



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

School	S.F. Public Montessori Elementary School
Principal	Lindsey Keener

SCHOOL VISION & CONTEXT

San Francisco Public Montessori's vision is to create an exceptional Montessori learning environment where students excel are taught the skills to develop the social, emotional and academic tools that allow them to actively contribute in serving and improving their communities. The mission of SFPM is to provide each student an orderly, safe and caring Montessori environment that promotes independence, exploration, self-discipline, motivation and excellence in learning. The SFPM team works in collaboration with the parents and community to assist the students in developing skills to succeed and contribute responsibly in a global community. SFPM is a citywide school and we value a diverse community. Our demographics are: 41% white, 15% Hispanic or Latino of any race, 15% declined to state, 14% two or more races, 11% Black or African American, and 3% Asian At San Francisco Public Montessori our goals are to: Provide a peaceful, safe and joyful community made up of children, families, and teachers. Inspire each child's passion for learning through the Montessori philosophy of education. Assist each child in realizing their full potential. Provide an environment that empowers each child to thrive as a life long learner. Encourage each child to become contributing members and actively serve their communities in which they live. Three of our areas of challenge are: 1) Improving attendance and reducing chronic truancy and arriving late to school. We are charged with increasing and improving daily attendance for all students with a focus on our African American students. 2) Over the past 5 years we have been working on having 100% of our teaching staff Montessori credentialed so that students are receiving an authentic Montessori education moving from concrete learning to abstraction. At this time all teachers have been trained, however, four are still working on their practicum this year. 3) Over the past three years our SBAC math proficiency in grades 3-5 gradually decreased from 53% (2014-2015) to 50% ((2015-2016) to 43% (2016-2017) and a slight increase to 45% (2017-2018). Looking at the subgroups, our English Learners scores decreased from 31% (2016-2017) to 25% (2017-2018). Our teachers will plan SFUSD and Montessori mathematics lesson together and provide the scaffolding and consistency our students need to gain a comprehensive understanding of the mathematics common core standards. Additionally, Montessori coaches will provide support and coaching to our 5 new teachers. Teachers will come together after the math milestone to score and identify areas that need to be retaught or how the information may be taught more effectively so that students gain a deeper understanding and are able to share what they learn and demonstrate a deep understanding of the concept. There has been some resistance around students showing their thinking.

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

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

SECTION I: Overview and Key Components

Overview

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

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

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

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

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

Key Requirements

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

These requirements include:

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

SECTION II: School Data Profile

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

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

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

NOTES:

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

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):

To ensure access to the core curriculum, academic success and social emotional well-being in both formative and summative assessment measures, SFPM will continue to focus on English Learners (6%) and Students with Special Needs (11%).

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
PALS and DRDP-Pre K PK students were assessed using the Early Literacy Assessment PALS. In 2015-2016 86% met or exceeded the standard. In 2016-2017, 90% of Pre K students met or exceeded the standard. The Desired Results Developmental Rating (DRDP) is administered to all pre k students three times yearly. According to the ELA - Language and Literacy Development on the DRDP 88% of our students met or exceeded the standards. Our K-2 students consistently out-perform the SFUSD overall proficiency levels on the Reading Inventory, Fountas and Pinnell, SBAC and the writing tasks though our students struggle more with the district benchmark assessments in writing. The Fountas & Pinnell show that at the EOY in 2016-2017 27 kinders were assessed and that 78% of the students met or exceeded the benchmark. At the start of this school year 27 first grade students (mostly in the kinder cohort from last year) were assessed and 74% met or exceeded the standards on the F & P which measures Instructional and Independent	Pre K Students We are striving for a proficiency rate of 90% as measured by the PALS and DRDP assessment. Grade K-2 F & P At least 80% of our students will meet or exceed standard in English Language Arts formative and summative assessments. (eg. IAB, F&P, and SRI, SBAC data) Students with an IEP Our goal for the 2017-2018 school year is to begin an upward achievement trend for our Special Education students with 50% of students M or E standards.	A Comprehensive Approach to Literacy will provide a meaningful experience for students will focus on the following components: **Provide explicit instruction, within a gradual release of responsibility, to scaffold learning. **Use assessments to know students individually as readers, writers, and users of language. **Match instruction to the individual, not to a program. **Provide ample opportunities and support for students to use and extend their instruction in functional reading and writing. **Provide students with guided choices for reading and writing. **Provide ample time each day for independent reading and writing. **Build classrooms libraries.	

