

**SFUSD**SAN FRANCISCO  
PUBLIC SCHOOLS

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

<b>School</b>	<b>Moscone, George Elementary School</b>
<b>Principal</b>	Valerie Hoshino

### SCHOOL VISION & CONTEXT

George R. Moscone Elementary School has a multi-ethnic student body, and a strong commitment to cultural and linguistic diversity. We have three parallel programs: Spanish Biliteracy Pathway, Cantonese Biliteracy Pathway, and English Language Development. In 2017 - 2018, we deepened our implementation of the full Biliteracy Pathways from Kindergarten through 5th Grade. Our co-located Pre-Kindergarten Program (Las Americas EED) offers a Spanish Language and a Cantonese Dual Language program, which feed into our K-5 programs. Similarly, our Pathway students are linked to Hoover Middle School, enabling them to continue their Biliteracy development. We believe that this supports our community of students and families to cultivate the cultural and linguistic skills towards a 21st century global society. An energetic, dedicated, multilingual and multicultural staff works collaboratively to nurture students' academic, social, and emotional growth, supporting each child to develop to his or her highest ability. Our focus is on educating students to be life-long learners, proficient readers and writers, with the critical thinking skills, persistence and self-discipline to tackle complex work in all disciplines, including math, science and technology. We value and promote students' self-awareness and ability to communicate effectively, in both academic and socio-emotional realms. In the coming years, we will deepen our instructional practice with the Comprehensive Approach to Literacy, especially around English Learners building proficiency in language arts. To that end, we have allocated funds to provide services to students and just-in-time professional development for our teaching staff. We will increase our students' expertise with digital literacy, leveraging equipment purchased in 17-18, and growing our skills in educational technology. We will continue our work with Behavioral RtI through our full-time School Social Worker and with the creation of our new Behavior Support Team (.3 FTE teacher, .75 paraprofessional, and .4 Americorps Mentor for Success). All staff will use Second Step or Kimochi curriculum to teach skills and build a common language. Our Parent Liaison will continue to build relationships with our families, focusing on Latino families; she will provide workshops and community building meetings, while offering college bound information (A-G requirements, SBAC, Reclassification), and parent involvement opportunities (ELAC, SSC, volunteering etc). Our growth points for the coming year are: 1. refining time-bound systems to monitor student achievement (6 - 8 week cycles of Intervention) based on current assessments and/or teacher observations, thus providing small group intervention as necessary; 2. refining structures and schedules to assure delivery of rigorous grade level curriculum (daily schedules; math and language arts instructional blocks with consistent routines/structures; pacing follows site agreements for spirals and math units); 3. further aligning supports (School Social Worker, Behavior Support Team, new Climate/Events Committee) to build student engagement and well-being as the groundwork for academic achievement

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

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

## SECTION I: Overview and Key Components

### Overview

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

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

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

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

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

### Key Requirements

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

#### These requirements include:

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

## SECTION II: School Data Profile

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

Follow this (<https://district.sfusd.edu/dept/rpa/ao/DataDisk/default.aspx>) to your data. Inside your school **17-18 Results** folder look for the folder titled "**####\_Mid-Year\_Summary\_2017-18**". This folder includes the following reports:

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/ao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
<b>Mid-Year Performance Metrics K-8 only</b> (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> <li>▪ Instructional Core: ELA, ELD and Math</li> </ul>	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)
<b>F&amp;P Growth and RI Growth K-8 only</b> (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> <li>▪ Instructional Core: ELA</li> </ul>	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
<b>Fall 2017 Acceleration K-8 only</b> (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> <li>▪ Instructional Core: ELA, ELD and Math</li> </ul>	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.
<b>Chronic Absenteeism</b> (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> <li>▪ Student-Centered Learning Climate</li> </ul>	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)
<b>CA Dashboard Report</b> (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> <li>▪ Instructional Core: ELA, ELD and Math</li> <li>▪ Student-Centered Learning Climate</li> <li>▪ College and Career Readiness</li> </ul>	The California School Dashboard ( <a href="http://www.caschooldashboard.org">http://www.caschooldashboard.org</a> ) is designed to help communities across the state access important information about K-12 schools and districts.
<b>Fall 2017 Grades Summary Gr 6-12</b> (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> <li>▪ Instructional Core: ELA, Math, Other Subject Areas</li> <li>▪ College and Career Readiness</li> </ul>	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
<b>College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10</b>	<ul style="list-style-type: none"> <li>▪ College and Career Readiness</li> </ul>	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
<b>Illuminate Report Lists for Fall and Spring</b>	<ul style="list-style-type: none"> <li>▪ Instructional Core: ELA, ELD and Math</li> <li>▪ Student-Centered Learning Climate</li> </ul>	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 focal group is our English Language Learners, specifically our 3rd - 5th grade Long Term EL students.

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

Analysis of Results Language Arts-All Students  In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.  WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts will be required to achieve these goals?  WASC Ch.5
Based on our 16-17 SBAC ELA Assessments, 42% of our current 4th and 5th grade students met or exceeded standards. Overall, our % of students at/above Grade Level Standards (GLS) decreased from 44% to 40%. While our Chinese students increased 9%, our Latino students in GE decreased 9%, and Latino students in SB decreased 14%. From W1 16/17 to W1 17/18 students in grades 3-5 have made minimal growth (23.5% - 25% proficient) as measured by the RI. Grade 5 RI scores decreased from 16/17 to 17/18 (29% - 22%) In W2 of 17/18, 46% of students K-2 are not proficient in reading based on the F&P in English. Based on the IWA, Grades 3-5 are performing below district average in writing. In the 17-18 school year, Grade 3: 62% are not proficient, Grade 4: 37% not proficient, Grade 5: 46% and not proficient	50% of 3rd - 5th grade students will meet or exceed standards as measured by the 2017-2018 SBAC ELA Assessments In 18-19, 70% percent of K-2 students will be proficient as measured by the F&P in English. In 2018-2019, 70% of students grades 3-5 will be proficiency in writing as measured by the Integrated Writing Assessment.	Close reading - Students in grades 3-5 need to learn and engage with grade level texts. This will build students' analytical skills and build important reading habits when reading complex texts Word work - For students K-2, many students struggle with accuracy based on the F&P. Many students look for teacher assistance when they come upon an unknown word. By strengthening our word work practice, we can build our students phonological awareness and phonics instruction so students have multiple strategies to support their understanding and accurate decoding of text (along with meaning and syntax cueing systems).	IRF will support 3rd - 5th grade classrooms to routinely practice with CAASPP item bank questions. This will familiarize students with question types, grade level appropriate complex texts and provide practice with listening, reading and responding electronically. 3rd - 5th Gr students will participate in the all Reading Inventory assessment windows to glean current data. 3rd - 5th gr teachers will have 2 F & P release days in the first and second trimesters to assess 1-1 students below GLS on RI. Teachers K-5 will participate in differentiated professional development led by IRF and reading specialist on close (Gr 3- 5) reading and word work (Kinder - 2nd) monthly during staff meetings to build knowledge of the practice and step by step guidance toward classroom implementation.

