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

<table>
<thead>
<tr>
<th>School</th>
<th>New Traditions Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Jacob Hodgson</td>
</tr>
</tbody>
</table>

**SCHOOL VISION & CONTEXT**

New Traditions is a small K-5 elementary school committed to multiculturalism, diversity, creative arts and the development of our students in preparation for college and career readiness in order to be responsible, active participants in the world. We have a tradition of integrating arts and outdoor education into the academic curriculum and providing school-wide music and arts programs, which contribute to our students’ academic success. New Traditions overall standardized test scores reflect a high level of academic achievement. As a staff, we strive to close the achievement gap for all Hispanic/Latino, African American, Special Education and Socioeconomically Disadvantaged Students. We aspire to address the needs of all of our students by encouraging creativity, cooperation and independent learning, and reinforce an atmosphere of friendship and mutual support through clearly articulated expectations. One of our greatest strengths is the effectiveness of our teaching staff, which is enhanced by each teacher’s individual talents and dedication. New Tradition’s teachers work collaboratively within and across grade level teams to better align educational practices. Another significant strength at New Traditions is the high level of parent engagement and financial support, which has allowed the school to supplement a lack of district support. The PTA helps fund many enriching activities and educational experiences for all students. Some key strategies that the school community is implementing to meet its academic, social/emotional and school climate goals include: thoughtful shifts in instruction and integration of technology towards achievement of the Common Core State Standards in Language Arts and Math, and toward meeting the standards-based claims for Language Arts and Mathematics in the new Smarter Balanced Assessments; further development of differentiated learning strategies utilizing Balanced Approach to Literacy and Readers Workshop as well as district designed Math curriculum for students performing at, above and below grade level; school-wide implementation of Tier 2 and Tier 3 interventions under the academic and behavior Response to Intervention system. New Traditions is continually working with a variety of on campus groups and committees to improve outreach to families to increase participation in school-wide events.

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 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><strong>The School Data Profile section has been added</strong></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><strong>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</strong></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**.
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

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*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](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>
</table>
| Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district) | • 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)           | • 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)                                                 | • 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)                      | • 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)                                      | • 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](https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to link to student level data.
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results.
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>Our target goals include overall school improvement of 5-10% as well as closing the achievement gap by 5-10% for each of our demographic subgroups.</td>
<td>New Traditions will continue to focus on professional development with Readers Workshop in order to better meet the individualized needs of all students as well as increase the effectiveness of our Balanced Approach to Literacy. Teachers and staff will include a more explicit focus on Social Emotional factors as we work on student engagement, differentiation and cultural relevancy to better serve our African American, Latino and Special Education and Socioeconomically Disadvantaged Students. New Traditions staff will receive ongoing training in Racial Equity to support our work in this area.</td>
</tr>
</tbody>
</table>

WASC Ch.2
In addition to the core academic interventions required to redress the achievement gap, New Traditions will need to continue to have equity-centered conversations about how our collective and individual identities intersect with our professional practice. We need to adjust how we teach, not just what we teach, to relate to students and families across difference, or develop our understanding of cultural relevancy, in order to achieve different outcomes for our focal students. Schoolwide Mid-Year Performance Metrics indicate that the students are performing overall above district level standards. In kindergarten 93% of all students are near, at or exceeding district standards according to the latest Fountas and Pinnell assessment. In first grade 89.7% of students are currently near, at, or exceeding district standards according to the latest Fountas and Pinnell assessment In second grade, 85.4% of students are currently near, at, or exceeding district standards according to the latest Fountas and Pinnell assessment. In third grade, 92.7% of students are near, at, or exceeding district standards according to Interim District Assessments and 69% are meeting or exceeding standards according to the Scholastic Reading Inventory. In fourth grade, 78% of students are near, at, or exceeding district standards according to Interim District Assessments and 61% are meeting or exceeding standards according to the Scholastic Reading Inventory. In fifth Grade, 89.1% of students are near, at, or exceeding district standards according to Interim District Assessments and 69.4% are meeting or exceeding standards according to the Scholastic Reading Inventory. Overall, in grades third through fifth, 66.7% of students are meeting or exceeding district standards according to the Scholastic Reading Inventory (SRI). In grades third through fifth, 86.7% of all students met or exceeded ELA standards according to the Interim Assessment Block (IAB). According to the SBAC, 69% of students in grades third through fifth met or exceeded standards in English Language Arts. However, 28.6% of special education students in grades kindergarten through second grade met or exceeded standards according to the latest Fountas and Pinnell assessment. While 12.5% of special education students in grades third through fifth met or exceeded standards according to the SRI; and 42.9% of special education students met or exceeded standards according to the IAB.

