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

School	**Parker, Jean Elementary School**
Principal	Eric Leung

SCHOOL VISION & CONTEXT

Vision The vision of Jean Parker is to build a 21st century school community that inspires each student to reach his or her full potential through academic, intellectual, social, technological, and innovative excellence. Mission At Jean Parker Elementary, our mission is to prepare our students for college and career and build a population of lifelong learners. We are committed to provide each and every student the quality instruction and equitable support in order to thrive throughout their educational career. We challenge our students with cognitively demanding tasks. We cultivate joyful learners so that they are ready to engage in complex texts, use evidence to support claims in writing and life, conduct research to form opinions, and use technology as a form of expression, creativity, and innovation. We believe in providing equitable outcomes for all students and preparing them academically and socially for the 21st century, exemplifying high standards of citizenship and encouraging collaboration skills at every opportunity. We know it takes a village to educate a child, we prioritize parents as key players in the education of students as well as partner with community members whenever possible to enrich our students' learning. We help students reach their full potential as productive, responsible members of society and life-long learners. Our Elementary School is located in the Chinatown/North Beach area, providing public education for approximately 240 students who primarily live in the neighborhood and other surrounding communities in San Francisco. Our predominate student group is Chinese-American; they represent approximately 81% of the school's student population. Other diverse student demographics consist of 9% Latino, 4% African American, 3% Students with multiple ethnic backgrounds, 1% Filipino, 2% European American. Jean Parker offers two language pathways for students: Chinese-Bi-Literacy and English only pathways. We are a school-wide Title 1 school, serving over 85% of our students who are socioeconomically disadvantaged, and 69% are identified as English Language Learners. We have an active PTO, and our parent community is involved in our school by regularly attending various of family education functions and student celebrations. Such family functions include Literacy Night and Principal Chats. Our teaching staff use and adopt a variety of instructional strategies to meet the needs of our students, especially our English Learners. In addition, we also prioritize our resource to promote a positive student climate and environment. One easily identifiable component is our positive behavior system. You will observe that students are celebrated when they are caught "Beeing" safe – kind – responsible. Strengths At Jean Parker, we take pride in embracing continuous learning and improvement. Our teaching staff has participated in and will continue to collaborate with our Teachers' College Reading and Writing developers throughout this year as part of the teachers' on-going professional development. We are committed to furthering our growth and building our instructional capacity through additional training and engaging in collaboration or professional learning community meetings to deepen our work. We are a "Comprehensive Literacy" school where we believe that by providing all students, especially our English Learners, a strong foundation in literacy will help promote critical thinking and problem solving skills that are necessary for college and career readiness. In addition, we fully embraced the Rigor that Common Core Standards have to offer and we strive to increase student success and achievement by infusing appropriate, relevant, and highly interesting content for our students and their learning experiences. Challenge We have a high concentration and different levels of English Learners (EL). We serve a diverse English learner population from newcomers to long-term ELs. Due to the range of abilities, it is important that our teaching staff are strategic and intentional in providing a robust literacy program, employing high leverage instructional strategies, and differentiating targeted support for all students, especially our ELs in order to enhance their literacy development and academic performance. Key Strategies Our Instructional Leadership Team (ILT) and staff embraced and valued a comprehensive approach to promoting literacy for all students. We use a balanced assessment system to inform our instruction. We implement daily formative measures, the District Common Learning Assessment, the Fountas & Pinnell reading assessment three times throughout the year. In addition, we will be developing writing prompts for different genres to assess needs and measure students' progress in their writing skills that correspond to the district's language arts scope and sequence. Our ILT and staff identified the following high leverage instructional strategies as daily components that compliment our comprehensive approach to literacy. We as a staff are committed to the following school-wide agreements of Reader and Writers' Workshop, ELD instruction, as high leverage instructional strategies: • Implement Daily Reading and Writing Workshop components: Shared Reading/Writing; Interactive Reading Aloud/Writing; Mini-lesson; and Conferencing that are driven by student need and thoughtfully aligned with Common Core Standards and District's Scope and Sequence (Spirals) • Implement designated ELD Instruction and incorporate integrated ELD best practices across all subject areas in order to promote oral language and academic discourse practices. Oral language production or output is vital in affording students to work at and through different levels of cognitive complexity as well as to enhance students' overall comprehension. Instruction must also be aligned with new ELD standards Our students regularly engage in relevant and cognitively demanding tasks where they practice critical thinking, problem solving, and reflection. They participate in whole and small group work where they rehearse their thinking and construct understanding through oral and written practices.

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

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

SECTION I: Overview and Key Components

Overview

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

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

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

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

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

Key Requirements

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

These requirements include:

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

SECTION II: School Data Profile

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

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

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

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

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):
To ensure access to the core curriculum, academic success and social emotional well-being in both formative and summative assessment measures, Jean Parker will continue to focus on the English Learners (64%).

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
	*At least 67% of our students will meet or exceed standard in English Language ARts F&P Assessments. *At least 50% of our students will meet or exceed standard in English Language Arts SBAC 2018.		

