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

School	**Sherman Elementary School**
Principal	Gina Ferrante

SCHOOL VISION & CONTEXT

Sherman Elementary is a vibrant linguistically, racially, and culturally diverse community who shares a vision of academic excellence with a commitment to the arts. Our teachers work collaboratively to design and deliver instructional practices that promote students' academic independence through individualized conferencing, collaborative group work, and personal goal setting. Teachers deliver rigorous instruction in the Math and ELA California Common Core Standards and SFUSD Core Curriculum that meets the needs of all students by providing differentiated instruction and scaffolds (as needed) for academic growth. Sherman students come from a variety areas of the City including Cow Hollow, Marina District, North Beach, Treasure Island, Mission District and Bayview, Hunter's Point. Our student demographics include: 34.9% Socio-economically Disadvantaged; 13.8% SPED; 18.8% ELLs. Sherman's greatest successes include a Balanced Literacy program based on Readers'/Writers' Workshop model, a vibrant community approach to school wide culture and climate, and an intricate program of teacher collaboration and coaching supported through partnership with Columbia University's Teachers' College and our site based literacy coaching. Our greatest challenges are around developing an inclusive school environment due to the complexity of our community demographics. Geographic and cultural isolation, institutional racism, and implicit bias are factors needing to be addressed in our professional development and community building.

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

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

SECTION I: Overview and Key Components

Overview

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

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

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

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

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

Key Requirements

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

These requirements include:

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

SECTION II: School Data Profile

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

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

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

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

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):
Sherman Elementary is a complex community; racially, socio-economically and geographically. Of our 388 students, 8.7% are African American, 15.1% Asian, 18.8% Latino, 29.4% white, 9% multi-racial and 16.9% declined to state. About 19% are English Learners, 13.8% receive Special Education Services and close to 35% qualify as Low SES. As a Readers/Writers workshop focused school, our academic focal students are designated by their pacing with literacy development. We believe that literacy is the key that unlocks students' access to the world. We also believe that children need to feel safe and included in the school community in order for them to take the risks that enable new learning to be synthesized. Thus we also identify focal students who exhibit social emotional needs. Both of these cohorts of students are named and monitored through the CARE team and School Wide SST process. These cohorts include students of all backgrounds, but we apply an equity lens to our CARE Team process to ensure that African American students are not being culturally isolated within our community and that our students receiving Specialized Education Services are getting the supports required to ensure access to the curriculum.

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
One key component of our ELA scores is the persistent achievement gap demonstrated in the SBAC scores. While 85.7% of white students and 76.7% of Asian students showed proficiency on ELA SBAC in spring of 2018, only 50% of African American and 44.8% of Latino students (58.7% of English Learners and redesignees).	English Language Learners: F&P: 54% at benchmark, IWA: 14.3% meets/exceeds standard, SBAC ELA 31.6% proficient. Increase the number of ELL's reading at Benchmark by 5%. SBAC: Increase number of ELL's proficient by 10%. Increase students' classroom participation measured by classroom observations and report card comments. Teachers select ELL's as focal students in analysis of reading and writing. Plan scaffolds and instruction to meet student's needs. Target mini-lessons that address students language needs. Use oral rehearsal and interactive writing to promote Language structure. Provide students opportunities to read complex text closely. Heterogeneous partnerships during turn and talks. Provide visuals, exemplars, sentence prompts, and vocabulary	This disparity in results on the SBAC are partly a result of the predictable power of demographics and culturally biased instruction. We need to unpack what cultural factors can be changed in how we teach. We also need to look at how our instructional model advantages some and disadvantages others. The workshop method requires students to posses a baseline of literacy skills development. It is imperative that we identify specific literacy skills development patterns in students right away in K and first grade using the F&P assessment so that we can see not only reading level, but the discrete literacy skills that support students' abilty to use literacy as a learning tool in the upper grades as well.	Literacy coaching will shift in how teachers are guided to incorporate explicit language objectives for english learners into the COI they perform within the coaching cycles. Sherman wil continue with the following: Tier 1 interventions: Students read at their independent level for extended period of time during the school day. Students bring books home to read independently for extended periods of time. Students write in multiple genres during the year. Guided reading, interactive writing, shared writing small group and conferencing is provided to students requiring intervention in reading and writing. Individualized word study based on words their way assessments. Literacy Coaches support teachers in planning strategic small group instruction based on the analysis of reading and writing data. Teachers provide students exemplars,

