



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

<b>School</b>	<b>Muir, John Elementary School</b>
<b>Principal</b>	Shawn Mansager

### SCHOOL VISION & CONTEXT

Located in the Western Addition/Lower Haight overlooking San Francisco, is the amazing John Muir Elementary. We have served multigenerational families since the building was erected in 1920, and we are looking forward to the next generation of scholars to enter our doorways. John Muir opens its arms to all families! The mission of John Muir Elementary is to create a safe learning environment where our scholars are empowered to excel academically and socially in order to be well prepared for career and college pathways, as well as, local and global citizenship. We want our students to be excited to come to school and engage daily in rich, rigorous and relevant learning experiences. We pride ourselves on creating a balanced education for our scholars. We encourage all students to make and sustain constructive personal choices, set academic goals, keep a growth mindset and do their best work. Every day at John Muir, we support culturally diverse, relevant learning experiences. We strive to provide all students at Muir with an equal opportunity to succeed and achieve at their maximum potential. We provide Spanish bilingual education for our English Language Learners and Academic English Language Development for our native speakers. To us, it's important that students have a safe, kind and responsible learning environment where they can take risks and construct their own learning. Due to soaring rents, the Bay Area has become a very difficult place for our families and teachers to live. Systemic racism within public school systems, housing and employment over the generations has had a direct affect on our children and families. Despite these hurdles, our scholars and families are hard working and resilient. Our attendance has improved over the last two years, and we still have some scholars who are either excessively absent or tardy. We have made some significant raises in our Smarter Balanced Test Scores; especially in the area of math (Our Latino and African American scholars outperformed the district average). We still have a lot of work to do to truly close the opportunity gap for our young scholars, and we are committed. Some of our key strategies for improving the academic and social success for our scholars are: \* Continued work with staff in being culturally responsive in their teaching and growing an equity mindset. We are currently exploring the book "Culturally Responsive Teaching and the Brain" by local educator and activist Zaretta Hammond. \* We utilize the Japanese inspired professional development learning mode, Lesson Study, to improve our teaching practice. With this model teachers plan lessons together, watch each other teach and provide feedback to improve the lesson. We are currently are partnering with Hillcrest and SF Community in order to collaborate and learn from each other. \* Further strengthen our CARE Team in focusing on our children and families who need more services and supports beyond Tier 1. We currently meet for an hour and a half weekly and have a robust team including: Social Worker, Principal, Nurse, School Psychologist, Speech Teacher, Special Education Resource Teachers, Family Liaison, After School Program Teachers, Attendance Liaison and outside support services. \* Encouraging family leadership and through workshops and volunteer opportunities. We encourage and welcome our families to be advocates for their children's educations. \* Full implementation of Positive Behavior Interventions and Supports (PBIS), PAX (Good Behavior Game), Response to Intervention (RtI), and our socioemotional curriculum (Second Step) \* Continue to incorporate STEAM (Science, Technology, Engineering, Arts and Mathematics) opportunities throughout the learning day We believe at Muir that it "Takes a Village" to raise a child, so we have partnered with these community members to make this a reality: Playworks, Community Grows, Mission Science Center, Chrissy Field Center, Handful Players, San Francisco Ballet, San Francisco Symphony, YMCA Urban Services, Kindergarten to College, SF-Marin Food Bank, The Zen Center, First Baptist Church, Haight Street Art Center, International Cafe, Experience Corp and Pause Wine Bar. Our motto is Teamwork makes the Dream Work. Come join our team!

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

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

## SECTION I: Overview and Key Components

### Overview

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

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

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

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

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

### Key Requirements

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

#### These requirements include:

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

## SECTION II: School Data Profile

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

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

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/aao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
<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):

In order to ensure access and equity, our focal groups will be African American, Latino and English Language Learner students. Demographics: African American 35%, Latino 65%, English Language Learners 35%. Since these subgroups are the majority of our students, see below for specific goals and shifts.

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
On the 2016-17 SBAC ELA, 22.8% of all Muir students (3rd, 4th, and 5th grades) performed at meeting or exceeding standards. This was a 1% increase from the 2015-16 SBAC. Our African American students increased SBAC scores from 2015-16 to 2016-17 by 11.5% (12.8% to 24.3%) Alarminglly, our Latino students decreased SBAC scores from 2015-16 to 2016-17 by 6.2% (12.8% to 24.3%). We also found a decreasing pattern for our English Language Learners from 2015/16 to 2016/18 (18.4% to 13.3%)--a 6.2% drop. On the Fountas & Pinnell reading assessment for Window 2 of 2017-18, our students increased 15% points (49% % to 63%) Window 1. Our Reading Inventory increased from (12% to 16%) between Window 1 and Window 2.	. We also expect to see 1.5 years of growth in reading as measured by running records for all students. We expect to see a 10-15 % increase in SBAC scores.	We must MAINTAIN, DEEPEN and NAME the practices that are raising the achievement of our students including: Here is a comprehensive list of areas that we will continue to do with fidelity and refinement: Core Curriculum: Teachers will continue to use the SFUSD ELA PK-12 Core Curriculum's Scope and Sequence with embedded Common Core State Standards (CCSS) (spirals) to guide instruction. Teachers in Biliteracy and Dual Language Immersion Pathways use the SFUSD ELA PK-12 Core Curriculum's Scope and Sequence with amplification of target language. Curriculum maps, unit plans and lesson plans will continue to be revised for each spiral at each grade level dependent on the analysis of student work and mastery of lesson. Teachers will amplify and differentiate instruction for English Language Learners and student's with IEP's within the core that supports literacy and/or English language development by attending to the CA ELD Standards and	

