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

<table>
<thead>
<tr>
<th>School</th>
<th>Lawton Alternative School (K8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Armen Sedrakian</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

Lawton Alternative School serves families from diverse backgrounds. Approximately 25% of our students are newly acquiring English. 70.67% of our students come from an Asian background and 48.83% of our students are Socio-Economically Disadvantaged. 6.17% of Lawton’s students are Latino, 3.3% African Americans, and about 7% are White. Approximately 58% of our students receive free or reduced lunch status; approximately 9% receive Special Education services, and 20% of our students have received past “GATE” qualification. Ensuring individualized instructional support for our target students, requires teachers to provide scaffolding, differentiated instruction, and research based interventions. Lawton students often outperform other San Francisco students who come from similar backgrounds. The teachers at Lawton believe that this success is due to our priority of supporting the whole child, while developing each student’s learning potential through a variety of challenging programs and intervention strategies. Lawton students are provided with active project based learning and problem solving opportunities that suit their individual needs. We believe that all children can learn at a very high level utilizing their own individual gifts, talents, strengths and abilities. “We don’t give up on anyone,” is an informal motto at Lawton. Like all schools, Lawton has its challenges. There is a trend revealing that 15% of our K-2 students are not meeting Benchmarks on the Fountas and Pinnell. Although over 85% of our students do meet benchmarks, the students who do not are left significantly at risk. Therefore a key strategy that Lawton will continue to implement will be targeted early intervention supports in the primary and transitional (5th & 8th) grades. Another challenge we are facing at Lawton is that a significantly higher proportion of students referred for discipline or the SAP/SST process are African American. Whereas AA students at Lawton represent 3.3% of the population, they represent 50% of the discipline referrals. According to the 2015-16 discipline referral data, 10 out of the 21 total office referrals were for African American students. 5 of the 29 SAP referrals were for African American students. Of these 5 students, 1 is receiving individual counseling services, and 4 are receiving group counseling services provided by our social worker. Lawton will continue to implement tiered Response to Intervention strategies to provide the necessary supports and services required to reduce/close the opportunity gap for targeted students. Lawton teachers promote rigorous and relevant standards aligned project based learning across all content areas. The curriculum and instruction is differentiated through both traditional and current best practices. Lawton’s RTI team meets weekly to coordinate the implementation of Positive Behavior Intervention Supports (PBIS), The Good Behavior Game, and other proactive classroom management strategies. Students at Lawton are encouraged to do their personal best, become independent critical thinkers, strive to reach their full academic potential, be joyful learners, and understand that making mistakes is part of the learning process. We endeavor to become better citizens through adherence to our motto, “Respect, Responsibility and Compassion.” Lawton school reaches out to our parents and our community to enlist their support.

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.

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School Data Profile section has been added</td>
<td>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.</td>
</tr>
<tr>
<td>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</td>
<td>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.).</td>
</tr>
</tbody>
</table>

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>

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<thead>
<tr>
<th>3. Budget</th>
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<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.*
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.sfusd.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&lt;br&gt;- 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&lt;br&gt;- Student-Centered Learning Climate&lt;br&gt;- 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&lt;br&gt;- 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

Instructional Core / Engaging and Challenging Curriculum

School Plan

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>Of the students who did not meet benchmarks in reading at the end of the primary grades, a disproportionate percentage of them at Lawton, are economically disadvantaged or students of color. Examining the data over time has shown that a high percentage of students who are not meeting benchmarks at the end of the primary grades at Lawton have been referred into special education. In each grade, the number of students who fall behind generally totals 8 to 12 students. Over time, those students tend to remain behind. 2016-2017 performance goals: • 95% at or above standard • 80% EL students at or above standard • 45% Sped Students at or above standard □ All students meet grade levels standards in Language Arts. □ Create learning environments that foster highly engaged and joyful learners and support every student in reaching her or his potential. □ Reading and writing successfully and articulately across content areas. □ All students socially and emotionally successful. □ English Learners transitioning to FEP.</td>
<td>Lawton’s Reading Recovery trained Specialist will implement academic RTI targeting students who are not meeting benchmarks on the F&amp;P- approximately 15% of K-2 students. Additional academic support will also be provided for the transitioning 8th, 6th, and 8th grade students by an instructional aide who will work in concert with the ARTI specialist. The early intervention team, including an early intervention coordinator, supports students in the primary grades who are failing to meet early benchmarks. This specialist will coordinate efforts to remediate students before they fall behind so that they do not need to be referred for Special Education Interventions. Culturally &amp; Linguistically Responsive Pedagogies and differentiated instruction will address the diverse identities, backgrounds, and needs of the students. Integration of academic language &amp; vocabulary, utilizing the expertise of our lesson study cohort and ARTI Reading Specialist to deliver specialized instruction in Guided Reading, Reading Recovery, and other researched based best practice strategies and interventions. • Early intervention, targeted small group interventions. • Integrating the Visual and Performing Arts to access students’ multiple intelligences. • Culturally and linguistically relevant pedagogy such as literature circles, debate. • Academic language and literacy • Participate in professional developments including, but not limited to, Literacy/English Language Arts (reading, writing, oral language), EL SDAIE, etc. • DIST PD: Comprehensive Approach to</td>
</tr>
</tbody>
</table>
Site Specific According to the Mid-year Performance Metrics, Lawton students are 93.4% near, at or above standard on the IAB ELA. However, when looking at specific sub groups - EL students are 78.7% near, at or above standard, and Sped has 43.8% near, at or above standard.