Fall 2018: According to our English Language Arts SBAC results from the 2017-18 Academic Year of all students tested we had 40.5% meet or exceed standard. We are awaiting the results of the JP Midyear Data Report for our Fountas and Pinnell Assessments for 2017-18. We will continue to use the results to inform next steps and ensure that all grade level standards are covered by the end of the academic year. Spring 2018: According to the JP Midyear Data Report for 2017-18, our results indicate the following: *62.7% of our K-5 students met or exceeded standard on the Fountas & Pinell Assessment. *70% of our K-2 students met or exceeded standard on the Fountas & Pinell Assessment. *55% of our 3-5 students met or exceeded standard on the Fountas & Pinell Assessment. According to the reading results, our lowest performing grade is 3rd - only 38.2% of students who met or exceeded standard on the F&P Assessment. We will continue to use the results to inform next steps and ensure that all grade level standards are covered by the end of the academic year. Fall 2017: *Based on the 16-17 Smarter Balanced results, 42.2% of our students met or exceeded standard in English Language Arts, which indicated an approximate 5% increase compared to the 2015-16 results.		* Classroom teachers will continue to implement Teacher's College Units of study with fidelity (5 days a week) and using student data to inform and design rigorous differentiated learning experiences for all students. Our overarching focus is to foster independence where students are provided the tools to do so. • Classroom teachers will use standard and data based driven instruction. • Classroom teachers will differentiate instruction in both Tier 1 and 2 levels (RTI Framework) that accounts for the differences in students' needs. They will refine the conferring and small group instruction to maximize and support student learning. • Grade Level Teams will examine student data and work products to support student learning and to inform instructional decisions (Engage in ROCI process during CPT and GLM) • Classroom teachers will design lessons or learning experiences that require students to produce work at a range of cognitive complexity • Classroom teachers will map out the entire year of Teachers' College unit plans and use student data to plan and drive instruction (in the moment) • Classroom teachers will use diagnostic and end of unit measures to inform instructional decisions. These tools will allow us (teachers) to be more strategic and intentional as we implement a total of 6 units of study throughout the academic year - both reading and writing. • Classroom teachers will Implement Daily Reading and Writing Workshop components using TC Unit of Study with fidelity. Each "Session" within each unit is implemented as recommended to ensure that not only all CCSS are taught but also individual student needs are met during conference work.	As a school, our classroom teachers will continue to refine the following practices: *Reading & Writing Workshop: -Mini-Lesson (includes the teaching of the three types: procedural, skill based, and Analysis/Inquiry) -Independent Practice Work -Conference (Individual and Small group work) -Midworkshop -Share *Components occur outside of Workshop: -Shared Reading (Primary Grades) -Interactive Read Aloud (Outside of Workshop Block & with Accountable Talk) -Wordy Study (Select classes based on the needs of students) *Other Conditions that maximize student learning: -Anchor Charts: Room is curated by/for students; Some charts zoom in, some zoom out; Charts are student friendly -Text: book boxes have books at independent levels (within bands) Interactive Read Aloud with accountable talk and Shared Readings are at or above grade level and is conducted outside of workshop; Guided Reading Texts are at instructional level (for students who are reading at the lower text band complexity) -Other Tier 1 Practices: Build stamina and amount of time spent on independent task; Use writing on demand to obtain baseline performance and student progress; Mini-lesson go past strategies to analysis of text; Students are asked to explain their thinking. • Bring reading & writing assessment (On Demand) results to CPT / Planning Meetings and analyze student data to inform next steps. * Calendar units of study (reading and writing) for the entire year and implement units of study with fidelity. * Vertical alignment of reading/writing workshop • Hold publishing parties at least 4-6 times a year as a means to promote student engagement as well as improve students' overall writing development. • Incorporate ELD Instruction based on current ELD Standards • Implement designated ELD Instruction and incorporate integrated ELD best practices across all subject areas in order to promote oral language and academic discourse practices. Oral language production or output is vital in affording students to work at and through different levels of cognitive complexity as well as to enhance students' overall comprehension. Instruction must also be aligned with new ELD standards. • Provide targeted tier 2 interventions for students who have not reached benchmark. (Conference work during reading workshop and LLI intervention reading groups before or after school)

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?

Fall 2018: We are awaiting the results of the JP Midyear Data Report for our Fountas and Pinnell Assessments for 2017-18. 16.0% of our 3-5 EL students met or exceeded standard on the 2017-18 SBAC. The ELS continue to be our focal group. Only 16% of our 3-5 ELS met or exceeded standard on the SBAC, a -2.46% change from last years results. Spring 2018: According to the JP Midyear Data Report for 2017-18, our results indicate the following: *73% of our K-2 EL students met or exceeded standard on the Fountas and Pinnell Assessment. *25% of our 3-5 EL students met or exceeded standard on the Fountas and Pinnell Assessment. *16.9% of our 3-5 EL students met or exceeded standard on the 2017 SBAC. The ELS continue to be our focal group. Only 25% of our 3-5 ELS met or exceeded standard on the F&P assessment. Among the upper-grade students, 3rd grade ELS scored the lowest - 11% proficient.	March 2018 Update: *At least 80% of our K-2 EL students will meet or exceed standard on the Fountas & Pinnell Assessment. *At least 35% of our 3-5 EL students will meet or exceed standard on the Fountas and Pinell Assessment. *25% of our 3-5 EL students will meet or exceed standard on the 2018 SBAC	At SAP and through teachers' recommendation, we will continue to identify specific students and provide them targeted support using Leveled Literacy Intervention program (LLI) before or after school for 6-8 week cycles. At the end of each cycle, the participating teachers will evaluate students' progress and determine next steps. At SAP and through teachers' recommendation, we will identify specific students and refer them to Reading Partners for reading intervention. The students will meet with a reading tutor for 20 sessions. An exit assessment will be conducted at the end of the program to determine next steps. In the classroom, the teachers will be employing small group instruction such as guided reading to provide targeted support for students who are working below grade level. *Guided reading *One on One intervention for reading *Word Work - Running record used to create individualized word work plan Grade level teams will work collaboratively with site literacy coach to plan, co-teach, and evaluate assessment results to inform next steps during Common Planning Time (CPT). The classroom teachers will implement daily reading and writing workshop to ensure that students have ample opportunities to read "just right" books (practice previously taught skills and strategies) and to write and analyze their work through teacher and peer feedback when appropriate.