		<p>differentiated instruction.</p> <p>Instruction: Teachers will embed CCSS shifts in alignment with the intended instructional purpose into the collaboratively generated curriculum maps, unit plans, and lesson plans:</p> <ul style="list-style-type: none"> <li>• Identify, gather, analyze and evaluate evidence through thorough reading of complex text(s)</li> <li>• Close reading of complex texts to build knowledge through literary texts and content-rich nonfiction</li> <li>• Engage in high level academic discussion and conversations about evidence from text</li> <li>• Present elaborative and evaluative techniques in writing using evidence from text (Narrative, Informative/Explanatory, Opinion)</li> </ul> <p>Teachers will implement SFUSD's Comprehensive Approach to Literacy.</p> <ul style="list-style-type: none"> <li>• Interactive Read-Aloud, Shared Reading, Guided Reading, Independent Reading, Reading Conference</li> <li>• Interactive Writing, Shared Writing, Independent Writing, Writing Conference, Guided Writing, Word Study using Words Their Way Assessments:</li> </ul> <p>Teachers will use Fountas &amp; Pinnell Benchmark Assessment System as the universal screening assessment for K-3. SRI is the reading assessment for grades 4 and 5, but students that are reading below grade level will be additionally assessed with Fountas &amp; Pinnell in order to determine guided reading focus areas. Teachers will make continuous use of formative assessments to inform instruction and identify needed differentiation. 3rd grade students will continue to participate in the district-wide Integrated Writing Assessment (IWA). Teachers will reflect on their practice using SFUSD's CCSS ELA Informal Evidence Collection Tool to inform CCSS implementation progress. Teachers will participate in grade level meetings with a focus on examining student work that demonstrates evidence of the CCSS shifts. The principal will continue to visit classrooms to reinforce strengths and areas of growth. The Instructional Leadership Team will meet bi-monthly in order to plan professional development</p>	<p>At John Muir we are working on keeping equity at the center of our work and avoiding discourse and mindsets that promote blame and maintain the status quo for our scholars. Instead, we will use discourse and mindsets that look for root causes of inequity, examine institutional and personal biases and create significant outcomes for our Black and Brown students. We will continue to work on being culturally and linguistically responsive by affirming, validating and building rapport and trust with scholars and their families. Ultimately, it is our goal to support our scholars in becoming independent, not dependent, learners. Encouraging productive talk through the day will help build academic agency and identity. We must move from a "passive-receptive" style (teachers talk-students listen) to a style that encourages our scholars to expand and clarify thinking by providing evidence and rationale. We must move beyond routines that promote interaction without depth (i.e. turn and talks) and replace the more meaningful protocols that promote deeper thinking, such as: Chalk Talks: Using markers and a large sheet of paper, while students silently write responses to a central question related to a unit. World Café (<a href="http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/">http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/</a>): students rotate through tables and discuss essential questions and record conversations. We will also reconsider how we approach mini-lessons by adopting Zaretta Hammond's I.C.C.R (Ignite, Chunk Chew and Review) strategy for learning.</p> <ol style="list-style-type: none"> <li>1. Ignite the brain's attention by building curiosity, not compliance. How do we make the topic interesting for the students. What is this?</li> <li>2. Chunk and Chew (<a href="https://www.youtube.com/watch?v=55ey81AAeS4">https://www.youtube.com/watch?v=55ey81AAeS4</a>) Once brain is engaged, then the teacher chunks the new information into meaningful, "digestible" pieces. What do I already know about this content? New learning must be chewed and connected with knowledge the student already knows. How do I understand this new content in relationship with what I already know?</li> <li>3. Review: Students need support making this new information permanent. Can I find this new knowledge in my schema (cognitive tree) when I want it?</li> </ol>
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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?

## MATHEMATICS CORE CURRICULUM

**Define your Focal Group:** For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the



data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

**Identify Focal Group(s):**

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

<b>Analysis of Results Mathematics-All Students</b> In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. <i>WASC Ch.2</i>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices are required to ensure all students reach mastery?</b>	<b>What instructional shifts and supports will be required specifically for your focal students to achieve these goals?</b> <i>WASC Ch.5</i>
	We expect to grow by 15-20% for each of our demographic subgroups		We will continue with our research theme that we developed in the 2017-18 school year: Nurture students' mathematical agency and identity through the design of lessons that engage students in a Teaching Math Through Problem Solving (TTP) approach and the use of productive conversations. Our Theory of Action: If teachers apply a Teaching Through Problem Solving approach (TTP), then students will deepen their conceptual understanding of mathematics. Increasing students' conceptual understanding will help to support procedural fluency in math. This will result in students beginning to see mathematics as accessible through effort and identify themselves as powerful math thinkers. Students are able to communicate their mathematical ideas, and revise and reflect on them in classroom discussion and journals. We will also reconsider how we approach mini-lessons by adopting Zaretta Hammond's I.C.C.R (Ignite,Chunk Chew and Review) strategy for learning. 1. Ignite the brain's attention by building curiosity, not compliance. How do we make the topic interesting for the students. What is this? 2. Chunk and Chew ( <a href="https://www.youtube.com/watch?v=55ey81AAeS4">https://www.youtube.com/watch?v=55ey81AAeS4</a> ) Once brain is engaged, then the teacher chunks the new information into meaningful, "digestible" pieces. What do I already know about this content? New learning must be chewed and connected with knowledge the student already knows. How do I understand this new content in relationship with what I already know? 3. Review: Students need support making this new information permanent. Can I find this new knowledge in my schema (cognitive tree) when I want it?