**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?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts 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>
</table>
The 2014-15 SBAC data indicates that 94% of Latino Students, 77% of Asian students are proficient, whereas 78% of African American students (76% in ELA & 75% in math), 77% of Special Education students (77% in ELA & 71% in Math) and 54% of English Learners are not proficient (54% in ELA & 46% in Math). F & P 2015-16 data indicates that 82.1% of students are meeting or exceeding benchmarks for K-2, compared to the district average of 64.1% SRI for 3-5 students are 77.5% proficient, compared to the district average of 47.9% IAB for 2015-16 Fall results indicate that grades 3-8 are 79.9% proficient, compared to the district average of 37.9%. The IWA results for 2014-15 showed students are 10% proficient; a 7.9% decrease compared to the district average of 17.9% (new info from data Analysis) The data of the SRI, and IAB assessments indicate the Lawton students are significantly higher performing compared to the District Averages. The following 2014-15 SBAC sub group results identify gaps requiring intervention: African Americans • 22% Proficient • 78% Non-Proficient Asians • 77% Proficient • 23% Non-proficient Latinos • 93% Proficient • 7% Non-Proficient EL • 46% Proficient • 54% Non-Proficient SPED • 23% Proficient • 77% Non-Proficient Whether analyzing current SBAC results, F&P, IDA or formal assessments, approximately 5-8% of Lawton’s students are consistently struggling. This is a group of students that teachers and administrators at Lawton are examining closely. A very high percentage of these students are from economically disadvantaged households or minority groups, and an extremely high percentage of them have historically been referred for Special Education services.

The trend continues to suggest that our African American, Special Education, and English Learners are the 3 sub -groups that are struggling at Lawton. The Fountas & Pinnell data from the mid-year summary suggest a high percentage of students are meeting or exceeding benchmarks, however, there is about 15% of students who are not meeting or approaching benchmarks. The 2016-2017 performance goals are to increase the following proficiency levels by 5-10% • 95% at or above standard • 80% EL students at or above standard • 45% Sped Students at or above standard • All students meet grade level standards. • Create learning environments that foster highly engaged and joyful learners • Support every student in reaching her or his potential. • Reading and writing successfully and articulately across content areas. • All students socially emotionally and academically successful. • English Learners transitioning to FEP. The IWA data from 2014-15 indicates that Written Language is an area that needs improvement. Once the 2015-16 IWA scores become available differentiated teacher professional development, and targeted writing methodologies and intervention strategies addressing performance gaps will be determined. Based on the SBAC data, Asian and Latino students are our highest performing groups, and our lower performing student target groups are comprised of African Americans, English Learners, and Special Education students.

Integration academic language & vocabulary, utilizing the expertise of the ARTI Reading Specialist and our lesson study cohort to deliver specialized instruction in Guided Reading, Reading Recovery, and other researched based best practice strategies and interventions. Lower performing students have been targeted to receive ARTI Reading Interventions by the Full time Reading Specialist and instructional aide. Staff will participate in Writers Workshops, and implement the common core with fidelity emphasizing written language. Implementation of differentiated instructional best practices include but not limited to: leveled explicit direct reading instruction, student centered, cooperative learning strategies, and multi-modality approaches. Explore and implement Culturally and Linguistically Responsive Pedagogies to address the diverse needs of students. • Focal students are monitored for early intervention by teachers, counselor/social worker and SAP team. • Teachers and administration participate in the SST and SAP process with counseling, social worker and school psychologist • Behavioral RTI implemented • Small group instruction, Targeted Group Interventions, behavioral contracting, positive peer reporting, self-monitoring, good behavior game. • Small group social skills training, Second Step SEL competency. • Teachers develop culturally relevant pedagogy to promote students’ self-esteem and academic achievement. • Students’ backgrounds, cultures and home languages are integrated with classroom curriculum and instruction to nurture appreciation for diversity. • Special Education and General Education teachers collaborate to review, plan, implement, and monitor I.E.P. goals. • An I.E.P. Master Schedule is developed annually to ensure timely updates and to meet compliance.

