



2017-2018 Balanced Score Card:

The 2nd Year In A Two-Year Single Plan for Student Achievement

School	Grattan Elementary School
Principal	Catherine Walter

SCHOOL VISION & CONTEXT

Grattan Elementary is a vibrant Pre-K through 5th grade public school located in the Cole Valley neighborhood of San Francisco that serves approximately 450 students. Our racial make-up is as follows: 56% White, 16% identify as two or more races, 11% Unknown 10% Hispanic, 5% Asian, and 4% Black or African American. 12% of our student population are socio-economically disadvantaged youth, 9% of our students received Special Education services, and 6% are English Language Learners. Grattan fosters critical thinking skills, nurtures social and emotional growth, encourages respect for self and others, and inspires life long love of learning. Our top priority is to continue our work of supporting all our students effectively and closing our achievement gap. We have a robust Special Education program that meets students where they are and fosters inclusion across difference. We believe that all students benefit when students receiving special education services are with typically developing peers. We offer a comprehensive approach to literacy and a complex, common-core based curriculum in mathematics, and professional development is aligned to implementation of these key academic areas. Our curricula are well-rounded with an array of arts and environmental and computer sciences to support multiple learning styles and deep expression of self. We continue to work to close the achievement gap, specifically for our socio-economically disadvantaged youth that are not meeting at standard at the same rate of their peers as measured by the SBAC and that are also overrepresented in our long term English Language Learners.

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- Site-Based Budgeting and Central Services 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. 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 2016-2017 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).

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of **Transform Learning, Transform Lives**, the Local Control Accountability Plan (LCAP) and 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?	Why Has it 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 24, 2017](#).

1. Balanced Score Card/ Single Plan for School Achievement

- 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 2017 in alignment with the release of any additional data and final budget allocations.

2. School Site Council Roster*, Signatures, Bylaws & Agendas

- 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.
- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note: Signature from the principal and the SSC Chair are required, other members can sign but it is not required.**
- SSC Bylaws
- 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.

3. Budget

- 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
- All 2017-2018 Title I funds should be accounted for in the BSC

4. Title I Parent Involvement Policy

- All Title I schools have an SSC-approved *Parent Involvement Policy (PIP)* and *Home-School Compact* in their upload package

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 (<https://district.sfusd.edu/dept/rpa/aa/DataDisk/default.aspx>) to your data. Inside your school folder look for the folder titled "**16-17 Results**". Then look for these three folders:

1. "###_Mid-year_Summary_2016-17"
2. "###_EnglishLearnerReport2016-17"
3. "###_Core_SQII_Reports_for_15-16"

Mid-Year Summary (School-wide and sub-group performance in comparison to the district)	Strategies in Action <ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate
Contents	
<ul style="list-style-type: none"> School Data Puzzle provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report Acceleration for ELA/Math provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only) Performance Summary provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only) Mid-year Chronic Absenteeism Rates Mid-year Suspension Rates Illuminate Spring 2017 Assessment Reports provides direct links to the most current data for drilling deeper BSC Revision provides a word document prepopulated with assessment results for you reflect and record your actions (for planning purposes only, use is optional) Fall Grades Distribution (grades 6-12) provides overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average NSC College Data (high school only) provides college attendance trends for high school graduates 	
English Learner Report 2016-17 (AMAO Trends and performance school-wide and pathway)	Strategies in Action <ul style="list-style-type: none"> Instructional Core: ELD
Contents	
<ul style="list-style-type: none"> Summary report for EL students by pathway with SBAC, Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 2-years, and attendance. 	
CORE SQII Reports for 15-16 (SQII Performance, definitions and thresholds)	Strategies in Action <ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate College and Career Readiness
Contents	
<ul style="list-style-type: none"> Overall and sub-group SQII domain and metric data, and change in index level from previous year. Metric definitions, CORE thresholds for each metric Powerpoint related to the new "growth" measure 	
NOTES: <ul style="list-style-type: none"> 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 to link to student level data Data shared at the Admin Institute may still be applicable. That data is also on your data disk. In addition your data disk contains other assessment reports such as F&P. 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?