<p>The project that was developed during the 2015-16 school year at John Muir with one focal classroom that consisted of 15 students, 10 of which are African American (66%) and 6 are Latino (33%). The results in the focal fourth grade classroom resulted in exciting growth that dramatically outpaced the rest of the school and the district. We tracked this group of students Smarter Balance Assessment (SBAC) data from the end of third grade (before they took part in the focal classroom) to the end of fourth grade (after one year of participating in the focal classroom). At the end of 3rd grade 26.7% of students met the standards (all were Level 3). 60% of the this same cohort of students met or exceeded the standards after participating in the focal classroom for one year. Our data showed that 60% of the African American students in this math class and 60% of the Latino participant students met or exceeded grade level expectations as measured by the Smarter Balanced Assessment (SBAC). During the 2016-17 school year after seeing the results in the focal classroom the project was expanded school wide at John Muir. Our focal students that year were the school's African American and Latino students, which made up almost the entire population of the school. We once again tracked the focal students SBAC data over a two year period (2015-16 school year and 2016-17 school year). Again, John Muir saw exciting growth that dramatically outpaced the rest of the district. As a whole, the school Math SBAC scores improved from 15% of students meeting or exceeding the standards in 2015-16 to 35% of students meeting or exceeding standards in 2016-17. Additionally, in 2015-16 60% of our students did not meet grade level standards in Math, and that number dropped to only 26% of students not meeting the standards in 2016-17. Our African American focal students showed the most significant growth, going from 12% meeting or exceeding standards to 44% meeting or exceeding standards. This growth significantly outpaced the district proficiency level of African American students in Mathematics as measured by the SBAC.</p>	<p>In grades K-2 at least 40 minutes of math is taught daily, in grades 3-5 at least 60 minutes of math is taught daily. Minutes do not need to be consecutive, for example, you could do a 15 minute number talk in the morning and 45 minute lesson in the afternoon. Students engage in number talks at least 2 times per week. Students engage in math menus or centers at least 2 times per week. The math menus or centers should be reflective of what is being taught in the classroom. Ideally, in lower grades students are engaging in math games or skills that support classroom instruction. In grades 3-5 students are engaging in math games and tasks that support classroom instruction. In grades 2-5 students write reflections about their learnings daily. Teachers choose 3-4 reflections to share to start out the followings day's lesson. In grades K-1 students reflect orally about their learning 8 daily, grade 1 working toward written reflections. This could be done in a closing circle or at students desks. All teachers use at least the following prompts: I learned.... I'm wondering... I noticed...  <b>**Teachers can scaffold, by January we should all be using at least these three prompts**</b>  Teachers collaborate weekly during math GLC to plan Problem Solving lessons. Teachers are beginning to facilitate problem solving lessons in their classroom (at a minimum 1 per month) Japan Math and Do the Math are used to plan units and daily lessons. Students in grades K/1 are keeping their math notebook in their Japan Math Lesson Book. In grades 2-5 students will have a Math notebook for problem solving lessons. Teachers use Math Menus in order to provide opportunities for students review and solidify their schema. This structure also allows for the teacher to pull small groups for extra support. Productive Talk allows students to deepen their own thinking, verify their thinking, and learn from their peers. Productive Talk offers students a sense of mathematical agency because rather than turning to their teacher for the answers, students can reach the same answers from their peers or by articulating their own thinking.</p>	
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**Academic Tier Two**-What intervention strategies will you use to serve students who need additional support to be successful in the core 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?

## 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? <b>WASC Ch.5</b>	<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> <b>WASC Ch.5</b>
Currently, students are accessing Science through: FOSS Science Kits, Education Outside Science & Garden classes, extended learning activities/field trips to Mission Science Workshop. Two classrooms (3rd and 4th) have been piloting the new Amplify NGSS curriculum. We aim to have all of our teachers participate in NGSS Amplify PD provided by SFUSD in order to begin implementation of new Science curriculum.	1-2 teachers who had piloted Amplify, can serve as Science liaisons for colleagues and be designated as teacher leaders to share or highlight SFUSD Amplify Science PD content. Instructional supplies will be funded through SGC-EL, TIIG and or LCCF funding resources.	We will set aside opportunities at the beginning of the year PD for teachers to review & plan the implementation of NGSS-based Amplify curriculum. We can include Science PD within the ELD focused PD/staff meeting days to provide teachers additional planning & collaboration.

### 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 Typology: Newcomer, Developing, LTELs, recently reclassified)</b> 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)? <b>WASC Ch.2</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> <b>WASC Ch.5</b>
	Our goals is to continue to have all students grow at least one proficiency level and to have 75% of our long-term ELLs obtain CELDT proficiency before leaving John Muir. 100% of our students will also have gained at least one proficiency level and met the AMAO 1 growth target for the upcoming school year. The long term goal is for our ELL's students have moved up one level every year in order to leave Muir proficient.	We will continue to teachin 30 minutes ELD Instruction for ELL students at five times per week. Grade levels has partnered together in order to ensure students are in their proper ELD groupings. We will continue to integrate academic conversation and grammar into our comprehensive ELD lessons as well as our Tier 1 instructional Practices. Additionally, we will support our EL students in class by explaining our thinking orally and in writing.

### HEALTH EDUCATION CORE CURRICULUM

<b>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</b> In a narrative, describe what your analysis of the data says about your school.	<b>Based on analysis, describe site's goals for a balanced, comprehensive health education program.</b> What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	<b>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</b>
According to the 2016-17 SEL Skills Survey John Muir has a few growth areas(insert data):		