Fall 2018: Based on our 17-18 SBAC ELA data our current 4th and 5th graders are performing differently based on language strand. The following were 4th grade cohorts meeting or exceeding and corresponding language strand: ELD 36%, Spanish Bilingual 23%, Cantonese Bilingual 47%. In 5th grade the scores were: ELD 32%, Spanish Bilingual 16%, Cantonese Bilingual 96%. Overall data shows a decrease in students meeting or exceeding standards by 2% (43% to 41%). Based on our RI results over 50% of students 3-5 are not at grade level (73 students vs 51 students that performed at grade level.) Based on our Third Cycle F&P results in 2017-18 73% of 1st-3rd were approaching, meeting or exceeding expectations at the end of last year (1st: 34 of 39 students, 2nd: 36 of 64 students, 3rd: 49 of 64 students.) Based on the IWA, Grades 3-5 are performing below district average in writing. In the 17-18 school year, Grade 3: 62% are not proficient, Grade 4: 37% not proficient, Grade 5: 46% and not proficient	Fall 2018 50% of 3rd - 5th grade students will meet or exceed standards as measured by the 2018-2019 SBAC ELA Assessments In 18-19, 70% percent of K-2 students will be meeting or exceeding expectations as measured by the F&P in English. This means that the students that were approaching will have moved into meeting and the students who are meeting and exceeding have continued to achieve at the same level. In 2018-2019, 70% of students grades 3-5 will be proficiency in writing as measured by the Integrated Writing Assessment.	Fall 2018: Close reading - Students in grades 3-5 need to learn and engage with grade level texts. This will build students' analytical skills and build important reading habits when reading complex texts Word work - For students K-2, many students struggle with accuracy based on the F&P. Many students look for teacher assistance when they come upon an unknown word. By strengthening our word work practice, we can build our students phonological awareness and phonics instruction so students have multiple strategies to support their understanding and accurate decoding of text (along with meaning and syntax cueing systems).	K-5th grade will deepen understanding and implementation of Guided Reading as a strategy for strengthening literacy. K-3 teachers will implement daily Word Work routines in their literacy block in order to strengthen foundational skills. 3-5 teachers will use Close Fall 2018: Reading as a strategy for comprehension of above grade level texts. Teachers will focus on collaboration over proficient writing samples in order to increase rigor through the writing workshop model while implementing the district writing spirals. Teachers will provide authentic practice opportunities for writing through the week integrated in content areas.
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**Academic Tier Two** - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?
In W2 of 17/18, 60% of EL students K-5 are not proficient in reading based on the F&P in English. (3-5 students that were not proficient on RI were F&P tested) In W2 of 17/18, only 7% of EL students 3-5 are proficient in reading based on the Reading Inventory.	In 18-19, 60% percent of K-5 students will be proficient as measured by the F&P in English. In 18-19, 30% of EL students 3-5 will score proficient in reading as measured by the Reading Inventory	We will be continuing our ELA intervention model to build alignment between our supports and classrooms. An upper grade literacy specialist will support the 3rd – 5th grade students by pushing into classrooms during reading workshop and pulling guided reading groups alongside the teacher. Additional support staff will also push into classrooms to support students during independent reading time which will allow classroom teachers to devote their full attention to their guided reading groups and conferring. This shift will ensure that students are not missing important whole group instruction due to intervention and that the differentiated instruction is being taught by a skilled teacher who knows the student needs. A primary reading specialist will provide small group intervention to the most struggling K-2 students in English and Spanish. Our IRF will continue to monitor interventions in place on the Academic/Socio-Emotional Support Tracker. Groups will be adjusted every trimester based on new data. Students that do not make significant progress will be referred to CARE team and support staff with meet with families and teachers in an SST to discuss next steps.
	In 18-19, 60% percent of K-5 students will be proficient as measured by the F&P in English. In 18-19, 30% of EL students 3-5 will score proficient in reading as measured by the Reading Inventory	

Fall 2018: Based on our third cycle F&P in English data 17-18 the following EL students were meeting or exceeding benchmark by grade 1st: 66% (19/29), 2nd: 48% (21/44), 3rd: 58% (30/52). Based on our 17-18 data for RI the current 4th and 5th grade students are performing at the following levels: Proficient: 5% (3/60), Basic: 35% (21/60), Below Basic: 60% (36/60). By strand: ELD: Proficient: 0, Basic: 37% (7/19), Below Basic: 63% (12/19); SB: Proficient: 10% (3/31), Basic: 32% (10/31), Below Basic: 58% (18/31); CB: Proficient: 0, Basic: 40% (4/10), Below Basic: 60% (6/10) Based on our SBAC data EL students performed -.7 (N: 71/124 students taking exam) lower than the Performance levels of all students taking the SBAC ELA exam in 17-18. Students with a disability performed -.8 (N: 25/124 students taking exam) than the school average Performance Level.

Fall 2018: We will be continuing our ELA intervention model to build alignment between our supports and classrooms. In addition to specialists classroom teachers will be using F&P Word Work kits when appropriate. An upper grade literacy specialist will support the 3rd – 5th grade students by pushing into classrooms during reading workshop and pulling guided reading groups alongside the teacher. Additional support staff will also push into classrooms to support students during independent reading time which will allow classroom teachers to devote their full attention to their guided reading groups and conferring. This shift will ensure that students are not missing important whole group instruction due to intervention and that the differentiated instruction is being taught by a skilled teacher who knows the student needs. A certificated Spanish bilingual reading specialist will provide small group intervention to the most struggling K-2 students in English and Spanish. RSP teacher will work with first and second grade and a certificated ELD specialist will work with LTELs in order to support literacy and language skills in a small group setting driven by data using research based materials. Our IRF will continue to monitor interventions in place on the Academic/Socio-Emotional Support Tracker. Groups will be adjusted every trimester based on new data. Students that do not make significant progress will be referred to CARE team and support staff with meet with families and teachers in an SST to discuss next steps.

## 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):**

English Learner students and Latino students in both GE and SB classrooms

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

Analysis of Results Mathematics-All Students	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? <small>WASC Ch.5</small>
Based on the 16/17 SBAC math Assessments, 47.3% of 3rd - 5th gr students are meeting GRS (grade level standards). Overall proficiency increased 1%. There has been a decrease in the number of proficient students as measured by the Math IAB scores from 16/17 to 17/18 in grades 3 (49% to 39%) and 5 (46% to 38%). Grade 4 increased proficiency from 16/17 - 17/18 as measured by the Math IAB (36% to 53%) <small>*Note: 16/17 IAB in CAASPP, 17/18 in Illuminate</small>	45% of 5th Grade students will meet or exceed standards as measured by the 2017-2018 SBAC Math Assessments In 2018-2019, 65% percent of students grades 3-5 will be proficient in math as measured by the Winter Math IAB.		