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):

To ensure access to the core curriculum, academic success and social emotional well-being in both formative and summative assessment measures, JP will continue to focus on English Learners (64%).

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
Fall 2018: According to our Mathematics SBAC results from the 2017-18 Academic Year of all students tested we had 58.2% meet or exceed standard. We are awaiting the results of the JP Midyear Data Report for our Math Benchmarks and Math Tasks for analysis. We will continue to use the results to inform next steps and ensure that all grade level standards are covered by the end of the academic year. Spring 2018: According to the JP Midyear Data Report for 2017-2018, our results indicate the following: *56% of our students met or exceeded standard on the Math Benchmarks. *66.5% of our students met or exceeded standard on the Math Tasks. Fall 2017: *Based on the 16-17 Smarter Balanced Results, 50% of our students met or exceeded standard in Mathematics.	*At least 61% of our students will meet or exceed standard in SFUSD Mathematics Benchmark Assessment. *At least 71% of our students will meet or exceed standard in SFUSD Mathematics Tasks. *At least 60% of our 3-5 students will meet or exceeded standard on the 2018 SBAC in Mathematics.		* RSP teacher will collaborate with classroom teachers to understand and leverage best math intervention practices to support students with IEP and those struggling with math understanding. * Classroom teachers will implement small group instruction to provide additional differentiated support to EL students.

We will continue to refine our instruction in order to achieve our goals: The instruction will be driven by three core modes of operation – Standards Aligned; Data Driven; Differentiation. • Implementation of CCSS and Standards for Mathematical Practice and District developed Units of Study * Administer 4 rich math tasks a unit * Teach the standards through a lesson series in between tasks * Implement Math Talks everyday. * Create opportunities for students to produce and revise oral and written explanations that their classmates can understand. * Administer the IABs and Milestone tasks as assessment * Analyze IAB data in school support structures • Cognitive Demand - Create structures to have students explain their thought process in arriving to the answer(s) • Identify essential CCSS standards to expand students' learning with depth rather than breadth • Ask 2nd and 3rd questions to elicit deeper response from students. • Design learning opportunities and experiences for students where they are encouraged to work cooperatively and collaboratively to construct meaning, understanding, and new learning • Incorporate reading, writing, speaking and listening to promote critical thinking (Blooms' Taxonomy) • Multi-tiered approach – provide differentiated instruction in tier 1 (Whole group) and (small group instruction) • Establish structure where students (Grades 2-5) can comment, affirm, and argue against others' thinking with evidence – ensuring access for all

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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?
Spring 2018: According to the JP Midyear Data Report for 2017-18, our results indicate the following: *46.2% of our EL students met or exceeded standard on the Math Benchmarks. *69.1% of our EL students met or exceeded standard on the Math Tasks.	2018 Update: At least 55% of our EL students will meet or exceed standard in mathematics formative and summative assessments. (eg. IAB, classwork, SBAC)	* Provide short-term, targeted instruction via small groups, through re-engagement lessons, individual extensions, or math games. *At SAP, focal students will be identified. Targeted support will be determined at these meetings. * Incorporate Everyday Mathematics materials to provide and increase opportunities for computational fluency and differentiation through games and instructional routines.

SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students. In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum?

years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5		
Two teacher leaders are leading our integration of the Amplify Curriculum. Our staff will be transition to the Amplify Curriculum this year with support of our two Science teacher leaders by providing trainings to our whole staff.	Our staff will be transition to the Amplify Curriculum this year with support of our two Science teacher leaders by providing trainings to our whole staff. We are working in partnership with the Science department and waiting for further directives and training opportunities of the new NGSS in 2018-19 academic year.	The Amplify Science Curriculum professional development/training was provided in the beginning of 2018-19 academic year. We will continue to allot time during the year for continued training and PDs for grade level teams to collaborate and plan with the new curricuum.

ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

Reflecting on your school's data, including English Language Proficiency Assessments for California (ELPAC), formerly CELDT, what will you do to ensure that all students have access to and success in English Language Development (ELD) and become Reclassified Fluent English Proficient (RFEP).

