



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

School	Longfellow Elementary School
Principal	Alicia Alemán

SCHOOL VISION & CONTEXT

Vision: Together we can make a difference! Longfellow Elementary seeks to create and develop a community of life-long learners, empowering all to be active participants in education and the community. Longfellow Elementary seeks to acknowledge, celebrate and use the diversity to make our school and community stronger. Longfellow is a place to raise hopeful and happy learners that use their knowledge and skills to express and advocate for themselves. Our school community takes pride in our unique learning pathways. Mission: Longfellow sets high expectations for all. A partnership among home, school and community promises student success within a safe, engaging and supportive environment. Our educators collaborate in utilizing a rich, rigorous curriculum with differentiated language instruction. We challenge students to achieve academic success while also developing socially and emotionally. Longfellow Elementary School is located in the outer mission district, providing public education with 560 students who live in the surrounding Crocker Amazon community in San Francisco. We are a school with a culturally diverse student population and staff. Our diverse students reflect the neighborhood demographics consisting of 40% Latino, 22% Chinese, 32% Filipino, 4% African American, 2% Pacific Islander. Longfellow offers two language pathways for students in Spanish bi-literacy, and Filipino FLES, Foreign Language and Enrichment in Elementary Setting. We are a school-wide Title I school, serving 80% of our student who are socioeconomically disadvantaged, and 60% are identified as English Language Learners. Our parent community is involved in our school by regularly attending our various family education functions and student celebrations.

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).

Similar to the revision of our strategic plan, the Balanced Score Card has been updated. As you review the 2016-18 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?
<i>The School Data Profile section has been added</i>	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.
<i>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</i>	SFUSD's Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)

Key Requirements

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

These requirements include:

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

BSC Development Checklist

To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the [2016-18 School Site Folder](#) found on the "School Balanced Score Card" page by **March 25, 2016**.

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 2016 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
- SIG Carryover Expenditures
- All 2016-2017 Title I funds should be accounted for in the BSC
- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are 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

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

SECTION II: School Data Profile

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

Follow this (<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:

Report Title (Description)	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate 	2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&P English and Spanish, SRI, Math Task and Writing Task
CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance)	<ul style="list-style-type: none"> Instructional Core: ELD 	Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels
SQII 2014-15 (SQII Performance, definitions, thresholds and targets)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate College and Career Readiness 	Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets
Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-Core Content areas)	<ul style="list-style-type: none"> Instructional Core: ELA, Math, Other Subject Areas College and Career Readiness 	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
College Readiness School Profile** (Performance on college readiness indicators)	<ul style="list-style-type: none"> College and Career Readiness 	3-year trend data on SAT, ACT, AP and EAP with number tested and average scores

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to **Illuminate Focal Report List** to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.

SECTION III: School-Wide Analysis and Plan

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

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

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2018 Strategic Plan **Transform Learning. Transform Lives.**

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

Language Arts Core Curriculum in English and Other Targeted Languages (including Language Pathways)

Academic Tier One-Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

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
Smarter Balanced 2015 ELA 42% at or above benchmark. Index 9/10 Math 41% at or above benchmark index 10/10 F & P Reading: There is an achievement gap between our Chinese & Filipino F & P scores compared to our ELL's, Latino, and SPED students. Data trends show that K-2 our Chinese & Filipino outperform our ELL, Latino and SPED students in Middle of the year reading comprehension. F & P comparative results K-2 Beginning of the school year data compared to Middle of Year Data. Students at or above benchmark: Schoolwide: English K- 8% to 22% 1- 62% to 46% 2- 58% to 68% 3- 55% to 48% 4- 50% to 50% 5- 45% to 48% Spanish K- 9% to 53% 1- 77% to 86% 2- 32% to 31% 3- 73% to 74% 4- 27% to 33%	Increase percentage of students at or above grade level by 10%	-Provide alignment in instructional practices across grade levels. -Increase the fidelity to the Comprehensive Approach to Literacy. - Continue to develop and revise units of study based on the balanced literacy approach to reading and writing. -Differentiate instruction to support all learners. - Small group instruction across content areas.

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?
Our ARTIF had seen 25 K-2 students last year in small group or 1:1. The LLI intervention program is used. We currently have one ARTI teacher who serves a case load of about 25 primary grade students. ARTI teacher uses LLI intervention program as an intervention for reading improvement. Based on the progress of students (or lack thereof), we will provide the services for 3-5 students.	We have added an additional ARTI position this year, which will increase our number of students served.	Both of our ARIF's will provide 1:1 or small group reading intervention utilizing LLI for our K-5 students. All students reading below grade level will receive small group or individualized reading instruction at least three times a week from their classroom teacher. Teachers will utilize technology, pull additional strategy groups, provide academic language supports and utilize conferring to provide additional differentiated support to students as needed.