		<p>Re-engagement: Teachers are finding that when students have not shown mastery of a particular concept, their re-teaching and remediation is not always helpful in helping the student grasp the concept. As a school, we have historically had an issue with our curricular pacing in math as teacher strive to re-teach concepts to mastery before moving on to the next concept. We will be working on switching from a re-teaching model to a re-engaging model. While re-teaching focuses primarily on underachievers and typically has a lower cognitive load, re-engagement is a structure that engages the whole class and has a higher cognitive load as students are asked to look at tasks from a different perspective, critique approaches and make connections to their prior mathematical understanding. Some re-engagement strategies that we will build capacity around include the following: math talks, math hospital, and the Formative Re-engagement Lessons (FRL) that are included in the SFUSD core math curriculum.</p>	<p>Similar to ELA, IRF and GL teachers will practice 2xmo with CAASPP item bank questions to familiarize students with the CAASPP format, performing/responding to math assessments online. This will also give students and teachers to break down multi-step problems as well as decipher grade level math vocabulary. During GL release days, teachers receive professional development by IRF/Math TSA on strategies that re-engage students in math and corrects misconceptions. This strategies will be implemented whole group as re-engagement focuses on metacognitive development as student analyze other student work in the search for possible mathematical misconceptions. In GLM, teachers will analyze student work and identify areas to re-engage with students and plan activities/lessons to do so. With the support of the Math TSA from the math dept, teachers will switch from a reteaching model to a re-engagement model when they notice student misconceptions. Through re-engagement, students that had misconceptions will have the opportunity to reflect on their own learning while make connections between mathematical ideas.</p>
Fall 2018: Based on our 17-18 SBAC Math data our current 4th and 5th graders are performing differently based on language strand. The following were 4th grade cohorts meeting or exceeding and corresponding language strand: ELD 41%, Spanish Bilingual 64%, Cantonese Bilingual 70%. In 5th grade the scores were: ELD 23%, Spanish Bilingual 21%, Cantonese Bilingual 96%. Trends for the 17-18 cohort demonstrate that with each year less students meet or exceed GLS as measured by SBAC, by strand and year (15-16, 16-17, 17-18): ELD: 52, 29, 29; Spanish Bilingual: 43, 33, 17; Cantonese Bilingual: 82, 83, 56. Overall data shows a decrease of 8% (60%-52%) from 2016-17 to 2017-18 for 3-5 students.	Fall 2018: 45% of 5th Grade students will meet or exceed standards as measured by the 2018-2019 SBAC Math Assessments In 2018-2019, 65% percent of students grades 3-5 will be proficient in math as measured by the Winter Math IAB.	Fall 2018: K-5 teachers will implement a Daily Practice block beyond the district curriculum that is designed to strengthen foundational skills and support mastery of grade level work. 3-5 teachers will co-teach and plan with a Math Acceleration specialist while working with focal groups of students that are not working at GL on grade level work. Students will work collaboratively with technology and problem solving through focused lessons on test taking skills through use of IABs at least 2x a month.	Fall 2018: Similar to previous plan, teachers will practice with CAASPP item bank questions to familiarize students with the CAASPP format and question types. Teachers will also deepen practice with the 3 Read Protocol and Math Talks to increase students' opportunities to talk and explain their thinking, utilizing math vocabulary. Students continue to struggle with understanding word problems and analyzing what operations are needed to solve these.

**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?
Based on the 17/18 W1 Math IAB results, there is a significant gap between our Chinese population (67% proficient) and our Hispanic/Latino population (29% proficient). It should be noted that this gap is not specific to a language strand and affects both the GE and SB strands. Based on the 16-17 SBAC data, the Latino students in the GE attained the lowest levels of proficiency (30%). The CB strand attained 75%, the SB strand 34%	In 2018-2019, 45% of Latino students will be proficient in math as measured by the W2 Math IAB. In 2018-2019, 45% of Latino students in both the GE and SB strands will be proficient in math as measured by the SBAC math assessment.	The on-site Math Acceleration teacher will support these students in building their proficiency in foundational skills (addition, subtraction, multiplication and division) and using these operations to solve real-world problems. The acceleration teacher will also support prioritized GE and SB classrooms by supporting students through a push-in model as they work on grade level content. The Family Liaison will host 2 - 4 events with the Math TSA to build family connections and promote parental support at home with practice. Consider school-wide focus on learning facts (+ - X -/) to fluency, so that students can focus on higher order cognitive tasks and multi-step problem solving

Fall 2018: Based on the 17/18 W1 Math IAB results, there is a significant gap between our Chinese population (67% proficient) and our Hispanic/Latino population (29% proficient). It should be noted that this gap is not specific to a language strand and affects both the GE and SB strands. Based on the 16-17 SBAC data, the Latino students in the GE attained the lowest levels of proficiency (30%). The CB strand attained 75%, the SB strand 34%	In 2018-2019, 45% of Latino students will be proficient in math as measured by the W2 Math IAB. Fall 2018: In 2018-2019, 45% of Latino students in both the GE and SB strands will be proficient in math as measured by the SBAC math assessment.	Fall 2018: The on-site Math Acceleration teacher will support these students on grade level curriculum prioritizing GE and SB classrooms through a push-in model. The Math Acceleration teacher will also work with math challenge groups in order to extend and deepen understanding once students have reached mastery of skills. The Family Liaison will host events with student leaders to build family connections and promote parental support at home with practice. School-wide focus on math daily practice for conceptual understanding, so that students can focus on higher order cognitive tasks and multi-step problem solving that the grade level curriculum demands.
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## 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.)

<b>Analysis of Results Science-All Students</b> In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? <a href="#">WASC Ch.5</a>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>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?</b> <a href="#">WASC Ch.5</a>
Science instruction is primarily through our Education Outside Garden Coordinator, who systematically plans lessons using NGSS standards. In addition, the 3 Pathways in 5th grade integrate during Science block. 5th grade also attends overnight Science Camp at Point Bonita. Plans are to possibly integrate 4th Grade in 18-19. One of our 5th grade teachers piloted the newly adopted science resources, and shares this information with the site. We will continue our long-standing partnership with Mission Science Workshop, offering 3+ workshops per year per class, in addition to ExCEL/Afterschool Program participation.	5th grade Science SBAC assessment in spring 2017 was a pilot, so we are waiting for current results to serve as our baseline. In terms of instruction, our goal is to have weekly hands-on science instruction in 3rd - 5th grade, and 2x month in grades K-2.	We will need curriculum resources, along with additional professional development around NGSS and the shifts in science instruction expected. FOSS kits will need to be re-furbished with updated materials to align with the new instructional practices
FALL 2018: In 18-19 we continue to fund our Education Outside Garden Coordinator, who plans to start a Environment/Sustainability Club with upper grade students. Continue work with Mission Science Workshop. Work with Education Outside to develop sustainability plan, as this CBO has lost funding, and will not be able to support 4 day on-site EO Coordinator in 19-20.	FALL 2018 No data yet re SBAC science. Once data is received, we will review Claims and student performance to set performance goals .	FALL 2018: All classroom teachers attended the District's Amplify Science training in August, 2018. Teachers will teach the one unit received during the course of the current school year. Additional PD will be provided through the 2 Lead Science Teachers (1st and 5th gr) to the staff during Staff PD meetings. As of 18-19, both 4th and 5th grades integrate students from 2 Language Pathways to provide science instruction; this serves to build community across strands as well as provide learning environments that promote interaction, group learning, and academic conversation.