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
Fall 2018: Spring 2018: According to the JP Midyear Data Report for 2017-18, our results indicate the following: *55.8% of our K-5 English Learners met or exceeded standard on the Fountas and Pinnell Assessment 11.5% of our grades 3-5 English Learners met or exceeded standard on the Reading Inventory Assessment. At Jean Parker, we use both F&P and RI assessment to gauge the progress as well as to inform instructional next steps. This year is the first time we had used RI to assess our students.	F&P Growth Target for English Learners: *65% of ELS meeting or exceeding standard Reading Inventory Growth Target *55% of ELS meeting or exceeding standard	*Classroom teachers and SAP team will carefully monitor student performance and re-designation paperwork. They will also work closely with the Multilingual Pathways Department to ensure that all qualified students are properly re-designated. * Developing weekly and daily plans that include the language objectives, complex texts, opportunities for productive talk; this will allow students gain greater access to the content * Ensure implementation of at least 30 minutes of daily ELD instruction * Continue to explicitly display and establish the function of learning objectives; incorporate Structured Language Practices Strategies to enhance student engagement and promote language development * Incorporate SDAIE strategies throughout the day and across all curricular subject areas * Leverage the instructional strategy of "Academic Conversation" to promote and improve on academic language development

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?

	• All teachers will provide the required 20 health education lessons per year through either: direct classroom lessons taught by the teacher, educational theater performances, or presentations by approved organizations. • Lessons will be supplemented by school-wide events such as Red Ribbon Week, Inclusive Schools Week, and The Great Kindness Challenge. • All classroom teachers will teach social-emotional skills using the Second Step curriculum, including the additional 4 lessons in the Bully Prevention Unit. Every classroom teacher has their own copy of the Second Step curriculum as well as the Bully Prevention Unit.	• SSW serves as our Health Advocate; she will share health education resources, assist with lesson planning, and co-teach a set of lessons as agreed upon with the classroom teacher. • SSW will present health education resources at two staff meetings per year to provide ideas as well as serve as a reminder about health education requirements. • Health Advocate will schedule educational theater or approved speakers, as available, to supplement health education such as "Real Talk!", Peace Signs, or the Child Safety Awareness Program.

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?
At Jean Parker, our students have access to certificated teaching staff through SFUSD's Visual and Performing Arts Department to pursue skills related to: *visual or performing arts (Grades K-5) *Chorus (Grades K-5) *Instrumental Music (Grades 3-5) Also, through our partnership with YMCA, the students are also receiving dance sessions weekly.	Each class will have the Visual Arts Teacher for one 50 minute session per week, for 1 semester. Each class will have the Chorus teacher for one 45-50 minute session per week throughout the school year. Each class will have the Dance teacher for one 50 minute session per week throughout the school year.	*Arts integration into all subject areas

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?
The Jean Parker School Community supports a balanced approach to the elementary school experience. Physical education is commensurate as to academic, social/emotional, and enrichment learning for our students.	Jean Parker will continue to provide 200 minutes of physical education instruction from a credentialed teacher per every ten-day period. Additionally, K-5 students will participate dance and Acrosports for an additional 50 minutes per week. The fifth graders participate in the annual golf event at Harding Park. The teachers use golf curriculum to support student learning and physical development.	0.4 SFUSD PE Instructor PTO partially funded Dance and Acrosports Consultants First Tee partnership

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

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

COLLEGE AND CAREER READINESS

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

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

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

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5
Spring 2018: Early literacy skills continue to be our focus. We will use Window 1&2 F&P results as the baseline. Also, we will increase students opportunity in developing basic technology skills in order for them to excel in the 21st century demands. Strong Literacy foundational skills are a strong indicator for college and career readiness. During our mid-year analysis, 84.8% of our Kindergarteners are meeting or exceeding benchmark; 62.5% of our 1st graders are meeting or exceeding benchmark; and 65.1% of our 2nd graders are meeting or exceeding benchmark. Our K-2 team is committed to further develop students early literacy skills through the balanced literacy approach - workshop model.	Spring 2018: Our target is to increase 10% proficiency rate in the F&P assessment (window 3) Continue the frequency usage of computer / technology (at least once a week)	Spring 2018: At SAP and through classroom teacher's recommendation, we have identified focal students in grades K-2 and provide them targeted support using Leveled Literacy Intervention program (LLI) before or after school for 8 weeks. At the end of each cycle, the participating teachers will evaluate students' progress and determine next steps. In the classroom, the teachers leverage small group instruction such as guided reading to provide targeted support for students who are working below grade level.
Technology Literacy is key for students to become prepared for college and developed a greater sense of a college going culture. Many of our students have limited access to technology at home. It is important that we continue to provide students access to technological devices so that they become conversant with devices and build the basic technological skills necessary for them to be equipped and prepared for success to meet the 21 century challenge.	Spring 2018: Each teacher will continue to incorporate at least one hour of technology as part of instruction every week. Students will use technology as a tool to support their learning development and to demonstrate their understanding of skills, concepts, and content. *Lower-grade students will use technological devices to develop basic computer skills such as key-boarding and use of simple applications. * Upper-grade students will use the internet to conduct research, applications for word processing, and web-based programs to enhance literacy and mathematics development.	Spring 2018: *Our Technology Teacher Leader provides guidance and support and disseminate important technology information to staff. *Teachers will continue collaborate with grade level team members to plan and incorporate technology to promote student learning and technology literacy. * Teachers will continue to participate in district sponsored professional development around the use of technology when appropriate.
K-2 College: We want to promote a college going culture for all our students. Our K - 5 grade students have obtained a college saving account through K-2 College Initiative. We want to promote financial literacy and help students understand what it will take to attend and obtain a degree with the support of financial assistance. We are one of the top ES in SFUSD that has the highest percentage of savings among families.	Working collaborative with K-2 College personnel, we will develop an incentive program where students would receive deposit credit into their account.	Refine our incentive program to increase student participation in saving money. One strategy is to provide workshop and available resources for parents.

