

**SFUSD**SAN FRANCISCO  
PUBLIC SCHOOLS

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

<b>School</b>	<b>Revere, Paul (K-8) School</b>
<b>Principal</b>	Lee BryanJr.

### SCHOOL VISION & CONTEXT

Revere is a PK-8 school located in the Bernal Heights neighborhood. We are a historically underserved school; 75% of our population is Hispanic/Latino or Black/African American. In the 2017-2018 school year, 50% of our staff was a first or second year teacher and 50% of those teachers were non-credentialed teachers. Revere provides the appropriate support and services needed to meet the unique needs of each student and family within our community. We honor, promote, and teach the value of bilingualism in our Spanish-Immersion program. Revere teachers and staff are committed educators that work collaboratively to deliver a rigorous standards-based curriculum using instructional practices that promote higher levels of learning driven by student engagement and performance data. Our teacher and staff professional development focuses on building our capacity in balanced literacy, Common Core State Standards for Language Arts and Math and infusing Restorative Practices. Students learn in an environment that values their individual identities, nurtures independence, and challenges them to be critical thinkers. A challenge for Revere has been hiring experienced, credentialed teachers, and retaining staff. This has had a huge impact on stability for students and on learning. Due to the high teacher turnover rate, we haven't been able to provide the rigorous teaching necessary to increase student achievement. Instead, our focus has been derailed by continuing to focus on the implementation of Tier 1 behavior support systems. As a school, we are aiming to overcome the challenge of achievement discrepancies between our white students and our African American and Latino students; thus far we have not closed the gap but are working toward progress with our AA and Latino students. Our goal is to aggressively begin to look for staff that reflect our student population, staff who are credentialed, staff dedicated to social justice and equity, and staff with a culturally responsive pedagogy. We are working to build consistency across grade levels in order to revise and refine common core units and align common core curriculum across grade levels and strands to have strong vertical alignment. We are working towards providing opportunities for students to engage in academic discussions around complex text that lead to evidence-based writing in language arts, math, science, social studies and the arts. We are striving to develop a positive school culture where students look forward to coming to school because of the joyful learning atmosphere that exists. We aim to support this effort by providing differentiated professional development for teachers. This differentiated professional development will ensure that teachers are meeting the needs of their students and providing a student-centered classroom environment.

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

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

## SECTION I: Overview and Key Components

### Overview

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

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

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

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

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

### Key Requirements

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

#### These requirements include:

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

## SECTION II: School Data Profile

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

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

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

### 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):

African American students (14%) English Learners (inclusive of Long-term English Learners (LTELs) (66%) Students with Special Needs (14%)

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

Analysis of Results Language Arts-All Students  In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.  WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts will be required to achieve these goals?  WASC Ch.5
Our 2016-2017 SBAC data shows that in each grade less than 30% of our students in grades 3-8 are proficient in English Language Arts. 18% of Latino students, 12% African American students, 8% English Learners, and 5% Special Education students were proficient in the 2016-2017 SBAC ELA. Analysis of the F&P data shows the majority of our students are not reading at grade level with 57% of students not yet meeting expectations, 13% approaching expectations, and 29% students meeting or exceeding expectations. RI data indicates that 19% of African American students, and 14% of students are proficient. Our Integrated Writing Assessment data shows that we exceeded the District average of 33.2% proficient in grades 4, 5, 7, and 8, with 18% Latino students, 14% African American students, 9% ELs, and 10% SPED students meeting or exceeding the standard in the IWA.	Our goal is to increase overall schoolwide proficiency in ELA (as measured by SBAC) by 15%. We aim to increase our EL proficiency by 15%. We aim to increase AA student proficiency in Reading and Math by 15%. We aim to increase our SPED student proficiency by 15% in ELA on SBAC. Our goal is to outpace the District in all grade levels in the IWA.	Tier 1 interventions are required to ensure all students reach mastery in grade level English Language Arts and Spanish Language Arts. Best practices include: Ongoing grade level planning meetings, data meetings, and differentiated professional development. Literacy coach and IRF provide teachers with ongoing planning support and coaching to support with teaching the workshop models with fidelity. Implementing and following the SFUSD ELA Spirals and Scope and Sequence. Culturally responsive pedagogy and practices. Implementing a Comprehensive Approach to Literacy with fidelity. Beyond Turn & Talk- Structured oral language practice and academic conversations Use assessments (F&P and RI) to inform and adjust instruction Analysis of student work through ROCI	We will conduct cycle reviews periodically throughout the school year using the results-oriented cycle of inquiry (ROCI) or Plan, Do, Study, Act (PDSA) model. We will set goals for our classes and in particular our focal students, collaborate on creating plans for student success, reflect on our progress through frequent formative and summative assessments, and adjust our plans as necessary in order to meet our goals. We will do this in grade level collaboration (Planning and data meetings), quarterly release days, and annual benchmark ROCI. For our African American students, we will implement an Individualized Learning Plan (ILP) where teachers, parents/caregivers, and students discuss strengths, areas of growth, and create an action plan for success in the classroom and school community. Immersion PLC