## 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).

<b>Analysis of results (including ELPAC (formerly CELDT), F&amp;P/RI and SBAC) for all ELs (By</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices, strategies &amp; scaffolds will be provided for your ELs to attain mastery?</b>
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<p><b>Typology: Newcomer, Developing, LTELs, recently reclassified)</b></p> <p>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)?</p> <p><b>WASC Ch.2</b></p>		<p><b>WASC Ch.5</b></p>
<p>SBAC data shows that 25% of our ELs met or exceeded ELA standards, and 40% of our ELs met or exceeded Math standards. However, 84% of our Redesignated students met or exceeded ELA standards. This shows us that while our students need continued support to reach levels of proficiency in ELA, once they have successfully been Redesignated, most continue to reach grade level expectations. Based on 2016-2017 CELDT Results, 43% percent of ELs K-5 scored within the early advanced to the advanced range overall. However, the average reading score for students scoring within this range was intermediate (3.4 on a 1-5 scale). Reading scores were the lowest category for all school subgroups (2.6 average school-wide) and speaking scores were the highest (3.7 average school-wide). While speaking and listening strands were consistent between the subgroups, there continues to be an achievement gap between Asian and Latino EL students in the writing and reading strands. Latino EL students are reading on average at an early intermediate level and writing at an intermediate level while Asian EL students are reading at an intermediate level and writing at an early advanced level.</p>	<p>We will target all current 4th graders going into 5th in 18-19, and provide additional support during the day and whenever possible, during ExCEL. OST, outside CBO tutoring. We will continue with an upper grade literacy teacher to provide Tier 2 intervention. We will make significant gains in reading as measured by the 2017-18 ELPAC which will lead to an increase in reclassification. Our Latino population is increase their reading and writing scores to reduce the achievement gap between our Latino and Asian ELs.</p>	<p>Interventions: School-wide, we will focus on increasing student discourse, integrating routines for engagement and scaffolding throughout the day. We will focus on expressive language, primarily during Writers' Workshop, and during Math Talks and explanations of mathematical thinking. We will continue to fund an upper grade LTEL support teacher, and will purchase additional resources for classroom teachers to support instruction in focused academic language study, ie transition from informal to formal language, building vocabulary, close reading of texts with a focus on deconstructing and rebuilding complex syntax. In 18-19, Continue Planning and PD with Multilingual Department staff. PD will be provided at staff meetings, with follow up during weekly Grade Level meetings, and/or during Grade Level Release Days for CATL spiral planning. IRF and LTEL teacher will continue to work with grade level teams to support differentiation of text-based lessons, including unpacking complex texts selected per EL proficiency. The upper grade literacy specialist (LTEL) will provide small group intervention with LLI or other differentiated reading instruction to address the low CELDT reading scores. LTEL teacher will monitor student progress, and refer to SAP team for additional services (Migrant Ed tutoring, After school tutoring through ExCEL, etc)</p>
<p>Fall 2018: SBAC data shows that 10% of our ELs met or exceeded ELA standards. By modality exceeding or being near standard: Reading: 41.9% Writing: 46.8% Listening: 59.7% Speaking: 53.2%. SBAC data for math shows that 27% of our ELs met Math standards. No students exceeded Math standards. 23.4% of students nearly met and 50% of students did not meet grade level standards. However, 87% of our Redesignated students met (31.1%) or exceeded (55.6%) ELA standards. This shows us that while our students need continued support to reach levels of proficiency in ELA, once they have successfully been Redesignated, most continue to reach grade level expectations. Based on 2017-18 ELPAC Results overall: Level 4&amp;3: 65%, Level 2&amp;1: 35%. Current 4th and 5th graders performed by strand (% level 4/3/2/1): ELD: 58%, 43%; SB: 56%, 44%; CB: 40%, 60%. ELD strand had the highest performance overall while the CB strand was the lowest performing overall, though looking when looking at the language modes, the speaking score for the ELD strand was the reason why their overall scores were much higher (with 71 % being scored as well developed while in SB 47% and CB 30%). Modes in order of performance per strand: ELD: speaking,listening, writing, reading; SB: listening, speaking, writing, reading; CB: listening, speaking and writing, reading. When looking only at the well developed category, reading was the lowest in all strands and while writing was the second lowest for the ELD and SB, CB had writing as the strongest well developed category. All students performed better on exam sections based on oral language than written language.</p>	<p>Fall 2018: We will continue with an upper grade literacy teacher to provide Tier 2 intervention. We will make significant gains in reading as measured by the 2018-19 ELPAC which will lead to an increase in reclassification. Our Latino population will increase their writing scores to reduce the achievement gap between our Latino and Asian ELs in the SB and CB strands.</p>	

		Fall 2018: In 18-19, we will begin implementing the new District provided materials (Wonders) for K-5, differentiated by proficiency level. Roll out will occur during the fall 2018 and spring 2019. Staff will review the Webinars provided by MPD to learn components, and will use Grade Level Collaboration time to align instruction and address the specific proficiency level needs of each group/teacher. The current work with the new F & P Word Work also addresses our EL students who need explicit phonics instruction to increase accurate and fluent decoding, and thus increase their reading scores. Interventions: School-wide, we will focus on increasing student discourse, integrating routines for engagement and scaffolding throughout the day. We will focus on expressive language, primarily during Writers' Workshop, and during Math Talks and explanations of mathematical thinking. We will continue to fund an upper grade LTEL support teacher, and will support teachers in understanding and implementing the new district mandated curriculum for ELs. In 18-19, Continue Planning and PD with Multilingual Department staff. PD will be provided at staff meetings, with follow up during weekly Grade Level meetings, and/or during Grade Level Release Days for CATL spiral planning. IRF and LTEL teacher will continue to work with grade level teams to support differentiation of text-based lessons, including unpacking complex texts selected per EL proficiency using strategies such as Close Reading. The upper grade literacy specialist (LTEL) will provide small group intervention with LLI or other differentiated reading instruction to address the low ELPAC reading scores. LTEL teacher will monitor student progress, and refer to SAP team for additional services (Migrant Ed tutoring, After school tutoring through ExCEL, etc.)
Recent RFEP data includes: 76 students in total were reclassified as Fluent English Proficient in Fall 2018 (data not yet entered in Illuminate). This include 9 students in 1st grade, 15 in 2nd grade, 32 in 3rd grade, 9 in 4th grade and 11 in 5th grade. Fall 2018 Initial ELPAC results reflected our incoming Kinder class: 70% are EL, 15% are IFEP, 15% are EO. Of the 41 ELs, 25 are Novice, and 16 are Intermediate; these data were used to form ELD groups.	Our goal for 18-19 for ELPAC is to increase by 10% the number of students scoring Level 3 (eligible to Reclassify).	Our strategy is to monitor students' reading levels closely, as reading is the area where the majority of the students score below a 3. We will share F & P and RI scores with students per trimester, so that they can develop their own reading goals. We will share information on ELPAC with families, explain ELPAC scoring, and indicate where children may need additional support at home. We will recommend books at students' instructional level to further develop vocabulary, reading comprehension, and background knowledge.

## 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?
Reviewing the data on Panorama from Spring 2017 shows many concerns around Climate, in part due to a small number of students with high level support needs. To address that, we hired an Elementary Adviser in 17-18, and are awaiting results of our Spring 2018 surveys from staff, students and families. Based on our Office Referral system, data shows that there continue to be needs for a full time school social worker and an elementary adviser.	We will continue to tap into resources through our School Nurse for lessons, including puberty, healthy habits and hygiene, drug/marijuana awareness lessons. Teachers will continue to deliver mandated Health Lessons. PE Coach will continue to emphasize healthy habits; Elementary Adviser will continue to engage students in active play during recess and lunch to build stamina and increase students' physical fitness	

		In 17-18, we were allocated a .5 Nurse, who has supported students and families. For 18-19, we chose to re-allocate this funding towards a full-time School Social Worker, and increase funding for academic support and intervention. Our School Social Worker serves as our Health Advocate, and brings lessons and resources to the site. In addition, our PE Coach, Elementary Adviser, and Family Liaison support the push for comprehensive health and welfare. We have reached out to CBOs such as SF Dental Clinics (check-up for dental health, free sealants), Vision Van, Hearing Screenings, Support for Families (Abriendo Puertas), FYIT, etc to provide needed services to our youth and families
FALL 2018 Data from Student Surveys on Panorama continue to reflect concerns around Climate, significantly lower than the Staff and Family responses. The lowest scores were in self-efficacy, where many students responded that they may not be successful despite working hard to learn a subject.	FALL 2018: Although we do not have an on-site nurse this year, we will continue to deliver Heath lessons, including information on food allergies to children and families. The PE Coach and new Americorps Mentor for Success will engage students in play during recess.	FALL 2018: Our School Social Worker continues as our Health Advocate. She coordinates support through KidPower (Safe Touch), LGBTQ and puberty presentations for 4th/5th graders. We are actively working to plan for construction in the summer so that the fire safety fence dividing our playground will be removed after fire stairway construction. A small committee is working on providing shade and additional opportunities for play in the divided yard.