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?

Jean Parker Vision/Graduate Profile 1. Schedule time for cross-grade vertical alignment and PD considering the JP Graduate Profile 2. Hold weekly Positive Behavior School assembly and continue to teach and reinforce positive citizenship skills Jean Parker School Wide Activities that promote College and Career Readiness 1. Annual Literacy Night for students and parents 2. Annual Junior Achievement Day where students learn about financial literacy and workforce preparedness 3. K-5 Focus on Presentation Skills

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?

Each month we will have two faculty meetings on Mondays; one will be devoted to Professional Development, and the other will be devoted to School / Faculty related Business items Grade level teams will also hold weekly Common Planning Time meetings (50 minutes) to plan units/lessons, reflect on student learning, and make necessary adjustments to maximize student progress and achievements. Common Planning Time is leveraged as an on-going professional opportunity for teachers to increase their instructional capacity around English language arts and literacy development. We are also working collaboratively with Teachers' College developers. They will provide five days of on-site training during the school year. Our Literacy Coach collaborates with classroom teachers and provides coaching support (2-4 weeks at a time) throughout the year in enhancing and building instructional capacity around our Balance Literacy Work. Our School Social Worker provides monthly optional professional development around social and emotional learning.

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
* Plan and facilitate an a year-long PD sequence around Comprehensive Approach to Literacy, Academic & Behavioral RTI, and Mathematics * Structure and expand time for grade level teams to meet for collaborative learning and reflective practice - analyzing student work and planning for next steps * In the Spring, plan and facilitate an ILT learning walk to identify success and need and determine school wide focus for the 2018-19 academic year * Engage Staff in PD on Comprehensive Approach to Literacy, RTI, and Mathematics * Collaborate with Site Literacy Coach and develop 2-4 week coaching cycles and/or labsite with teachers to further their capacity in workshop work * Collaborate with Teachers' College developers to provide teachers PD around best practices in reading and writing workshop and other effective instructional methodologies * Calendar 4 planning days that align with the district's spirals to analyze student data and develop/refine unit plans * Collaborate with Mathematic Content Specialist and teacher leaders to develop PD opportunities for the staff	* WSF * WSF * Site Funded Sub Release (WSF) * WSF * WSF * Site Funded Sub Release (WSF) * WSF * WSF & Prop A

STUDENT-CENTERED LEARNING CLIMATE

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:
- **Students with Disabilities/ Promotion of Inclusive Practices**: percentage of students in Special Education school-wide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD's commitment to full inclusion and increased expectations for students with disabilities.
- **Student Engagement/Attendance**: school attendance rates, chronic absenteeism rates
- **School Climate**: suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys
- **Social Emotional Learning**: interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy**: nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	Approximately 6% of our students have an IEP. Their learning challenges fall in the mild to moderate range.	* Increase overall academic performance for all students with IEP	RSP teacher collaborate with classroom teachers to elucidate and plan best practices to support student learning and gain access to the core standards and content.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	* Basis data tracks student discipline referrals - focus group includes students who continue to receive discipline referrals	* Basis data will indicate fewer discipline referrals	*Using the FYIT grant, JP will provide school uniform to the students in need. *Every classroom teacher will be teaching the bullying unit and second steps curriculum to foster a safe and caring school climate.
Student Engagement/ Attendance	Based on the 2017 Fall attendance data 7.9% of our students are considered chronically absent. *African American 71.4% (5 out of 7) *Hispanic/Latino 32% (8 out of 25) *Low SES 7.4% (14 out of 190)	* Continue to provide social and emotional support for all students * Maintain a 0% suspension rate	Our SSW will continue to coordinate our SART process to support families, monthly. In addition, we will implement school wide incentives with PBIS at our monthly assemblies.
School Culture/Climate		*Our suspension rate is typically 0%.	

	Based on 2017-18 School Culture-Climate Results: *Students _____ responded favorably *Staff _____ responded favorably *Family _____ responded favorably Based on 2017-18 suspension data, 0% of our student population was suspended. Based on 2016-17 School Culture-Climate Results: *Students (83%) responded favorably *Staff (97%) responded favorably *Family (99%) responded favorably		Tier 1: We implement strategies to promote positive school climate based on the RTI behavior framework. Tier 1 support includes: • Building authentic and mutually respectful relationships with students • School Wide Implementation of PBIS (School wide assemblies; Get Caught Beeing tickets; Behavior Matrixes that covers all major areas or venues in school) • Implementation of SEL curriculum (Second Steps) • Implement at least 3 Proactive Classroom Management Strategies * Incorporate Book of Month to promote social skill development Tier 2: 1. Match students with appropriate intervention support (i.e. Behavioral Contracting, School-To-Home-Note, Check in-Check out) 2. Implementation with Integrity and review/determine the efficacy of intervention (Teaming) 3. Progress Monitoring – make adjustment when appropriate 4. Using SAP process to identify additional support for students 5. RTI Behavior Team working collaboratively with teachers to identify support for students 6. Use BASIS as a monitoring tool to track progress 7. Continue with Mentoring for Success - providing mentoring to focal students 8. Incorporate field trips that are culturally responsive (plan with family groups such as Culture Club) JP will seek ways to engage our student leaders (Student Council, Conflict Managers). Consider ways to engage parents in the school expectations, shared school cultural values, and school identity. Increase parent volunteer (Room parent)
Social Culture/Climate	According to the 2016-17 Social Emotional Culture Climate Survey (SEL) *68% of our 4/5 students responded favorably to having a Growth Mindset *52% responded positively to Self- Efficacy *66% responded positively to Self-Management *66% responded positively to Social Awareness	2017-18 SEL Survey Results will indicate at least a 5% increase in the following areas: *Growth Mindset: *Self-Efficacy: *Self-Management: *Social Awareness:	*Use of Panaroma toolkit resources
Wellness Policy	Jean Parker has been promoting practices aligned with SFUSD's wellness policy to staff and students.	• Increase family awareness about wellness policy, especially in the context of healthy snacks and birthday celebrations. • Educate PTO about wellness policy specifically around fundraisers and family engagement events • Educate students and families about healthy snacks and eating habits through classroom lessons and special events (i.e. Literacy Night) • Provide families information and ideas for healthy food choices at the start of the year, and have individual conversations as needed when students continue to bring unhealthy food to school for lunch. • Students will be encourage to eat a healthy snack during morning recess time	• Include wellness policy information for parents at the start of the year at Kindergarten orientation, Back To School Night, in parent newsletter, and in the Jean Parker Family Handbook • Health Advocate will present the wellness policy at a PTO meeting at the start of the year • Health Advocate will present health-related professional development at the start of the year, and distribute health education information and resources to teachers • Encourage families to pack a healthy snack • Continue to host a weekly food pantry provided by the SF Marin Food Bank.

