2016-2018 Balanced Score Card: A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Drew, Dr. Charles Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Marian Currell</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

As a Bayview/Hunter's Point School, we understand that our students’ success ultimately depends on the shared responsibility of families, staff, and scholars. All stakeholders will demonstrate an ongoing commitment: - To establish and maintain an environment of kindness and mutual respect. Students will become independent problem solvers through making positive choices and practicing conflict resolution. - To hold all students to their highest level of social development and academic achievement. - To differentiate instruction and engage each scholar through culturally responsive teaching of the Common Core State Standards. Our goal is to prepare our scholars to attend any middle school in the district and be able to problem solve, think critically and take pride in their culture, themselves, and others. Drew is the home of some very dedicated and caring teachers who are adjusting their teaching practices to meet the needs of the students they serve. Teachers are participating in a variety of Professional Developments: Comprehensive Literacy, Science Investigation, Mathematical practices and the understanding of culturally relevant strategies to address the needs of the scholars we serve. The students are vibrant, creative, energetic, responsive learners. Although Drew is a vibrant community with a dedicated staff, and eager scholars, we are continuously trying to close the achievement gap. We feel we are moving in the right direction by addressing our children's learning styles, perfecting our instructional practices and continuously working with our families to provide consistency and continuous growth.

Dr. Charles R. Drew believes that every student can achieve their highest potential through differentiated instruction that begins with their strengths and pushes them in their areas of need. As a school, we will do this by implementing balanced literacy and workshop style instruction K – 5, creating an inclusive school with a combination of co-teaching, inclusion, utilizing the environment to support our instruction, and providing enrichment opportunities to tap into students’ passions and spark their creative spirits.

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:

- **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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

1. Strategies in Action: Instructional Core/Engaging & Challenging Curriculum
   - Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
   - Mathematics Core Curriculum
   - English Language Development (ELD)
   - Other Subject Areas (Secondary Schools, optional for Elementary)
   - College & Career Readiness

2. Strategies in Schools:
   - Leadership, Instructional Guidance & Professional Development
   - Student-Centered Learning Climate
     - Students with Disabilities
     - School Engagement
     - School Climate

3. Parent-School-Community Ties
   - Family Engagement
   - Deepening a Community Schools Approach

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

Supplemental Reference Documents
- Vision 2025 Graduate Profile
- SFUSD’s 2016-18 Strategic Plan Transform Learning, Transform Lives
- Site-Based Budget Guide
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 2016-2018 school years is intended to draw all schools into conversations about this vision.

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 2015-2016 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). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

What Has Changed?

| The School Data Profile section has been added | In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document. |
| The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression. | SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.) |

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.

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.

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 25, 2016.
<table>
<thead>
<tr>
<th>1. Balanced Score Card/ Single Plan for School Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2016 in alignment with the release of any additional data and final budget allocations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. School Site Council Roster*, Signatures, Bylaws &amp; Agendas</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ SSC Roster that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.</td>
</tr>
<tr>
<td>✅ SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). <strong>Note:</strong> Signature from the principal and the SSC Chair are required, other members can sign but it is not required.</td>
</tr>
<tr>
<td>✅ SSC Bylaws</td>
</tr>
<tr>
<td>✅ SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/ SPSA and Budget.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support</td>
</tr>
<tr>
<td>✅ SIG Carryover Expenditures</td>
</tr>
<tr>
<td>✅ All 2016-2017 Title I funds should be accounted for in the BSC</td>
</tr>
<tr>
<td>✅ Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are accounted for in the BSC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Title I Parent Involvement Policy*</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ All Title I schools have an SSC-approved Parent Involvement Policy (PIP) and Home-School Compact in their upload package</td>
</tr>
</tbody>
</table>

*The 2016-18 BSC template also incorporates your School Site Council Roster, SSC Signature & Assurances page, and Title I Parent Involvement Policy into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.
**SECTION II: School Data Profile**

In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school’s BSC. This year, the data section has been eliminated and schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this [link](https://district.sffusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016-18". This folder includes the following reports:

<table>
<thead>
<tr>
<th>Report Title (Description)</th>
<th>Contains data for the following Strategies in Action</th>
<th>Data in Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district)</td>
<td>• Instructional Core: ELA, ELD and Math • Student-Centered Learning Climate</td>
<td>2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&amp;P English and Spanish, SRI, Math Task and Writing Task</td>
</tr>
<tr>
<td>CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance)</td>
<td>• Instructional Core: ELD</td>
<td>Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels</td>
</tr>
<tr>
<td>SQII 2014-15 (SQII Performance, definitions, thresholds and targets)</td>
<td>• Instructional Core: ELA, ELD and Math • Student-Centered Learning Climate • College and Career Readiness</td>
<td>Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets</td>
</tr>
<tr>
<td>Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-Core Content areas)</td>
<td>• Instructional Core: ELA, Math, Other Subject Areas • College and Career Readiness</td>
<td>Overall and sub-group grades – % A’s and % D&amp;F’s for English Language Arts, Math, Science, Social Science and GPA Average</td>
</tr>
<tr>
<td>College Readiness School Profile** (Performance on college readiness indicators)</td>
<td>• College and Career Readiness</td>
<td>3-year trend data on SAT, ACT, AP and EAP with number tested and average scores</td>
</tr>
</tbody>
</table>

**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 students.
- Refer to **Illuminate Focal Report List** to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results.
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
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 2016-2018 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 (including Language Pathways)

**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?

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td><strong>PK/TK</strong> 80% of PK/TK students will meet the Mid year developmental range for (Rhyme Awareness). <strong>WASC Ch.2</strong></td>
<td>PK/TK Teaching explicitly state and use nursery rhymes or rhyming words to highlight phonological awareness. Teachers make connections to home language and use visual aids. Teachers use language modeling and books to “act out a story” selecting students to take lead parts. Para Professional will be assigned to TK and K classrooms to provide ongoing support, conduct small group instruction, and to support student learning.</td>
</tr>
<tr>
<td>80% of all students meet or exceed standard as evidenced by F&amp;P/ RI Levels by EOY 20% students proficient on SBAC</td>
<td><strong>EOY 20% students proficient on SBAC</strong></td>
<td><strong>EOY 20% students proficient on SBAC</strong></td>
</tr>
</tbody>
</table>

*WASC Ch.5*
### Academic Tier Two

**Analysis of Results for Language Arts**

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/PK: Increase awareness of rhyming words and letter awareness. Build on prior knowledge by making connections between own names and letter sounds.</td>
<td>TK/PK Teachers use props and realia to retell stories and sequencing of events. Teachers use “call and response” strategies for interactive reading. Teachers will pair students together for extended learning opportunities and language modeling.</td>
<td></td>
</tr>
</tbody>
</table>

#### School-wide Testing not yet complete. Initial

Round of Reading Inventory Scores: Gr 3 1
Student Proficient 1 Student Advanced 7 Student
Basic Gr 4 6 student Proficient 5 student Basic
Gr. 5 3 students Proficient 9 students Basic IAB-ELA Grade 3 - 28% at or above Grade 4 - 43% at or above Grade 5 - 32% at or above SBAC Data - ELA Gr 3 - 3.7% Proficient Gr. 4 - 13.5% Proficient Gr. 5 - 10.5% Proficient AA - 14.1% Proficient

- **46%** of AA students meet or exceed expectations in F&P Reading Levels. 14.1% Proficiency for AA SBAC ELA scores BOY F&P Scores 2016-17 Kinder 46% Meet Benchmark or above 1st 50% Meet Benchmark or above 2nd 29% Meet Benchmark or above 3rd 33% Meet Benchmark or above 4th 7% Meet Benchmark or above 5th 14% Meet Benchmark or above

- **1-2 years growth for each student performing below grade level as evidenced by F&P levels. Students who have exceeded, met, and nearly met the standard on ELA SBAC will be our target group. 20% Proficiency by SBAC standards**