	<p>1. Students receive 100 minutes of P.E. a week and this is accounted for as teachers list their P.E. schedules and log in their P.E. minutes monthly. The P.E. specialist works with teachers to plan and co-teach a comprehensive P.E. curriculum. 2. Muir participated in December's Inclusive Schools Week. 3. Second Step curriculum is being used to teach social and emotional health in classrooms and small social skills groups. Resources are available for grades K-5 in all classrooms. 4. We have an ongoing partnership with Jennifer Devine to teach puberty workshops to all 5th grade students. 5. We are currently partnering with SFUSD's Bounce Back Study in which our social worker is working with a group of 4th and 5th grade boys on social and leadership skills. 6. Our mentor program serves 27 children. We have hired a two day Americorp Volunteer to help coordinate this program. 7. Partnership with RAMS and Urban Services YMCA provide onsite therapy to approximately 16 Tier 2 and 3 Students. Teachers have been introduced to SFUSD's recommended health curriculum. Teachers plan health lessons within the core curriculum.</p>	<p>Teachers and support staff will continue to commit to the following philosophies, programs and structures: * Restorative Practices used a means to build proactive relationships and to repair harm * Delivering Second Step socio-emotional curriculum at least once a week. * Utilizing PAX (Good Behavior Game) as a behavior management tool * Utilize affective language and build positive relationships with all students * Staff will continue being a "warm demander" which contain these components: -Believing in the impossible. All children can learn. -Build trusting relationships -Embracing failure and teaching a growth mindset For the 2018-19 school year Muir and other schools will continue to participate in Project Secure: Keeping Kids Safe in SFUSD by increasing Safety, Equity, Caring and Understanding, and Resilience. This project is a three year research grant that will involve 30 SFUSD schools. For the 2017-18 school year, John Muir participated in the Bounce Back portion: Tier II intervention for students in grades K-5 who have experienced significant traumatic stress Grant will focus on students in Grades 4 and 5. The school social worker will deliver the program during school day: 10 group sessions on these topics: *Reducing stress symptoms (anxiety, negative thoughts, anger, and impulsivity) *Increasing coping strategies, problem solving strategies and improve peers relationships For the 2018-19, school year the principal agrees to commit to the following actions. * Attend 4 Project Secure(PS) implementation meetings with Principal, SSW, and PS Team (introduction, launching, mid-year check-in, closure) *Communicate and support Second Step implementation fidelity with teachers: Teach one lesson/wk Support teachers to complete Second Step implementation surveys (3 total, once each trimester) *Implement monthly school-wide announcements or assemblies aligned with Second Step Select a PS Lead Teacher (stipend provided, Health Advocate or EXCEL liaison recommended) *Schedule a SEL-focused presentation for parents *Identify Culture/Climate Committee team members, meeting frequency, and expected outcomes. Recommended team members include: EXCEL Lead, Health Advocate, SSW, SDN. Team should report plans to Instructional Leadership Team or SSC *Consider after-school integration of Second Step *Include Second Step implementation in Balanced Score Card Teachers will: *Implement 22-25 Second Step lessons throughout the school year With TSA: 1. Plan 2. Teach 3. Reflect on a Second Step lesson during the 2018-19 *Incorporate Home Links *4/5 grade level teachers participated in classroom SST's to refer students for Bounce Back *Participate in SEL focused grade level collaborations with Project Secure TSA</p>
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## VISUAL AND PERFORMING ARTS

<p><b>Narrative describing site's vision for a balanced, comprehensive arts program.</b> Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.</p>	<p><b>What are your targets/ goals? (Elementary, Middle, High)</b> Refer to the VAPA section in the Central Services Supports Guide</p>	<p><b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b></p>

<p>The SFUSD Arts Education Master Plan (AEMP) is implemented at both the district and school-site levels through leadership development of principals, arts coordinators, professional development for teachers, increasing the number of credentialed arts teachers, and building strong partnerships with arts institutions, arts providers, and other resources. * Currently we have a Visual Arts Teacher for two days a week and children are on a semester rotation through arts classes. In order further provide art opportunities to our scholars, we partner with the SF Ballet, Handful Players for Drama, our Afterschool Program for pottery, visual arts and drama, and Crissy Field Center and Haight Street Art Center. *A teacher is designated as the school Arts Coordinator, and the school has an established Arts Resource Team that includes representatives from all stakeholder groups, to lead the implementation of AEMP goals and align to school priorities. • Teachers will participate in VAPA Professional Development opportunities that incorporate arts based teaching methods, in depth arts content area strategies for student access, and teacher collaboration, with site approved Prop A hours. • School Site Councils will set priorities for their PEEF Arts Designated funding, as well as other funds dedicated to the arts as determined by the site. • Elementary schools will use a minimum of 90% of their Elementary Arts Program (EAP) funding for Artists in Residence. • School site administration and teachers will ensure that contracts with arts providers include adequate paid time to plan with classroom teachers. • Classroom teachers and VAPA teachers will plan students' learning outcomes according to the State of California Visual and Performing Arts Framework. • Students will participate in school sponsored and VAPA sponsored arts and music events, festivals, performances, and competitions.</p>	<p>Elementary students will be assessed using the rubrics that accompany the standards on the Standards Based Report Card (SBRC) in the arts. VAPA Itinerant Teachers and Classroom teachers will collaborate, and classroom teachers will enter the appropriate SBRC Mark. • Teachers of all levels will collaborate to analyze student work, including visual arts and performance, and will use rubrics aligned to the California State Visual and Performing Arts Framework</p>	<p>School site administration and teachers will collaborate with VAPA teachers and arts providers for direction and planning on a regular basis throughout the year. Further work needs to occur on teacher's melding aspects of art into other disciplines (i.e. art and activism, art as a way to imagine the future and connections to science technologies). • The principal and teachers will ensure that contracts with arts providers include adequate paid time to plan with classroom teachers. • Classroom teachers and VAPA teachers will plan students' learning outcomes according to the State of California Visual and Performing Arts Framework. • Students will participate in school sponsored and VAPA sponsored arts and music events, festivals, performances, and competitions. • Reinforce respect for cultural traditions by offering curriculum and programs that represent and honor San Francisco's demographic cultural, intellectual, social and spiritual diversity</p>
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## 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.

<b>Narrative describing site's vision for a balanced, comprehensive Physical Education program.</b>	<b>What are your targets/ goals? (Elementary, Middle, High)</b>	<b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b>
Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	Refer to the Physical Education section in the Central Services Supports Guide.  How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	
Students are provided 100 minutes of PE instruction time per week (200 for every two weeks) taught by the PE specialist and/or the classroom teacher to meet the mandate. The lessons derive from the SFUSD PE curricular guide. We have a master schedule to ensure all students receive the required PE minutes every week. Our students get regular physical activity through the teaching of Physical Education, daily recess activities and music, and through our partnerships with Playworks and the San Francisco Ballet.	We want our students to learn to set fitness goals and meet them to be more physically healthy. They will practice doing their personal best during PE instruction and show empathy in supporting students of varying physical abilities and needs.	The PE specialist and teachers will embed more physical fitness goals during instruction. Classroom teachers will continue to be provided professional development to be more knowledgeable in teaching PE.