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

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

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

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

As a school community, we continue to make progress in improving parent participation and involvement. However, parent involvement remains to be a challenge at Jean Parker. We have increased communication between school and families by sending out monthly newsletters and developing a communication plan so that parents have access to all pertinent contact information including how to reach their child's teacher. Our predominant student population is of Chinese decent. We have increased parent participation by holding monthly principal chats which 80% of parent participants are Chinese parents. The topics for the principal chat were generated by parents, and the informal, relaxing environment seemed to sustain a regular group of parents. As a commitment to our affinity and diverse families, we will create space for parents to meet regulary. We will also increase cultural events and student performances to promote and embrace diversity. Also, we will increase parent participation in SSC / ELAC meetings by fostering postive relationships. Our family liaision will make personal phone calls and leverage daily interaction to build positive relationships with parents.

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

Attendance at SSC, ELAC, PTO meetings, the Annual Community Meeting, and survey participation will be used as measurements.

Community Partnerships

What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?

☐ Academic Support ☐ Behavioral Health & Wellness ☐ College & Career ☑ Expanded Learning/After-School ☐ Physical Activity/Recreation ☐ School to CTE	☐ Restorative Practices, Violence Prevention, etc. ☐ VAPA or Literary Arts ☐ Youth Leadership/Youth Development ☑ Parent/Family Support or Partnership ☐ Other:

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

ExCel YMCA After School Program OST After School Program Chinatown Children Development Center

What are your specific goals or objectives for these partnership?

JP will collaborate with all after school providers to continue to use the extended day for academic and social emotional support. Also, working with CCDC personnel is an integral part to support parents as well as students who need social and emotional support.

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

Monthly check in meetings will be held with school principal and program coordinators to reflect on success and challenges. Using the data, the team will refine practices to support programming and support for students.

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

JP will measure the impact through survey feedback on after school programming and will track attendance in these after school programs. We will also discuss the progress of individual students and parent involvement with CCDC specialist as a means to further support JP families.

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 = $1,000

Supplies = $1000 This money is used to purchase supplies for our students with special needs. It will be earmarked to supplement materials and supplementary curriculum and technology support to meet the needs of all SPED 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 = $59,961

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

To fund the following position and resources: Family Liaison .5 FTE - $33,698 Literacy Coach .25 FTE - $25,988 Supplies: - $275 The Family Liaison provides bilingual services for ELL families and family outreach, coordinates family engagement activities, PTO events with staff and parents. Coordinates engagement of ELL and SED families in school governance meetings. The Literacy Coach supports classroom teachers in standards driven unit and lesson planning, side by side coaching, and model lesson demonstrations. The literacy coach is specialized in reading and writing workshop and differentiated instruction targeted our ELL, AA, and Latino student population. Teacher coaching and training will be provided to teachers on meeting the needs of underachieving students, including ELA and ELD instruction. Literacy Coach will support grade level teams in refining and implementing TC Unit of Study with fidelity as a means to provide standards-based and differentiated instruction for all students, especially our EL and low SES students. The supplies are used for supplemental materials such as culturally relevant literature or informational texts of students' primary language. This will strengthen students' primary language and in turn support transfer and English 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 =

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?