Reading Levels, Accuracy, Fluency and Comprehension. Grades 3-5 For SBAC ELA in 2016-2017 58.1% our 3-5 graders met or exceeded standards, however, the three year trend has been mixed. In 2014-2015 63% met or exceeded standards, 2015-2016 69% met or exceeded the standards as compared to this past year of 58.1% students meeting or exceeding the standards. Third through fifth grade students scored 7.6% above the district average. The past 3 year trend has been 12.4% above the district. Our students have scored slightly higher than the district, however, our goal for 2018-2019 was to increase our achievement schoolwide by 7% on the 2017-2018 to bring the schoolwide achievement of meeting standards in ELA to 65%. We made good progress by making a 5% gain and 63% of students In 2016, 27% of our 3rd grade students scored proficient on the Integrated Writing Assessment as compared to 2017 where only 11% of our 3rd graders scored proficient. This is significantly below the district proficiency level of 23%. At this time, we have not yet received the IWA scores for 2018. Our target/performance goal will be realized once we see the students' performance for this year. Last year's target goal was that 70% of SPED students will score proficient or above on 2016-2017 SBAC. The 2016-2017 SBAC report shows that out of 17 SPED students who were assessed just 6 or 35% of them met or exceeded the standards. We have had a significant three year downward trend: 2016-2017 35% M or E standards 2015-2016 63.6 M or E standards 2014-2015 75% M or E standards

Challenging Curriculum 1) For the first time in five years, all teachers have been trained in the Montessori approach and will participate in their practicum to obtain their credential at the end of the school year. The Montessori Method will be supported by the Montessori Instructional Coaches who will provide a) ongoing coaching, and b) planning with teachers to assist with insuring that Montessori Lessons are taught by specific grade levels so that students are prepared to move up with confidence and possess the knowledge they need to be successful. (\$16,000 WSF) 2) Newly hired teachers will participate in district training in Readers/Writers Workshop. 3) Teachers will continue planning and implementation of the Montessori materials according to the scope and sequence aligned with the common core standards and ELA spirals: Narrative, Expository, Opinion, and Research. 4) Teachers will continue to refine and implement unit and lesson plans for each spiral based on curriculum maps that address the instructional shifts called for by the CCSS: Reading from informational text, complex texts, Writing to/from Sources, Close Reading, Academic Vocabulary and Conversations, and literacy across the content areas. Engaging Instruction Teachers will: 1) Continue to build on a Comprehensive approach to literacy by a) Provide rich pre-literacy experiences aligned with PK learning goals (print awareness, phonemic awareness, inventive spelling, book walks) (PK) b) explicit teaching of phonics, phonemic awareness, fluency, vocabulary, and comprehension, and concepts of print (PK-5) c) Daily interactive/read alouds and partner reading-PK - Teachers will ask higher order questions when responding to literature. d) independent reading time (i.e. readers workshop) (K-5) e) writer's workshop (K-5) f) systematic word study instruction (K-5) (Words their Way g) Utilize Montessori materials to concretely teach Parts of Speech, Word Study, and Language Analysis. Balanced Assessment 1) Instruction includes frequent checks for understanding designed to gauge students' mastery of the lesson objective 2) Teachers will use a variety of diagnostic, formative, and summative assessments, including required SFUSD assessments, to inform their planning. 3) Teachers and colleagues will closely monitor learning results for identified students, and those with interventions. 4) Teachers will consider and act upon information about the learning of their students who are historically under-served (AA, L, EL and students with disabilities)