## 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?

<b>Analysis of Results - All Students</b>	<b>Based on the analysis of the results, what</b>	<b>What instructional shifts will be required to</b>
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For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2	are your targets/performance goals?	achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5
<b>COLLEGE AND CAREER READINESS</b>		
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.		
<b>High Schools Indicators:</b> 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.		
<b>Middle Schools Indicators:</b> AVID, High School Readiness, College visits, college and career plans		
<b>Narrative describing college going culture</b> (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	<b>What shifts will be required to achieve these goals?</b> WASC Ch.5
<b>Elementary Schools</b>		
<b>What is your plan for promoting college and career readiness?</b> <b>For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?</b>		
Although John Muir only goes to 5th grade we want to make sure that students are aware of the world beyond elementary school. Our number one goal for preparing our students for college is to ensure that are students have the skills and mindset for tackling challenges in a quickly changing world. We expect them to read at their grade level and provide evidence for their thinking. We also guide them in tackling complex math problems by working cooperatively with peers while sharing their strategies and thought processes. We undertake a number of different events and use a couple of different programs to promote college and career readiness: *For the second year in a row, our 5th Graders participated with a leadership initiative with the Chrissy Field Center. The students are choosing a social justice issue to and expressing their learning in various ways (drama, technology). They will culminate this is a writing project and presentations to present to their families at the end of the school year. *We will continue to promote the families participating in the kindergarten to College Program. *We believe that comfort with technology and keyboarding contributes to college and career readiness (and will improve SBAC scores). 2-5th grade students will continue to use Google Docs to publish writing pieces during the second half of the school year. Every gared level, K-5, is participating in SFUSDs Coding curriculum which promotes problem solving skills, teamwork and online safety and responsibility. *Our after school Beacon program, serves about 120 of our students. They bring in guest speakers from local colleges, the 5th graders take a college tour field trip where they have to research the education necessary for certain careers.		
<b>Strategies in Action: Schools</b>		
In <b>Transform Learning. Transform Lives</b> , the “ <b>Strategies in Action: Schools</b> ” 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 “ <b>Strategies in Action: Schools</b> ” as you consider plans for the coming school year.		
<b>LEADERSHIP, INSTRUCTIONAL GUIDANCE &amp; PROFESSIONAL DEVELOPMENT</b>		
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? ( <b>consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration</b> )		
<b>How will you structure site-based and district professional development/learning?</b>		
John Muir is continuing to design and deliver a complex, site-based approach to professional development that is data driven and student centered. Multiple teams specializing in various disciplines work with the Instructional Leadership Team to administer needs assessments identify in-situ resources and design research based protocols for implementing sustained PD experiences for the teachers and staff. We are using the Lesson Study Model for our professional development plan. As a school, we develop a problem of practice for the year and then within grade levels, teachers and support staff collect data, plan public lessons and reflect and adjust instruction based of student performance. The Instructional Leadership Team (comprised of coaches and one grade level member from each grade) have had input into the PD planning process. Structures that support PD at Muir include: faculty meetings, grade level meetings, common planning time, as well as site based and external seminars and series. Site PD priorities will be matched with strategies articulated in the BSC by Muir's SSC so that PD development is focused on improving site systems, teacher practice, and student achievement for all, especially our focal students. Site priorities include Readers/Writers' Workshop Model, the Common Core Math Curriculum, and Social Emotional Curricula. The overarching theory of action behind the PD design is to shift beliefs and practice such that we can interrupt the predictive powers of demographics that sustain our opportunity gap. Teachers, paras, administrators, and other staff participate in the following scheduled PD activities: Bi Weekly: 2 Hour Professional Development Cycles developed and approved by Instructional Leadership Team Staff Meetings - twice monthly Grade Level Team Meetings (Biweekly 2 Hour Meetings, Weekly 45 Minute Vapa Release)---20-30 Minutes of biweekly grade level meetings are dedicated analyzing student work Trimester Release Days to Analyze Data and Analyze Focal Students Successes and Growth Areas District PD Activities Whole School Lesson Study Professional Development		
<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)	

The PD focus for 2018-19 will be multistep. For literacy we will continue to name, maintain and deepen Tier 1 literacy practices through coaching. A special focus will be emphasized around guided reading practice and making sure there is fidelity in Tier 1 delivery of routines and structures. We will continue to focus on these math intervention strategies- differentiation and grouping strategies, math talks, Three Read Strategy, math menu. We will participate in professional development cycles around math which includes identifying focal students and planning math intervention around student work. We will also have a math lab classroom where teachers will observe quality math instruction and be able to reflect on their own practice. Designated and Integrated ELD time improvement will continue to be an area of growth for John Muir. We have purchased an ELD program and working with multilingual to create a more systematic way to deliver designated ELD time.

Continued Participation in Core Work Grant We will provide extended hour opportunities for all staff through Prop A funds and a combination of SCG-ELL funds, TIG funds, Innovation and Impact Award grant monies. We will use our site-funded Literacy Specialist, ARTiF and IRF to help facilitate PD, common planning time and extended learning opportunities for staff, as well as provide ongoing coaching, support, model/co-taught lesson planning.

## 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>	We have a total of ____ students in special education for grades K-5 which is ____% of our total student population at John Muir. Total number of 504's: 5 Students in SPED that receive speech: 33	Continue to fully include students with special needs into general education classrooms and grow classroom teachers ability to differentiate and support for students.	Continue to promote Inclusive Week activities and across-grade level integration Teacher lesson plans reflect accommodations and modifications to be implemented in GE classroom Teacher lesson plans reflect instructional strategies and student outcomes that increase student achievement Continue to meet SEIS goals on a monthly basis Site admin and SpEd staff review SEIS status of annual IEPs and Triennials and convene before overdue. Continue emphasizing a collaborative model where we maximize services provided for students with IEP's by collaborating between classroom teachers, RSP team, and our intervention teachers. Our RSP teacher works with students in multiple formats: pull out 1:1 services, small intervention groups, and push-in support depending their IEP goals
<b>Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)</b>		All vulnerable populations such as: Foster youth, Families and Youth in Transition, LGBTQ families, and students who we identify through out SAP process as needing additional supports.	