**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?
<p>We have two ARTIFs, one Spanish-speaking who serves our K-2 students, and our English-speaking ARTIF who focuses on students in grades 3-5 who need intervention. Our English ARTIF uses LLI to teach, practice, and assess reading. Our Spanish-speaking ARTIF uses Razz Kids and Guided Reading books in Spanish to teach, practice, and assess reading. Our ARTIFs currently serve 59 students total. Our LLI data shows that of those 59 students, 16 students, or 27%, have made progress of 1.0 or higher (meeting expectation). Nine students, or 15%, have made 0.0 total growth, 20 students, or 33%, have showed growth but are not yet meeting expectations, and 14 students, or 23%, are kinder students that are new to the program and only have one or no data points.</p>	<p>Continue to use LLI data to determine target students and set growth goals. Our goal is for 75% of our students to make one year's growth. Our ARTIFs will continue to assess students monthly and will continue to meet weekly to analyze intervention data, plan next steps, and to determine flexible groupings.</p>	<p>We will support teachers to select 4 focal students in their class that align with our focal groups as a school (AA, EL- Newcomer/LTEL and SPED- 2 boys, 2 girls) so they can more closely monitor the impact of their instruction on student learning. We will use our Academic Response to Intervention (RtI) specialists for reading intervention in both English and Spanish, in particular for 1st and 2nd graders, in addition to students who are approaching proficiency in 3rd, 4th, and 5th grade.</p>

## 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):**

African American students (14%) English Learners (inclusive of Long-term English Learners (LTELs) (66%) Students with Special Needs (14%)

**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
<p>Our 2016-2017 SBAC data shows that in each grade less than 30% of our students in grades 3-8 are proficient in Math. 9% Latino students, 5% African American students, 9% English Learners, and 2% Special Education students were proficient in the 2016-2017 SBAC Math. Math Benchmark data shows that 14% of Latino students and 3% of African American students were proficient in Window 1. Our ELLs performed at 14% proficiency and our SPED students performed at 3% proficiency in the Math Benchmark for Window 1.</p>	<p>Our goal is for students to increase overall proficiency in Math by 15% as measured by SBAC and Math Benchmark assessments.</p>	<p>Tier 1 interventions are required to ensure all students reach mastery in grade level Mathematics. Best practices include: Ongoing grade level planning meetings, data meetings, and differentiated professional development. IRF to provide teachers with ongoing planning support and coaching to support with teaching the District Core Curriculum with fidelity. Culturally responsive pedagogy and practices. Beyond Turn &amp; Talk- Structured oral language practice and academic conversations Multiple opportunities for students to explain their reasoning and multiple ways for students to demonstrate their knowledge, such as: written, oral, and illustrations Use assessments (formative and summative, such as Math Milestone Tasks) to inform and adjust instruction. Analysis of student work through ROCI</p>	<p>Core Curriculum: Teachers will use the SFUSD Math Core Curriculum that is built upon the Common Core State Standards. Instruction: A powerful mathematics classroom involves shared sense-making within a community of learners. Students will make their thinking public through various modalities. Students will construct viable arguments and critique the reasoning of others. Teachers will:</p> <ul style="list-style-type: none"> <li>• Design lessons that promote student learning through discourse;</li> <li>• Begin the lesson with a carefully presented launch;</li> <li>• Guide the lesson with facilitated group work and class discussion;</li> <li>• Summarize the lesson to bring out students' insights while mitigating possible misconceptions.</li> <li>• Math Talks, Three Read Protocol In addition, teachers will use math notebooks, math technology tools, questioning strategies, and re-engagement strategies.</li> </ul> <p>Assessment: Math Milestone Tasks/Benchmark will be used to inform instruction, plan lessons, and determine strategy groups.</p>