## 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?
Moscone students are well rounded in the Arts, including Dance/Performing Arts through our partnerships with Performing Arts Network and/or Marsh Dance Instructor Rebecca Cervantes. In addition, students have Visual Arts class and in 4th/5th grades Instrumental Music with VAPA teachers. FALL 2018: Continue with above as planned. Include Enrichment Activities with CYC: Lion Dance, Embroidery Club, Anime Clubs and with Las Americas OST: Theatre Class, Dance with Ms. Rebecca, etc	Our goal is to offer a breadth of experiences to students through on-site experiences, as well as field trips to museums (Asian Art, DeYoung, Main Library). Music appreciation through AIM concerts and experiences at Davies Symphony Hall. Our ExCEL and Las Americas After School Programs also offer other arts experiences. In 18-19, depending on funding, we will search for new assemblies to come to our site to expose students to new art forms. FALL 2019: Research organizations to bring new arts experiences to students, including singing, drama, multicultural dance.	Funding will be needed to provide additional experiences for the students. We will look for low/no cost opportunities as the major portion of our funding is allocated to support academic achievement. We are also working with our prior dance/performance instructor to modify her schedule and fees and continue to work with our students.

## 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?
Moscone provides the required 200 minutes every 2 weeks, and consistently assesses 5th grade students. In the past, our students have scored higher than the District averages, in all areas except for upper body strength. Our Elementary Adviser this year provides increased sports/movement activities to engage students in active play. FALL 2019: Continue with above plan.		

	Continue to offer high quality experiences for students, and increase after school opportunities, through partnerships with the Boys and Girls Clubs, our Elementary Adviser (Dance Troupe, Fitness Fellows/Golden Eagles). FALL 2019: Our current PE teacher plans to begin Intramural sports with student coaches for teams. Although we no longer have our Elementary Adviser, we are building capacity with our Americorps Mentor for Success, building relationships with students during recesses.	Maintain funding for our .6 PE coach. We will need additional funding to extend our Elementary Adviser's hours into the After School Program. Additionally, we are awaiting the District Architects' plans for a secondary stairwell in our Las Americas building; upon completion of this, the fence dividing our play yard can be withdrawn, and students will again have access to a large play space. This is so necessary, given the lack of large open space in our neighborhood. FALL 2019: Continue to communicate with District and outside Architects (Gioia/Yanko and 450 Architects) to assure completion of fire stairwell in summer 2019. Support our Playground Improvement committee (researching shade/canopy, bench/table, play structure, etc).
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## 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. <a href="#">WASC Ch.2</a>	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? <a href="#">WASC Ch.5</a>
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## COLLEGE AND CAREER READINESS

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

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

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

Narrative describing college going culture (using indicators suggested above) <a href="#">WASC Ch.2</a>	What are your targets/ goals?	What shifts will be required to achieve these goals? <a href="#">WASC Ch.5</a>
Moscone School offers both a Spanish and a Cantonese Biliteracy Pathway, that prepares our students to be culturally and academically prepared for the 21st century. FALL 2019: Continue to build our dual Biliteracy Pathway programs, highlighting importance of linguistic and cultural competencies in college and career paths.	Students with the abilities and dispositions to respect, appreciate, and be able to function in more than one language, and in a variety of cultures. Our goal is to continue to improve our Pathway programs, ensuring that students are successful in Middle and High School Pathways and beyond. FALL 2019: Increase the % of students who continue in Biliteracy Pathway programs in middle school.	We will continue to deepen our practice in delivering Biliteracy instruction in language arts and social sciences. We will need to locate and purchase additional resources, especially student-friendly texts in Chinese (traditional) and Spanish. FALL 2019: Work in partnership with our feeder Middle School (Hoover) to begin building relationships with our Biliteracy Strands; visit the Biliteracy Pathway 6th grade classrooms to learn more about curriculum, bridging from Elementary to Middle School, etc.

## Elementary Schools

**What is your plan for promoting college and career readiness?**

**For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?**

We will increase Kindergarten readiness through our daily interactions with the Las Americas PK programs, with their PK Dual Language Learner programs in Cantonese and Spanish. We actively recruit students from the PK program to come into our K-5 elementary program. The Principal meets monthly with the PK team for Professional Development with Dr. Meier from San Francisco State University, discussing early childhood development and programming. The Principal also meets with the 2 Dual Language Learner Program coaches, who support the PK teams in delivery of instruction, and with the Mental Health Consultant for Social-Emotional supports for students and families. Incoming Kinders also attend a spring event, where teachers map out ways families can support student readiness, and all contact information is shared to begin building relationships before students begin their Kinder year. For K-5 families, our Parent Liaison invites local CBOs (e.g. Mission Graduates) to present workshops to parents on A-G requirements. Our staff and Parent Liaison support families to link to CBOs to support students: AIM High, Seven Teepees, Mission Girls. Finally, we actively engage parents to participate in the Kinder to College savings program through scholarship funds offered by the Program. FALL 2019: Continue to build continuity between the PK and Elementary School programs. Invite the PK teachers to visit the Kinder classrooms to observe their former students and Kinder grade level expectations. Principal joins the PK during their "Welcome to School" parent orientation in the fall for both classes; principal reviews data from ASQ, DRDP, QRIS, PALS with PK staff. Family Liaison provides workshops for Kinder Enrollment process in the fall. Our most recent shows that of students who graduated high school in 2010 (now college bound); 90+% are enrolled in post-secondary education.

## 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?**

Moscone has created a structure with 2 staff meetings per month; one fully dedicated to PD, and the second PD meeting including teacher sharing of best practice: video, feedback, student work samples, etc to build and validate site capacity. The ILT meets monthly to review student achievement data, and serves as a forum to share instructional issues throughout the grades. PD is in response to needs surfaced through these discussions, either based on data, or on teacher input. Grade Levels Meet 2 times per year to focus on curriculum refinements and reviewing recent assessment data (F & P or RI). Focal areas to be agreed upon at the Spring 2018 ILT retreat: K-2 word work; 3 - 5 close reading of grade level text, revamping Writers Workshop lesson plans to provide increased time, opportunities and instruction for writing. Math focal area will mirror our Problem of Practice with re-engaging rather than re-teaching as a construct for maintaining rigor and increasing students’ grappling with concepts. ILT Retreat scheduled in May will determine new focal areas (including NGSS), or choose to deepen practice around current areas. Grade Level Teams meet 4 times per month; during specific weeks, Teams will focus on ROCI/examining student work, Review/Implementation of PD from prior Staff Meeting, Planning/Scheduling instruction, or Calibrating/Scoring/Reviewing Assessments (math tasks, F & P data, etc). FALL 2019: Moscone will continue calendar structure: 2 Staff/PD meetings and 3-4 GLC meetings per month. ILT and August PD focused on protocols/structures for facilitating work, including protocol for examining student work, and another protocol for facilitating instructional planning meetings. The IRF, Reading Specialist and Principal rotate facilitation with GLCs to support GL leaders to lead meetings. Grade Level full day release PD will start in October to plan for Spiral 2, review Math Milestones and plan for upcoming math instruction. ILT Retreat in Spring 2018 delineated Problem of Practice and generated Key Questions (prompts for observation) with follow up during SY 18-19.