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>
<tbody>
<tr>
<td>10.6% of our students are far below or below below the standard according to F&amp;P data; given to all students grades kindergarten through second grade. 7% of our kindergartners are far below or below standard. 10.3% of our first graders are reading far below or below standard. 14.3% of our 2nd graders are reading far below or below standard. 31% of our 3rd graders are far below or below standard according to the Scholastic Reading Inventory given to grades three through five, and 7.3% are below standard according to the Interim Assessment Benchmark that mirrors the SBAC Test. 39% of our 4th graders are far below or below standard according to SRI assessments, and 22% are below in the IAB, respectively. 30.6% of our 5th graders are far below or below standard according to SRI assessments, and 10.9% are below in the IAB, respectively.</td>
<td>Our target goals include improving students in ELA intervention by 5-10% as well as closing the achievement gap by 15-20% for each of our demographic subgroups. New Traditions's Tier Two intervention for ELA curriculum includes Class wide Student Study Teams (SST) to implement plans to target improvement. We work with parents, teachers and administration to individualize specific academic and social emotional support strategies. Tutoring, mentors, peer buddies, leveled reading, guided reading, phonics screenings, and differentiation all are used. New Traditions will be administering the Fountas and Pinnell formative assessments given to students in grades kindergarten through fifth grade to ensure continuity between grade levels. A Response To Interventionist is working with individuals and small groups in grades K-1. This position is supplemented by the school's PTA. Should District funds become available, we would like to have the RTI instructor's position fully funded.</td>
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</table>
**Focal Group:** For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, 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>SES: F&amp;P: 80% meeting or exceeding standard. IAB ELA 71.1% near, meeting or exceeding standard. 48.7% near, meeting or exceeding standard. SBAC ELA 53% proficient Hispanic/Latino: F&amp;P: 63.6% near, meeting or exceeding standard. IAB ELA 85.7% meeting or exceeding standard. Smarter Balanced Assessment 59% African American F&amp;P: 71.4% near, meeting or exceeding standard. IAB ELA 72.7% near, meeting or exceeding standard. SRI 25% meeting or exceeding standard. Smarter Balanced Assessment 23% proficient. Special Education F&amp;P: 28.6% near, meeting or exceeding standard. IAB ELA 42.9% near, meeting or exceeding standard. 48.7% meeting or exceeding standard. SBAC ELA 43% proficient</td>
<td>Our target goals include improving students in ELA Focal Groups by 10-15% as well as closing the achievement gap by 10-15% for each of our demographic subgroups.</td>
<td>New Traditions will continue to invest site and PTA funds on a literacy support provider, Professional Development for our emerging workshop model, Professional Development around writing and other components of balanced literacy. New Tradition's Focal Groups interventions mirror our Tier Two intervention for ELA curriculum. Those include includes Class wide Student Study Teams (SST) to identify students and implement plans to target improvement. We work with parents, teachers and administration to individualize specific academic and social emotional support strategies. Tutoring, mentors, peer buddies, leveled reading, guided reading, phonics screenings, and differentiation all are used. New Traditions will be administering the Fountas and Pinnell formative assessments given to students in grades kindergarten through fifth grade to ensure continuity between grade levels.</td>
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</table>

**Mathematics Core Curriculum**

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide Mid-Year Performance Metrics indicate that the students are performing overall above district level standards. New Traditions has been implementing the SFUSD math curriculum binders with fidelity, K-5th grade for two years. 58% of students met or exceeded proficiency on the SBAC Math assessments and 64% met or exceeded standard on the IAB-Math. Qualitative feedback from families at conferences and SST meetings shows that overall most kids find the complex problem solving and written explanations of mathematical reasoning to be challenging. This applies to both reading the problems and student expression.</td>
<td>Our goals around math are to increase student efficiency with written expression on mathematical tasks as evidenced through teacher observation and to increase the proficiency with performance tasks and interim assessments as formative assessment to target instruction.</td>
<td>New Traditions staff are engaged in an ongoing professional development series, led by peer math leaders, focusing on supporting student problem solving and deepening teacher practice supporting academic discourse through the use of District designed math curriculum and Daily Math Talks. Staff will utilize backward planning and collaboration. New Traditions would benefit from an additional .5 FTE to support mathematics instruction if available.</td>
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</table>