**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?
	<p>All students grow two years in mathematics in one year of school.</p>	

Students with IEPs and African American students are the two groups we are most concerned with in mathematics. They are not performing, on average, at the level they are capable of and the level of their peers.

Our teachers are working on using daily exit ticket feedback to pull individuals and small groups to pre-teach and reteach during the next day's lesson. Additionally, we need to support kids in small strategy groups who are below grade level to accelerate so they are on grade level.

## 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>
We are currently strengthening our science instruction. Students are currently being provided access to science instruction in the classroom and through our partnership with Education Outside for grades K-5. Through this partnership, students are exposed to science standards through inquiry and hands-on experiences. Students in grades 6-8 are receiving science instruction and opportunities for hands-on inquiry based on the new NGSS.	Our target and performance goals are for every teacher to provide science instruction at least three times per week and to integrate the NGSS standards in the literacy block through nonfiction reading and writing. Our goal is for more cross-disciplinary planning and collaboration in the middle school.	Instructional shifts that will help us achieve these goals are: Time during grade level collaboration to co-plan science instruction. Differentiated science professional development Partnership with District Science Department to facilitate and co-facilitate PD for staff Continue to align Education Outside instruction with science standards

## 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>
Revere's reclassification percentage, about 12.5% (31 students), is on par with the district average of about 12%. We have however doubled the number of reclassifications this year compared to the last 2 years. 0% of our K-2 ELLs are at benchmark in the English F&P, 39% K-2 ELLs are at benchmark for Spanish F&P, 7% are at benchmark for the RI, 5% at benchmark for the IWA, and 41% proficient for Math Benchmark. Each of our teachers K-8 provides designated ELD everyday.	-Reclassify 100% of our graduating 8th graders. -Continue our upward trend of reclassification and reclassify 50 students (a majority LTELs) -Continue and grow our current system for classroom observation and teacher feedback -Provide differentiated PD on instructional best practices for Newcomers - Strengthen our integrated ELD instruction	

		Instructional practices: 1) All English Learners will receive instruction in English Language Development for at least a 30-minute block at the elementary level and a class period at the secondary level following SFUSD's EL Placement Guidelines for Designated ELD placement and be provided support for academic language development in core content courses (Integrated ELD). Special Education EL students must receive ELD, either through the site's ELD structure, or provided by the Special Education teacher in addition to SPED services. 2) Planning weekly ELD instruction using the MPD 5-Day Framework which focuses on student to student talk, standards based planning, unpacking complex text and students applying new skills immediately when writing and speaking. 3) Consistent and facilitated grade level collaboration to plan ELD in thematic units. 4) Writing and posting Language Objectives 5) Regular ELD-focused professional development 6) Frequent checks for understanding build into daily designated and integrated ELD instruction 7) Use of assessment (informal and formal such as F&P/RI) to inform and instruction and student grouping Strategies: 1) Regular use of student to student talk structures. Provide varied opportunities for students to articulate learning using discipline-specific and general academic language. 2) Academic conversation: teach, model, practice conversation moves: -initiate (with think time) agree/disagree/challenge -paraphrase -elaborate/build on -support/justify and opinion 3) Choosing engaging, challenging and culturally relevant mentor texts 4) Explicitly teaching academic vocabulary and giving students many opportunities to use new words 5) Interactive and shared writing Scaffolds: 1) Front-loading important vocabulary 2) Posted visuals for talk moves 3) Teach, model, practice physical talk moves 4) Word banks (with images for K/1) 5) Using retelling and summarizing activities to internalize complex text 6) Strategically pairing students in A/B conversation partners
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## 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 <b>all</b> 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>
	Our school wide goal is to meet or exceed the District average in the Culture and Climate survey and to increase student participation. We also hope that all classrooms will implement Second Step SEL curriculum with the support of the school social worker and Project Prevent.	Continue collaboration with Pupil Services to provide professional development for teachers around behavior, Tier 1 interventions, and social emotional well-being for students. Continue collaboration with Health Services to create a more inclusive community for students of diverse backgrounds and our LGBTQI students and families.