To fund the following position and resources: Literacy Coach .25 FTE - $25,988 Teacher's College Consultantcy - $21,000 Acrosports Consultant - $8,012 The Literacy Coach supports classroom teachers in standards driven unit and lesson planning, side by side coaching, and model lesson demonstrations. The literacy coach is specialized in reading and writing workshop and differentiated instruction targeted our ELL, and LI student population. Teacher coaching and training will be provided to teachers on meeting the needs of underachieving students, including ELA and ELD instruction. Literacy Coach will support grade level teams in refining and implementing TC Unit of Study with fidelity as a means to provide standards-based and differentiated instruction for all students, especially our EL and low SES students. The Teacher's College consultants will provide intensive coaching and professional development on reader and writer's workshop. Building teachers' instructional capacity around language and literacy instruction will support our SED and EL students' language and literacy development. Teachers will provide targeted instruction such as "strategy group" as a vehicle to differentiate support for both SED and English Learners. The Acrosports consultants will provide physical movement classes for both SED and EL students. Based on our school survey, our students ranked enrichment activities the highest. Due to these highly engaging learning activities, our student attendance record is good. It is important to develop the whole child; therefore, providing these supplemental enrichment activities will support and strengthen students' social and emotional development. Having these programs is especially critical for our low-income students and maintaining their interest in school. Over 80% of our students are low socioeconomic disadvantaged. When students are more engaged and joyful in school, there is significant growth in the students' academic performance.

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

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = $43,360

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?

To fund the following position and resources: Literacy Coach .25 FTE - $25,988 YMCA Consultant / Dance - $1,779.20 Substitute Days - $10,000 SF CESS Teacher Development - $1,600 Instructional Supplies - $ 3,992.85 The Literacy Coach supports classroom teachers in standards driven unit and lesson planning, side by side coaching, and model lesson demonstrations. The literacy coach is specialized in reading and writing workshop and differentiated instruction targeted our ELL, and LI student population. Teacher coaching and training will be provided to teachers on meeting the needs of underachieving students, including ELA and ELD instruction. Literacy Coach will support grade level teams in refining and implementing TC Unit of Study with fidelity as a means to provide standards-based and differentiated instruction for all students, especially our EL and low SES students. The YMCA consultants will provide movement and dance classes for both SED and EL students. Based on our school survey, our students ranked enrichment activities the highest. Due to these highly engaging learning activities, our student attendance record is good. It is important to develop the whole child; therefore, providing these supplemental enrichment activities will support and strengthen students' social and emotional development. Having these programs is especially critical for our low-income students and maintaining their interest in school. Over 80% of our students qualified for the free and reduced lunch program. When students are more engaged and joyful in school, there is significant growth in the students' academic performance. The substitute days provide release time for our teachers and our literacy coach to collaborate and participate in professional development with Teachers' College staff developers. These teacher release days are critical to our work of cross grade level fidelity and capacity in balanced literacy instruction using the units of study from Columbia Teacher's College Reading and Writing Project. Through SF CESS Professional development the staff will engage our students through the equity lens that: each child at Jean Parker will be seen and spoken about through the lens of their unique strengths and will leave our school deeply rooted in their own culture and history. Each adult will be treated as a learner-practitioner who works to see their individual practice through the lens of equity and inquiry. This will allow for more authentic learning to build off their own strengths and positively impact social emotional learning. Instructional Supplies - used as funds for instructional materials.

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 = $72,425   (31500)

How do you plan to use these funds?

To fund the following position and resources: School Social Worker .5 FTE - $54,134 Literacy Coach .1 FTE - $10,395.20 Supplies - $278.80 136 Extend Hours Certificated - $ $4,901.01 1% Title I Parent Engagement - $725 The School Social Worker - supports and provides mental health services for ELS and SED students. The school social worker also provides family outreach and coordination of educational events for families. In addition, this individual will also collaborate with the teaching staff to implement school-wide PBS practices, Anti-Bullying, and Second Step curriculum. Provide programs such as lunch bunch as a means to help students build positive relationships and social and emotional skills. The Literacy Coach supports classroom teachers in standards driven unit and lesson planning, side by side coaching, and model lesson demonstrations. The literacy coach is specialized in reading and writing workshop and differentiated instruction targeted our ELL, and LI student population. Teacher coaching and training will be provided to teachers on meeting the needs of underachieving students, including ELA and ELD instruction. Literacy Coach will support grade level teams in refining and implementing TC Unit of Study with fidelity as a means to provide standards-based and differentiated instruction for all students, especially our EL and low SES students. The Certificated Extended Hours are used to compensate teachers for targeted support of students below grade level in reading. Curriculum used could be LLI to move students towards grade level through small group targeted instruction with teachers. Supplies - used as funds for basic instructional materials. Title I Parent Engagement - see 1% Title I Parent Set Aside Box below

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 = $725
For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you <u>attach</u> the Parent Involvement Policy's full text when you upload your BSC to SharePoint**.