**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>The F&amp;P Mid-Year Summary Data indicates that 84% of Lawton English Learner 2nd graders are meeting or exceeding benchmarks. 47 students receive Tier 2 or Tier 3 support, in grades K-3, plus one fourth grader and targeted students in 6th and 7th grade. SQII Results for 2015-16 indicate that 76% of students are meeting ELA standards. Of our Lowest Performing Racial/Ethnic Sub Group - 77% of them are meeting the standards, 54% of our English Learners are meeting Standards, and 75% of our Socio-Economically Disadvantage Students are meeting the standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Of the 47 students, 7 are African American and 29 are English learners. 14 of these EL students have been successfully demitted and are currently reading at grade level. 2016-2017 Performance Goals: • Continued successful remediation and reclassification of targeted students by 5%-10%. All students meet grade level standards. Create learning environments that foster highly engaged and joyful learners and support every student in reaching her or his potential. Reading and writing successfully and articulately across content areas. All students happy and socially and emotionally successful with their peers. English Learners transitioning to FEP English Learners achieving at proficient level and transitioning to FEP. Academic Language and literacy competency CELDT, Smarter Balance, and other specific diagnostic, formative and summative assessments, as well as informal assessments, including teacher created tools, reclassification data, F&amp;P results, etc. Teachers continue to review student performance results to inform SDAIE best practices. Parents actively participating in ELAC, School site Council and PTA.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrate academic language &amp; vocabulary, utilizing the expertise of the ARTI Reading Specialist and our lesson study cohort to deliver specialized instruction in Guided Reading, Reading Recovery, and other researched based best practice strategies and interventions. Lower performing students have been targeted to receive ARTI Reading Interventions by the Full time Reading Specialist and instructional aide. Staff will participate in Writers Workshops, and implement the common core with fidelity emphasizing written language. Implementation of differentiated instructional best practices include but not limited to: leveled explicit direct reading instruction, student centered, cooperative learning strategies, and multi-modality approaches. Explore and implement Culturally and Linguistically Responsive Pedagogies to address the diverse needs of students. • Focal students are monitored for early intervention by teachers, counselor/social worker and SAP team. • Teachers and administration participate in the SST and SAP process with counseling, social worker and school psychologist • Behavioral RTI implemented • Small group instruction, Targeted Group Interventions, behavioral contracting, positive peer reporting, self-monitoring, good behavior game. • Small group social skills training, Second Step SEL competency. • Teachers develop culturally relevant pedagogy to promote students’ self-esteem and academic achievement. • Students’ backgrounds, cultures and home languages are integrated with classroom curriculum and instruction to nurture appreciation for diversity. • Special Education and General Education teachers collaborate to review, plan, implement, and monitor I.E.P. goals. • An I.E.P. Master Schedule is developed annually to ensure timely updates and to meet compliance.</td>
<td></td>
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</tr>
</tbody>
</table>
Lower performing primary and transitional grade students will receive academic RTI Reading Intervention support by the 1.0 FTE Reading Specialist and Instructional Aide. • All students are supported by the staff to achieve the high academics and behavioral expectations. • After school tutorial • SAP and SST linked to classroom interventions • Second Step SEL Curriculum implemented. • Behavioral RTI and PBIS methodologies implemented (Tier 1 and Tier 2 RTI). • Restorative Practices implemented • Implement culturally responsive best practices • Integrating the Visual and Performing Arts to access students’ multiple intelligences. • DIST COACHING: BEHAVIORAL RTI • DIST PD: READING AND WRITING • DIST PD: CA ELD STANDARDS SDAIE Strategies support EL students at Lawton: Simplify teacher language—restate Adapt materials but maintain integrity Celebrate linguistic/ cultural backgrounds Use variety of visuals Small collaborative learning groups Encourage kinesthetic exploration Total Physical Response Front load vocabulary Echo talk Tactile hand gestures Increased wait time Model/Demonstrate Think/Pair/Share Peer teaching Structured Language Practices Make lessons sensory/ kinesthetic activities Build on prior knowledge Project based activities Multi-modal sensory input and output Language rich environment Establish functioning ELAC, collaborate with Parents for Public Schools.