- **Increased level of partnership with HEARTS consultancy model. Doc Martha onsite every other Wednesday to observe and consult with teachers as well as provide relevant PDs based on observations.**
**Focal Group:** For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent and focused interventions needed to accelerate learning. 96.3% of 3rd graders not meeting SBAC proficiency 86.5% of 4th graders not meeting SBAC proficiency 89.5% of 5th graders not meeting SBAC proficiency. Strengthening of Tier 1 Supports in the classroom is the first priority. Our focal group is all 3rd-5th graders who exceeded, met, and nearly met the Proficiency standard on the SBAC.</td>
<td>20% students Proficient in ELA by SBAC Standards. Literacy Team will use data to specify the names of targeted students.</td>
<td>Small, skills based group instruction giving daily through coordinated efforts of Coaches, Teachers, SPED personnel, and after school program when applicable. Coaches will support teachers to plan differentiated lessons before, during, and after school. Extended hours provided as needed. RPA Walkthrough tool will highlight focal students in all 3-5 classrooms. Data analyzed by Lit Team with specific actions for coaches to support students and teachers. All teacher made assessments will be interspersed with checkpoints to validate results.</td>
</tr>
</tbody>
</table>

**Mathematics Core 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?

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASCh.2</td>
<td>PK/TK To support mathematical discourse when using manipulatives, students will use math tools such as &quot;number lines&quot; and &quot;ten frames.&quot;</td>
<td>WASCh.5 PK/TK Teachers address Mathematical Practice: Use appropriate tools strategically. Lessons will include 21st Century Skills: communication, collaboration, critical thinking, and creativity.</td>
</tr>
<tr>
<td>SBAC 3rd Grade - 0% proficient 4th Grade - 13.5% proficient 5th Grade - 0% proficient AA Proficiency on SBAC - 4.7%</td>
<td>20% Students proficient by SBAC standards in Grades 3-5. For K-2, 60% of students will be proficient on Summative Tasks.</td>
<td>Teachers will use more open ended math problems such as MARS and SVMI Tasks. Daily Lesson plans will incorporate 8 Mathematical Practices. All teachers will use SFUSD Math Units to engage, teach, assess, and re-engage the students. Coaches will use the 3 Read Protocol to address Literacy Needs during Math instructional time. Coaches will support teachers to plan differentiated lessons before, during, and after school. Extended hours provided as needed.</td>
</tr>
</tbody>
</table>

**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?

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/PK Students will expand their understanding of number relationships and operations in their everyday environment.</td>
<td>TK/PK Teachers create ROCi targeted instructional groups by developmental levels, plan differentiated learning opportunities, and use scaffolding strategies.</td>
<td>Teachers will create and deliver RE-Engagement Lessons based on assessments. Repeated opportunities for fact practice will supplement math lessons. Small group instruction provided to students based on their needs. Strengthen Tier 1 Supports: Guided Lesson Planning, Teacher Model Lessons in the classroom, Monthly Math PDs. Volunteers in classrooms to support push in model on a weekly basis for 1-2 hours.</td>
</tr>
<tr>
<td>100% Gr 3 not proficient SBAC Math 86.5% GR 4 not proficient SBAC Math 100% Gr 5 not proficient SBAC Math 4.7% Proficiency for AA students in grades 3-5 for Math.</td>
<td>1-2 years growth for each student performing below grade level. 20% Proficiency for Math by SBAC scores</td>
<td></td>
</tr>
</tbody>
</table>

**Focal Group:** For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success?
### Analysis of results for Mathematics-Focal Group

**WASC Ch.2**

**Based on the analysis of the results, what are your targets/performance goals?**

TK/PK Students will begin their understanding of number relationships and operations in their everyday environment.

**What interventions are required to ensure all students reach mastery?**

TK/PK Teachers utilize anchor texts, visual aids, games and project based learning to support fluency and instructional routines.