<b>School-Wide Action Step(s)</b>	<b>How will you resource this?</b> (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
ILT annual retreat in May 2018 to reflect on year's growth, determine goals and create a PD plan for 18-19. Continue to deepen practice around Classroom Visits, initiated through CORE work with partner site in 16-17, and continued with ILT in 17-18. Visits will deepen our understanding of the process of working with a Problem of Practice that is generalized throughout our instructional core. Continue work on SEL, especially monitoring Safety concerns (indicated by parent and students in 2017). Toward inclusion, continue PD offerings to staff, including Trauma-Informed Practice, supporting students/families with ADHD, deepening our PBIS work. Climate Committee worked on our Behavior Matrix, which will continue to be developed and honed. In 2018, the focus will be on supporting students through Tier 1 interventions in all classrooms, and on creating a bank of meaningful, logical consequences. This work will be on-going, with communication to all stakeholders (families, staff, students). Biliteracy Strand Meetings: Cantonese Biliteracy teachers meet with MPD support TSA. Spanish Biliteracy teachers will determine focal areas, and support the planned 2 new staff members in the strand. Spanish Biliteracy Team will meet with SB literacy specialist and principal to refine schedules and articulate curriculum especially in grades 3 - 5. Induction 3 mentors will continue to support new teachers in planning and implementation of CCSS lessons through individualized coaching. Build staff capacity with new Google tools; IRF/Technology Lead Teacher will present PD to staff.	Prop A funds for Tech PD, Biliteracy strand meetings. Site Funded Sub days in 18-19 budget through TIIG funds. Extended hours allocated in above Prop A for teacher planning time through Concentration Grant
Fall 2018: Continue with above and Deepen Problem of Practice work with ILT: How can we encourage and scaffold student thinking to increase rigor, and support students in achieving higher levels of work? Key Questions included: What examples of rigor? Examples of scaffolds? Examples of student responses. Is the task GRADE level or INSTRUCTIONAL level? Biliteracy Strand: received new Santillana grade level anthologies for Spanish Language Arts (consistency through grade levels, including grammar, vocabulary, writing prompts). SEL/Behavior Support: new Committee created for 18-19: PBIS/Behavior Support focus on Tiers 2 and 3. New Events/Climate committee will do Tier 1 events and support.	Fall 2018 ILT: Substitute days for teachers to do Classroom Visits on site and at other sites through TIIG funds in budget. Biliteracy Strand: anthologies purchased through Title 1 funds; SB strand teachers work with IRF and Reading RtIF using Prop A hours. SEL: School Social Worker will present workshops in the spring around Trauma Informed Practices, student self-regulation, etc.

## **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
<b>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.)</b>	<p>FALL 2018: Moscone offers a full-inclusion special education program. On the 17-18 SBAC data, SpEd students continued to perform least well 6.7% prof in LA and 10% in Math. Suspensions in 17-18 reverted to 0%. 18-19 Demographics for SpEd continues to increase, now at +/- 17.5%. This does not include numerous students with documented Intervention services, and 3 or more SSTs, currently awaiting assessment.</p> <p>----- 16-17 SBAC data, SpEd students performed least well; 16% were proficient or above in LA, and 8% in math. Analysis of 17-18 data will indicate a marked decrease in suspensions (in 16-17, one student had multiple suspensions). 17-18: Moscone's demographics for SpEd has changed over time, from 9.7% in 14-15, to 12.4% in 15-16, to 14.8% in 16-17. This is above the District average of 11.4% in 16-17.</p>	<p>Fall 2018: Continue to impress on parents importance of daily attendance of SpEd students. 17-18 data shows 98/1% attendance. Increase consistency of mental health services to SpEd students, including DIS services, other CBO therapy services.</p> <p>----- Increase the daily attendance of our SpEd students, to maximize educational benefit. Increase the proficiency rates for students in both language arts and math. Our 16-17 end of year data showed SpEd students at 98.1% attendance. Decrease suspensions to our baseline {0}, by implementing programs and procedures to maintain safety and a learning environment</p>	<p>Fall 2018: RSP staff (teachers and paras) to continue with Master Intervention schedule, using LLI resources for consistency. Academic RtI staff (LTEL, IRF and Reading RtIF) to support SpEd staff to conduct F &amp; P evaluations once per Trimester to have accurate, calibrated data on student progress in reading. Upper grade Math Acceleration teacher providing IN-CLASS support for grade level curriculum (in contrast to last year's focus on remediation) .5 RSP using Slingerland (structured language for students with dyslexic concerns) and Lindamood Bell kinesthetic (LIPPS) instruction. SLP and Reading RTif teachers co-teaching to learn instructional practices</p> <p>-- 17-18: RSP staff have been trained on LLI (F &amp; P) to support ELA progress. RSP staff working with the new Math Acceleration Teacher to support Math progress. RSP teachers using on-site Tracking System to monitor daily interventions and services provided. RSPs will continue to progress monitor students with IEPs, and conduct parent-teacher conferences with both classroom and RSP teachers providing information. RSP teachers will review grade level planning calendars and lesson plans to support students during pull-out instruction. RSP teachers will provide suggestions for differentiation and/or modifications to assignments for students to classroom teachers to best meet grade level standards.</p>
<b>Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)</b>	<p>Fall 2018: Continue below work Through our School Social Worker, we offer supports to FYIT (tutoring, support to locate housing) and LGBTQ information and support. Our Family Liaison offers monthly workshops through various CBOs, to provide information about undocumented youth and/or families, families needing housing resources, parenting/positive discipline information, etc</p>	<p>Fall 2018: Additional Cantonese speaking therapist on site 1 day/week through CYC (ExCEL provider) as support for Cantonese speaking families. Our goal is to have information readily available to all families through a centralized information system in 3 languages (English, Spanish, Cantonese). In addition, our School Social Worker supports interns, who in turn provide services to identified students.</p>	<p>Continue to collect information and resources through our Family Liaison, and include this information on the upcoming Moscone Google Website. Continue to outreach to families through workshops and Coffee Chat, Parent Club meetings.</p>
<b>Student Engagement/Attendance</b>			