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?
Based on the 2016-2017 SBAC results: 35% of special education students scored proficient and above and it has been a downward trend: 2016-2016-64% M or E standards 2014-2015 75% M or E standards There is a significant achievement gap between our general education and special education students. Last year (2018) only 19% of our special education students scored proficient on ELA. In 2016-2017 23% of our English learners scored proficient and above. 2015-2016 29% M or E standards 2014-2015 25% M or E standards ' Over the past four years, our English Learners have shown steady progress with a slight dip in 2016-2017 in ELA as measured by the SBAC. 2014-2015-25% 2015-2016 29% 2016-2017 23% 2017-2018 38% Our Redesignated English Learners continue to demonstrate steady progress in ELA as measured by SBAC. 2014-2015 25% 2015-2016 29% 2016-2017 33% 2017-2018 39%	At least 50% of our English Learners and 50% of our students receiving special education support will meet or exceed standard based on English Language Arts formative and summative assessments. (eg. IAB, SBAC data) * At least 25% of our students receiving English Learner support will be re-designated based on CELDT and SBAC data **Update on 2017-2018 SBAC and CELDT data: 14/17 English learners were redesignated this year based on ELPAC data. **Our Special education students did not meet the goal.	1) Classroom teachers and Resource Specialist (RSP) use guided reading in flexible, small groups to support students' reading proficiency. The RSP teacher has been trained and uses the evidence based reading program "Spire" intervention program to support our Tier Two students. 2) Provide short term, targeted instruction in small groups, re-engagement lessons, individual extensions, or use of vocabulary, language or conversational games. 3) Teacher's will provide structures for students to engage in and Increase student to student talk thereby decreasing the teacher talk allowing for and encouraging more meaningful student to student talk. 4) Expectation of language is scaffolded (sentence Frames, conversation starters, additional conferencing and peer partners) 5) Use equity sticks and provide appropriate wait time so that students have sufficient think time. 6) Use equity sticks to promote equity of voice, accountability and provide more think time to children before "cold calling" or calling on raised hands only. 6) Teachers will fully implement Wonders curriculum 30 minutes daily.

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, SFPM will continue to focus on two focal groups: English Learners (6%) and Students with Special Needs (11 %).

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
For DRDP in 2017-2018 Pre K students 87% of students met/exceeded standards and the change has been positive. 78% of our AA students met/exceeded standards in math and the change continues to be positive. 2016-2017 SBAC results show that 43% of students met or exceeded standards and the three year has been downward. AA: Not enough students to report EL: Not enough students to report 2017-2018 there was a slight increase schoolwide with 45% of students met/exceeded standards.	At least 50% of our students will meet or exceed standard in Mathematics formative and summative assessments. (eg. IAB, SBAC data)		