0.0% Proficiency in Math SBAC

Interventions needed to accelerate learning for the focal students. Our focal group is all 3rd-5th graders who exceeded, met, and nearly met the Proficiency standard on the SBAC.

100% Focal Students performing at or above grade level by end of Trimester 2. 20% Proficiency on SBAC Math

Small, skills based group instruction giving daily through coordinated efforts of Coaches, Teachers, SPED personnel, and after school program when applicable. Coaches will support teachers to plan differentiated lessons before, during, and after school. Extended hours provided as needed.

### English Language Development (ELD)

School sites are implementing comprehensive Designated and Integrated ELD instruction based on the 2012 California ELD Standards. This happens by working in tandem with ELA and other content standards as a pathway towards accelerated language learning, so English Learners can fully access the core curriculum and grade-level appropriate tasks and texts.

Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become Reclassified Fluent English Proficient (RFEP)?

### Analysis of results (including CELDT, F&P or SRI 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.

**WASC Ch.2**

**Based on the analysis of the results, what are your targets/performance goals?**

Measure of Success: Increase overall CELDT score by one level for each EL student. Performance Goal: Use CRTL Strategies

**What interventions are required to ensure all students reach mastery?**

Strategies across the content areas: anchor charts, turn and talks, shared/interactive writing, and open ended questioning from teachers. Utilize district provided ELA Curriculum, Treasures on a daily basis. Instructional Shifts: Academic Conversations, Planning Time, Training for teachers, PD with specific focus on ELLs

15 EL students tested in grades K-5. In grades 3-5, 5 ELs students were tested total 66.7% met AMAO1 (gained at least 1 proficiency level) SBAC Math and ELA Scores: 0% Proficiency for ELs

TK/PK: Increase progress to 80% of students meeting or exceeding expectations for Understanding and Response to English Literacy Activities.

TK/PK teachers use anchoring language and props for read alouds; turn and talk for language development, provide opportunities for shared/interactive writing, and ask open ended questions to encourage students to make predictions and connections.

### Other Subject Areas (Secondary Schools, optional for Elementary)

**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?**

TK/PK 80% or more of students will meet or exceed expectations for relationships and social interactions with peers.

**What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?**

TK/PK Teachers facilitate opportunities for students to engage in cooperative play. Teachers set up indoor/outdoor activities for students to interact with each other collaboratively. Teachers will collect observational evidence to document students levels of sustained cooperative play.

### 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
| College readiness / success is the driving force behind all of our school-wide actions. | K-Readiness workshops for parents Field Trips to colleges/universities Partnership w college volunteers | Continue to support the Primary teachers in strong instructional literacy practices. Support intermediate students in reading groups (RTI), more exposure to grade level material for upper grades and explicitly teaching comprehension strategies. |
| Creating an environment where students can push themselves and learn from their mistakes is essential to fostering a growth mindset. | Foster a growth mindset among parents, teachers, and staff to develop our students’ potential. Consistent classroom practices (weaved across the content areas) that significantly increase students’ perseverance in completing school assignments that leads to higher academic performance and achievement. | Administration participates in year long PLC with Growth Mindset focus: sharing best practices, resources, and increasing school-wide awareness. Parent Workshops provided to support parents’ efforts to foster a growth mindset at home. Ongoing PD/support to teachers to support positive academic mindsets and help student build effective learning strategies. |

### Elementary Schools

**What is your plan for promoting college and career readiness?**

4th and 5th grade teachers will increase their vertical alignment and plan more together. Teachers will continue to observe one another’s instructional practices and adjust to support relevance and rigor. Students are better prepared for success in Middle School and beyond. All classrooms will take at least 1 Field Trip to tour a local college.

### 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?

As a site, we will support staff and student learning on a continual basis. We will publicize and encourage attendance at District Provided PD opportunities. Our site based PDS will be based on student/teacher needs with the primary focus on English Language Arts skills. In order to reach our Science, Social Studies, and Math goals, our students need to have strong Literacy skills.