Teachers will access District PD's including but not limited to academic language and Literacy.

### 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.</td>
<td>SBAC 2014-15 results indicate that 94% of Latinos were Proficient, and 75% of Asians were proficient. However 46% of our English Learners are not proficient, 75% of our African American students are not proficient, and 71% of our Sped students are not proficient. Fall IAB 2015-16 data for Middle School indicates that 72% of students were proficient in math, compared to the district’s 47.2%. The Math Milestone Task, students’ demonstrated 81.9% proficiency compared to that of the district average of 54.9%. In Elementary, 87% were proficient, compared to the District’s 50.4%. Our SIll Results for 2015-16 indicate that and 74% are meeting the standards in Academic Performance Math. 74% of The Lowest Performing Racial/Ethnic group are meeting the standards, 60% of our English Learners are meeting the standards, and 71% of our Socio-Economically Disadvantaged are meeting the standards.</td>
<td>Targeted intervention including differentiated instruction and student centers, and smaller group learning. Cultural Responsive instruction and integrating academic RTI interventions. • Mathematics instruction will be aligned to the Common Core State Standards and Mathematics using district adopted instructional materials. • Early intervention, targeted small group interventions in Mathematics. DISTRICT PD’s (Including but not Limited to:) • District Sponsored summer institute plus 4 release days during academic year provide math teachers with a deeper understanding of Common Core Standards for Math and of SFUSD’s Math PK-12 Core Curriculum. SFUSD PK-12 Scope and Sequence and SFUSD’s Curriculum. The Math Teaching Toolkit will provide guidance, with a particular focus on building discourse in math classrooms. Teacher leaders will support peer learning. DIST PD: SFUSD MATH PK-12 CORE CURRICULUM TEACHER LEADERSHIP GROUP SUMMER INSTITUTE PLUS 4 RELEASE DAYS DURING ACADEMIC YEAR Teachers will continue to use the SFUSD Mathematics Core Curriculum, including Grade Level Scope &amp; Sequence, Math Teaching Toolkit (MTT) and Units of Study, with embedded Common Core State Standards (CCSS – Content &amp; Practice) to guide instruction. High quality instruction includes the use of manipulative and multiple representations. 2. Teachers design their lessons to make clear the target mathematics using student discourse and student work</td>
</tr>
</tbody>
</table>
Our highest performing sub groups consist of Latinos and Asian Students. Our lowest performing sub groups are comprised of African Americans, English Learners, and Special Education Students. Lawton students continue to demonstrate higher percentages of proficiency in math skills compared to the District average. While 74% are meeting the standards, 24% of our students are not. Our Lowest performing Racial/Ethnic group also has 24% who are not meeting the standards. 30% of our English Learners are not meeting the standards, and 29% of our socio-economically disadvantaged are not meeting the standards. • All students proficient or above their grade level in Mathematics. • Create learning environments that foster critical thinking in math and highly engaged joyful learners. • Support every student in reaching her or his potential using math successfully across content areas. All students socially and emotionally and academically successful. Measure student success using Smarter Balance, Universal Screener and other specific diagnostic, formative and summative assessments, as well as informal assessments, including teacher created tools, essential math questions, etc. Teachers, individually and in K-5 grade level/middle school subject -alike teams, continue to review student performance results to inform instruction. 2016-2017 Performance Goals • Increase proficiency levels by 5%-10% for all (sub) groups described in the Math Teaching Toolkit (5 practices for orchestrating productive mathematics discussions) for English Language Learners and students with IEPs, teachers amplify and differentiate instruction within the core using strategies embedded in the Units of Study, the Math Teaching Toolkit, and by attending to the CA ELD Standards and the Universal Design for Learning (UDL) model.

