math Department & Math Lead Teacher. Literacy PD staff meetings (3x per month), Literacy Coaching Cycles for all classroom teachers & Lab Classroom Visits facilitated by Literacy Coach. Staff Development Partnership with Teachers College relating to Reading & Writing Workshop Staff Development Partnership Professional Learning Communities (PLCs) ILT members will meet twice per month for 1 hour (Extended hours compensation) ILT Leadership Walkthrough District Sponsored Staff Development: Restorative Practices Training and Safety Care Training. Ongoing RW/WW Training for teachers Math PD ELD Training GLAD Training Academic/SEL Training for Culturally Relevant Pedagogy implementation training	1.0 IRF (MTSS centrally funded) - Math Focus Sub release Days by Math Department 01.0 FTE Literacy Coach - Literacy and EL focus Consultants Teacher’s College Staff Developers Substitutes for release Registration to attend Prop A hours may be used for PD aligned to these action steps Teachers will attend nationally recognized teacher training conferences for Literacy, Math and Language Instruction (i.e. NABE, CAFE, Soluccioness, TCRWP, etc.) Title 1 Funded ARTIF-EL (SCG-EL and Title 1) ARTIF- English (SCG-EL and TII funded) Principal Led Professional Development (Prop A hours)

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.)		100% full inclusion maintained with 100% of IEP minutes met for service.	

	The Monroe SPED school-wide caseload ranges from approximately 40-53 students total, which reflects approximately 12% of the Monroe population with identified disabilities. This includes SPED students from our Speech Only caseload & RSP caseload.		Continue school-wide focus on SRR. Behavior Expectations Matrix and distribution of Monarch Awards when recognizing expected behaviors. Acknowledge and honor students regularly, who display our Character Traits of the Month and/or Monarch Pillars.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	The SFUSD/RPA data, the chronic absenteeism for Monroe was about a 5.9% Additionally, the data indicated that our most struggling groups with chronic absenteeism are the Hispanic students (11.1%)		
Student Engagement/ Attendance	Per SQII, 2016-2017 Fall indicated 0% of suspensions. We utilize office discipline referral forms and started to document the data on BASIS. Per SQII, 2015-16, for SES skills school totals are as follows: Growth Mindset 53% level 2 Self-Efficacy: 50% level 0 Self Management: 66% level 3 Social Awareness: 64% level 1. 2017-18 SQII data has not yet been determined.	Target: To decrease the percentage of overall chronically absent students to 3%. Target: To decrease the percentage of chronically absent Hispanic students to at least 8%	
School Culture/Climate			
Social Culture/Climate			
Wellness Policy			

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
Family Partnerships: <i>The child's first and most influential teacher is the family.</i> Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.	
Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input checked="" type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources	<input 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 checked="" type="checkbox"/> Other: Academically At-Risk Students
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:	
Monroe has an active parent community. Parents are dedicated to their child's education in multiple ways. There is a stable participation rate at the PTA meetings with attendance averaging approximately 15-25 people monthly. The ELAC committee has strengthened over the past few years also with increased attendance and parent involvement. Parents are also attending the monthly Chat 'N' Chews with principal. Attendance is high for events such as back to school night, community events (fall festival, movie nights, and fall and spring performances) and parent teacher conferences. Area that can be strengthened is at the SSC meetings where we have seen mainly members of the SSC are attending but we need more parent participation across the board.	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
Continue outreach for parent participation. Continue working with parent liaisons to increase the communication with the community and inform them of events and/or committees where they can participate. We are also working with parents leaders from the SSC, ELAC, and PTA to learn what is the barrier to attendance. Solicit input from families through surveys and find out topics that interest parents for on-going workshops. Continue to incentivize parents who attend various school sponsored events.	
Community Partnerships	
What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?	
<input checked="" type="checkbox"/> Academic Support <input type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input checked="" type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
List 1-3 current or potential community partner(s) who are address these needs.	
YMCA ECRB	
What are your specific goals or objectives for these partnership?	
These partnerships will support small group and one-on-one academic support to students identified in need of Tier 1 and/or Tier 2 intervention support.	
What actions will you take to deepen your school's partnership with community organizations?	
Regular monthly meetings, co-facilitation of Professional Development sessions with teachers, daily partnering with students and families.	
How will you measure the impact? (Quantitative and/or qualitative data)	
We will use F&P, RI and Achieve3000 student reading data to determine overall growth for students.	

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = \$2,300

Supplies materials, including instructional materials, to support learning and classroom integration for our students with IEPs (examples include, but are not limited to, materials for speech therapy, supplies, and materials for students with sensory needs).