### School-Wide Action Step(s)

| Growth Mindset PLC Partnership with BAT Team / Pupil Services PBIS UCSF Hearts: Trauma-Informed Training Comprehensive Approach to Li: focus on Mini Lesson and Guided Reading Paraprofessional PD to support classrooms ELD Strategies LLI daily in the classroom 2nd Step Mindfulness PAX Good Behavior Game Teachers are committed to reviewing student work and looking at student data to design lessons that build on students’ strengths to address areas of student need. |
| Through Prop A, sub release days, and early dismissal days we will maximize planning support for our teachers in both ELA and mathematics. The Literacy Coach and IRF organize and facilitate planning support for our teachers. On a bi-monthly basis our teachers engage in Grade level meetings. During this time teachers plan lessons that are aligned to the PD. Our Literacy Team will provide coaching support for our classroom teachers and plan appropriate PDs based on needs of teachers. |

### 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 schoolwide (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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>Window 2 F&amp;P 0 meet or exceed expectations Math IAB 3/18 Students meet or exceed standards ELA IAB 3/18 Students meet or exceed standards</td>
<td>1-2 years accelerated growth for all SPED students</td>
<td>SPED Teacher will co-plan and co-teach lessons with the GenEd teachers. SPED teacher will create academic/behavior goals for each student as well as strategies to support each goal.</td>
</tr>
<tr>
<td>Student Engagement/ Attendance</td>
<td>28% chronic absenteeism</td>
<td>20% chronic absenteeism</td>
<td>Tier 1 - Excellent Attendance Celebrations Tier 2 - Phone Calls/reminders to families, transportation options like bus/vans, etc Tier 3 - Home Visits, SSTs</td>
</tr>
<tr>
<td>School Climate</td>
<td>2 Suspensions by 3rd Trimester</td>
<td>Zero suspensions</td>
<td>Continue daily community circles, school-wide PBIS, student-centered classrooms, Restorative Practices, and utilize Second Step and as our SEL curriculum. PAX Good Behavior Game, and Growth Mindset Activities used across the content areas. Parent Workshops to include similar topics to support home school connection.</td>
</tr>
</tbody>
</table>

**Parent-School Communities Ties**

Families are the first and most influential teachers of their children. Respecting and welcoming all families into the school community to deepen relationships and engage them will support student achievement and school improvement. Additionally, a community school approach organizes and maximizes the resources of your school and community-based organization partnerships to support student success. The intent of a community school approach is to intentionally support and align these valuable resources around your school’s key strategies, to ensure coherence within your school community.

Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with SFUSD’s Family Engagement Standards.

**Family Engagement**: Your school’s family engagement strengths and challenges (And how you know…)

**Deepening A Community Schools Approach**: the depth and breadth of CBO partnerships that are essential to your school community.

<table>
<thead>
<tr>
<th>Parent-School-Community Engagement</th>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-90% parent participation on events that allow students to perform, such as Halloween Parade, African American History Program. 60-70% families participated in Parent Teacher Conferences in both the Fall and the Spring.</td>
<td>60-70% families participated in Parent Teacher Conferences in both the Fall and the Spring.</td>
<td>We want to continue to have parents attending more school-wide events. Volunteer in the classrooms and take an even more active part in their child’s education.</td>
<td>Connect Growth Mindset studies and activities to Parent Workshops. Dad’s group to support and highlight the increasing number of male caregivers in community. Parent Workshops that use “Great Schools” website. Site is a great tool to assist parents support their kids more effectively. For example, the website guides parents to ask more open ended questions to support reading comprehension strategies at home. Visible by an increase in parent attendance during parent workshops, curriculum nights, and be part of the PAP.</td>
</tr>
</tbody>
</table>
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 = 1,650

In support of our Full Inclusion Model, we will use the additional designated funds to support students with disabilities. We will fund common planning times for SPED Teachers/Paras and GenEd Teachers/Paras to communicate and plan together. We will provide supplies and resources that will support their academic success: supplies/materials for SPED Room that support multi-sensory approach to learning.