		<p>1) Staff will continue to implement SFUSD's Math Units of Study. 2) Grade level teams will continue to analyze student work on milestone tasks and develop plans to support student learning. Planning will include opportunities for vertical alignment/planning. Scoring will be done during staff meetings or schoolwide planning time to articulate plans across the grades. 3) Classroom teachers will use strategies such as Math Talks, the Three Read Protocol, use of visual supports (sentence frames, anchor charts), use of manipulatives, and constructive conversations to support students' math comprehension. 4) . Students will use math journals (w/graph paper) school wide to support written expression in mathematics. Teachers will provide feedback on student work documented in the journals. 5) Staff will participate in at least 2 school wide analysis of mathematics performance tasks to calibrate scoring and having meaningful discussions around mathematics teaching and learning. .</p>	<p>First and foremost, teachers and parents will continue to encourage and teach all students to believe in themselves and approach mathematics through a "growth mindset" - to believe that they can learn anything, and the more work they do the smarter they will get. We will help students know that everyone is a "math person" and that research tells us that students can reach any levels in math because of the brain plasticity. Curriculum 1) Montessori Materials - Teachers will teach Montessori math lessons in progression and support the concepts/skills with SFUSD Math lessons. The Montessori materials teach the concept concretely and progresses towards abstraction. Process is taught and valued first in both the Montessori and CCSS. 2) Teachers will utilize the SFUSD Mathematics lessons that are aligned with the CCSS and includes 21st Century Skills: communication, collaboration, critical thinking, and creativity (Math Talks and Three Read Protocol) 3) Teachers will extend their use of Math Talks/Three Read Protocol and Group Feedback to bring forward student misconceptions, supply background information, or extend previous lessons. 4) Teachers will continue to collaborate and plan on release days with grade levels. Instruction 1) PK-Model mathematical discourse for students around number sense, patterning, classifications, geometry and measurement. 2) Teachers will continue to focus on 3 Signature Strategies as described in the Math Teaching Toolkit as the method for improving student discourse and reasoning: Math Talks (year 2) Three Read Protocol (year 1) Group Feedback (year 2) Assessment 1) Teachers will continue to participate in grade level meetings with a focus on examining student work to inform future instruction. 2) Teachers will continue to administer the SFUSD mathematics interim assessments and use the results to inform instruction.</p>
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Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Mathematics- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
	<p>At least 50% of our English learners will meet or exceed the standard as measured by the SBAC. At least 35% students receiving special education services will meet or exceed the standards on SBAC. At least 35% of our socio-economically disadvantaged students will meet or exceed the standard on the SBAC. At least 50% of our female students will meet or exceed the standards on the SBAC. At least 60% of our male students will meet or exceed the standards on the SBAC.</p>	

<p>We looked at the trend on the Smarter Balanced results in Mathematics and found that the following subgroups met or exceeded proficiency: * In 2016-2017 31% of our students receiving English language support met or exceeded standard, however, last year just 25% of ELs m/e standards. * In 2016-2017 24% of our students receiving special education support met or exceeded standard, however, last year just 19% of special education students m/e standards. * In 2016-2017 19% of our students who are socio-economically disadvantaged met or exceeded standard, however, last year 27% SES students m/e standards, a significant increase. * In 2016-2017 46% of our female students met or exceeded standard and 39% of our male students met or exceeded standard. It is important to note that from 2014-2017 our female students have shown a significant decrease. Our male students, on the other hand, showed a significant increase in math from 39% in 2017 to 50% in 2018. Females: 2017-2018 41% 2016-2017 46% 2015-2016 60% 2014-2015 69% Males: 2017-2018 50% 2016-2017 39% 2015-2016 41% 2014-2015 42%</p>		<p>1) Classroom teachers will use guided math groups in the general education setting to support students' math growth. 2) Students who need additional support and interventions in math will be brought to SAP and an SST will be scheduled to help identify needs and develop an action plan to support the student. This plan will be revisited after 6-8 weeks of implementation. 3) Extended hours will be allocated for teachers to provide Tier 2 intervention support for students before/after school. 4) Prop A funds will be provided to teachers and RSP staff to meet at least two times a year to analyze data and develop plans for students who need additional support. 5) Testing accommodations and modifications will be carefully considered when writing IEPs to support students. 6) Tier 3 in class interventions include the use of flexible grouping, multi-sensory teaching strategies including manipulatives, and math notebooks and journals for students to use as a reference.</p>
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SCIENCE CORE CURRICULUM

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

<p>Analysis of Results Science-All Students</p> <p>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? WASC Ch.5</p>	<p>Based on the analysis of the results, what are your targets/performance goals?</p>	<p>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? WASC Ch.5</p>
	<p>Teachers await direction from SFUSD Science Department.</p>	<p>The NGSS will require six conceptual and instructional shifts: 1) K-12 Science Education Should Reflect the Interconnected Nature of Science as it is Practiced and Experienced in the Real World. 2) The Next Generation Science Standards are student performance expectations – NOT curriculum. 3) The Science Concepts in the NGSS Build Coherently from K–12 The NGSS Focus on Deeper Understanding of Content as well as Application of Content. 4) Science and Engineering are Integrated in the NGSS, from K–12. 5) The NGSS are designed to prepare students for college, career, and citizenship. 6) The NGSS and Common Core State Standards (English Language Arts and Mathematics) are Aligned</p>