4. Teachers extend their use of Math Talks to bring forward student misconceptions, supply background information, or extend previous lessons. (MTT 22, http://www.sfusdmath.org/signature-strategy-2-math-talks.html) Expectations: Instruction 5. Teachers continue to focus on 3 Signature Strategies as described in the Math Teaching Toolkit as the method for improving student discourse and reasoning (http://www.sfusdmath.org/math-teaching-toolkit.html) • Three Read Protocol (MTT 10, http://www.sfusdmath.org/signature-strategy-1-three-read-protocol.html) • Math Talks (MTT 22, http://www.sfusdmath.org/signature-strategy-2-math-talks.html) • Participation Quiz/Group Feedback (MTT p. 28, http://www.sfusdmath.org/signature-strategy-3-participation-quiz-group-feedback.html) 6. Teachers create opportunities for students to produce and revise oral and written explanations that their classmates can understand. In collaboration with peers, teachers will reflect on their practice with regard to student discourse using tools that help them capture or describe vital student actions such as the 5x8 Card, the Small Measures Student Survey, or the use of video. Expectations: Assessment 7. Teachers continue to use the Math Tasks in each unit as formative assessments to inform instruction and identify needed differentiation. The purpose, associated question and guidelines for each task type can be found in the Math Teaching Toolkit, pp 6-7. 8. Teachers will look for opportunities to shift to a practice of re-engagement from a practice of re-teaching. Re-engagement means examining the task from a different perspective rather than doing the same task over, or critiquing approaches and making connections rather than adding more practice of learned procedures. (http://www.insidemathematics.org/classroom-videos/formative-re-engaging-lessons) 9. Teachers will continue to participate in grade level meetings with a focus on examining student work to inform future instruction. 10. Teachers will continue to administer the SFUSD mathematics interim assessments and use the results to inform future instruction. Differentiated Access Within the Core for Identified Groups Differentiation and temporary scaffolds for all students to access the student learning outcomes The SFUSD Mathematics PK-12 Core Curriculum is based on the principles of Universal Design for Learning, which inherently creates access for all learners. Our signature pedagogies that provide for access include but are not limited to: • Four Math Tasks per unit that have multiple entry points, low floor and a high ceiling, and opportunities for students to show understanding through multiple representations. • Three Read Protocol to help students understand the language demands of math tasks. • Math Talks to improve mental math capabilities and expose students to diverse thinking strategies. • Academic Language Support, Differentiation Strategies,
Based on the analysis of the results, what are your targets/performance goals? What interventions are required to ensure all students reach mastery?

**Analysis of Results for Mathematics-Intervention**
- 74% of all elementary students are proficient in Mathematics and 75% of all middle school students are proficient in Mathematics. The lowest performing subgroup, in both elementary and middle school, is Asian students of which 74% is also proficient. While 74% is a high number, 26% of our students are still not proficient.
- 80% of all students (elementary and middle school) will be proficient in Mathematics. All students proficient or above at their grade level. Create learning environments that foster highly engaged and joyful learners. Support every student in reaching her or his potential. Students use math competently across content areas. All students socially, emotionally and academically successful with their peers. English Learners competent with academic language in mathematics. Measure student success using F&P, IWA Smarter Balance, CELDT and other specific diagnostic, formative and summative assessments, as well as informal assessments. Also students referred to SAP and SST. Measure success by a decline in out of class discipline referrals, and an increase in students displaying appropriate learning behavior. Focal students attendance rate improves to 98% or above.

**Based on the analysis of the results, what are your targets/performance goals?**
- In addition to Tier 1 instruction, students who demonstrate gaps in their mathematical understanding will be provided with short-term, targeted instruction. 1. Short-term, targeted instruction could happen in small groups, through re-engagement lessons, individual extensions, or math games. Everyday Mathematics materials provide many opportunities for computational fluency and differentiation through games and instructional routines. 2. Teachers will adjust instruction by providing missing background information, key vocabulary and clarifying misconceptions. 3. Engaging students through integrated technology • Behavioral RTI implemented • Focal students are motivated and determined • Early interventions. • Small group instruction, Targeted Group Interventions, behavioral contracting, positive peer reporting. • Small group social skills training, Second Step SEL competency. • Teachers develop culturally relevant pedagogy to promote students’ self-esteem and academic achievement. • Students’ backgrounds, cultures and home languages are integrated with classroom curriculum and instruction to nurture appreciation for diversity. • Special Education and General Education teachers collaborate to review, plan, implement, and monitor I.E.P. goals. • An I.E.P. Master Schedule is developed to ensure timely updates and to meet compliance timelines. SPED students receive modified curriculum and instruction and individualized support in mathematics.

**What interventions are required to ensure all students reach mastery?**
- While 74% are meeting the standards, 24% of our students are not. Our Lowest performing Racial/Ethnic group also has 24% who are not meeting the standards. 30% of our English Learners are not meeting the standards, and 29% of our socio-economically disadvantage are not meeting the standards.
- 2016-2017 Performance Goals: • Increased Proficiency for all groups by 5% All meet grade level standards in Mathematics. Create learning environments that foster critical thinking in math and highly engaged joyful learners. Support every student in reaching her or his potential using math successfully across content areas. All students socially, emotionally and academically successful. Measure student success using, IWA, Smarter Balance, and other specific diagnostic, formative and summative assessments, as well as informal assessments. SAP and SST referrals. Students performing below grade level proficient. Increased targeted instruction for African Americans, Latinos, English Learners, Students with disabilities.