At Paul Revere, some teachers use the Second Step Social-emotional Learning curriculum. We also partner with Project Prevent to provide trauma-informed professional development for staff. Project Prevent also provides Revere with social work interns to work with our students. We have also collaborated with School Health to provide professional development for teachers around LGBTQI students and families, and Pupil Services to provide professional development for teachers around PBIS, Tier 1 interventions, and Restorative Practices. We partnered with Planned Parenthood to provide puberty education to our fifth graders. Our school nurse also provided staff with seizures and epipen training. Our school social worker supports our Wellness Center where students can access social-emotional supports and have a dedicated and calm place to de-escalate. Our Culture Climate survey student responses indicate that 77% of students feel there is a climate of support for academic learning. 45% of students report having a belief in growth mindset. 74% of students report having knowledge and fairness of discipline, rules and norms. 44% of student report feeling a sense of safety, and 50% of students report feeling a sense of self-efficacy. 56% of students reported having the ability to self-manage emotions, thoughts, and behaviors in different situations. 72% of students reported having a sense of belonging or school connectedness. 62% of our students said they had social awareness: the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

## VISUAL AND PERFORMING ARTS

<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.	<b>What are your targets/ goals? (Elementary, Middle, High)</b> Refer to the VAPA section in the Central Services Supports Guide	<b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b>
We believe our traditionally underserved student population should have access to the kind of high quality and relevant arts education that connects young people to a wider world, and which wealthier school communities routinely expect and fund. We have a rich and multi-faceted arts program that is teaching our students to find their voices while also deepening bonds among families, with the school and community partners. Students in grades 5-8 receive Taiko drumming classes with a certificated VAPA teacher. In partnership with teaching artists from community-based organizations, we also have three arts residencies each year that culminate in Cultural Assemblies, with visual and performing arts presentations by the students. Middle school students have electives in partnership with SF Jazz, SF Shakespeare Festival, and Young Audiences of Northern California. Student in the elementary grades receive visual arts from a VAPA teacher based on the arts standards. Students receive standards-based arts lessons on a continuum that spiral up from K to 5th grade.	One goal is for increased exposure to visual and performing arts for all students K-8. Another target is to include more academic discourse in art lessons.	Increase collaboration between arts teacher and grade level teams to integrate arts into the curriculum and to plan interdisciplinary lessons. Provide time for classroom teachers and VAPA/arts teachers to collaborate to increase academic language and discourse during visual and performing arts lessons.