**WASC Ch.2**

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have had a year and a half to develop our entire Common Core based Math curriculum. Due to this being the early stages of the program, we have yet to design many meaningfully individualized math interventions beyond small group support, parent tutoring, online interventions software and individualized support plans through the SST process. New Traditions continues to have math proficiency scores that do not match our ELA success. Our achievement gap for our Latino, African American, Special Education and SES students share this discrepancy between the two disciplines. Our target goals include closing the achievement gap by 5-10% for each of our demographic subgroups.</td>
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</tbody>
</table>
New Traditions will need to continue with our current math Professional Development plan, utilizing district curricular training and through the use of teacher leaders. We will continue working with the District’s math curriculum and instruction department on revising the math curriculum binders to increase the effectiveness of math instruction, and continue to tighten collaboration with our site based after school program to provide tutoring and a safe/supportive environment for homework support, as well as explore further options in this area. Due to the large shifts in expectations with Common Core Math, we will continue working with families to ensure their own access to the curriculum so that they can support their children’s development of basic skills and complex problem solving.

**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?

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-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>IAB-Math scores show an achievement gap in student performance. Overall, New Traditions students showed 82.8% nearly meeting, meeting or exceeding standards. When comparing subgroups: African American results showed 57.1% as nearly meeting, meeting or exceeding standard, Hispanic/Latino results showed 72.7% as nearly meeting, meeting or exceeding standards. Socio-economically disadvantaged students results showed 71.4% as nearly meeting, meeting or exceeding standards. Special Education students results showed 25% of students nearly meeting, meeting or exceeding standards.</td>
<td>New Traditions continues to have math proficiency scores that do not match our ELA success. Our achievement gap for our Hispanic/Latino, African American, Special Education and SES students share this discrepancy between the two disciplines. Our target goals include closing the achievement gap by 10-15% for each of our demographic subgroups, as the percentage of students within these subgroups is small, therefore making greater increases in these areas attainable.</td>
<td>In addition to academic interventions, including individual and small group work required to close the achievement gap, New Traditions staff will need to continue to have conversations about how our collective and individual practices can improve proficiency in math for our student subgroups. We need to continue change how we teach and relate to students and families, to improve proficiency levels.</td>
</tr>
</tbody>
</table>

**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>
<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>In a narrative, describe what your analysis of the data says about your school. <a href="#">WASC Ch.2</a></td>
<td>As we monitor English Learner students’ language development, our goal is to ensure at least one level of growth per year on the CELDT assessments. We want to exceed last year's AMAO 1 score of 71.4% by at least 5-10% as well as the AMAO 2 scores which measure English Proficiency on the CELDT which were 38.5% by at least 5-10%.</td>
<td>Students identified as ELL receive 30 minutes of targeted instruction a day from a specialized English Language Development teacher which is funded through designated funds as well as PTA funding sources. This targeted instruction focuses on listening and speaking and vocabulary development utilizing strategic grouping.</td>
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</tbody>
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**WASC Ch.2**

**WASC Ch.5**
New Traditions had 26 students tested on the CELDT. Of the 26 students tested, 19.2% were at Beginning; 19.2% were at Early Intermediate; 38.5% were at Intermediate; 23.1% were at Early Advanced, and 0.0% were Advanced. 23.1% met the CELDT criteria. Further analysis of the data shows: There were 9 Kindergarteners, 22.2% were Beginning Level; 11.1% were Early Intermediate Level; 44.4% were Intermediate Level; 22.2% were Early Advanced Level. There were 5 first graders, 0.0% were Beginning Level; 20.0% were Early Intermediate Level; 40.0% were Intermediate Level; 40.0% were Early Advanced Level. There were 4 second graders, 50.0% were Beginning Level; 33.3% were Early Intermediate Level; 66.7% were Intermediate Level; 0.0% were Early Advanced Level. There was 1 fourth grader that was at the Early Advanced Level. There were 4 fifth graders, 25.0% were Beginning Level; 25.0% were Early Intermediate Level; 25.0% were Intermediate Level; 25.0% were Early Advanced Level. 33% of the cohort of EL students met the Annual Measurement Achievement Objectives (AMAO).

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

<table>
<thead>
<tr>
<th>Analysis of Results - 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? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</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

### Narrative describing college going culture (using indicators suggested above)

New Traditions participates in SFUSD’s K to College Program. We are developing a culture of collaborative learning utilizing older student buddies which allows younger students to see first hand the skills needed in higher grades. Students utilize field trips to nearby middle schools, high schools, and institutions of higher learning so that they can experience the culture of each respective environment. Teachers thoughtfully plan field trips that motivate student’s by giving them insight into a variety of professions and opportunities.