**Expectation for Tier 2:** In addition to Tier 1 instruction, students who demonstrate gaps in their mathematical understanding will be provided with short-term, targeted instruction. 1. Short-term, targeted instruction could happen in small groups, through re-engagement lessons, individual extensions, or math games. CCSS curriculum materials provide many opportunities for computational fluency and differentiation through games and instructional routines. 2. A preferred digital resource for short-term, targeted instruction is Dreambox. Other possible digital resources are ALEKS, EPGY or Odysseyware.

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

**Analysis of Results for Mathematics-Focal Group**
- While 74% are meeting the standards, 24% of our students are not. Our Lowest performing Racial/Ethnic group also has 24% who are not meeting the standards. 30% of our English Learners are not meeting the standards, and 29% of our socio-economically disadvantage are not meeting the standards.

**Based on the analysis of the results, what are your targets/performance goals?**
- 2016-2017 Performance Goals: • Increased Proficiency for all groups by 5% All meet grade level standards in Mathematics. Create learning environments that foster critical thinking in math and highly engaged joyful learners. Support every student in reaching her or his potential using math successfully across content areas. All students socially, emotionally and academically successful. Measure student success using, IWA, Smarter Balance, and other specific diagnostic, formative and summative assessments, as well as informal assessments. SAP and SST referrals. Students performing below grade level proficient. Increased targeted instruction for African Americans, Latinos, English Learners, Students with disabilities.

**What interventions are required to ensure all students reach mastery?**
- Expectation for Tier 2: In addition to Tier 1 instruction, students who demonstrate gaps in their mathematical understanding will be provided with short-term, targeted instruction. 1. Short-term, targeted instruction could happen in small groups, through re-engagement lessons, individual extensions, or math games. CCSS curriculum materials provide many opportunities for computational fluency and differentiation through games and instructional routines. 2. A preferred digital resource for short-term, targeted instruction is Dreambox. Other possible digital resources are ALEKS, EPGY or Odysseyware.

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**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?

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**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)?

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school.</td>
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<tr>
<td>WASC Ch.2</td>
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<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
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<tbody>
<tr>
<td>2016-2017 Targeted Performance Goals: • Increase SBAC proficiency by 5%-10% • Increase CELDT Reclassification Rate by 20%.</td>
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<table>
<thead>
<tr>
<th>What interventions are required to ensure all students reach mastery?</th>
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<tbody>
<tr>
<td>Funds allocated for instructional aide to provide instructional support for EL, Under Performing and Economically Disadvantaged students. - EL and Focal students are monitored for early intervention by teachers, counselor/LSP and SAP team. - Teachers and administration participate in the SST and SAP process with counseling, LSP and school psychologist. - Behavioral RTI implemented. - Small group instruction, Targeted Group Interventions, behavioral contracting, positive peer reporting, self-monitoring, good behavior game. - Small group social skills training, Second Step SEL competency. - Teachers develop culturally relevant pedagogy to promote students’ self-esteem and academic achievement. - Students’ backgrounds, cultures and home languages are integrated with classroom curriculum and instruction to nurture appreciation for diversity. - SDAIE strategies are used throughout the instructional day. ELs practice academic vocabulary and language in all core subject areas in oral and written forms. - Integrating the Visual and Performing Arts to access students’ multiple intelligences.</td>
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</table>

Other Subject Areas (Secondary Schools, optional for Elementary)

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
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<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and or qualitative.</td>
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<td>WASC Ch.2</td>
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</table>

<table>
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<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
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<tr>
<td>Approximately 10.3 % of Middle school students are not proficient on the CST Science test, and Elementary students who are not proficient is 10.8%. On the P.E. fitness test, 32.4% are not proficient in MS, and 20.3% in Elementary are not proficient. 2016-2017 Performance Goals: • Increase Science proficiency by 3%-5% • Increase P.E. Fitness proficiency by 5%-10%</td>
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<table>
<thead>
<tr>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide Professional Development opportunities and teacher collaboration/common planning time around the New Generation Science Standards (NGSS) Ensure all students receive Standard Based aligned in PE instruction as outlined by district policy. Provide professional development for the Middle School and Elementary P.E. teachers, and parent education in the areas of health, nutrition, and fitness through the PTA</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
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<tbody>
<tr>
<td>WASC Ch.2</td>
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<tr>
<th>What are your targets/ goals?</th>
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<tr>
<th>What shifts will be required to achieve these goals?</th>
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<tr>
<td>WASC Ch.5</td>
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</table>
Lawton teachers participate in Vision 2025 Leadership Cadre which identifies how schools can make systemic changes to incorporate technology into their instructional frameworks. Lawton is in the process of developing its Vision 2025 Graduate Profile aligned to:

Identify at-risk students, developing individual student action plans, providing after school tutorial through PRIDE/EXCELL. Provide intensive support plans for transitioning 5th, 6th and 8th grade students who are most at risk, or not on track for A-G high school success.