## 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> Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA	<b>What are your targets/ goals? (Elementary, Middle, High)</b> Refer to the Physical Education section in the Central Services Supports Guide.	<b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b>
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Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	
Our students receive designated PE instruction from certificated staff at the elementary and middle school level. Our PE teachers not only focus on the skills needed for physical activity, but they also focus on sportsmanship and integrity in sports and how these skills translate to everyday life.	Based on the physical fitness assessment results, our goal for both elementary and middle school is for students to be in the healthy range in the physical fitness assessment. Another goal is for all students to receive balanced instruction around health, fitness, and physical activities. We would also like to see all middle school students actively engaged in PE lessons. It is important to also include more lessons around having healthy lifestyles.	Continue to teach standards-based physical education classes. Provide students with multiple opportunities to be successful in physical activities. Include health related lessons for students K-8 Regular and consistent collaboration between our teachers and our PE teachers Encourage classroom teachers to provide students with physical activity breaks in the classroom when needed (i.e. stretching),

## 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	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?
For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.  WASC Ch.2		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
We believe that college is a right of all students. We engage in the many activities to support a college-bound school climate. Our middle school students attend events at San Francisco State University and UC Berkeley where they have opportunities to engage with current college students. We set expectations early and create awareness by inviting members of our community to speak about their college and career paths and experiences.	Our targets include: 100% of 8th graders attending college field trips. Increase the number of students with a K2C account by 5%. Increase the High School Readiness from 32% to 50%.	Bulletin Boards with college pennants. Hang college flags/pennants in rooms. College T-Shirt Fridays We need to case manage those middle school students that are chronically absent and design incentives for them to attend school. One such strategy involves developing a peer-mentor approach whereby middle school students could be paired with younger, elementary students that are in need of forming strong bonds with others.

## 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?**

Increase the awareness of the existing programs that encourage and promote college and career readiness and through that awareness increase the number of students and families enrolled in K2College program. Continue to partner with community based organizations, such as SFSU and Mission Graduates or others similar CBOs to encourage a college and career ready culture at Revere, in addition to making college an explicit reality as exemplified by all our teachers.

## 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?**

100 minutes, as allowed by USEF contract, professional development/staff meeting time every second and fourth Monday each month. The focus of the professional development sessions is social emotional learning and building capacity of teachers to work with diverse student populations. Business meetings will focus on school wide needs and business. Systems Team Meeting, composed of administration, IRF, Literacy Coach, Community Coordinator, ELD Coach, ARTIF, and consultant is once per week. We have implemented a minimum day on Thursdays where the entire school comes together for differentiated academic professional development. Teachers come together to plan and develop lessons using information from the PD and to collaborate with colleagues. Grade level teams also meet weekly with an instructional coach (IRF) to analyze student work and adjust instruction accordingly. They also use this time to analyze performance data. Weekly Grade Level Collaboration meetings are facilitated by the literacy coaches and the IRF to extend learning opportunities outside of the classroom. Middle School teachers have a weekly meeting to discuss business unique to MS facilitated by an instructional coach. Focal areas: Math: units of study, 3 read protocol, close read, math talks, math intervention/workshop Language Arts: balanced literacy with a focus on guided reading, spirals and unit plans implementation PBIS: Tier 1 interventions, Restorative Practices, Community Circles

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)
Weekly Systems Team meetings; weekly Grade Level Collaboration; weekly data meetings, and standards-based Language Arts, ELD, and math implementation with fidelity. Implement an ILT to drive the academic direction of the school. Implement a Culture and Climate Team to drive school wide PBIS practices.	ILT-Principal, literacy coaches, IRF and a teacher representative for each of the grade level spans; GLC-Facilitated by the coaches and the IRF utilizing the available resources provided by central office; PD-Literacy coaches and IRF with Humanities and MPD department support to facilitate PD and coaching for the implementation of the balanced approach to literacy and ELD; utilizing our teacher leaders and math department for support for math PD and coaching. We will use site budget to pay for extended hours for teacher participation, as needed. Culture and Climate team-extended hours paid for by Project Prevent; team consists of administration, teachers, social worker, behavior and BRTI coach, and IRF.