**Our goals around college and career readiness are to bring increased awareness to the K to College program so that families take advantage of it in order to help eliminate financial barriers to college. We want to strengthen our ties with local universities. Students will be engaged by the daily curriculum as they will see how it connects them with future goals.**

There will need to be ongoing communication and outreach to ensure that families are adding to these K to College accounts. We encourage cross age peer mentoring. New Traditions is strengthening ties with our feeder middle school, Roosevelt, with their hosting of our community performances twice a year. New Traditions utilizes volunteers from Urban High School, USF and other universities to promote higher education role models on campus. Principal will reach out to USF and San Francisco State to discuss opportunities for collaboration that increases exposure of college campuses to our students. Teachers will collaborate and thoughtfully design lessons that engage students with skills that are increasing their preparedness for their next level of education. New Traditions will discuss planning a "Career Day" in which professionals come to school and discuss their jobs and the skills needed to do their respective jobs.

### Elementary Schools
In conjunction with the steps outlined above, New Traditions is currently designing a technology scope and sequence plan to outline a strategic approach to student acquisition of necessary technological skills to prepare students for their next level of education and ultimately, college and career readiness in that area. This scope and sequence will align with and accentuate current educational practices in the classroom to improve all academic achievement levels. Year One of this plan (2016/2017) will address technology for Digital Citizenship and Digital Creativity, while year two (2017/2018) will address technology for Digital Collaboration and Digital Communication. New Traditions is establishing a screen time policy to support students in balancing the use of technology and other academic and social components which will contribute to student success.

## 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?

New Traditions is continuing to design and deliver a site-based approach to professional development that is data driven and student centered. Teams in various disciplines, including Math and English Language Arts, work as an Instructional Leadership Teams to administer needs assessments, identify resources and design research based protocols for implementing sustained Professional Development experiences for the teachers and staff. The School Site Council, Union Building Committee, Parent Teacher Association, and Instructional Leadership Team will have input into the PD planning process. Structures that support Professional Development at New Traditions include: faculty meetings, grade level meetings, common planning time, as well as site based and off-site training. New Tradition's priorities will be matched with strategies articulated in the Balanced Score Card so that PD development is focused on improving site systems, teacher practice, and student achievement for all, especially our focal students. New Tradition's priorities include training in the Readers Workshop Model, the Common Core Math Curriculum, and Social Emotional Curriculum including Restorative Practices, Positive Behavior Instruction and Support and Tiered interventions. We are also including training on technology. The professional development will improve teacher collaboration to strengthen consistency of our teaching practices between and across all grade levels through discourse and data analysis.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Traditions staff will be offered release days for peer observation and collaboration. The Principal will oversee and support grade level collaboration with clear expectations for output. Staff meetings will provide significant opportunities to learn about, discuss, and plan for our instructional shifts in Language Arts, Math and School Culture and Climate. Staff will be given the opportunity to attend workshops to strengthen and build their capacity. New Traditions will continue using the Teacher Leaders and Instructional Leadership Team as a way to learn about school-wide trends and plan professional development opportunities.</td>
<td>New Traditions will use Site funds, PTA funds, Quality Teacher and Education Act (QTEA) Prop A funds and private funds to support New Tradition's Professional Development plan.</td>
</tr>
</tbody>
</table>

### 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
### 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
<td>Our inclusive practices shows success in classrooms and in the overall school community as evidenced by survey data and community feedback. However, our students with disabilities receiving resource supports, under perform when compared to their typically developing peers on assessment profiles.</td>
<td>Our goal is to ensure equity of access to the curriculum for all students receiving SPED and 504 services. Improving proficiency of standards on all Math and ELA assessments by 20%.</td>
</tr>
<tr>
<td><strong>Student Engagement/ Attendance</strong></td>
<td>New Traditions percentage of students that are chronically absent was 6% over all, according to the mid-year summary. This is an improvement from data collected at the end of last year which showed 8% of all students were chronically absent from school in 2014-15. There are a number of student absences from school linked to family travel during the school calendar year. According to last years School Quality Improvement Index (SQII) 29% of our African American students were chronically absent; 18% of our Socio-Economically Disadvantaged students were chronically absent; 16% of our Students with Disabilities were chronically absent; and 12% of our English Learners were chronically absent.</td>
<td>New Tradition’s goal is to decrease the chronic absenteeism of our underrepresented populations indicated in the data by at least 10% respectively.</td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
<td>According to the most recent parent survey, 97% of respondents agreed somewhat or strongly that their children were safe at school. While 91% of respondents agreed somewhat or strongly that their children were happy at New Traditions.</td>
<td>Our target goals include improving these results by 2-5% while striving for 100% in these areas.</td>
</tr>
</tbody>
</table>