	scaffolds during independence. Latino: F&P:2nd grade 71.4% at benchmark IWA:44.8% meets/exceeds standard, SBAC ELA 44.8% proficient There is a significant discrepancy between the percentage of students proficient in reading and writing. We need to analyze student writing during units of study to determine specific skills and strategies. Increase percent of students reading at benchmark to 75% IWA 45-50% SBAC ELA 50% proficient. Increase classroom participation and independence measured by principal observation and report card comments. Provide engaging and culturally relevant books and text during RW. Target students for Tier 2 and Tier 3 interventions. Teachers select Latino students in analysis of reading and writing. Plan scaffolds and instruction to meet student's needs. Target mini-lessons that address students' language needs. Use oral rehearsal and interactive writing to promote Language structure. Provide students opportunities to read complex text closely. Heterogeneous partnerships during turn and talks. Provide visuals, exemplars, sentence prompts, and vocabulary scaffolds during independence. African American: F&P: 75% at benchmark IWA: 26.3% meets/exceeds standard SBAC ELA 50% proficient. F&P 80% at benchmark IWA 55% meets/exceeds standard. Increase classroom participation and independence measured by principal observation and report card comments. Teachers select AA students in analysis of reading and writing. Plan scaffolds and instruction to meet student's needs. Target mini-lessons that address students language needs. Use oral rehearsal and interactive writing to promote Language structure. Provide students opportunities to read complex text closely. Heterogeneous partnerships during turn and talks. Provide visuals, exemplars, sentence prompts, and vocabulary scaffolds during independence. Provide engaging and culturally relevant books and text during RW. Target students for Tier 2 and Tier 3 interventions.	scaffolds and visual tools that support independence. Literacy coaches will facilitate grade level planning each week with a focus on analysis of data and student work. Teachers will plan mini-lessons and small group instruction based on data analysis and students needs. Teachers plan units of study aligned to the SFUSD Core Curriculum and spirals. Units are revised based on student's need and analysis of data. Comprehensive Literacy methods are used to support students literacy instruction with an emphasis on shared writing, reading workshop, writing workshop, shared reading, close reading, word study and interactive, instructional read aloud. Teachers have opportunities to observe each other and collaborate on implementing a variety of strategies. Teachers plan literacy instruction using a wide variety of genres; including informational and literature. In grades 3-5 students read from multiple genres including: biography, historical fiction, informational, social issues, mysteries, and realistic fiction. Students read independently and in book clubs. Mini-lessons are rigorous, linked to the CCS and SFUSD Core Curriculum and require readers to think, and respond to their reading. All students are assessed 3 times a year using F&P. Students in grades K-1 and those students needing acceleration will be assessed more often to measure frequent growth. Teachers in grades K-5 teach writing workshop daily: Teachers plan writing units in Narrative, Opinion/Argument, Informational, Research and Response to Literature. Word study is individualized based on words their way assessments. Tier 1 interventions: Small class sizes at 4th and 5th grade class size reduction class. Students read at their independent level for extended period of time during the school day. Students bring books home to read independently for extended periods of time. Students write in multiple genres during the year. Guided reading, interactive writing, shared writing, small group and conferencing is provided to students requiring intervention in reading and writing.

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?
	Our goal is for each individual student in Tier Two ELA interventions make more than 1.5 years growth each year as measured by the F&P assessment using the interventions determined in the SST/CARE team process.	

Our Tier Two ELA supports include Reading Partners, a research based reading support intervention. Approximately 60 students per year graduate through RP and the results show that students who are less than one year behind in their F&P reading level can catch up to benchmark within three months. For those students more than one year behind, we use Reading Recovery and the SST/Care Team process to create an individualized RTI plan.			As teachers implement our Tier One ELA workshop-based program, each will need to track each student's progress three times a year using the F&P assessment tool. Any student not at or near benchmark will be brought to the CARE and/or SST teams. Additionally, Tier 2 interventions: Small class sizes at 4th and 5th grade. Class size reduction class LL1 guided reading groups (Literacy coaches). Small group instruction targeted for specific skills (for example; fluency, phonics, vocabulary, comprehension) Small group instruction incorporates a variety of methods (shared reading, shared writing, interactive writing, word work, guided reading, close reading, vocabulary) Tier 3 intervention: Reading Recovery one on one conferencing

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):
(SEE FOCAL Groups for ELA) In math, our achievement gap is greatest at the 4th and 5th grade levels. School wide, there is a 30 point gap in proficiency between our Latino and African American students compared to our Asian students. There is also a 24 point gap between our economically disadvantaged students compared to non-economically disadvantaged.