$725 for supplies and emergency interpretation services to support parent involvement activities Title I School Level Parental Involvement Policy Jean Parker Elementary School STATEMENT OF PURPOSE: Jean Parker Elementary School values the collaboration between home, community and school. The involvement of parents and community members is an essential component of developing high achieving students. Every effort to invite and consider parent and community input is made to ensure the success of our students. Jean Parker Elementary School has developed a written Title I parent involvement policy with the input from parents, teachers and administrators. Involvement of Parents in the Title I Program Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. To ensure that parents and community have the opportunity to support the educational process through participation in decision-making and volunteer activities, we encourage active participation by: • Holding an annual meeting to inform parents of school wide program requirements and their rights which occurs at our Back-to-School Night each Fall • Offering a flexible number of meetings o Jean Parker Elementary School offers a variety of opportunities for regular meetings including monthly School Site Council meetings, twice a year Community Meetings, monthly English Language Advisory Committee (ELAC) meetings, monthly Parent Teacher Organization (PTO) meetings o Parents are welcome to schedule an appointment with teachers, principal and/or counselor at any time throughout the year • Involving parents in an organized, ongoing, and timely way, in the planning, review, and improvement of its school programs and the Title I parental involvement policy o The academic program is reviewed regularly at School Site Council meetings and opportunities for input are given during the development of the Balanced Scorecard/Single Plan for Student Achievement(BSC/SPCA) and through Community Meetings. • Providing parents of Title I students with timely information about school program, including academic information regarding curriculum and assessment, through: o Back to School Night School Site Council meetings o Parent and Community Resource Bulletin Board located in the Main Office o Parent Outreach Program (Spanish/English) open office hours o Parent Handbook sent home annually (Fall of each school year) o Parent conferences; families are also welcome to schedule appointments with teachers, principal and/or counselor at any time during the school year o Monthly school newsletter in English, Spanish, Chinese The Parent Involvement Policy will be reviewed periodically and any updates will be included in the BSC/SPSA School-Parent Compact Jean Parker Elementary School has jointly developed with and distributed to parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent compact is included in the Back to School packet each Fall. See Attachment A. Building Capacity for Involvement Jean Parker 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: • Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. o Data reviews and monitoring of student achievement is reviewed by School Site Council. These meetings are open to all parents, staff and community members o Parents receive student SBAC scores in the mail and teachers explain academic content standards, assessments and how parents can assist their student's progress during Back To School Night presentations and parent conferences o School Site Council and Learning Support Counselor coordinate parent workshops to understand academic program and how parents can work as partners in monitoring student progress • Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. o Monthly newsletters include upcoming meeting dates, time and location and include suggestions on how parents can work with their students at home o Meeting agendas are posted on the community bulletin board and SSC Newsletter o The Parent and Community Resource Bulletin Board located in the main office includes: • School/Meeting Calendar • Parent/Student Handbook • Volunteer Applications/Information • Curriculum and Assessment Information Accessibility Jean Parker Elementary School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. In addition, child care is provided for each meeting. Adopted by Jean Parker Elementary School's School Site Council on March 16, 2018   JEAN PARKER ELEMENTARY SCHOOL PARENT-SCHOOL COMPACT 2018-2019 School Year We must each do our part to support the achievement of: _____ As a student : • I will respect myself and others. • I will listen, behave, and use positive communication. • I will come to school well rested, on time, and ready to do my best work. • I will read 20-30 minutes each day. • My personal promise is to _____. Student Signature:_____ Date: _____ As Parent/Guardian: • I will show my child I value his or her education by attending school events. • I will support my child's learning by participating at school meetings (SSC, ELAC, PTO). • I will help my child succeed in school by giving them adequate sleep and limiting screen time (TV, computer, video games) during the week, so they have time to read 20-30 minutes per day and complete homework. • My personal promise is to _____ Parent/Guardian signature: _____Date: _____ _ As Teacher: • I will provide a challenging and stimulating curriculum for each child. • I will demonstrate respect for the dignity of each child and family. • I will communicate with families about student successes and challenges. Teacher:_____Date:_____ As Principal: • I will maintain high expectations for students, staff, families, and school partners. • I will partner with families and community to support our school goals. • I will provide a safe, orderly, welcoming, and positive environment for the school community.
Principal:_____Date:_____

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

Select the Bryk Essential that most aligns to the use of these funds:
- ● Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Impact & Innovation Awards =

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

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

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

How do you plan to use these funds?

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

Equity Grant =

Identify Sub-group & specific actions

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*

○ Professional Capacity *(LCAP Priorities: Basic)*
○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Other (PTA, external sources, School Quality Pairing/CoP work) =
How do you plan to use these funds to support your school-wide actions? (**Limit: 250 words**)
Select the Bryk Essential that most aligns to the use of these funds: ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)* ○ Professional Capacity *(LCAP Priorities: Basic)* ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)* ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

CENTRAL SUPPORTS & RESOURCES

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

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

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

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

The School Social Worker will: 1. Collaborate with other support staff (Literacy Coach, Family Liaison, teachers, principal, and after school staff) and provide outreach and coordinate educational events for families 2. Function as a lead for SAP and RTI, identify and align resources in the effort of supporting students' social/emotional and academic needs 3. Provide direct services to students who need social/emotional support and development and collaborate with teachers to implement PBS practices and SEL curriculum

SECTION V: Recommendations and Assurances

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

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

☑	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
☑	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
☑	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	☑ English Learner Advisory Committee (ELAC)
	☐ Community Advisory Committee for Special Education Programs
	☐ Other *(list)*
☑	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
☑	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
☑	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before **March 23, 2018**.
☑	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: **8/28/2018**
☑	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
☑	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
☑	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
☑	This school plan was adopted by the SSC on: **8/28/2018**

School Site Council Roster and BSC/SPSA 2018-2020 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., "Teacher/Co-Chair" or "Parent/Alternate")

School Site Council Learning Module - SSC Parity

SFUSD Website, School Site Council Page

Name	Role	Signature
Eric Leung	SSC Member / Principal	
Bonnie Tong	SSC Member / Teacher	
Marian Brook	SSC Member / Teacher	
Elaine Ly	SSC Member / Teacher	
Sarah Affolter	Literacy Coach	
Rui Jun Li	SSC Chair / Parent	
Shirley Duong	SSC Member / Parent / ELAC	
Janice Villanueva	SSC Member / Parent / ELAC	
May Deng	SSC Member / Parent	
Lydia Mangampat	SSC Member / Parent	