	<p>Fall 2018: Based on our 17-18 data, our lowest performing racial/ethnic group (Hispanic) had the highest number of chronic absences: 24 of 219 students were chronically absent. Based on our 16-17 data, our lowest performing racial/ethnic group (Hispanic) had the highest % of chronic absences at 7.4%. Further data from 17-18 mid-year shows that the % of chronic absences dropped to 6.9%, but continues to be higher than the school overall (4.6%). This year, we attempted to establish a recognition certificate for students who improved their attendance. However, it appears that attendance is more linked at this age to parental support, so this was changed to increased outreach to families.</p>	<p>Fall 2018: Continue to strive for 5% or less for all subgroups. Continue to monitor the rates of absenteeism in Kinder, as the patterns established in this first grade tend to continue over time, unless actively monitored and intervened upon.</p>	<p>Fall 2018: Families are consistently contacted by the District for 3+ unexcused absences; families are beginning to call in to verify absences. Continue to work with CWART, Family Liaison, and secretary to increase awareness around importance of daily attendance. ----- Continue to build capacity with teachers to make attendance related phone calls targeting at risk students. Identify the specific Kinder students who are chronically absent; SSW, Elementary Adviser, Nurse or Parent Liaison will reach out to these families. Determine if there are transportation or health issues underlying these absences and seek to ameliorate. The SAP/Care Team will review attendance data on a monthly basis. Students will be identified in a timely fashion by reviewing data in BASIS. We will monitor attendance once truancy letters are sent, so that SART Contracts, and SARB Process are generated as needed. We will explore attendance incentives or recognitions, including "We are all here" classroom rewards for 10 days of 100% attendance. For 17-18, clearly delineate responsibilities for the team positions: Elementary Adviser to increase proactive strategies and monitoring of regular, on-time attendance Continue our Publishing Fair/Family Literacy Night to increase family engagement.</p>
School Culture/Climate	<p>Fall 2018: Review of the 17-18 Office Referral/Time out of Class data showed that 2 - 3 students (SpEd, with DIS or FBA in process) comprised 50%+ of the office referrals; the great majority of students had no more than 1 - 2 office referrals. Review of the Spring 2018 Panorama SEL data showed that students felt most strongly that students did not treat others respectfully. ----- This year, we continued to refine our documentation and tracking system for referrals to the office, entering information into a site-based Google doc. Again, our finding was that approximately 6 students encompassed the bulk of referrals, while numerous students had only 1 referral throughout the year. These students are already monitored through SAP/SST and behavior charts, 504 plans, or IEP behavior goals.</p>	<p>Fall 2018: Based on our Culture and Climate Data, our goal is to increase by 10% in two areas: Sense of Belonging (School Connectedness) and Safety. These were our two weakest areas in the Culture/Climate Survey. Fall 2018: Our goal is increase student engagement and well-being through stable, supportive adult relationships. We will partner 14 students with adult mentors who will meet with mentee 1xweek and participate in 1xmonth celebration. Our next goal is to systematize our referral system so that SpEd students' needs are case managed through their RSP teacher and Behavior Support Team. Panorama 4th/5th student survey goal to increase by 15% the positive response to students treating others respectfully ----- Our target is to continue to reduce the disciplinary referrals and increase schoolwide emphasis on socio-emotional skills and conflict resolution strategies as Tier 1 intervention. For the students needing Tier 2 to 3 interventions and supports, reach out for additional resources (Child Crisis, Seneca, MDAC, Pupil Services PBIS TSA, Cohort 6 BCBA, etc)</p>	<p>Fall 2018: Our strategy is to increase student and family participation in events at school, and created an Events Committee. This committee will plan our fall events: Halloween/Fall Festival/Day of the Dead; our January Family Math event, and Read-a-Thon in the Spring. They will also pair Classrooms to be Big Brothers &amp; Sisters (upper grades with Kinder a... 1st grade students). For Safety, we created a PBIS/Behavior Support Team, tasked with building Tier 2 and Tier 3 interventions. These include Check in Check Out, Mentors for Success, and increased implementation of Behavior Support Plans with additional adults to provide facilitation for Restorative Conversations and Circles. Fall 2018: This year, we have an Americorps volunteer working with students in the yard, and have a Mentor for Success Program with adult-student matches. This year, we continue to build our Behavior Support Team, hiring a .3 FTE teacher and .75 para. Our Elementary Adviser left the site in April 2018, and is not replaced this year. We opted instead to seek out a credentialed teacher to do Pre-referral intervention. Changes in personnel lead to changes in this plan (see above). We have reached out to JoLynn Washington and our TSA Greg for support with Tier 2 &amp; 3 interventions. We will meet with the Sanchez Pre-referral intervention teacher, now in year 2, for recommendations for our site. Need</p>

		<p>to build student leadership opportunities (Student Council, Conflict Managers, Big Buddies) to increase student participation and skill training.</p> <p>Moscone will continue to deepen implementation of our Behavioral RtI plan. ILT Retreat (Spring 2018) to focus on school climate and the revised Moscone Behavior Matrix. Safety, per the last student and staff survey, remains a concern. Depending on ILT feedback and plans, develop focus for August PD days. This may include work on communication systems within the site, a bank of consequences for students to support behavior change, increased monitoring of SAP/504/BIP plans for fidelity. SAP team will monitor data at weekly meetings. Monthly staff PD will include follow up on August information. Walkthroughs by ILT The SSW has built a partnership with Mission Family Health Center to provide 1-1 counseling, and mentored a Social Work intern, to increase services to students. SSW continues to highlight positive with Eztl the Eagle feathers for "Caught doing good", with Friday intake celebrations. The feathers are aligned to, and reinforce, the school-wide expectations. We continue to integrate 2nd Step curriculum with our monthly Student of the Month celebrations. Kinders began piloting Kimochis (social-emotional skills) program. At beginning of year and after winter break, review PBIS instruction for teachers and playground staff. RSPs have completed FBAs and BIPs for specific students. We will continue to refine our 4th &amp; 5th grade Integration Periods, focusing on a curricular area, and also on building community over the different Pathways. This plan worked well in 17-18, reducing cross-pathway student conflicts, and supporting students towards new friendships and communication in preparation for Middle School, while changing up the social dynamics. In this 2nd year of the Elementary Advisor position, build leadership opportunities to students (student council, conflict monitors, buddy tutors, etc). In 17-18, this person was called on to do Tier 3 crisis intervention with 2 students who needed a very high level of time, effort and energy. In the coming year, our plan is re-focus this position on student engagement, including lunch time inclusive games, conflict manager training for playground social-emotional support, affinity or skill-building groups etc.</p>
<b>Social Culture/Climate</b>	Fall 2018: continue per below, including new Fall Harvest celebration. We will continue to provide activities to include the Moscone Community, including: Day of the Dead Celebration, Parade of Nations, Talent Show and Lunar New Year Celebrations	Fall 2018: Funds and job descriptions for the upcoming year will include planning, community engagement and facilitation /execution of these activities (for Family Liaison, Behavior support para and teacher, newly formed Events/Climate Committee) and recruiting families, ExCEL participation

		<p>Fall 2018: Student Targets: Goal is to increase student knowledge of social skills, through school-wide SEL instruction (2nd Step on weekly basis). Also, the School Social Worker is partnering with KidPower to provide assemblies for students around bully prevention and personal safety. K-5 Teachers will provide instruction around safety and sexual harassment awareness with developmentally appropriate lessons from School Health Programs to increase students' self-advocacy skills. Goal is to provide one major activity or event per Trimester to celebrate our cultures. In 18-19, expand our celebration of African-American history and Latino culture, Women's Month</p>	
<b>Wellness Policy</b>	<p>Fall 2018: continue per below We will continue to deepen our wellness policy, especially around healthy nutrition. This will include Noontime Monitor training around talking with students about healthy food choices during lunch and with snacks brought from home. We will also continue to educate families around non-candy/treat contributions to school events (e.g. our no candy policy for Halloween, celebrations, etc)</p>	<p>Fall 2018: continue per below Our goal is to increase family awareness around healthy eating habits and instill these routines in our students. If we continue working with Education Outside (Garden/Nutrition/ Science learning), continue to plant and harvest edibles in garden area to increase awareness of food to table, delicious greens, organic produce) Our goal is to continue communicating the benefits of healthy foods and drinks by promoting healthy foods to serve at school events. Teachers will deliver classroom lessons on nutrition, and healthy habits such as nutritious food choices, exercise, and 10 hrs sleep for children daily.</p>	<p>Fall 2018: continue per below We have funded Year 3 of Education Outside, but will need to reconsider for 19-20 year when EO loses their funding. We will also need to message the street vendors to refrain from selling non-approved food in front of the school gates immediately after dismissal.</p>

## 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 <a href="#">SFUSD Standards</a> to work on.	Choose at least one of the following focal populations
<input type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input checked="" type="checkbox"/> Connecting families to community resources	<input type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:

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

FALL 2018: Our Family Survey data from Spring 2018 indicates parents satisfaction within the 90% range in all areas. We will continue to improve our outreach to families and to additional Community organizations this year including: Red Cross/Emergency Response Preparedness, Support for Families for Triple P and Abriendo Puertas parenting support, Park and Rec for enrichment activities for the whole family. We will also outreach to neighborhood Pre-Kinder and childcare centers to build support for our General English strand (currently enrollment in the K-GE class is low) so the Kinder teacher, Family Liaison and principal will identify and arrange visits with these organizations. CURRENT: We will use our Strand Meeting protocol to discuss and gather additional ideas to partner with families. As many of our Strand teachers in the Spanish Biliteracy and Cantonese Biliteracy pathways are from these cultures, they are a wealth of ideas as how to authentically engage parents. We can also tap into the expertise of our ExCEL partners, Community Youth Center, based in Chinatown, for ways to outreach to our Cantonese families, especially as many participate in their after school program. Likewise, for our Latino families, many participate in the Las Americas OST program, and the teachers there interface often with parents, and can offer suggestions. We will be electing a new School Site Council in Fall of 2018, where we hope to get a group of parents interested in working with the SSC to monitor our site plan and give input. In addition, our Family Liaison hosts monthly Principal Chats to share information and concerns with the parents, and this has been instrumental in opening channels of communication. Our Climate Committee will also look at the Family Survey data when available in late spring/early summer to see what feedback parents share with us. Continue to outreach to parents through our weekly trilingual newsletter, auto-dialer system, announcements at Monday intake. Continue high interest events with high participation, such as dance performances in the evenings, our annual Publishing Fair, family welcome picnic in September. Continue cultural/heritage celebrations: Parade of Nations, Day of the Dead events, Read Across America, music concerts. Plan other family events such as Math or Science Fair, Garden Show. Partner with our ExCEL CBO during celebrations to interface with parents at late afternoon events. Continue to work with the Family Liaison to provide workshops in the evenings for working families, including supper and childcare, so families can spend quality time at school. Also continue well attended workshops offered by the Family Liaison through various CBOs addressing immigration rights, safety/emergency plans, family reunification, changes in government policy with the current administration.

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

We will measure impact through participation at events: Monthly Parent Club meetings, monthly Principal Coffee Chats, SSC attendance, etc.

## 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 checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
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### List 1-3 current or potential community partner(s) who are address these needs.

Expanded Learning/After-School through our ExCEL CBO: Community Youth Center, including support funding through DCYF to bring enrichment activities to students (Lion Dance, Girls On the Run, Mission Science Workshop field trips, etc). Starting Fall, 2018, CYC is offering 2 mental health therapist/intern (including a Cantonese/Mandarin speaking therapist) to work with students on social-emotional growth. Academic Support through Migrant Ed, SF Volunteers, and through outreach to high school/community college organizations to read with students to improve literacy engagement and motivation. Physical Activity/Recreation with the Boys and Girls Club (Mission Clubhouse) and the Mission Park and Rec to increase the number of students participating in afterschool, weekend and summer programming to support physical activity, sports leadership and community building.

### What are your specific goals or objectives for these partnership?

Expanded Learning (CYC): enrichment activities and project-based learning Academic Support (Migrant Ed, SF Volunteers, Experience Corps): increased literacy engagement Physical Activity/Recreation (Boys and Girls Club, SF Parks and Rec Mission Park): increased physical fitness, leadership opportunities, community building

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

Monthly meetings will continue with our ExCEL CBO and with the Youth Director at the Boys and Girls Club. Check ins with the SF Park and Rec director, and monthly drop-in visits during Parent Club meetings to help families sign up for classes, sports teams, etc. Continued partnership with SF Ed Fund volunteers to bring in additional adults to work with students.

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

We will monitor data for youth participating at CYC Enrichment events and activities, as well as in the Boys and Girls Club offerings. Data will indicate that students feel that there are many opportunities for enrichment activities, caring adults who support them, and will report feeling safe and invested in the Moscone community.

## SECTION IV: School Budget & Resource Priorities

### Weighted Student Resources in WSF and Other LCFF-Funded Allocations

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

#### Special Education Weighted Student Formula (WSF-SpEd)

**Allocation = \$2,950**

Funds will be used to support Special Education students, including: resources for teaching emerging literacy (e.g. Slingerland and/or Lindamood Bell resources, additional Leveled Literacy Intervention reading resources, etc), speech-language instructional materials, software to support visual learning

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

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

#### Supplemental Concentration Grant-English Learner (SCG-EL) 07091

**Allocation = \$105,501**

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

Funds will be used for .5 IRF {\$51,977} (new to site in 18-19) and .5 Long Term English Learner Acceleration Teacher {\$51,977} (new to site in 18-19). The IRF will support all grades with implementation of CATL, specifically on emergent literacy and word work (phonemic awareness and phonics). The Long Term English Learner Acceleration Teacher will work primarily with upper grade LTELs, supporting their progress toward Reclassification, focusing on reading comprehension, and academic vocabulary and discourse. {\$1,549 for supplies for EL language development}

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 = \$55,000**

*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?*

Funds will be allocated to Extended Hours for staff to provide additional tutoring in small groups after school, so students remain in class during the day, and are given additional support in the afternoon. Other funds will support our enrichment programs and consultants, including Education Outside and Mission Science Workshop (focus on NGSS and science learning) to enhance our Amplify roll-out in Fall 2018.

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

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

#### Targeted Instruction Improvement Grant (TIIIG) 07940

**Allocation = \$72,800**

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

Funds for Ed Tech paraprofessional (\$43,000) to support technology integration and building digital literacy for students. Additional funds for substitute days {\$26,240} for 1-1 assessments to monitor student progress, and for grade level team planning for CATL, math instruction, reviewing newly adopted science materials for NGSS. Funds for extended hours {5,000} for after school staff development for implementation of Word Work materials. {\$4,000 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*)

## 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 = \$119,810** (31500)

*How do you plan to use these funds?*

Funds for 1.0 FTE Literacy Specialist teacher, providing small group instruction in English and Spanish with primary grade students (focus on 1st, also supporting Kinder and 2nd) to support struggling readers. Additional funds for literacy resources, including Spanish and Cantonese primary language resources.

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

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

**1% Title I Parent Set Aside = \$1,198**

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

Monies set aside to continue work of Family Liaison in building parent involvement through numerous workshops, including ELPAC/Reclassification, Math Family (Saturday) event, Read-A-Thon. the focal group continues to be under-performing Latino students to support this group with additional information and resources for academic support, health-wellness concerns, affordable housing, etc.

**Date** your school's **Parent Involvement Policy** was reviewed by your School Site Council: 9/25/2018

**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) = \$37,000**

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

Funds from Moscone Garage, carried over for the '19 year to be allocated to instructional supplies, including building classroom libraries with mentor texts to increase student engagement in writing; funding school-wide literacy through RAZ Kid and Newsela subscriptions.

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

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

## CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
	1.0		.5
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
.5			
Other:	Other:	Other:	Other:
Multilingual Path 1.5	VAPA + Instr Music .4 + .2	Library .6	PE .6

**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.**

Social Worker and Family Liaison will work to assure Social-emotional well-being of Moscone community, and promote parent participation in workshops and on-line resources. IRF (.5) will support teachers with CATL spiral planning and coach teachers. MPD (1.5) teachers will ensure Biliteracy Pathway in Spanish and Cantonese in upper grade by providing grade level biliteracy instruction. Others: PE, VAPA, Library, Instrumental Music will support whole-child education and well-rounded instructional program.

## SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input checked="" type="checkbox"/> Other ( <i>list</i> ) <b>Parent Club &amp; Family/Community</b>
<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 <b>March 23, 2018</b> .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: <b>9/25/2018</b>
<input checked="" type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: <b>9/25/2018</b>

## 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
Valerie Hoshino	Principal	
Reyna Vite	Parent Liaison	
Jenny Chu	Teacher	
Julie Goot	Teacher	
Tracy Truong	Teacher	
Pansy Quan	Parent	
Wenis Chen	Parent	
Miriam Soto	Parent	
Aurelia Hernandez	Parent	
Perla Godinez	Parent	