	<p>We have been informed when students and families that are transient by the Families and Youth in Transition (FYIT) team. FYIT Services have been offered to all families who are transient. Our SSW keeps constant and updated accurate records and supports for all identified students. At John Muir, 100% of youth and families involved in foster care are receiving outside resources through mentoring and community resources to support the family.</p>		<p>We will continue to offer families in transition and students involved in foster care system support and community resources. With the recent passing of the Homeless Families resolution on 1/23/18, the resolution will provide support, coordination and delivery of programs and services. Identify all vulnerable populations through SAP Team, teacher consultation, Foster Youth Services Roster, FYIT Roster, SSW, and Family Liaison when appropriate in order to share resources and support offered. We have a Family Center for families to do laundry, use the internet and rest their feet.</p>
<b>Student Engagement/ Attendance</b>	<p>Though we have shown marked improvement in our attendance data we still have higher rates of chronic absenteeism than other elementary schools in the District. Overall Chronic Absenteeism data: 2015-16: 32% 2016-17: 19% 2017-18: 23% Latino: 2015-16: 20% 2016-17: 12% 2017-18: 18% African American: 2015-16: 47% 2016-17: 23% 2017-18: 24% English Language Learner: 2015-16: 15% 2016-17: 10% 2017-18: 18%</p>	<p>We expect to see marked decreases of at least 10-15% across subgroups</p>	<p>Tier 1 (Missing 5%-9% of school) - Educate families about attendance (Attendance Policies, Attendance tips, etc.). -Phone calls home regarding attendance. -Truancy Letters sent to home address. - Attendance awards per semester. - Class with best weekly attendance awarded with popcorn. Tier2(moderate chronic absence, missing 10% -19%) -Educate families about attendance (Attendance Policies, Attendance tips, etc.). - Phone calls home regarding attendance. -Truancy letters sent to home address. -SART (Student Attendance Review Team) Meetings. -SST (Student Success Team) Meetings. -Identify and address barriers getting to school. -Incentive plans -Alarm clocks given. -Morning wake up calls Tier 3(Severe chronic absence, missing more than 20% of school) -Phone calls home regarding attendance. -Truancy letters sent to home address. -SART (Student Attendance Review Team) Meetings. -SST (Student Success Team) Meetings. -SARB (Student Attendance Review Board) Meetings. -Identify and address barriers getting to school. -Incentive plans -Alarm clocks given -Morning wake up calls - Home visits</p>
<b>School Culture/Climate</b>	<p>Results from our 2016-17 Social-Emotional and Culture Climate Report Support for Academic Learning: Family: 93% Student: 80% Staff: 84% Knowledge of Fairness, Discipline Rules and Norms: Family: 91% Student: 64% Staff: 68% Safety: Family: 94% Student: 49% Staff: 40% Sense of Belonging: Family: 96% Student: 65% Staff: 76% 2017-18 Results are still pending. Our results are very mixed. We saw an increase overall from families and staff in all areas from previous year, but saw a drop overall for our students. We had one class last year that had a lot of management issues from the teacher. That teacher has since been moved, and we hope to see increases in these areas in a favorable direction. We are still below the SFUSD average in Safety and Knowledge of Rules.</p>	<p>We expect to see marked increases of favorable results of at least 10-15% across subgroups</p>	<p>Muir will continue to build a safe, kind and responsible culture by focusing on the Tiered Levels of Intervention and Positive Based Intervention Systems. * 16 proactive strategies (i.e 5:1, a motivational system of reward, smiling) * Implement at least one proactive Restorative Circle a week and receive more training in RP Harm/Repair Circles * Continue teaching Second Step lessons once a week with an emphasis this year on building school wide language. Principal will lead short monthly assemblies on Second Step in order to reinforce skills being taught in the classrooms. *Continue to teach and reinforce SKR behaviors across the school by using affective statements and SKR tickets for weekly raffles. * Continue SKR student of the week morning circles.</p>
<b>Social Culture/Climate</b>			



	2016-17 Social Emotional Report Growth Mindset: 54% Self Efficacy:57% Self Management:54% Social Awareness: 59% We are on par with the larger district in Self Efficacy, but have much growth to do on the other areas.	We expect to see marked increases of favorable results of at least 10-15% across subgroups	
<b>Wellness Policy</b>	We provide families with information on our wellness policy as well as a list of healthy ways to celebrate birthdays at our school. We actively promote restorative practices to support conflict resolution within our community. We have 27 students being mentored by school staff and community members. We have partnered with SF Food bank to have fruits and vegetables as daily snacks for our students We also provide resources to families and outreach our oral hygiene and eyesight. Students are actively encouraged to play games during recess times and coached by Playworks.		Continue to encourage SFUSD's healthy eating policy by educating families on healthy snack and meals, as well as, have YMCA partnership offer healthy eating cooking classes.