## 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>	Revere has three SDC classrooms, two RSP teachers, and one SLP. We have a part-time nurse and a part-time school psychologist. These caring adults ensure that students receive an equitable education and have access to the curriculum. Our school nurse ensures that students have access to medical attention and that any medical conditions are appropriately documented. He also ensures that students' 504 plans are being implemented with fidelity.	To continue to provide students with equitable access to the curriculum and leveraging staff knowledge to ensure students are being successful. Consistent meeting time for 504 team. Mainstream a higher percentage of SPED students into general education classes.	Continue to meet as a SPED department to address school wide SPED needs Provide designated time for SPED and health-related professional development for general education staff and how to meet the needs of students with special academic and social-emotional needs
<b>Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)</b>			Collaborate with community agencies to provide workshops to our parent community and staff on diversity and parenting skills Continue to collaborate with District departments to provide PD to teachers and parents

	<p>We reached out to the School Health Department to provide professional development for teachers and to get support for our students who introduced themselves in non-binary ways to their peers and staff. We met with parents to discuss a plan to ensure student success in and out of the classroom. We also identified our foster and homeless students to ensure they had the resources they needed to be successful in school. Our social work staff and school staff supported these students and families with finding shelter, uniforms, and school supplies. We also reached out to Angelina Romano to provide PD to our staff around immigrant students and families.</p>	<p>Become a more inclusive school community for our LGBTQI students and families. Continue to provide professional development to educate teachers about our immigrant and LGBTQI students and families. We hope to include more PD for staff around how to best support foster youth and homeless students and families.</p>	
<b>Student Engagement/Attendance</b>	<p>2016-2017 attendance data for K-5 indicates: Schoolwide: 28.6% of students were chronically absent, and the 3-year trend has been upward African American: 48.8% of students were chronically absent, and the 3-year trend has been upward. EL: 21.1% of students were chronically absent, and the 3- year trend has been upward. In 2016-17, school-wide rate was 17.5% points above the district average. The 3- year trend has been 11.9% points above the district. 2016-2017 grades 6-8 attendance data shows: 10.7% of students were chronically absent, and the 3-year trend has been mixed. African American: 19.0% of students were chronically absent, and the 3-year trend has been mixed. EL: 5.9% of students were chronically absent, and the 3- year trend has been mixed. In 2016-17, school-wide rate is 2.5% points above the district average. The 3- year trend has been 0.7% points above the district.</p>	<p>Support all students/families with chronic absenteeism to move out of this category. Our attendance clerk will create and update an attendance tracking/monitoring system and plan for following up with families who are in danger of becoming chronically tardy/absent/truant Embed incentives with a closely monitored tiered system of interventions Goal is to reduce our absentee/tardy rate to District average in K-8</p>	<p>We will include information on attendance expectations at every meeting/event for new K families and periodically throughout the year in Wednesday envelopes Given the absenteeism rate in K-5, we will target attendance as well in all parent events and assemblies. We also plan to begin monthly attendance celebrations at our K-8 assemblies. We will continue our efforts to work closely with Pupil Services (BAT team) in regards to the high-profile cases of families with ongoing chronic attendance needs (attendance plans/incentives, SART meetings, SARB meetings, etc.). Work closely with our parent liaisons to collaborate with parents around positive attendance habits</p>
<b>School Culture/Climate</b>	<p>We hope to increase our school culture and climate through the adoption and implementation of RP, we are working on minimizing the punitive approach to discipline and instead are working on mediation and conflict resolution. We pride ourselves in using suspension as the very last resort. We are working closely with our behavior coach and wellness team to implement a Culture and Climate Team.</p>	<p>Reduce the number of students sent out of class for Tier 1 behaviors by 25%. Use the SEL Culture and Climate survey data available in Summer 2018 to establish specific targets for other areas of improvement. Our goal is for all classrooms to be utilizing strong PBIS and RP practices with fidelity and for teachers and staff to enter student behavior data into BASIS with fidelity.</p>	<p>Provide PBIS training school wide to improve culture in the classrooms and to promote a safe and stable learning environment. In addition, provide follow up training in RP to strengthen the basic components of circles and restorative conversations. Continue to partner with the BAT team to provide PBIS, RP, and behavior coaching support. Our BRTI/behavior coach will support teachers with school wide PBIS and support for Tier 1 behaviors.</p>
<b>Social Culture/Climate</b>		<p>We will explicitly teach these skills to students and thereby expect to increase the response of favorability in each of the 4 SEL domains by 10%. We especially want to see an improvement in Growth Mindset.</p>	<p>Implement Restorative Practices by holding morning circles at least 3x week Teach these strategies using the Second Step curriculum with the support from the SSW and staff from Project Prevent</p>