Starting in the fall of 2018, all students will be learning the Next Generation Science Standards through the implementation of the SFUSD Science Core Curriculum. SFUSD's NGSS (Next Generation Science Standard) rollout plan includes a two or three year implementation of the new instructional materials starting with the physical science modules for each grade being taught in the 2018-2019 school year, and the life science and earth science modules rolling out the following year(s). Our 2/3 grade teacher was one of the 96 teachers across the city that voted to recommend the adoption of Amplify Science as the new district-wide program. Last year, SFPM's PTA generated an additional \$50,000, a one-time funding source donated to us by Glassy Baby. This funding is earmarked to establish a hands on "Maker Space/STEAM Lab". The Lab will be located in an underutilized classroom (304) and be cared for by a Library/Lab technician who will receive ongoing support and funding will be shared between the site and PTA budget. The proposed budget of \$30,000 covers the cost of setting up the room and providing: 2 large floor exhibits 2 medium sized exhibits 4 small exhibits Wall graphics and poster exhibits 7 STEAM activities (30 students per activity) 6-10 Science Snacks (5-10 students per activity) The STEAM Lab will be a hands-on informal learning laboratory where students will utilize their innate curiosity and natural inquiry processes to gain a broader understanding of themselves and their world. To be developed over the course of the 2018-2019 school years, the Lab will be a mixture of large and medium scaled exhibits and hands-on activities curated for classroom size groups. These activities and exhibits will be curated by SFPM teachers and directly support the NGSS. The PTA will fund a one day a week STEAM teacher to coteach with the classroom teacher.

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
	Teachers will teach designated 30 minutes daily of ELD using the Wonders curriculum. 50% of our English Learners will be reclassified in 2019-2020	

<p>The DRDP assessment tool defines English learners as those students who may live with any family member who speaks a second language. Therefore, it is not surprising that 92% of our pre K students met or exceeded the standards. In 2017-2018, school-wide performance in ELD is 30% points above the district average. The 2 year district average has been 37% points above the district. In 2016-2017 79% of students grew at least one level, and the 3-year trend has been mixed. 2015-2016 9% of students grew at least one level RECLASSIFICATION: 2018-2019 13/18 students were reclassified. We have 8 new students who were designated as English Learners. After taking the ELPAC our initials showed 4 as being IFEP, 2 intermediate, and 2 at the novice level.</p>	<p>1) Staff will carefully monitor re-designation paperwork and will work closely with the Multilingual Pathways Department to make certain students are properly re-designated. 2) Multilingual Pathways Resources will be shared with staff as tools to support student voice and communication. 3) ELD Teacher Leads facilitates/facilitated professional learning on consistent K-5 instructional language/supports - talk moves and signals 4) Teachers will attend the Wonders webinar and participate in professional development to learn best practices for implementation of the newly adopted curriculum. 5) Using the ELD rubric, the principal will conduct walkthroughs to identify data to use as a baseline for designated ELD. The baseline will be used to measure growth and progress throughout the year.</p>
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HEALTH EDUCATION CORE CURRICULUM

<p>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</p> <p>In a narrative, describe what your analysis of the data says about your school.</p>	<p>Based on analysis, describe site's goals for a balanced, comprehensive health education program.</p> <p>What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?</p>	<p>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</p>
<p>Feedback from 2018 Community Meeting Promising Solutions for Social/Emotional Climate include the following to consider: *All teachers have been trained in Restorative Practices/Community Meetings at the beginning of the 2017-2018 school year *All teachers will be trained in continuing Restorative Practices using Prop H hours * Our special education team have been trained i Trauma-informed practices/professional learning *Students are taught Montessori Kindness and Courtesy lessons. * We strive to create/promote a culture of kindness and courtesy. * Establish clear definitions around the 3 BEs and what is expected in the classroom by developing a See, Hear, Feel chart. *Teachers are trained and receive ongoing support around PAX from our Safe and Supportive Schools Coach.</p>	<p>1. Scheduled annual Safety Lessons the SF fire department 2. Health advocate leads professional learning at one staff meeting at the beginning of the year and is available for consult/coaching to support implementation of lessons</p>	<p>1) Continue to provide a stipend for Health Advocates. 2) Provide each teacher support from the Safe and Supportive Schools Coach.</p>