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
<b>Family Partnerships: <i>The child's first and most influential teacher is the family.</i></b> 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.	
<b>Based on your data choose at least one of the following <a href="#">SFUSD Standards</a> to work on.</b>	<b>Choose at least one of the following focal populations</b>
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input checked="" type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input checked="" type="checkbox"/> SPED <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other:
<b>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:</b>	
*School Staff will be asked to call students families to invite them to Family Nights. *Family Liaison will communicate to parents face to face, meetings/school events, Wednesday Packets. *Volunteering opportunities will be posted and we need to ask parents to be "Room Parents". *Continuing to provide resources to our Homeless families and seek support from outside agencies	
<b>How will you measure your impact? Measures can include:</b> Culture & Climate Surveys, Academic Data, Attendance	
Culture & Climate Surveys Attendance Attendance Sign In sheets at events School Surveys	
Community Partnerships	
<b>What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?</b>	
<input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input 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 checked="" type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
<b>List 1-3 current or potential community partner(s) who are address these needs.</b>	
YMCA Urban Services and RAMS (Richmond Area Multi. Resources, YMCA Beacon Program, Experience Corp.	
<b>What are your specific goals or objectives for these partnership?</b>	
* Continue to refer refer students identified through our CARE team for YMCA and RAMS therapy services *YMCA Beacon: we will continue to build strong partnerships between the school day and after school program academically and socially. *Experience Corp: Continue to provide tutoring and mentoring support for Tier 2 and 3 students	
<b>What actions will you take to deepen your school's partnership with community organizations?</b>	
*Have consistent quarterly meetings to go over data and review goals and objectives *Have a clear plan of what resource we need from the partners and what schedule events we need them to volunteer at. *Write thank you cards and keep a clear communication.	
<b>How will you measure the impact? (Quantitative and/or qualitative data)</b>	
Measures to be considered: survey data, SAP meeting attendance, anecdotal notes, regular lead meetings, BASIS behavior referrals, staff reflection and debriefings.	

## 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 = \$1,500

4310 Supplemental and multi-sensory instructional materials (ie. fidgets, stand up desks, alternative seating) that bridge the gap between adopted curriculum and reinforce alignment with CCSS for our diverse and multi-ethnic student population who have special needs. In addition, funds will be spent on rewards and incentives to motivate students.

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

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

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

Allocation = \$39,089

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

1. 4310- supplemental instructional materials \$7903 2. Classroom Position Supplement 31,185: Classroom size reduction for Bilingual Spanish Classroom Supplemental EL funds will improve services for English Learners: 1) purchase supplemental instructional materials and Spanish reading intervention program (i.e. bilingual books for classroom libraries to support English language acquisition. 2. Partially funding .3 of a classroom Spanish Bilingual Program in order to keep small classroom sizes

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

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

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

Allocation =

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

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

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

#### LCFF Concentration Grant (SCG-C) 07092

Allocation = \$45,000

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

1102-substitutes \$6,364 1105 certificated 6,364 4310 Supplies: 24,272 5803 Consultant Fee 8,000

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

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

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

Allocation = \$311,401

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

In order to keep classroom sizes smaller in order to provide more differentiated instruction we supplementing 3 classroom positions with TIGG funds (.99, .87 and 1.0= \$297,275). In order to help support increasing our attendance rate will will also supplement R10(Attendance Liaison) =\$10,660 Supplies 4310: 3,466 will be utilized to purchase general classroom supplies

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

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

## 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 = \$62,024** (31500)

*How do you plan to use these funds?*

Family Liaison Position .50: \$33,697.83 2. 1102 Substitute Teacher: \$2,545 3. 1105 Certificated Hourly: \$3,818 4. 4310 Supplies: \$10,346 5. 5202 Travel and Conference: \$1500 6. 5803-Consultant Fees \$6,600 1) Title 1 funds will be used to support .5 of the 1.0 Family Liaison position to provide support to families in transition and help all parents advocate for their children's needs. 2) Substitute Days for teachers to engage in learning rounds and data reflection meetings 3) Extended hours for teachers to plan with colleagues 4) Supplemental instructional supplies and materials for differentiation including leveled trade books and sets of guided reading books for each grade level, books for classroom libraries, and Zaretta Hammond books for new teachers, as well as, other supplies that support our instructional program, such as chart paper, post-it notes, book bags, folders, paper, Sharpies, etc. 5) We also are not using textbooks and workbooks, as our teachers are creating curriculum to meet the needs of our diverse student body using the SFUSD Spirals (Teachers' College Readers and Writers Workshop), Multilingual ELD Resources and the SFUSD Math CCSS curriculum. Our differentiated instructional materials are taken from the aforementioned sources directly, modified by teachers, or created by teachers, and we are heavily reliant on the Xerox machine to print the visuals, graphic organizers, reading passages at different lexile levels, and other scaffolded supports to provide additional access to the core curriculum. 6) Consultation fees for Tutoring Program Experience Corp and Puberty Classes for 5th