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 = 5,139

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

We will purchase supplementary instructional materials, equipment (Listening Centers), and technology programs to better serve EL students in their classrooms.

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 = 20,000

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

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 = 546,787

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

Fund 1 FTE Certificated staff to lower adult/child ratio, improve literacy instruction, and serve under-performing students. This intervention teacher will play a major role on the Literacy Team as we increase teacher capacity through strategic trainings and PDs for teachers. Purchase instructional materials and equipment to support balance literacy instruction, common core state standards and technology use. We will create and support classrooms designed to aid independent student learning. (Smart Boards, book shelves for student access, student book bins, chart stand easels, leveled libraries, etc). Classrooms equipped to support comprehensive literacy program (leveled libraries, technology, Readers/ Writers Workshop materials & 3 instructional areas) Provide Field trips to increase exposure and awareness of broader community.

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)
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.

<table>
<thead>
<tr>
<th>Title I</th>
<th>45,667</th>
</tr>
</thead>
</table>

### How do you plan to use these funds?

We will purchase instructional materials to support balanced literacy instruction, common core state standards and technology use. We will create and support classrooms designed to aid independent student learning. Classrooms equipped to support comprehensive literacy program (leveled libraries, technology, Readers/Writer's Workshop materials & 3 instructional areas) 3 Instructional areas to include ELA, Math, Social Sciences. The Fountas & Pinnell Leveled Literacy Intervention System facilitates strong classroom and home connections. When children have more opportunities to share their successes in the home, they enhance their confidence and self-esteem. Specific Purchases we plan to make include: 1. LLI Primary Systems and Boosters Take-Home Books: Each of the 300 K-2 Leveled Books in LLI are available as a black and white Take-Home Books so that children can share their learning with families and begin to build their own home libraries. LLI BLACK & WHITE TAKE-HOME BOOKS PRIMARY SYSTEMS BLACK & WHITE — COMPLETE SETS PER SYSTEM 978-0-325-02107-2 GRADE K (70 TITLES, ONE 6-PACK OF EACH TITLE) $275.63 x 4 978-0-325-07671-3 GRADE TK (40 TITLES, ONE 6-PACK OF EACH TITLE) $175.00 x 4 978-0-325-02108-9 GRADE 1 (110 TITLES, ONE 6-PACK OF EACH TITLE) $433.13 x 4 978-0-325-02109-6 GRADE 2 (120 TITLES, ONE 6-PACK OF EACH TITLE) $472.50 x 2. LLI Intermediate Systems Test Preparation Booklets These materials support the optional test preparation lessons to help students become test-smart and prepare for standardized testing. TEST PREPARATION BOOKLETS (16-PACK) for levels L-Z (27.57 per level) 978-0-325-06058-3 L TEST PREPARATION BOOKLETS LEVEL L. $27.57 STUDENT FOLDERS Students These student folders are efficient organizers in which to store Reading Records and other data for each child. Folders can be passed on each year as part of children’s records. 978-0-325-02112-6 PRIMARY SYSTEM STUDENT FOLDERS (18-PACK). $12.25 978-0-325-04634-1 INTERMEDIATE SYSTEM STUDENT FOLDERS (16-PACK). $11.38 We will provide ongoing support that focuses on underachieving students through our Academic and Behavioral RTI program: build teacher capacity, lead / create PDs for teachers and support staff. PDs and Training will be focused on providing specialized and targeted instruction to underachieving students. All PDs will support School-wide emphasis on Grade Level Reading Proficiency through the Comprehensive Literacy Approach (Guided Reading, Differentiation, Word Work)

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: 456

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.**

Involvement of Parents Parent Involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities. To ensure that parents and the community have the opportunity to support the educational process through participation in decision making and volunteer activities, we encourage parent participation by: • Holding an annual Back to School meeting each fall to inform parents of school wide program requirements and their rights • Offering a flexible number of meetings, which also includes opportunities for parents to meet to participate in the decisions relating to the education of their children through: o Parents as Partners (PAP) meetings every month o School Site Council meetings every month o School Site Summit annually o Parents are welcome to schedule an appointment at any time through school principal, teacher, Pupil Services, etc. o Providing parents with timely information about school programs, including academic information regarding curriculum and assessment, through: o Back to School Night o Family Literacy Night o Family Science Night o School Site Council Meetings o Parent Room (Room 116) with Family Resource Activities and Binder available o Parent Liaison with open office hours o Parent Handbook sent home every Fall o Monthly Newsletter Parent Workshops will provide opportunities for families to engage in activities that will support student learning: access and training for online programs that support Drew’s blended learning program.