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 shifts will be required to achieve these goals? WASC Ch.5
71% of students met or exceeded standard on the '16-'17 SBAC which was consistent with student performance in '15-'16. However, when looking at F & P data, which Grattan uses K-5 over 80% of students are meeting or exceeding benchmark yet only 40% are meeting or exceeding benchmark on IAB writing tasks. In addition, we have a significant achievement gap in student performance in relation to all language arts measures. The achievement gap remains consistent across assessments. It is most significant when comparing our Socioeconomically Disadvantaged students - only 33% are meeting or exceeding benchmark, our Hispanic/Latino students - 43% are meeting or exceeding benchmark, and our African American students 40% are meeting or exceeding benchmark. The 3 year trend for both our Socioeconomically Disadvantage students and Hispanic/Latino students has been downward. The former dropping close to 50% in three years. Thus, focusing resources and reevaluating programs focusing on supporting our SES students will be a significant priority.	We must continue to work toward closing our achievement gap. We will work toward a target of 10% gains with the performance of our Socioeconomically Disadvantaged students, Latino, and African American students. In addition, we will strive to address the discrepancy in our overall language arts performance and students writing performance.	Grattan will continue to focus on professional development of readers and writers workshop implementation, with specific focus on the latter. We will build off our success this year of school wide on-demand writing samples for narrative that were used to set student specific and classroom specific learning objectives and facilitate this for all writing units. Teachers will continue to implement conferring into their writers workshop structures to provide targeted individualized feedback. Small-group instruction will occur routinely during language arts instruction to ensure students receive support at their level. Grade levels will spend grade level planning time to ensure there is a more consistent implementation of key strategies such as interactive read aloud, guided reading, conferencing, etc. Teachers and staff will include a more explicit focus on cultural relevancy to better serve our African American, Latino, and Socioeconomically Disadvantaged students.

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 interventions are required to ensure all students reach mastery?
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We have seen growth in students F & P results in the last several years which we attribute to stronger readers and writers workshop implementation as well as our reading specialist and SpEd Inclusion teachers who co-teach to the greatest extent possible in the general education setting. However, we continue to see a significant achievement gap with our targeted sub-groups.

Our primary goal is to include the achievement gap with a target of 10% gains for our Socioeconomically Disadvantaged students, Latino, and African American students. In addition, our performance goal is to move students falling just short of benchmark to meeting benchmark.

Administration, teachers, and social worker will continue to run our Classwide SSTs that take place by mid September to ensure we monitor all students and ensure supports roll-over into the new school year. We will continue to have our reading support teacher work with our identified K-2 students. GenEd and SpEd teachers will continue implementation of co-teach to support additional students in general education settings. Administration, teachers, and support staff will deepen our partnership with Grattan After School Programs (GASP) tutoring to support target skills not homework completion. Classroom teachers will work toward more routine and consistent small group/individual instruction in the classroom - guided reading, conferring, etc. We will continue our community partnerships with Puppy Dog Tails and the JCC to offer 1:1 supports for identified students.

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?

Analysis of results for Language Arts-Focal Group	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
<p>Language Arts performance scores across the board (F & P, SBAC, IDA, etc.) show a significant achievement gap for our Socioeconomically Disadvantaged students, Latino, and African American students.</p>	<p>We must focus our resources to increase the performance of the identified demographic subgroups by 10%.</p>	<p>Administration, teachers, and social worker must continue to refer students to individual SSTs in order to allocate appropriate resources and monitor progress. School social worker and administration will develop a more robust referral and monitoring process to ensure students in the SST loop have on-going monitoring. SpEd teachers will continue to work with GenEd teachers to implement co-teach to the greatest extent possible. Our RSP/Inclusion SpEd teachers will implement LLI for individual teachers. We will continue to contract with an inclusion specialist to support both our SDC and GenEd classrooms who support students with IEPs. We will continue to contract with a reading specialist who offers 1:1 and small group instruction to our struggling K-2 grade readers. Administration and staff will seek out professional development opportunities for culturally-relevant teaching practices. Administration will set aside funds to send 5-7 staff members each summer to SF-CESS' week long summer iGroup training. The short term goal will be at least one teacher per grade level with the long term goal of all classroom teachers being trained.</p>

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?