The Common Core standards explicitly state the need to integrate technology within specific grade leveled standards. Lawton's EdTech Team will provide professional learning opportunities for educators and stakeholders to understand and access tools to meet the digital demands of the 1Common Core State Standards (CCSS) and Smarter Balance Assessments (SBAC). The team will collaborate with stakeholders to facilitate professional development activities and priorities that enable the full integration of technology across the grade levels and curriculum. Provide time to collaborate with staff to update a school vision that will incorporate the Vision 2025 Graduate Profile, and key components about Staff collaboration to align the school's vision with SFUSD’s Vision 2025 10 Big Shifts reflecting Lawton’s unique and vibrant school culture.


Investigate, research, and provide leadership opportunities for 2nd-8th grade students. Partner with the School Social worker and yard supervisors to incorporate social skill building through structured games during recess times. Partner with Outside CBOs to promote social skills development. Lawton staff will develop a Lawton Graduate Profile based on Vision 2025. Integrate technology across the grade levels and curriculum, implementing the site technology plan. Create opportunities for leadership, mentoring, and social skills groups that focus on specific RTI Behavioral interventions to promote success for our African American, English Learners, and Special Education students.

Elementary Schools

What is your plan for promoting college and career readiness?

A Certified Classroom Integration Technology Specialist (CTIS) will continue to provide Computer Science instruction to grades K-8. Technology Standards outlined in Lawton’s comprehensive 2016-2018 Site Technology Plan were adopted from the Long Beach Unified School District and are in sync with the goals of SFUSD’s Vision 2025. Students learn word processing, research skills, digital citizenship, and technology integration aligned with the ELA and Math Common Core.

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?

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
</table>
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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
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<tbody>
<tr>
<td>Approximately 9.5% of the students at Lawton are identified as students with disabilities. SBAC results from 2014-2015 indicated that 77% of these students are not proficient. 10 new Sped Referrals including 1 AA, and 3 EL students were processed in the 2015-2016 school year.</td>
<td>In order to support the full inclusion of Lawton’s students with disabilities, ongoing support and Professional development for staff in the areas of differentiating, modifying, and adapting instruction/materials, and co-teaching methodologies will be provided.</td>
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</table>
According to the SQII 2015-16 data, 3% of students demonstrate chronic absenteeism. In 2015-2016, no suspensions were issued. 69% of English Learners were Reclassified. Lawton has a very high rate of attendance. Our African American students however, have consistently posted a lower rate of attendance, with 15% demonstrating Chronic Absenteeism *(3 AA students are chronically Absent)*.

Focal students and students needing additional support will perform at proficient or above at their grade level. Focal students will be supported in reaching their best potential. Students will be socially, emotionally and academically successful. EL will reclassified to FEP. African American Students’ Chronic Absenteeism rate English Learner Reclassification rate. *(Last year, the rate was 90%. This year it is 69%)*.

**Student Engagement/ Attendance**

**School Climate**

In 2015-2016, there were 29 SAP referrals. 7 students currently receive individual counseling support, and 15 students receive group counseling support. The SAP process will continue to identify students’ needs and social-emotional supports. Although there were no suspensions in the 2015-2016 school year, we did have several referrals involving conflict management. Most referrals were attributed to disputes both physical and verbal on the playground amongst elementary students. Restorative Practices and increased yard supervision have pro-actively managed these behaviors.

All students socially, emotionally and academically successful. English Learners transitioning to FEP. African American, Latino, EL, students with disabilities and other focal students. Focal students will perform at proficient or above at their grade level. Focal students will be supported in reaching their best potential. Students will be socially, emotionally and academically successful. EL will reclassified to FEP.

The need for a school wide anti-bullying campaign was identified because of indications that bullying and exclusive “cliqueish behaviors” were of concern at the school. We will continue to track data to determine the outcomes of RTI driven initiatives. Overall, it appears past efforts have had a positive effect and we will continue next year. Emphasis on Restorative Practices, 2nd Step, LSP led Counseling services, and RTI remain a priority as those practices promote positive and productive relationships as well as belongingness and connectedness among students. Weekly RP circles in all classes (K-8) for 2016-17.