### Parent-School Communities Ties

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

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

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

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

### Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/ missing (And how you know…)</td>
<td></td>
<td>What is the strategy &amp; how will you know you were successful?</td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>New Traditions has high parent participation and engagement. Parents support by volunteering in the classroom, organizing community events, and by fundraising through the PTA. We also have a strong School Site Council which help address the needs of the school community through thoughtful discussion. Although many of our parents feel comfortable coming on campus for meetings, PTA, SSC, 504, IEP, SSTs, and Parent Teacher Conferences, some are less comfortable than others. Our current formal structures, PTA, SSC, etc., lack representation consistent with the make-up of the school.</td>
<td>We want all members of the community to feel included in the school's culture. To do this we need to increase parent participation at all community events. Try to include more diverse representation in the School Site Council and PTA boards. Increase communication with parents. Develop more ways to strengthen the home school connection.</td>
<td></td>
</tr>
<tr>
<td>New Traditions will continue using the Dragon Den and Principal newsletters as a way to communicate about school. Teachers will implement strategies to increase communication in order to keep parents informed about what is going on in the classroom and school. The Principal will hold numerous Principal Chats or Coffees over the course of the year to further engage and educate parents on school issues. The Principal and Staff will share the instructional strategies of the school in a variety of ways in order to keep the families informed of current trends and events occurring. New Traditions will work to ensure that our underrepresented populations within the school are represented on the SSC and PTA advisory bodies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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 | 800 |

This allocation will provide the special education teacher with additional resources to provide support for our students on Individualized Education Plans.

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 | 7,708 |

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

This allocation will help fund an English Language Development teacher to help support our English Learners.

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

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

| Allocation | |

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

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

**LCFF Concentration Grant (SCG-C) 07092**

| Allocation | |

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

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

**Targeted Instruction Improvement Grant (TIIBG) 07940**

| Allocation | |

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

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

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

**Title I** = 31500

*How do you plan to use these funds?*

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

**1% Title I Parent Set Aside:**
For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. *Please ensure that you attach the Parent Involvement Policy’s full text when you upload your BSC to SharePoint.*

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

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

**Impact & Innovation Awards =**

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

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

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

*How do you plan to use these funds?*

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

**Equity Grant =** *(as applicable 16-17)*

*Identify Sub-group & specific actions*

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

**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) =**

*How do you plan to use these funds to support your school-wide actions?*
Select the Bryk Essential that most aligns to the use of these funds:

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

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

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Social Worker</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor:</td>
<td>.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td></td>
<td>T10:</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic Rtl Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td></td>
<td>.4</td>
<td>.4</td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

New Traditions uses the social worker to help conduct Class-wide SSTs, Individual SSTs, Social Skills Intervention Groups, Professional Development for teachers on social emotional curriculum, family crisis supports, SAP meetings, School Climate Team and additional supports as needed.
### 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:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td>The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
</tr>
<tr>
<td>✔️</td>
<td>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.</td>
</tr>
<tr>
<td>✔️</td>
<td>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)</td>
</tr>
<tr>
<td>✔️</td>
<td>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.</td>
</tr>
<tr>
<td>✔️</td>
<td>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.</td>
</tr>
<tr>
<td>✔️</td>
<td>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.</td>
</tr>
<tr>
<td>✔️</td>
<td>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:</td>
</tr>
<tr>
<td>✗</td>
<td>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.</td>
</tr>
<tr>
<td>✔️</td>
<td>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.</td>
</tr>
<tr>
<td>✔️</td>
<td>Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
</tr>
<tr>
<td>✔️</td>
<td>This school plan was adopted by the SSC on: 3/24/2016</td>
</tr>
</tbody>
</table>
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”)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruth Thomas-Squance</td>
<td>Chair</td>
<td></td>
</tr>
<tr>
<td>Nikki Hennessey</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Molly Kennedy</td>
<td>Vice Chair/Teacher</td>
<td></td>
</tr>
<tr>
<td>Jake Hodgson</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Marjorie Miles</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Gary Johnston</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Laura Buchanan</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Linda Hills</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>Gladia Castro</td>
<td>Community Member</td>
<td></td>
</tr>
<tr>
<td>Noelle Knotts</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Susan Leff</td>
<td>Parent/Alternate</td>
<td></td>
</tr>
</tbody>
</table>