**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 = \$620**

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.**

\$620.00 will be used to fund parent involvement activities for low income students and their families - this includes funding for literacy night instructional materials to provide a workshop evening focused on engaging our socio-economically disadvantaged families. STATEMENT OF PURPOSE: The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input is made to ensure the success of our students. Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring the following: (A) that parents play an integral role in supporting their child's academic, social, emotional, and physical growth; (B) that parents are encouraged to be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to support the education of their children. Involvement of Parents in the Title I Program Goal: To ensure that parents and community members have the opportunity to support the educational process through participation in decisions making and volunteer activities. It is our belief and desire that our parents and community members play an integral role in supporting the learning process of our students here at John Muir Elementary School by actively participating in the following: 1. An annual meeting to inform parents of the schoolwide program requirements and their rights. \*BacktoSchool Night meeting, in which parents are informed of the schoolwide program and parent rights. 2. Attend a flexible number of meetings. \*Schedule an appointment with the teachers, principal and/or counselor at any time throughout the year. \*Attend and observe at least one of the monthly School Site Council meetings. \*Participate in Community Meetings Attend English Language Advisory Committee (ELAC) meetings (offered once a month). 3. Involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of its programs regarding Parent Engagement. \*The Parent Engagement Plan is reviewed and input is gathered during School Site Council and ELAC. \*Monthly Principal/Family Chat meetings. 4. Provides parents with timely information about schoolwide programs. □ Parents are provided information about schoolwide programs at Back to School night, quarterly chats and School Site Council meetings \*Families are welcomed to schedule an appointment with the teachers, principal and/or counselor at any time throughout the year. \*There is a Family Resource Binder that is accessible to all located in the Family Liaison Office, and it includes the following: Parent/Student Handbook, Family Events Calendar, other communications sent home. 5. Provides parents with opportunities for regular meetings to participate in decisions relating to the education of their children. \*Monthly School Site Council and ELAC meetings are public and parents are invited to attend. \*Parents are encouraged to become involved in the joint development and review of the Balanced Score Card through participation in School Site Council and ELAC meetings as well as Priority Setting gatherings. \*John Muir builds capacity and increases parent/community involvement in the planning and implementation of school programs and activities to improve student academic achievement as well as school performance through their participation in the School Site Council (SSC), Principal Chats, Family Education (workshops), English Language Learner Advisory Committee (ELAC) special school events and as classroom volunteers. \* Parent feedback will continue to be incorporated through biannual Parent Satisfaction Surveys and discussions at meetings. Parents are invited to participate in school/community events such as: quarterly awards assemblies, Parent/Teacher conferences, Back to School Night, field trips, graduation ceremonies, and other special family events. \* Twoway communication between parents and the school is vital to the success of students. Parents are informed about important school wide events, meetings and schedules. The John Muir School newsletter is sent home monthly, a calendar of important dates and events is sent home weekly, and lunch menu is sent home at the beginning of each month. Letters, phone calls, progress reports and informal and formal conferences are held concerning students' behavior, student progress and, classroom standards, test scores, work samples, and instructional goals. The administrators, staff and parents work effectively toward achieving our longrange goals. Shared Responsibilities for High Student Academic Achievement John Muir Elementary School provides an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. \*Teachers explain the curriculum to parents at the Back To School night meeting. \*Report Cards are sent home three times a year. \*Parents are invited to schedule an appointment with the teachers, principal and/or counselor at any time throughout the year. School Home / Learning Compact John Muir Elementary School has developed and distributed to parents, students, and staff a School Home /Learning Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. (See Appendix A) Building Capacity for Involvement John Muir Elementary School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following: 1. Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. \*Parents are sent a report of their student's SBAC results in the mail. \*Parents of students scoring far below basic, below basic and basic are invited for academic achievement meetings (SST's) to explain areas of challenge and given resources to assist their students. \*During classroom presentation at Back To School night, and/or at parent conferences, teachers explain the academic content standards; assessments and how parents can assist and monitor their students progress in each class. \*Data analysis of student assessments and achievement is presented to and reviewed by the School Site Council and ELAC. 2. Provides materials and training to help parents work with their children to improve their children's achievement. \*Newsletters, including suggestions for parents to work with their children to improve their grades, attendance and performance on assessments are sent home in the mail. 3. Administration and teachers are available and welcome the opportunity to meet with parents upon request. 4. Help the staff to understand, with the assistance of Family Liaison and Family and Community Outreach Coordinator, the value of parent contributions and how to work with parents as equal partners. \*The staff values all parent contributions and works with parents as equal partners. 5. Communicates and distributes to parents information related to school and parent programs, meetings and other activities in a form and language that the parents understand. \*All information related to school and parent programs is provided in English and Spanish. 6. Provides support for parental involvement activities requested by parents. \*Administration and teachers are available and welcome the opportunity to meet with parents upon request. \*All parent requests for reasonable support are submitted to the principal for consultation and consideration. \*John Muir Elementary School provides information for parents regarding parenting classes offered through school support staff, teachers and other local agencies (e.g., Western Addition Beacon Center, Western Addition Family Resource Center...). Additionally, SSC, ELAC and Principal Chat meetings will update and train parents during council meetings regarding budgetary concerns, academic standards, test results, the importance of school attendance, standardsbased education, etc. \*Program goals and evaluations are discussed at School Site Council meetings. An annual evaluation of the content and effectiveness of the parental involvement policy is achieved during School site Council, ELAC, community meetings and the end of the year Satisfaction Survey. \* Special events such as literacy, math, and science nights will be held throughout the school year. An Orientation for all incoming Kindergarten students and their families will be held in the Spring. Accessibility John Muir Elementary School provides opportunities for all parents to participate, including parents with limited English proficiency, parents of students with disabilities, and newcomer families. This includes providing information and school reports in a form and language parents understand.

**Date your school's Parent Involvement Policy** was reviewed by your School Site Council: 9/26/2017

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

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

**Impact & Innovation Awards =**

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

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

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

**Principal's Innovation Fund =**

(For Middle Schools and PK-8 Schools as applicable)



How do you plan to use these funds?
<div>Select the Bryk Essential that most aligns to the use of these funds:<div><div><input type="radio"/></div>Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)</div><div><input type="radio"/></div>Professional Capacity (LCAP Priorities: Basic)</div> <div><input type="radio"/></div> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)

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## CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
1.0	1.0	.5	.5
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
		.75	1.0
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
1.0	1.0	1.0	
Other:	Other:	Other:	Other:
.27 Americorp (Mento Program)			

**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.**

1. Social Worker will help coordinate Care Team in order to identify Tier 2 and 3 Students (i.e. IEP's, SST's, Mentor Identification, Therapy Services 2. RTI Coach will provide Tier 2 Reading to Intervention to primarily first graders from Spanish Bilingual Program and English Plus Pathway 3. IRF and Lit Coach will meet with ILT and Principal to design differentiated professional development opportunities for teachers

## SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input 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 type="checkbox"/> Other (list)
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before <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>10/10/2018</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>10/10/2018</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
Shawn Mansager	Principal	
Dorothy Clark	5th and K Parent	
Megan McEnulty	1st Grade Parent and Chairperson	
Lisa Cowles	Third Grade Teacher	
Rashida Carter	5th Grade Teacher	
Gina Faiola	Prek Parent	
Adianna Harmison	4th Grade Parent	
Maiya Coilton	K Teacher	
Desiree St Louise	Family Liaison	
Shanda Butler	Former Parent (Community Member)	