	<p><b>PERFORMANCE AND CHANGE:</b>  For 2016-17: Growth Mindset: 45.0% (-9.0%) Self-Efficacy: 50.0% (-8.0%)  Self-Management: 56.0% (-5.0%)  Social Awareness: 62.0% (2.0%)  <b>ACHIEVEMENT GAP:</b> For 2016-17: Growth Mindset: HPRG: Hispanic/Latino; favorability: 39.0% and change: -13.0% LPRG: N/A Self-Efficacy: HPRG: Hispanic/Latino; favorability: 49.0% and change: -3.0% LPRG: N/A Self-Management: HPRG: Hispanic/Latino; favorability: 57.0% and change: -4.0% LPRG: N/A Social Awareness: HPRG: Hispanic/Latino; favorability: 59.0% and change: 0.0% LPRG: N/A  <b>DISTRICT COMPARISON:</b> The difference between the schoolwide favorability and the average district favorability are as follows: Growth Mindset: 15.0% points below the district average. Self-Efficacy: 8.0% points below the district average. Self-Management: 16.0% points below the district average. Social Awareness: 4.0% points below the district average.</p>		
<b>Wellness Policy</b>	<p>We are attempting to align ourselves with the wellness policies of the District for healthy food options/snacks as described by the District.</p>	<p>For all classrooms to promote healthy snacks and for all class parties to only serve healthy snacks/food.</p>	<p>Will explain the food policy at kinder orientation and back to school night as well as sending reminders home during the school year.</p>

## PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

### Family Partnerships: *The child's first and most influential teacher is the family.*

Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

Based on your data choose at least one of the following <a href="#">SFUSD Standards</a> to work on.	Choose at least one of the following focal populations
<input 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 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 type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:

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

We are working with our family liaisons to increase communication with our community at large and inform them of events and/or committees where they can participate. We are also working with parent leaders from the SSC, the ELAC, AAPAG, and the PTA to learn about how we can increase parent engagement and involvement. We will continue to promote our Parents As Partners Week to engage parents and build relationships. We will do this earlier in the year than we have in the past to strengthen parent/school relationships. We will also have Parents As Partners Week twice in the school year to increase the school-home partnership. Prior to Parents As Partners Week, teachers engage in specialized professional development in preparation for this school wide event.

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

We will develop a school site Family Partnership Action Plan. The action plan will be based on school data and assessments, such as the Culture & Climate Survey. The plan will include a professional development series for staff on cultural competency and implicit bias. We will meet bi-weekly with our family liaisons and community coordinator to discuss upcoming family and community events and plan accordingly.

## Community Partnerships

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

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

Beacon-BACR, SF Park and Recs Department Village Round Table Mission Graduates Project Prevent, Alliant International University (therapy intern) and OTTP, Spanish language counseling Partners in School Innovation

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

Provide mental health wrap around services Provide mentorship for our focal groups Provide trauma informed PD Provide professional development with parents and support ELAC Second Step SEL Curriculum implementation

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

Continue to engage families, disseminate information, and deepen a community schools approach. Prioritize the involvement of our African American and Latino parent groups. Support these groups through hosting monthly meetings and planning school wide events. Connect the school based groups to district level groups and resources.

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

We will provide students, parents, and staff with surveys to measure impact of services. We will also analyze student referral data for academic and behavioral support and interventions.

## 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 = \$4,350

The entirety of these funds will be used by Special Education teachers to provide students with IEPs with the necessary equipment to access the core curriculum and address individualized IEP goals.