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
One key component of our Math SBAC scores is the persistent achievement gap. While 76.8% of white students and 96.7% of Asian students showed proficiency on MATH SBAC in spring of 2018, only 42.1% of African American and 57.1% of Latino students (60% of English Learners and redesignees) demonstrated proficiency.	The Common Core State Standards for mathematics require a great deal of linguistic acuity of the students. Many of the kids who are demonstrating "not proficient" results on the SBAC are in process of acquiring academic fluency, have auditory processing challenges, and/or face academic behaviors which prevent them from accessing the curriculum. These students often misinterpret what a problem is asking of them even when they have mastery of the mathematical processes required of them in the task. Our goal for math instruction next year is to unpack what teacher moves during instruction more directly impact student independence with math fluency. Our quantitative goal will be to see an across the board increase in student proficiency for all our focal students.	In order to reach our historically under-served math learners, we will need to emphasize the power of math talks, increase students' ability to articulate their math reasoning through repeated practice in the context of class math tasks using peer talk and written responses to complex problems along a developmentally appropriate continuum. Sherman will continue with the following: Teachers will use the SFUSD Math Core Curriculum that is built upon the Common Core State Standards. Each grade within the Core Curriculum maintains focuses that are described below: Kindergarten Instructional time focuses on: 1) using numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set, and eventually with equations. Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away. 2) Students describe their physical world using geometric ideas (e.g. shape, orientation, spatial relations) and vocabulary. They	This shift will be the biggest change for Sherman. We have added a .5fte math coach to our team to support teachers ongoing professional development and increase the effectiveness of common planning time through direct coaching.

identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes. 1st Grade: Instructional time focuses on: 1) developing understanding of addition, subtraction and strategies for addition and subtraction within 20; 2) developing understanding of whole number relationships and place value, including grouping in tens and ones; 3) developing understanding of linear measurement and measuring lengths as iterating length units; 4) reasoning about attributes of, and composing and decomposing geometric shapes. 2nd Grade: Instructional time focuses on: 1) Extending understanding of base-ten notation; 2) Building fluency with addition and subtraction; 3) Using standard units of measure; and 4) Describing and analyzing shapes. 3rd Grade Instructional time focuses on four critical areas: 1) developing understanding of multiplication and division and strategies for multiplication and division within 100; 2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); 3) developing understanding of the structure of rectangular arrays and of area 4) describing and analyzing two-dimensional shapes. 4th Grade Instructional time focuses on: 1) generalizing and deepening understanding of place value, including using place value to understand multiplication and division as well as the relationship between them 2) understanding fraction equivalency, unit fractions, and operations with fractions 3) describing, analyzing, comparing, and classifying two dimensional shapes based on their properties. 5th Grade: In grade 5, instructional time should focus on three critical areas: 1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); 2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and 3) developing understanding

and 3) developing understanding of volume Instruction Teachers will use the CCS mathematical practices (how we learn) to help students to express their mathematical thinking, learn from their mistakes, experiment effectively, and pursue their mathematical interests to a deeper, more personal level. Implement key strategies that are an integral part of the Math Core Curriculum: Math Talks, Three Read Protocol, and Participation Quiz or Groupwork Feedback, Questioning strategies, and Re-engagement strategies. Students have opportunities to use math notebooks, math tools, and manipulatives. Teachers will assess students using the Math Milestone Tasks and Problem of the Month.

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?
Our CARE Team and SST process for students not accessing the math curriculum at benchmark has not had the same impact as our literacy intervention strategies. Thus we will be exploring ways to identify more effective interventions through the coaching process. One of our greatest needs is a developmental math fluency assessment so we can identify specific math skills which need work, akin to the way F&P monitors student progress.	Our goal is for all focal student with SST's to reach their individual goals; mastery with basic facts and procedures as well as independence with applying more advanced strategies when solving complex problems.	In addition to the new math coaching position supporting teacher practices, we will continue with class size reduction in 4th and 5th grade. Implement modifications and non-embedded tools for SBAC and IAB assessments. Provide short-term, targeted instruction via small groups, through re-engagement lessons, individual extensions, math games, manipulative, math tools. Equity sticks for participation. Analyze student work from subgroups during grade level planning meetings. Provide opportunities for computational fluency and differentiation through math games, and use of computer software.

SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 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	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5
Every student at Sherman has weekly access to hands on science through classroom experiments, science projects, and garden based instruction through Education Outdoors. In addition, five teachers are piloting the NGSS curriculum this year and will be supporting the site based roll out with their learnings from the pilot model year. Based on the results of our science fair, it is clear that students will need more opportunities to publish findings based on their observations and research.	All students will be able to engage in the scientific process including publication of findings, as well as apply scientific understanding to real life dilemmas as evidenced in writers' workshop, science units of study and across the curriculum.	

Based on what our pilot teachers learned, we will need increased technology in the classrooms for easy access to the myriad resources associated with the curriculum. Also, Sherman will continue to ensure that all students have access to hands on science at least twice a week. Students use science notebooks to record scientific thinking. Provide students with regular opportunities to engage in science investigations that provide them opportunities to make claims and support with evidence. Develop a school wide plan for Science. Articulate content across grade levels. Collaborate with Education Outside to plan units linked to the NGSS. Integrate science content within Reading and Writing Workshop units, PE and computer science. Teachers use the NGSS to assist with planning their science.

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
CELDT: school wide 49% met CELDT criteria. Latino is our lowest percentage of students meeting criteria at 33% F&P: 58% meet or exceed grade level benchmark Redesignation rate in 47.6 % Redesignation rate for SPED 17% Redesignation rate for Latino 33% IAB: ELA 60.9% Near, At or Above standard SBAC Math 57% proficient 2017-2018 45% proficient SBAC ELA 44% proficient 2017-2018 54.4% proficient	Increase re-designation rate for Latino ELL's by 5%-10% Reduce the number of long-term ELL's from 11 students to 8 students Increase the percent of Latino ELL's meeting CELDT criteria by 5%-10%	

Sherman will be incorporating explicit ELD coaching embedded within the workshop model coaching cycles as well as the facilitated weekly grade level collaboration times. Designated ELD: All ELL's receive at least 30 minutes of ELD instruction within language proficiency. Integrated ELD: ELL's are engaged in collaborative discussions. Teachers establish structures and routines for academic conversations. Language conventions for conversation are explicitly taught. Use of Equity sticks to promote participation. Teacher targets ELL's when listening in to collaborative conversations. Provide sentence frames, prompts, conversation starters, think/pair/share, extended wait time. Target small group instruction and conferencing on language structures and vocabulary. Teachers plan scaffolds that include: Building on student's previous knowledge and experiences. Choosing and using text intentionally (close reading of complex text). Use of collaborative learning structures. Ask questions that promote critical thinking and extended discourse. Provide language models and support. Promote elaborated responses to extend thinking and language. Paraphrase what a student says and model language. Connecting Language with Literacy and Content: Use close reading and shared reading methods to analyze text organization and grammatical features in text. Use shared and interactive writing to explicitly teach language structures, use of vocabulary and organizational structures of different writing genres. Focus on the language demands of texts Carefully sequence tasks to builds understanding and effective use of the language in texts.

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that **all** students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
As Sherman has consistently worked to implement Restorative Practices and PBIS strategies, we have found that our efforts are effective for the majority of students. Based on office referrals and parent communications about concerns, there are a cohort of students for whom we have not yet been able to shift the context around conflict and conduct.	Sherman has worked to build a positive and inclusive school climate through the explicit instruction of our Core Principles: Safety, Helpfulness, Accountability, Respect, and Kindness. These are used in and outside of class to create a common language of behavioral expectations. Community Circles, School Assemblies, and Grade wide meetings are all used to build student awareness. When persistent behavioral issues arise, we use restorative conferences, Parent Teacher meetings, SST's and community wide gatherings to address any harm and work to rebuild the community connection. To support individual students' social emotional needs, the school social worker has one to one sessions, lunch bunch gatherings, formal social groups, and individual SST's.	In addition to the efforts currently underway, Sherman will need to conduct a school wide exploration into who is and who is not authentically connected to the school's culture. Explicitly, our families living on Treasure Island, our English Learner students' families, and our families receiving Special Education Services need intentional outreach and support to make their voices heard, their needs known, and their contributions recognized by the greater Sherman Community. The additional .2 fte community liaison position will elevate the connectedness of many of our families.