VISUAL AND PERFORMING ARTS

<p>Narrative describing site's vision for a balanced, comprehensive arts program.</p> <p>Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.</p>	<p>What are your targets/ goals? (Elementary, Middle, High)</p> <p>Refer to the VAPA section in the Central Services Supports Guide</p>	<p>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</p>
<p>SFPM continues to value a balanced learning elementary learning experience. To that end, our students participate in the following visual and performing arts programs: * Art in Action parent-led lessons * SFUSD VAPA visual arts lessons * SFArtsEd chorus lessons *Dance Consultant for grade K-2 funded by PEEF *Drama for grades K-5 funded by our PTA * Dance in Schools (DISC) dance lessons provided by SF Ballet for second grade students * SF Ballet lessons - 2nd grade * SFUSD VAPA Instrumental lessons - 4th/5th grades *SF Symphony lessons (AIMS Adventures in Music) - grades 1-5 * Field Trips - Visual and Performing Arts</p>	<p>A teacher is designated as the school Arts Coordinator, and the school has an established Arts Resource Team that includes representatives from all stakeholder groups, to lead the implementation of AEMP goals and align to school priorities. Teachers will participate in VAPA Professional Development opportunities that incorporate artsbased teaching methods, in depth arts content area strategies for student access, and teacher collaboration, with site approved Prop A hours SFPM will continue to offer VAPA experiences for all K-5 students.</p>	<p>1) Arts integration into all subject areas</p>

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	What are your targets/ goals? (Elementary,	What shifts will be required to achieve
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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.	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?	these goals? What resources or support will be required to achieve these goals?
The SFPM community supports a balanced approach to the elementary school experience. Physical and health education is equally important as academic, social/emotional, and enrichment learning for our students.	SFPM will continue to provide 200 minutes of physical education instruction from a credentialed teacher per every ten-day period. Additionally, our Pre K students will receive 30 minutes or motor perception once weekly, 2nd grade students will participate in dance with the the DISC dance instructor and K-2 grade students will participate in movement classes with a PEEF funded consultant. .	0.8 SFUSD PE Instructor 0.2 Dance Instructor SF Ballet Partnership (DISC)

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
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COLLEGE AND CAREER READINESS

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

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

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

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5
SFPM plans an annual College and Career Week which provides opportunities for parents and community members to visit their child's school to share pertinent information about their college and/or career.	Our goal is that 2-3 parents, particularly women in science and math careers, from each room visit to share information about their college and career to inspire students to think "outside of the box" and know anything is possible.	SFPM will be implementing a STEAM lab that will provide a space for students to engage in innovative and creative thinking and will inspire integrative learning in science, technology, engineering, arts, and mathematics (STEAM). The funding for this endeavor is provided by our PTA. We are working together with the SFUSD Science department to support us around computer science and maker space activities to

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?

Please see above.

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?