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 = \$89,942

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

We fund our Kindergarten N10S Spanish support paraprofessional with these funds to ensure our newest learners have a lower ratio and teachers are afforded extra language support. We also fund .48 of our RtI support staff. Our target student group based on school-wide initial assessments and progress monitoring assessments include our English learners who are at risk of becoming Long-Term English Language Learners (LTELs) or who have already been classified as such.

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

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

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

Allocation = \$0

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

NA

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?

We fund .3 of our RtI support staff. Based on school-wide initial assessments and progress monitoring assessments, our target student groups include our English learners who are at risk of becoming long-term English learners (LTELs) or who have already been classified as such as well as our African American 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)

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

Allocation = \$489,312

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

TIIIG funds are critical to our success as a Community School. We fund seven positions, including a bilingual office clerk, 1 bilingual classroom teacher, a Technology Integration Specialist, MS Counselor, ELD Coordinator, and our Community School Coordinator.

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 = \$127,789** (31500)

*How do you plan to use these funds?*

In order promote literacy and create an awareness of literacy, Revere will host a Literacy Night (\$500) with the theme of "Dress Up As a Character." Retention of teachers is one area of focus for our school. We believe that in order to retain our teachers we need to provide extended hours for PLCs, PDs, and leadership opportunities (\$18931.31). Also, in order to support our students, we will purchase instructional materials (Reader's and Writer's Workshop Units of Study, Words Their Way Workbooks (\$17097.69), and a school-wide subscription to learning A-Z (\$7957.69). We will continue to fund our ELD coordinator's position in order to have higher rates of reclassification, ELD professional development, and coaching for teachers (\$12,902.31). To support our AA students and ELL students we would like to fund a .5 FTE Family Liaison position (\$34,000). We would also like to continue to build our technology infrastructure to help our AA and ELL student be college and career ready (\$34,400). In order to continue promoting pride in our student's heritage and to educate our students on different cultures we will fund 3 heritage nights for our ELL, AA, and Pacific Islander students (\$1500). Also, to promote positive behavior for our ELL and AA students we would like to fund BRTI incentives (\$500).

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

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

**1% Title I Parent Set Aside = \$1,277**

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.**

Our school has three large cultural events each school year. In planning for those events, we have site committee meetings that include parents, staff, and community organizations. These funds would be used to provide supplies, babysitting, and printing for these events and other parent events held throughout the school year. Supporting the involvement at PR requires a host of materials including, photocopying, childcare, food and other materials. On a monthly basis we hold our English Learner Advisory Committee (ELAC), AAPAG, PTA meetings and support those meetings with the above-mentioned materials and services.

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

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

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

**Impact & Innovation Awards = \$0**

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

NA

**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 = \$100,000**

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

*How do you plan to use these funds?*

TBD

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

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

**Equity Grant = \$0**

*Identify Sub-group & specific actions*

NA

**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)*

NA

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

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

## CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
1.0	1.0	.5	1.0
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
1.0		.1875	2 Security Guards
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
1.0	1.0	1.0	
Other:	Other:	Other:	Other:
Assistant Principal	Librarian		

**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.**

Our RTI Team oversees development of a sustainable, data-driven system designed to raise English Learner students, AA students, and SPED students in grades K-8. The MTSS positions provided by the district allow Paul Revere to employ consistent school-wide PBIS systems, SEL supports, and help staff to implement data-informed instruction.

## 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 checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input checked="" type="checkbox"/> Other (list) <b>AAPAG</b>
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before <b>March 23, 2018</b> .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: <b>3/22/2018</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>11/6/2018</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
Glamis Rory	Parent	
Karen Dickenson	Parent (Secretary)	
Valerio Perez	Parent	
Kenia Cruz	Parent	
Argueta Amparo	Parent	
Starlette Jones	Attendance Clerk/Elem. Advisor	
Izzy Hendry	Teacher	
Allisence Chang	Teacher	
Katrina Barma	Teacher	
Lee Bryan	Principal	
	Alternate Parent	
	Alternate Parent	