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 = \$137,379

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

\$97,177 of this funding is dedicated to cover the full cost of a 1.0 FTE Academic Response to Intervention Facilitator with focus on ELD and EL (LTEs and newcomers in 3-5 Grade). Strategic language support and intervention provided by this staff will contribute to the increase of the percentage of ELs, especially Long Term ELs, who meet proficiency on the CELDT and on other assessments. Newcomers will also benefit from this support as well as other ELs. \$29,153.13 of this funding is allocated to partially cover the cost of a Literacy Coach (0.3 FTE). Strategic support will be provided to all classroom teachers through coaching during D-ELD instruction and by facilitating grade level collaboration and planning around ELD lessons to enhance the learning of our ELs. \$4,400.36 will be allocated for registration and other costs to attend conference and/or training with EL focus (i.e. GLAD Training for Literacy Coach and 3 teachers. \$6,750.00 will be used for substitutes to release classroom teachers for additional D-ELD planning. The remainder of the funds will be used to purchase instructional supplies to support ELD instruction.

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

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

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

Allocation = \$0

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

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = \$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?

The majority of these funds will be used to support a Reading Recovery Teacher. This teacher will support Early Literacy for our ELs, primarily in Grades 1 & 2 and at-risk early reading students. This support will make a positive impact on our EL students, that show early signs of delayed early literacy skill acquisition.

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 (TIIG) 07940

Allocation = \$190,570

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?

\$48,588.54 will be allocated to cover the cost of a 0.5 FTE Literacy Coach. This staff member will support teachers in the implementation of SFUSD Comprehensive Approach to Literacy which includes implementation of Guided Reading and Teacher's College Reading and Writing Workshop. \$28,532 will be allocated to partially cover the cost of a 0.5312 FTE Bilingual Spanish Instructional Aide. This staff member will provide strategic additional support to Kindergarten students in the Spanish Immersion program, which will accelerate their academic achievement. \$91,412.00 will partially cover the cost of a 0.67 Assistant Principal. This staff member will provide strategic support to teachers in language acquisition and strengthening CA CCSS based lessons for all learners; particularly our ELs and struggling students. This person will also support with PBIS implementation and achievement data tracking for all 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*)