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?
Smarter Balanced Student Achievement ELL's 30% Latino 25% SPED 7% SES 38% Compared to: Asian 63% Filipino 55%	Based on SBAC results, our target Increase percentage of students at or above grade level by 10%	-Provide alignment in instructional practices across grade levels. -Increase the fidelity to the Comprehensive Approach to Literacy. -Continue to develop and revise units of study based on the balanced literacy approach to reading and writing. -A focus on small group instruction across content areas. -Frequent comprehensive data collection through running records, conference notes, small group/guided reading notes, and analysis of various data.

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? WASC Ch.5
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 According to our SBAC data, 41% of our students met or exceeded benchmark. While the index indicates that we are 10/10 school, over 50% of our students have not met benchmark.	Analysis of our data indicate that we need to identify and address the needs of students who are not making benchmark. Our target goal for SBAC 2017, is 51% meeting or exceeding standard.	-We have a math leadership team and central office coach that will continue to provide PD with Math Labs and examination of Math Standards. - Focus on creating opportunities for rich academic conversations and hold students accountable for producing explanations. -Student engagement in math tasks that focus on problem solving and develop skills using multiple strategies

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?
Longfellow's IAB data indicates that 55% of our students met or exceeded benchmark.	The goal is to bring a higher percent (65%) of our students into benchmark status.	The interventions include identifying differentiation strategies and building our academic conversation in Math instruction with our Math team to determine supports for our 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?

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
Our SBAC data indicates differences in our demographic data (Benchmark: 73%-Asian, 43%-Filipino, 25%-Latino) a 47% gap between our highest and lowest subgroup.	Our goal is to increase our Filipino benchmark to 53% and our Latino to 35%.	The intervention for this is to provide differentiation supports, academic discourse and identify focal students for our teachers to move students from one proficiency level to the next.

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)**?

<p>Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</p> <p>In a narrative, describe what your analysis of the data says about your school. WASC Ch.2</p>	<p>Based on the analysis of the results, what are your targets/performance goals?</p>	<p>What interventions are required to ensure all students reach mastery? WASC Ch.5</p>
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Our data on reclassification indicates that the percentage of reclassified students has gone down from 55% to 43% (per SQII or 20% to 6% (per SFUSD).

The goal is to increase the percent of reclassified students by 15%.

-The ILT and grade level teams will determine Focal ELD students by examining CELDT domains and providing strategic instruction during designated ELD and integrated ELD. - We will continue to provide designated ELD daily. -Lessons will have language objectives as well as content objectives to support academic language development. -Use of mentor text will be implement to engage student in rich academic conversations and provide opportunities to analyze word meaning. We will engage in Integrated ELD practices of specifically designed instruction that supports the building of content knowledge and academic language.

Other Subject Areas (Secondary Schools, optional for Elementary)

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

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

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

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

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

What is your plan for promoting college and career readiness?

Longfellow students participate in, art, dance, and library classes. Teachers at Longfellow integrate the use of technology into daily common core standards driven instruction with the regular use of "elmo projectors" and promethean boards in each of our 28 classrooms. Technology carts are available for teachers to check out. Teachers and staff take an integrated approach to the arts and technology which prepares students for college and career 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?

Continue to provide teachers professional growth opportunities to refine their practice through: Grade Level Planning Release Days: Meetings will be on Thursdays, for half day this year. During these meetings teachers will work with grade level team members, literacy coach, and instructional leaders (PRIN & AP) to plan and align instructional practices in Reading and Writing. Our equity lens will be to develop a units of study with intentional planning of Integrated ELD in the reading and Writing workshop model. Sheltered English & SDAIE strategies articulated and implemented to prevent Long term ELL status. Our goal is to increase the percentage of reclassified students). Tools -Google drive shared documents and planning resources, all can be found in our Longfellow Share Folders. Resources - Coaching by, ARTIF, Social Worker, Literacy Coach, Principal, Assistant Principal Professional Development: Site Based PD: 2 times a month for 1 hour. Both PBIS Teams and ILT Teams, along with administration, will plan professional development 1.) School Climate - PBIS school Positive Behavioral Interventions and Supports 2.) Instructional Core (Math/ELA) Balanced Literacy is a set of literacy practices according to need and interest that support children's Literacy skills. It is modeled on the current effective literacy instruction, including research showing the importance of oral language, broad vocabulary and background knowledge development, the promotion of strong writing skills and motivation to read and write, and the gradual release of responsibility. Our goal is that we have students who enjoy reading, writing and communicating. Reading Workshop, Writing Workshop, Work Work and Interactive Read Alouds. Instructional Strategies that are Whole group, Small group and Individual Instructional Strategies that provide for the Gradual Release of Responsibility (I do, we do, you do) Differentiation by strategy or grouping to address the diversity of learners Involves ROCI, a Results-Oriented Cycle of Inquiry : Data → Goals → Planning → Instruction → Assessment → Data 3.) Lab Site- In ELA and Math