The principal and Leadership Team, consisting of the teachers, create the conditions for teacher effectiveness and student success. The following steps will be taken to deepen our coherence and mastery of our school vision. Leadership: *Regular visits to the classrooms that promote teachers' professional growth, with feedback and dialogue based on school priorities and individual teachers' improvement goals. *Work together to insure implementation of an effective system to identify focal students (ELs and Special Ed students) and provide tiered levels of academic and/or behavioral support (SAP, SST, Tier II interventions) *To continue to provide regular monitoring of students with an IEP to insure that they are accessing the curriculum in the least restrictive environment, and compliance requirements for students. * Collaborate with staff with the goal of continuous improvement of the curriculum, instruction, and assessment in all classrooms. *Aligning resources with priorities identified in the BSC, and keep within district guidance and federal law Priorities for 2018-2019: Readers Writers Workshop, Daily Designated English Language Development, Implementation of PAX/Second Step, STEAM ongoing professional development, Restorative Practices *Instruction is robust and engaging Professional Capacity System: *Support teacher collaboration that allow for planning lessons, analyze assessments, and reflect on evidence of student learning *With financial support from the PTA, teachers will continue their Montessori coursework obtaining their credential in a two year time period *Develop and maintain a professional development plan that identifies learning goals of its teachers and describes how its resources will achieve these goals *Staff meetings and teacher collaboration, and other meeting times are planned in keeping with SFPM instructional goals

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)
1. SFPM upper and lower\ -grade level collaboration time - 1 x weekly 2. RSP teacher and classroom teacher planning time 3. Lesson Study opportunities around supporting student behavior hosted by Safe and Supportive Schools 4. SST planning - individual students 5. Restorative Practices Part 2 (at the beginning of school PD) 6. Continued Montessori coursework funded by the PTA	1) Contractual meeting times; Prop A; e; Mathematics planning with coach 2x yearly. 2) Principal and counselor will meet with teachers to plan for Class SSTs to plan for student support in 9/2017 and 4/2018. 5. PTO Support

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.)	SFPM provides a full-inclusion special education program.	11% of our total student population qualifies for special education support.	1) SFPM will continue to use the SAP/SST process to analyze Tier 1 supports and implement Tier 2 supports with fidelity prior to considering Tier 3 supports. School psychologist and nurse will be an active member of our SAP/SST team. 2) SFPM will continue to set high expectations for ALL students and promote growth mindset as a school wide culture. 3) We will consider ways to improve the process for teacher identification of students who need additional support and document Tier 2 provided by classroom teacher.
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	1. Consider schoolwide Trauma Informed School professional learning for 2018-20019 2. Consider staff professional learning on Tier II Interventions and specifically CICO implementation
Student Engagement/			

Attendance	REVISE Based on the 2016-2017 Midyear Puzzle attendance data 5.0% of our students are considered chronically absent. * White 9% * ELL 5.3% * Special Ed 4.2% * Low SES 4.6% Based on 2015-2016 attendance data, 3.9% of our students are chronically absent. * African American 14.3% * Special Ed 8.1% * White 7.3% Based on 2014-2015 attendance data, 8% of our students are chronically absent. Based on data from 2/2016 MTSS school report, 3% of our students are chronically absent.	REVISE 2017-2018: * The rate of our White students who are chronically absent will decrease to 3%. 2016-2017 Update: *The rate of our students who are chronically absent will decrease to at most 2%.	REVISE 1. Meet regularly with our attendance liaison to track attendance data. 2. Message to our community the importance of on-time, regular attendance at school. Add attendance expectations to kindergarten and new family letters. 3. Use the Wolf-Pack praise program to encourage on-time, regular attendance. 4. Implement a blue tardy pass system where students are required to have a blue tardy pass when they arrive after 8:30 am. 5. Email parents and copy teacher, counselor, and principal for chronic cases. Principal/teachers to personally call and/or address attendance issues during parent teacher conferences. 6. Document chronic tardies/absences through the SST process.
School Culture/Climate	Based on 2017-2018 School Culture-Climate Results: * Students _____ Responded Favorably * Staff _____ Responded Favorably * Family _____ Responded Favorably Based on 2017-2018 suspension data, 0% of our student population was suspended. Based on 2016-2017 School Culture-Climate Results: * Students 78% (+6%) Responded Favorably * Staff 88% (+2%) Responded Favorably * Family 95% (+1%) Responded Favorably Based on 2016-2017 suspension data, 0% of our student population was suspended. Based on 2015-2016 suspension data, 0% of our student population was suspended. Based on 2014-2015 suspension data, 0.22% of our student population was suspended. Based on 2015-2016 SFUSD survey results, there is a discrepancy between how parents (96%)/staff (92%) and students (62%) perceive safety at school.	Suspension rate is _____	REVISE 1. SFPM WILL implement School Wide Positive Intervention Supports (eg. Intervention Matching Form, CICO, Behavior tracking, 5:1 feedback) . BASIS will be used to track multiple referrals over time. 2. will continue to implement Restorative Practices when appropriate. 3) Keener's Koodos Toodles 4) PAX 5) Student leadership - Safety Patrol, SSC, etc. 6) SFPM will continue to mentor across the grade levels to increase mentoring opportunities. 7) SFPM will identify a safety committee that includes two fifth grade students. 8) Keener's Corner and PTA opportunities
Social Culture/Climate	SEL Survey		
Wellness Policy	PE Report		