Analysis of Results Mathematics-All Students	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals?
<p>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</p> <p>WASC Ch.2</p>	<p>Overall, our goals around math are to increase student performance on computer-adaptive and other non-performance task related activities. Also, we want to increase performance of our identified subgroups by 10%.</p>	<p>WASC Ch.5</p>

Our overall SBAC math scores have remained relatively consistent over the last three years. '16-'17 had 64% of students meeting or exceeding benchmark compared to 63% and 67% the previous two years respectively. Yet, student data on math milestone tasks has close to 80% of students meeting or exceeding benchmark while computer adaptive assessments for 3rd thru 5th grade has only 55% meeting or exceeding benchmark. We continue to see a significant achievement gap for our Socioeconomically Disadvantaged students only 25% are meeting or exceeding standard, again a close to 50% drop from the previous 3 years. However, we did see a significant increase in the performance of our Hispanic/Latino students. Although, there continues to be an achievement gap with their peers our Hispanic/Latino students increased their performance from 32% to 45% meeting or exceeding standard.

Teachers will continue implementation of SFUSD core curriculum. The site will allocate one release day per trimester for grade levels to work with a math coach (either district or contracted coach) to align instruction/curriculum to common core standards. Teachers will continue to implement key instructional practices - math talks, three read, use of manipulatives, visual supports, exit slips for daily informal assessment, etc Teachers will continue to pull small groups for targeted math instruction. The site will work with math lead teachers and a math coach to offer a series of caregiver math nights, one every other month, to teach families the new math skills being taught in the classroom.

Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Mathematics- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
<p>Over the last two years there had been a concentrated effort on increasing student efficiency with written expression with mathematical tasks. We see that there has been growth in that area with student performance exceeding 70% meeting or exceeding standard in the area. Although, we do see decreases in SBAC performance in the last two years we are seeing growth on the milestone tasks of SFUSD curriculum.</p>	<p>Overall we continue to have math proficiency scores that do not batch our ELA success. Our achievement gap continues to persist and we must work to move our close the achievement gap by 10% for each of our demographic subgroups. In addition, our performance goal is to move students falling just short of benchmark to meeting benchmark.</p>	<p>Administration, teachers, and social worker will continue to run our Classwide SSTs that take place by mid September to ensure we monitor all students and ensure supports roll-over into the new school year. We will continue to have our reading support teacher work with our identified K-2 students. GenEd and SpEd teachers will continue implementation of co-teach to support additional students in general education settings. Administration, teachers, and support staff will deepen our partnership with Grattan After School Programs (GASP) tutoring to support target skills not homework completion. Teachers will implement more small group instruction based on on-going monitoring to re-teach/support struggling students. The site will contract with a math coach to provide professional development for several hours a month to work with grade levels to ensure instruction is align to Common Core Standards.</p>

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?	What interventions are required to ensure all students reach mastery? WASC Ch.5
<p>Student performance of our identified focal groups continues to demonstrate a significant achievement gap in both computer adaptive results and performance task results.</p>	<p>We must leverage the identified strategies to produce significant gains of at least 10% for our Socioeconomically Disadvantaged students, Latino, and African-American students.</p>	<p>SpEd teachers will continue to work with GenEd teachers to implement co-teach to the greatest extent possible. The site continue to contract with an inclusion specialist to support both our SDC and GenEd classrooms who support students with IEPs. The site will contract with a math coach several hours a month to work with ILT to help develop stronger math interventions for Tier 3 supports. Administration and staff will seek out professional development opportunities for culturally-relevant teaching practices. Administration will set aside funds to send 5-7 staff members each summer to SF-CESS' week long summer iGroup training. The short term goal will be at least one teacher per grade level with the long term goal of all classroom teachers being trained.</p>