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)
On site PD- two times a month, total 2 hours Lab sites- ELA and Math Literacy Coaching Facilitated Grade Level Collaborative time Instructional Leadership Team ROCI	Site Budget- General funds Targeted Instructional Improvement Block Grant Title I- Schoolwide Prop A
Partnership with Teachers College- on site professional development	TIIBG

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	Currently we have 10% of our students with disabilities, the district average is 11%, nationwide is 13% Currently the percentage of time SPED students are mainstream is from 17% to 23% Currently our percentage of students with 504 plans is 2%	We want to maintain our level by building our multi-tier supports for students academic and behavioural needs We want to increase that by 10% We want to increase our percentage of 504 plans for students with health impairments by 10%	Continue to emphasize a collaborative model where we maximize services provided for students with IEP's by collaborating between classroom teachers, RSP team, and our intervention teachers. Schedule monthly standing meetings with our SPED team to discuss concerns / supports for our students. Our SPED teachers will work with students in multiple formats: pull out 1:1 services, small intervention groups, and push-in support, depending on student IEP goals.
Student Engagement/ Attendance	10 % truancy rate	Reduce this rate to 5%	

			Communication with family through SART process, engaging parent teacher conferences. Building caring supportive relationships with families. We will hold SART meetings within our CARE (SAP) Team Meetings. During Kinder Orientation, Back To School Night and Parent Conferences, we will continue to provide information regarding attendance policies and incentive plans.
School Climate	Currently annual of office referrals is 250/year Our current suspension rate is 0.5%.	Reduce the rate We want to decrease the percentage of office referrals by 10% We want to decrease the level by 0.2%	Positive Behavioral Interventions and Supports Expectations School-Wide - Visuals - Community Circles - Peace Corners School Norms: Be Safe Be Respectful Be Responsible Be Ready to Learn -School pledge aligned to Values & Expectations (4 B's) at Monday Morning Meeting -Longfellow Leader Tickets- Student Store (twice a month) - Mini classroom assemblies to review common area norms -Check in Check Out- - Individualized behavior plans- with classroom teacher -Curriculum Second Step/Tribes -Student Referral System -1.0 referrals- systemic district wide -Care Team meetings- weekly -New Office referral system, revised referral slip with tier 1 &2 interventions

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?
95% to 100% participation from Longfellow families Currently parent participation is not regular. There is a need to increase attendance at school governance and PTA meetings. Parents Attend School functions (Family Literacy Night, Science Night, Art Night)	maintain 95-100% participation Parent/Teacher Conference two times yearly Current Parent participation is regular from about 75 participating families. increase participation to 150+ families in attendance	-Principal Chat every Monday -Parent/Teacher Conference two times yearly - Work with community organization - Mission Graduates to assist in building parent leadership Parent Engagement Family Workshops Literacy Night, Science Night, Art Night, Math Night, Multi-Cultural Nights, Spring Carnival

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 = 2,500

Instructional materials and supplies for special education program

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 = 117,823

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

Community Relations Specialist Elementary advisor .5 FTE \$30,606.96 Community Relations Specialist Elementary advisor provides bilingual services for ELL families, coordinates family engagement activities, PTA events with staff and parents. Coordinates engagement of ELL and SED families in school governance meetings. Bilingual Paraprofessionals- 1.05 FTE total. \$ 54,385.89 Bilingual Paraprofessional provides primary language and SDAIE supplemental instruction and support working with English language Learners to access the core curriculum. The bilingual paraprofessional provides academic interventions in the form of guided reading and small group strategy work to support students in meeting benchmarks and reaching academic goals and proficiency in CELDT. MYON- Web based Intervention Reading Program- \$ 5,900.00

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

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

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

Allocation = 0

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

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = 35,000

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?

Academic RTI facilitator- .3125 FTE \$ 29,664.86 Building Classroom Libraries- \$ 5,335.14 Academic RTI facilitator supports classroom teachers in providing individualized standards driven guided reading lessons to groups of target student who are not meeting benchmark goals. The ARTIF is specialized in differentiated instruction targeting our ELL student population. This pull out intervention and push in class support for students and teachers is designed to strategically target best teaching practices in ELA instruction in service of supporting English Language Learners, African American, Latino students who are not meeting grade level benchmarks as a tier 2 intervention. The ARTIF teacher will use the LLI (leveled Literacy Intervention system to provide sequential Common Core driven lessons. Building Genre Based Classroom Libraries \$5,335.14 Purchase books to support the comprehensive approach to reading and writing by establishing robust genre based libraries with various reading levels so students across grade levels have equitable access to high quality, high interest books during their school day.