VISUAL AND PERFORMING ARTS

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

Sherman has a standing commitment to ensuring all students have access to the visual and performing arts both as discrete disciplines where skills are developed and refined, but also in connection across the curricula to tap into multiple modalities for demonstrating mastery of other subjects.	Sherman's goal for Visual and Performing Arts is that all students will see themselves as having access to the arts as a potential vehicle of self expression, self care, and as a means of influencing their world.	The shift needed to actualize Sherman's vision of artistic expression is for there to be greater communication between the various arts providers and classroom teachers so that we have a meaningful scope and sequence.

PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive 200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
All students at Sherman have access to the mandated minutes through direct instruction by our PE teacher. In addition, Sherman students have opportunities for dance and movement activities daily through community partnerships and arts providers.	Our goals for PE include: Direct instruction with the discrete skills all kids need to have meaningful access to recreational or competitive sports. Get enough regular exercise for good health and development, and to provide physical outlets for students to be able to self regulate their social emotional reality.	Sherman is working on ways to incorporate more structure into our recess periods where kids can practice the skills delivered in PE class, and to support Social Emotional wellness through practice with rules and cooperation.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

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

COLLEGE AND CAREER READINESS

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

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

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

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5

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?

Teachers promote college and career readiness by discussing and presenting different career tracks and college experiences. We will have a college and career day; parents will visit classrooms to talk about college and careers. Integrate and discuss various careers when studying core subject areas. When students are reading biographies, discuss college and career of various people (current and past). Increase participation in the SFUSD African American Honor Roll event. Increased partnerships with community and industry leaders to provide more opportunities for all students to see themselves as having access to the full spectrum of College and Career. The promotion of Student Saving Plans provided by the city will held reduce the limiting impact of poverty on families' intentions for higher education. Sherman aims to provide culturally relevant examples of real life career with a meaningful connection to the educational pathways that open these career opportunities.

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 most impactful strategy Sherman employs to ensure the highest quality educational practices is our professional development plan. High quality coaching, direct instruction with application of adopted programs, teacher collaboration structures based on professional interdependence using equity centered protocols and practices support new teachers' skills acquisition and veteran teachers' life long learning. Additionally, professional development around school safety and security protocols, and emergency preparedness/crisis response will be provided.

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)
Teachers have two release times during the week to meet in grade level teams to plan and receive PD in Literacy and Math. When teachers are meeting to plan: students will be receiving art, library, PE and/or computer lab. Literacy coaches and Math leadership team members will facilitate grade level planning. Monthly Instructional and Climate/Culture leadership team meetings. PLC's or study groups to research a specific element of teaching and learning. Math leadership team will collaborate with District Math Team to structure ongoing PD. Monthly staff meetings focus on Instructional Practices PD Monthly staff meetings focus on Climate/Safety and Social/Emotional PD Principal meets weekly with Literacy coaches to plan PD and discuss grade level collaboration and coaching cycles. Principal to meet regularly with Math leadership team to determine PD content, structures and facilitation. Principal will partner with the following agencies/organizations to coordinate school-wide Professional Development/Training opportunities: SFUSD (Active Shooter PD), SFFD/NERT Training (Emergency Preparedness/Crisis Response), American Red Cross Ready (Emergency First Aid/CPR) PD.	The Sherman PTA executive board, SSC, ILT and Principal work in tandem throughout the budget development process to build a data driven budget which is funded with $2,158,690 in state and federal funding, $235,651 in community raised funding and about $20,000 in grant based funds.

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.)	SAP/SST/504 Referrals	Students with IEP's and 504 plans	Sherman SpEd/GenEd Staff, Social Worker, and Principal in partnership with SFUSD SpEd dept. assess, implement and monitor IEP/504 plans and SAP/SST processes.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	CARE Team Referrals	All students identified as vulnerable	School Social Worker and community agencies provide full range of health services.

Student Engagement/ Attendance	Significant discrepancy between Asian (2%) /White (6%) student attendance and AA (35%), L(19%), SpEd (19%) and SES (16%) attendance	African American, Latino, SpEd and SES students with chronic absenteeism.	Sherman Parent/Community Liaison, Social Worker, and SART/CARE team family outreach supports
School Culture/Climate	Spring 2018 SEL Survey Results	All students	Social Worker/Classroom teachers deliver SEL curriculum
Social Culture/Climate	Office/Social Worker Referrals	Tier 1 & Tier 2 Students	Further develop and consistently implement comprehensive school-wide RP/PBIS/RTI protocols
Wellness Policy	Wellness Referrals	Tier 2 and Tier 3 Students	Individual and group counseling/wellness services provided by site social worker and community health partners