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?	What interventions are required to ensure all students reach mastery? WASC Ch.5
Our data show that our the majority of our ELL students are progressing with English Language aquisition at a typical rate. However, we continue to see (approximately) less than 10 long term ELLs who are do not show growth by fourth grade. Due to the very small number of ELLs at our site it does not appear that we have strong enough supports for our long-term ELLs and that we need to allocate better resources and track progress for earlier interventions.	Our goal is to identify and monitor LTEL students on a more consistent basis to enhance performance by 5-10% on SBAC, IDA, F & P results and ensure at least one level of growth on the CELDT.	The site will partner with the Multi-Lingual Department to provide professional development to staff in best practices for ELD instruction. Administration, teachers, and social worker will identify students during classwide SSTs for on-going language development monitoring. The site will extend our contract with our reading specialist to include a three day a week intensive language group to support our 4th and 5th grade LTELs. The site will deepen its commitment to develop a more robust and inclusive ELAC committee focused on connecting with families of LTELs.

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?	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?

Our schools focus on providing technology access through our innovative computer lab supports 21st century computer and engineering skills. Our community outreach and support for the Kindergarten to College savings account program promotes college readiness.

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?

Site-based professional development goals will come out of our BSC and the work the SSC, ILT, and staff do to identify areas of concerns and planning strategically to address key areas of concern. A theme that will be woven throughout all of the PD the staff engage in will be a focus on student work and how that must drive instruction.

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)
<p>Our Instructional Leadership Team will have release days, one per trimester to develop site with PD, specifically plan and build agendas for grade level common planning time each week. The ILT will spend time learning about how to facilitate ROCI cycles in order to lead their grade level teams on cycles of inquiry in both writing and math. We will utilize a math coach to lead grade level teams in a half day per trimester that will focus on our SFUSD curriculum and CCSS. The site will have a three year plan to send all teachers (we currently have about 20% that have attended) to SF-CESS iGroup training to address race and equity work that needs to take place on site to better address the achievement gap. We will continue to provide support for teachers interested in attending Teacher's College Summer Reading and Writing institutes. We will continue to direct site resources to support common planning time that will be facilitate by ILT reps from each grade level.</p>	<p>The PD will be sourced from a combination of site budget and PTA funds. We will also utilize Prop A funds for work done by both paraprofessionals and teachers done beyond their contractual hours.</p>

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

Reflecting on and improving a Student-Centered Learning Climate			
	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices	Our survey data results indicate an exemplary SpEd program at Grattan. Our inclusive practices yields success in classrooms and in the overall community. Our students with specific learning differences receiving resource supports under perform when compared to their typically developing peers on assessment profiles.	Our goal is to ensure equity of access to the curriculum for all students receiving special education services and those with 504 plans. We will look for growth in assessments as well as growth in informal observations as reported by classroom teachers and families.	Grattan uses co-teaching as a Special Education service program model. We aim to strategize our resources for maximum benefit through our master schedule that prioritizes our SpEd services.
Student Engagement/ Attendance	Many of our families take time away from school for family visits and travel. A significant number of our socioeconomically struggling families are chronically late to school.	Our goal is to see less recreational travel of families during school time. Also, we want to see a drop in tardies and unexcused absences of our focal group.	