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 = 140,000

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?

Targeted Instruction Improvement Grant (TIIBG) Allocation = \$ 140,000 (07940) 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? Technology Teacher \$23,731.88 ARTI - Academic RTI .6875 FTE \$65,262.67 Technology teacher supports students, specifically targeting ELL and socioeconomically disadvantaged students by providing supplemental instruction that complements classroom instruction aligned with the common core standards. Targeted intervention in ELA and Math using supplemental technology programs such as Imagine Learning, Razz Kids, MyON. Academic RTI facilitator supports classroom teachers in providing individualized standards driven guided reading lessons to groups of target student who are not meeting benchmark goals. The ARTIF is specialized in differentiated instruction targeting our ELL student population. This pull out intervention and push in class support for students and teachers is designed to strategically target best teaching practices in ELA instruction in service of supporting English Language Learners, African American, Latino students who are not meeting grade level benchmarks as a tier 2 intervention. The ARTIF teacher will use the LLI (leveled Literacy Intervention system to provide sequential Common Core driven lessons.

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 = 142,391 31500

How do you plan to use these funds?

Literacy Coach 1.0 FTE \$94,928.00 - The literacy coach supports classroom teachers in standards driven lesson planning, side by side coaching, and model lesson demonstrations. The literacy coach will be able to provide tools for teachers for differentiated instruction targeting our ELL student population. Literacy Coach will support grade level teams in differentiating their aligned standards driven instruction to include ELD standards, as an integrated approach to English Language development in the core ELA blocks of instruction. (Common Core/ELD driven units of instruction)
Technology Teacher .25 FTE \$ 23,731.88 - Technology teacher supports students, specifically targeting ELL and socioeconomically disadvantaged students by providing supplemental instruction that complements classroom instruction aligned with the common core standards. Targeted intervention in ELA and Math using supplemental technology programs such as Imagine Learning, Razz Kids, MyON. Community Liaison .125 FTE \$7,651.75 - With an additional hour added per day, we will be better able to engage more families. Our liaison will be able to support our leadership development in or PTA, ELAC and SSC.

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: 1,500

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.**

This funds will be used towards supporting any materials (documents, translated documents, refreshments, meeting supplies, etc.) needed for parent workshops, trainings, Principal chats, and/or SSC meetings.

Date your school's Parent Involvement Policy was reviewed by your School Site Council: 3/21/2016

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

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

Impact & Innovation Awards = 0

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

N/A at this time

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

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

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

How do you plan to use these funds?

N/A

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 = 0

How do you plan to use these funds?

N/A

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

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

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

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

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:
	1.0		
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
		.5	
Other:	Other:	Other:	Other:
1.0 Assistant Principal	.6 VAPA	.8 PE	.8 Librarian

Two to three high leverage strategies that will be accomplished:

Key Strategies: Instructional Guidance: ARTIF will provide guidance and support to teachers through professional development, GLM facilitation, and general resources. Our Family Engagement: Assistant Principal, Community Liaison will coordinate a more culturally and coherent set of protocols for engaging families and developing data tools to engage the teaching staff on addressing the communication gap between parents and teachers. We will build parent leadership, include them in decision making processes, and provide educational workshops. Our Assistant Principal will also support in implementation of core instructional programs as an instructional leader. Supervise, coach and evaluate staff, supervision of students and serve as a testing coordinator for the school site. Socio-Emotional Focus: Our school social worker in collaboration with administration, will provide PBIS PD/strategies to teachers/staff, push in to classrooms to provide support to high need students or 1:1 therapy, manning wellness center for student to practice self regulation, consultation to teachers regarding implementation of behavior plans, facilitate small social groups, and provide PD around Restorative and trauma. Our social worker will also facilitate SAP/CARE Team meetings.

SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input checked="" type="checkbox"/> Other (list) <i>Longfellow Staff</i>
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. <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 25, 2016.
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: <i>9/21/2016</i>
<input checked="" 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>9/21/2016</i>

School Site Council Roster and BSC/SPSA 2016-2017 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
Alicia Alemán	Principal	
Cynthia Hauck	Other School Staff	
Sheryl Carrillo	Teacher	
Ame Szasz	Teacher - Chair	
Joanna Maderazo	Teacher	
Marti Maes	Parent	
Ella Reyes	Parent	
Melissa Reyes	Parent	
Maryanne Hugo	Parent	
Deborah Marcos	Parent	
Wayne Chubin	Alternate School Staff	
Rachell M. Junio	Alternate Parent	