The social worker position, which is currently a half time position, will be budgeted for full time in order for the following practices and teacher professional development to be supported at Lawton: • School-Wide Positive Behavior Interventions and Supports • Second Step (Social-Emotional Curriculum) • 16 Proactive Classroom Management Strategies • Physiology for Learning: Diet, Exercise, Sleep, Hygiene • Restorative Practices • Culturally and Linguistically Relevant Pedagogy • Early Intervention • Behavioral RTI Success will be measured by: • Re-establish the Lawton BSU • Parent Education Outreach • RTI Check in Check out with school social worker • ARTI for students • Parent education through ELAC • Improved attendance • Reduced referrals to the office • Reduced suspensions • Reduced referrals to SAP/SST

### 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

<table>
<thead>
<tr>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
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<tr>
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<tr>
<td><strong>Narrative describing Parent-School-Community culture</strong></td>
<td><strong>What is the strategy &amp; how will you know you were successful?</strong></td>
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<tr>
<td>Lawton currently has very high parent engagement. Parents support by volunteering in the classroom, organizing community events, and by fundraising through the PTA. We are looking to increase our African • EL Parents • AA/Latino Parents • M.S. Parents • All Parents</td>
<td>Efforts to improve school community ties include: - Monthly parent teas, opportunities for parents to speak directly with the principal - Quarterly multicultural family nights, highlighting music, art, games, movies, safety, technology, science, winter holiday celebrations, etc. - School Site Council and PTA meetings have been changed to encourage greater parent participation - Two Shared Decision making Town Hall meetings with the greater school community to provide parents with the opportunity to have input. Home-School Communications: • Implementation of school messenger systems (email, Text, Voice messages) • Wednesday Envelopes • PTA Newsletter • SEL Parent Surveys • Kinder Orientation and play dates prior to entering school • Parent-Teacher conferences, newsletters, home-school connections • Parent survey results and identifying areas of success and improvement • Direct Feedback to Principal at PTA, SSC, and parent teas.</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 = $4,450**

- Procurement on essential instructional materials

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 = $58,361,000**

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

Classroom academic Instructional Aide provides academic support for EL, Academic RTI Reading Specialist works with EL students to improve reading proficiency.

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 = $15,000**

**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?**

Classroom instructional aide provides additional academic supports for EL/U students, to reach academic proficiency.

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 = 37,859,700**

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

Leveled Library

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?*

- 1.0 FTE CTIS (Classroom Technology Integration Specialist) • After School Girls Robotics Club • Electronics Devices • STEM Instructional Materials

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)

**QEIA Carryover =**

*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)
Other (PTA, external sources, School Quality Pairing/CoP work) = 10,000

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

Supplemental Instructional Materials

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>Role</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>.5</td>
</tr>
<tr>
<td>Wellness Coordinator</td>
<td>CHOW</td>
</tr>
<tr>
<td>IRF</td>
<td>Literacy Coach</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>VAPA 1.2</td>
<td>.5 Assistant Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Worker</td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
</tr>
<tr>
<td>Family Liaison</td>
<td></td>
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<tr>
<td>Elementary Advisor</td>
<td>T10</td>
</tr>
<tr>
<td>Academic Rtl Facilitator</td>
<td></td>
</tr>
<tr>
<td>Hard To Staff</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

- Counseling Services
- Implementation of RP & RTI
- SAP/SST Processes
- School Wide Discipline/Supervision/Pupil Services
- Certificated/Classified Evaluations
- Buildings & Grounds
- K-8 Access to Visual Arts
- K-8 Access to instructional/Choral music
- Standards Based VAPA curricular provides a well-rounded education for the whole child
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) PTA

- 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: 4/21/2016
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>Armen Sedrakian</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Melissa Lee</td>
<td>Parent</td>
<td></td>
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<tr>
<td>Leo Pereira</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Jason Lee</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Winnie McGeorge</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Cathy Vuong</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>David Pon</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Elaine Loy-Teng</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Sharon Lee</td>
<td>Parent/Secretary</td>
<td></td>
</tr>
<tr>
<td>Richard, Brenda</td>
<td>Teacher/Athletics Program Director</td>
<td></td>
</tr>
<tr>
<td>Katrina Tilds</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Marlies Lewis</td>
<td>Teacher/SSC Chairperson</td>
<td></td>
</tr>
<tr>
<td>Jian Chen</td>
<td>Family Liaison</td>
<td></td>
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<tr>
<td>Jenny Louie</td>
<td>Teacher</td>
<td></td>
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<tr>
<td>Edna Wong</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Stefanie Wong</td>
<td>Teacher</td>
<td></td>
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