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 = \$133,709	(31500)
How do you plan to use these funds?	
<p>\$31,940 of the funds allocated will be used to cover the cost of 0.5 FTE of our Family Liaison Cantonese to provide parent and community engagement services. \$46,945 of the funds allocated will be used to cover the cost of 0.5 FTE of our Social Worker to provide socio-emotional support to disadvantaged students and provide guidance and support to their families as well. \$53,942.09 of the funds will be used for instructional supplies for our disadvantaged and low socioeconomic students/families in all three language programs (Spanish Immersion, Cantonese Bi-Literacy & English Only). Funds will also be used to improve literacy for our Newcomer ELs, Struggling Students, and students with IEPs. Funds will also be used for DreamBox support in mathematics. Lastly, funds will be allocated for teachers to attend the National Reading Conference to improve instruction in literacy and for substitute coverage during the time that they are participating in that professional development. Teachers will be required to share what they learned with the whole school and implement at least 3 new strategies that they learned while attending the conference.</p>	
<p>Select the Bryk Essential that most aligns to the use of these funds:</p> <p><input type="radio"/> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)</p> <p><input type="radio"/> Professional Capacity (LCAP Priorities: Basic)</p> <p><input type="radio"/> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)</p> <p><input type="radio"/> Parent-School-Community Ties (LCAP Priorities: Parental Involvement)</p>	
<p>1% Title I Parent Set Aside = \$1,327</p> <p>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.</p>	
<p>PARENT INVOLVEMENT POLICY 2018-20 At Monroe Elementary School, the parents, staff, community members and administrators share their input and feedback throughout the school year to ensure success of all our students. The Monroe community has developed the following policy: Involvement of the Parents in the Title I Program Parents are invited to become essential members of the Monroe community in order to bring out the best in all our students. • Monroe SSC facilitates monthly meetings to inform parents of any requirements, and/or rights relating to their involvement of programs, especially Title I-related programs. These meetings are usually held on the 2nd Thursday of every month, at 5:30PM. • In addition to SSC meetings, there are other types of meetings that allow parents access to the above information at different opportunities: PTA, ELAC, Principal Chat 'N' Chews, and Parent Workshops. • At the beginning of each school year, Monroe Elementary provides parents/families with a copy of the SFUSD Student & Parent Handbook, and School Calendar. Families are asked to review, discuss the handbook guidelines & compact, and to sign/return the acknowledgement form. • Monroe Elementary School ensures that bilingual parents/families have access to any written or verbal information by providing written translations or staff interpreters. • Monroe Elementary School collaborates with parents, staff, teachers, and administrators to periodically revise the School Parental Involvement Policy to meet the changing needs of parents and the school. These opportunities may occur with SSC and ELAC meetings designed to review the school budget and Balanced Score Card (a.k.a. Single Plan for Student Achievement). Other opportunities include PTA and Parent/Teacher Meetings. • Monroe Elementary School provides families and students with an explanation of the state standards, curriculum, assessments, and proficiency levels they are expected to meet. Monroe provides this information through a variety of ways that include: o Grade Level/Teacher Expectations o Back-to-School Night o Monroe Newsletters/ParentVUE o Parent/Teacher Conferences o Family/Parent Workshops It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life. Staff Pledge I agree to carry out the following responsibilities to the best of my ability: • Meet all Professional Obligations and all District Professional Requirements. • Provide high-quality curriculum and instruction. • Endeavor to motivate my students to learn. • Have high expectations and help every child to develop a love of learning. • Communicate regularly with families about student progress. • Provide a warm, safe, and caring learning environment. • Provide meaningful, daily homework assignments to reinforce and extend learning. • Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community. • Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards. • Respect the school, students, staff and families. Student Pledge I agree to carry out the following responsibilities to the best of my ability: • Come to school ready to learn and work hard. • Bring necessary materials, completed assignments and homework. • Attend school in uniform. • Know and follow school and class rules. • Ask for help when I need it. • Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school. • Limit my TV watching and computer/video game playing and instead study or read every day after school. • Respect the school, classmates, staff and families. Family/Parent Pledge I agree to carry out the following responsibilities to the best of my ability: • Provide a quiet time and place for homework and monitor TV viewing. • Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5). • Make sure my child completes homework. • Communicate with the teacher or the school when I have a concern. • Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition. • Ensure that my child attends school every day in uniform and with necessary materials. • Regularly monitor my child's progress in school. • Participate at school in activities/meetings such as school decision making (i.e. SSC), volunteering, and/or attending parent-teacher conferences. • Communicate the importance of education and learning to my child. • Read all communications from school and check the blue folder regularly. • Respect the school, staff, students, and families. We make a commitment to work together to carry out this agreement. Signed on this _____ day of _____ of 2018.</p> <p>_____ Student _____ Teacher _____ Parent/Guardian _____ SSC</p> <p>Co-Chair _____ SSC Co-Chair _____ Principal _____</p>	
Date your school's Parent Involvement Policy was reviewed by your School Site Council: 3/8/2018	
<p>Select the Bryk Essential that most aligns to the use of these funds:</p> <p><input checked="" type="radio"/> Parent-School-Community Ties (LCAP Priorities: Parental Involvement)</p>	
Impact & Innovation Awards =	
Referencing your plan, how do you plan to use these funds?	
<p>Select the Bryk Essential that most aligns to the use of these funds:</p> <p><input type="radio"/> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)</p> <p><input type="radio"/> Professional Capacity (LCAP Priorities: Basic)</p> <p><input type="radio"/> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)</p>	

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

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

How do you plan to use these funds?

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

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

Equity Grant =

Identify Sub-group & specific actions

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

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

Other (PTA, external sources, School Quality Pairing/CoP work) =

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

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

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

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
	.5	.5	
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
1.0			
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.

Two to three high leverage strategies that will be accomplished: Social Worker manage the Rtl Tier 2 intervention strategies, especially relating to the intensive SST coordination for our underachieving students (academically, socio-emotionally, behaviorally, etc) and families struggling with decreasing chronic truancy. 1.0 FTE IRF serves as the ELD and D-ELD Instructional Support Coach who provides not only individualized support for teachers, but school-wide Professional Development for all teachers.

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 type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (<i>list</i>)
<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 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: 3/8/2018
<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 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 type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input type="checkbox"/>	This school plan was adopted by the SSC on: 9/16/2018

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
Dr. Thor Boucher	Interim Principal	
R.J. Johnson	Parent	
Celine Zheng	Parent	
Lenda Butcher-Myers	Parent	
Jenna Palmer	Parent	
Andrea Marta	Parent	
Kim Bailey	Classroom Teacher	
	Classroom Teacher	
	Classroom Teacher	
	Other School Staff	