			The social worker, student advisor, and administrator will meet with our CWAL every six weeks to review attendance and develop individualized plans to support specific families. The site will also do outreach through the weekly news letter reminding families of district attendance policies and how important it is for children to miss school unnecessarily.
School Climate	Our school climate is inclusive of diverse family and cultural make ups. There is a collective mindset to support inclusion of all students that is deeply imbedded in the students themselves.	We strive to ensure that all members of the community feel included in the school culture and climate.	All leadership teams (SSC, PTA, ILT, UBS, Faculty, and SPED leads) will engage in equity centered conversations and protocols and strategies designed ny SF-CESS throughout the year.

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.

Parent-School-Community Engagement

Narrative describing Parent-School-Community culture Who you are reaching/ missing (And how you know...) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)	Targets	Strategies & Impact What is the strategy & how will you know you were successful?
Grattan has a vibrant Parent-School-Community culture where volunteerism, home school collaboration, and shared parent leadership are key components to our overall success. We struggle to involve ALL families - specifically our Latino/a, African-American, and Socioeconomically Disadvantaged families in a consistent manner.	Our goal is to support a more diverse group of families in engaging in leadership roles in the school.	The SSC and PTA will capitalize on the skills developed out of our SF-CESS partnership. Identifying a parent leader to attend training next summer will be a goal to facilitate this. The social worker, student advisor, ELAC members, and administrator will do specific targeted outreach to families.

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = \$2,450

Continued partnership with a Inclusion Specialist that works with our SDC teachers and our GE and RSP teachers - she works with classroom teachers to build stronger supports for specific students but also runs PD for our gen ed teachers about how to create more inclusive environments and our PARA staff about fading supports and best practices with prompting. In addition, she is part of our inclusion committee made up of GE teachers, SpEd teachers, administration, and families of students receiving special education services.

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 = \$14,708

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

We will use these funds to support the purchase of some software to support our newcomers as well as expanding our contract with our reading specialist to support targeted language development instruction. Since our ELL students are so few and the majority of them continue to make steady gains and exit out of ELL status within a few years we are going to develop a program that focuses on pull-out of our 6-8 long term ELLs to give them supplemental ELD instruction. We will align pull out to coincide with readers workshop after delivery of mini-lessons. The goal is to work with students 2-3 times per week for 20-30 minutes depending on grade level. We will monitor growth several times throughout the year to ensure this model is working for our long-term ELLs.

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

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

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

Allocation = _____

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

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = _____

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

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

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

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = _____

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)

Categorical Expenses

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

Title I = _____ (31500)

How do you plan to use these funds?

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

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

1% Title I Parent Set Aside = _____

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

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

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

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

Impact & Innovation Awards = _____

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

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

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

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

How do you plan to use these funds?

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

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

Equity Grant = _____ (as applicable 16-17)

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) = \$200,000

How do you plan to use these funds to support your school-wide actions?

Class-size reduction teacher Reading Specialist Gardening Consultant Gross-Motor Consultant Additional Library Day Professional Development

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

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

Central Supports & Resources

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

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

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

Two to three high leverage strategies that will be accomplished:

We will be utilizing our social worker to spear head the work with our families of students who are chronically absent, help build connections with our EL families, and deepen family engagement with our historically marginalized families.

SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (<i>list</i>)
<input type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. <ol style="list-style-type: none"> 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 24, 2017.
<input type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on:
<input type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: <i>3/23/2017</i>

School Site Council Roster and BSC/SPSA 2017-2018 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")

Name	Role	Signature
Catherine Walter	Principal	Catherine Walter
Troy Beckwith	Teacher	Troy Beckwith
Jacqueline Distler	Teacher	Jacqueline Distler
Rosemarie Kiziek	Teacher	Rosemarie Kiziek
Cristina Kusaka	Teacher	Cristina Kusaka
Craig Bellarosa	Parent - Chair	Craig Bellarosa
Marjorie Powell	Parent	Marjorie Powel
Jim Angelus	Parent	Jim Angelus
Amy Jerry	Parent	Amy Jerry
Yael Eisen-Avidan	Parent	Yael Eisen-Avidan
Michelle Jacques-Menegaz	Parent	Michelle Jacques-Mengaz