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

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

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

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

Sherman will be adding a .2 Community Liaison position next year to support parent communications with our African American and other families of color. Leveraging existing relationship networks by working with staff already on site and paying them to focus on home school communications, we hope to strengthen the positive home school connection before any conflicts may occur so that we are prepared to use restorative practices in a more authentic way. We also have set aside extended hours for our para professional staff to support home school connection for our Spanish and Chinese language speakers by supporting parent teacher conferences with translation. We will also continue to have our diversity committee host monthly inquiry sessions and annual events that spotlight the power of our differences and support our dominant cultured families' understanding of the impact of privilege and institutional racism on school culture. SFFD/NERT and the American Red Cross will provide greater school community with safety and emergency preparedness/crisis response information and training opportunities.

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

Anecdotal evidence, survey results, targeted interviews with community members.

Community Partnerships

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

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

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

BARC promotes all aspect of the above through their on-site universal access after school program. Reading Partners provides Tier Two reading fluency intervention support SFCESS provides coaching support for equity centered anti-racism facilitation training. SF Arts Ed provides additional fine arts instruction which also supports the teacher's collaboartive planning matrix. SFFD, SFPD, and American Red Cross provide safety/emergency preparedness training for staff and greater school community

What are your specific goals or objectives for these partnership?

The key goal for each of the above partnerships is to build and sustain high quality professional practices, as well as safety/preparedness protocols so that we are best able to meet the needs of our community.

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

The key is to ensure that there is sufficient time to meet, talk and engage in authentic partnership and professional development aligning site priorities with community based initiatives.

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

Each of the above community partnerships has a reflection tool embedded which provides both qualitative and quantitative feedback to both the site and the providers.

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 = $4,450

These funds will be used by the SPED team for resources and materials for classrooms, tier three intervention tools, and PD opportunies for members of the SPED team.

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 = $29,601

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

These funds will go to a fractional salary of the Literacy Specialist who is responsible for the tracking and monitoring of our EL student population; facilitating the reclassification process, evaluating students for reading recovery or reading partners, coaching all teachers on how to incorporate English Development language goals into lesson plans and calssroom environment.

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

Supplemental Concentration Grant - Low Income (SCG-LI) 07090
Allocation = $0

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

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

LCFF Concentration Grant (SCG-C) 07092
Allocation = $0

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 = $0

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?

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 = $0   (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 = $0
For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you <u>attach</u> the Parent Involvement Policy's full text when you upload your BSC to SharePoint.**

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 9/18/2018

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

Impact & Innovation Awards = $0

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

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

Principal's Innovation Fund = $0   *(For Middle Schools and PK-8 Schools as applicable)*

How do you plan to use these funds?

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

Equity Grant = $0

Identify Sub-group & specific actions

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

Other (PTA, external sources, School Quality Pairing/CoP work) = $200,874

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

Our community raised funds will be utilized for class size reduction, A .5 fte math support teacher and a .5 fte computer science teacher, sub days, PD funding, materials and supplies.

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

CENTRAL SUPPORTS & RESOURCES

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

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

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

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

The School Social Worker will continue to facilitate individual SST's as well as conduct School Wide SST's with the CARE Team. The School Social Worker will facilitate lunch bunch groups for target students to build social acuity and inter-connectedness.

SECTION V: Recommendations and Assurances

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

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

☑	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
☑	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
☑	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	☑ English Learner Advisory Committee (ELAC)
	☑ Community Advisory Committee for Special Education Programs
	☑ Other *(list)* **Instructional Leadership Team, UESF Union Building Committee, Sherman PTA Executive Board, PTA general assembly**
☑	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
☑	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
☑	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before **March 23, 2018**.
☑	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: **10/18/2018**
☐	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
☑	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
☑	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
☑	This school plan was adopted by the SSC on: **10/18/2018**

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
Martha Harris	Gen Ed Teacher	See Hard Copy
Laurie Wager	Literacy Specialist/Coach	See Hard Copy
Frances Rabbitt	SPED teacher	See Hard Copy
Michelle Kishimoto	Gen Ed Teacher	See Hard Copy
Heather Rohert	Parent CHAIR	See Hard Copy
Joe Murray	Parent	See Hard Copy
Lara Schwatz	Parent	See Hard Copy
Davide Paccinni	Parent	See Hard Copy
Theresa Rodriguez	Parent	See Hard Copy
Gina Ferrante	Principal	See Hard Copy