Date your school’s Parent Involvement Policy was reviewed by your School Site Council: 3/10/2016

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)
<table>
<thead>
<tr>
<th>Equity Grant</th>
<th>(as applicable 16-17)</th>
</tr>
</thead>
</table>

**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)

<table>
<thead>
<tr>
<th>QEIA Carryover</th>
<th></th>
</tr>
</thead>
</table>

**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)

<table>
<thead>
<tr>
<th>Other (PTA, external sources, School Quality Pairing/CoP work)</th>
<th></th>
</tr>
</thead>
</table>

**How do you plan to use these funds to support your school-wide 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)
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"

<table>
<thead>
<tr>
<th>Central Support</th>
<th>Social Worker</th>
<th>Nurse</th>
<th>Family Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor:</td>
<td>1.0</td>
<td>.5</td>
<td>1.0</td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW: 1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach: 1.0</td>
<td>Academic Rtl Facilitator: 1.0</td>
<td>Hard To Staff: 1.0</td>
</tr>
<tr>
<td>Other:</td>
<td>Other: 1.0</td>
<td>Other: 1.0</td>
<td>Other:</td>
</tr>
</tbody>
</table>

- **Attendance Liaison 1.0**
- **Assistant Principal 1.0**
- **Librarian 1.0**
- **Literacy Intervention Teacher**

Two to three high leverage strategies that will be accomplished:

- AP will support with developing and monitoring instructional focus, particularly math. IRF will support with instructional coaching and PD planning specifically around Equity. Literacy Coach will support with instructional coaching and literacy PD planning. Literacy Intervention teacher will help to build teacher capacity by providing specialized teacher trainings/coaching/PD. Academic RTI will target students behind grade level requiring Tier II services. Nurse will support with physical health of students Social Worker will support with mental health of students and our overall climate efforts as well as facilitate our weekly Care Team mtgs and school Elementary Advisor will continue to support mentoring program and attendance/family engagement efforts. Family Liaison will continue to promote and outreach family engagement. School librarian will enrich and extend literacy experiences PK-5.
### SECTION V: Recommendations and Assurances

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

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

| ✔ The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law. |
| ✔ The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. |
| ✔ The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: |
| ☐ English Learner Advisory Committee (ELAC) |
| ☐ Community Advisory Committee for Special Education Programs |
| ☐ Other (list) |
| ✔ The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan. |
| ✔ This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. |
| ✔ The school held two (2) community meetings prior to the completion of the school site plan. |
| 1. One meeting to gather input from the school community including all advisory committees. |
| 2. One meeting to present plan upon its completion before March 25, 2016. |
| ✔ 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: |
| ✔ 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:
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”)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akeli Lord</td>
<td>Parent, SSC Chair</td>
<td></td>
</tr>
<tr>
<td>Alice Kowalsky</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Marian Curell</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Kashina Pierce</td>
<td>Parent Liaison</td>
<td></td>
</tr>
<tr>
<td>Elvis Bean</td>
<td>Guardian</td>
<td></td>
</tr>
<tr>
<td>Shamila Ivory</td>
<td>Community</td>
<td></td>
</tr>
<tr>
<td>Sharon Rodrigues</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Mr. Halloway</td>
<td>Guardian</td>
<td></td>
</tr>
<tr>
<td>Ms. Zanotelli</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Patsy Miles</td>
<td>Guardian</td>
<td></td>
</tr>
</tbody>
</table>