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
Family Partnerships: <i>The child's first and most influential teacher is the family.</i> Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.	
Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input checked="" 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 type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:
What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:	
Our community goal is to include all families in Pre K through grade 5. We have reached out to our pre k families to insure that they are receiving the same information that our elementary program receives. When registering, families are encouraged and given 1:1 assistance to sign up for the online Shutterfly communication tool. We are working towards getting all families signed up for School Loop?? to maintain consistent communication with all families. Each class has a room parent to schedule play dates outside of school and there are three play dates scheduled by the PTA outreach committee for new families.	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
Attendance at PTAm meetings, SSC meetings, parent teacher conferences, the spring Silent Auction, and other PTA related events.	
Community Partnerships	
What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?	
<input checked="" type="checkbox"/> Academic Support <input type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input checked="" type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
List 1-3 current or potential community partner(s) who are address these needs.	
SFPM funds several consultant and enrichment providers to serve our students and address to increase youth confidence, awareness, physical movement, and the arts. Our goal is to continue with the following consultants: Drama K-5, Dance 1/2, Gardening Pre K-5, motor perception Pre K, Art in Action K-5.	
What are your specific goals or objectives for these partnership?	
What actions will you take to deepen your school's partnership with community organizations?	
How will you measure the impact? (Quantitative and/or qualitative data)	

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 = \$1,110

The funds will provide additional sensory materials and two sub days to hold IEP meetings.

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 = \$8,349

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

A portion of the funding will be used to provide additional language support services to ELs. Additionally, we will purchase additional language development and extension instructional materials to practice oral and written language.

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 =

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?

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 = \$18,700

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?

Teachers will be paid extended hours to participate in a book study using the book Culturally Relevant Teaching by Zaretta Hammond. The study group will meet bi monthly and discuss readings, personal connections, and classroom applications. Instructional materials that use hands on activities, and active engagement will be purchased.

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 = (31500)

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)

1% Title I Parent Set Aside =

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.**

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:
N/A	Jordan Shafer	Kathleen Lunch	N/A
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
N/A	N/A	N/A	N/A
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
N/A	N/A	N/A	N/A
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.

Jordan Shafer and Nurse Kathleen coordinates and participates in the monthly SAP team meetings. The SAP team composed of the SSW, Nurse, School Psychologist, Principal and teacher collaborates to identify students who may need health educational or psychological supports or further assessments.

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 type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (<i>list</i>)
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018 .
<input 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: 10/24/2018
<input type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input 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: 10/24/2018

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
Lindsey Keener	Principal	
Marilyn Dunn	Secretary	
Sonya Conner	3/4	
Steven Laliberte	RSP Teacher	
Erica Lewis	Kinder	
Andrea Del-Pan	Parent (2nd Grade)	
Therese Tuttle	Parent (5th Grader)	
Luisa Ricardi	Parent (4th and 5th Grader)	
James Sievert	Parent (1st and 4th Grader)	
Eric Johnson	Parent (1st Grader)	