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

<table>
<thead>
<tr>
<th>School</th>
<th>Sloat, Commodore Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Fowzigiah Abdolcader</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

At Commodore Sloat, children learn by doing. Our experienced staff leads children to do more than find the right answers. We learn to pay attention to how we think as well. As a high-performing school, our experienced staff knows how to support students in reaching higher levels of academic performance. Beyond academics, we are re-tooling our practices so that we can deliver instruction that teaches students how to form evidence-based conclusions, and how to become citizens in a rapidly-changing and complex world. Our sixteen classrooms extend learning beyond the basics. By integrating arts, music, and gardening experiences into instruction, students retain what they have learned and learn things that matter. Fitness, environmental stewardship, singing, performing, problem solving, tenacity, and joyful learning are part of what you can expect to find here. The mission of Commodore Sloat School is to develop and nurture creative, 21st Century critical thinkers who will be up for the challenges that the world will present. They will care for themselves and others, navigate change with grace, and recognize the value of service to their communities.

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components:

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school’s top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school’s top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? (For instance, if someone were to ask any teacher at the school, “what is the school mainly working on right now,” what would he/she say?)
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

Supplemental Reference Documents
- Vision 2025 Graduate Profile
- SFUSD’s 2016-18 Strategic Plan Transform Learning, Transform Lives
- Site-Based Budget Guide
SECTION I: Overview and Key Components

Overview
Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- Content Knowledge
- Career and Life Skills
- Global, Local, and Digital Identity
- Leadership, Empathy, and Collaboration
- Creativity
- Sense of Purpose and Sense of Self

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision.

Transform Learning, Transform Lives is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2015-2016 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan Transform Learning, Transform Lives.

The Balanced Score Card serves as the site’s Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the "Strategies in Action: Schools"), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td><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

---

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

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate Focal Report List to link to student level data.
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results.
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
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. (WASC Ch.2)</td>
<td>We will raise IWA scores in the third grade by ten points so that we meet the district mean. We will improve performance on the IAB writing tasks by seven points overall so that students’ scores meet the district mean. We will identify tier 2 and 3 responses to support focus students in the lower SES sub group and for students with special needs.</td>
<td>Teachers will deepen Common Core shifts so that the transition from old to new practice will be complete. They will move from designing lessons in isolation to collaborative development of unit and lesson plans. In this vein, students will identify, gather, analyze and evaluate evidence to support their ideas. Students will also engage in projects and build knowledge through the reading of rich text - fiction and non-fiction. They will write across the four spirals, showing that they can elaborate on what they have written.</td>
</tr>
</tbody>
</table>

Though we have focused on writing as a whole school for several years, our students continue to perform below the district mean. The Integrated Writing Assessment shows this performance gap clearly. Student performance on the Writing Task (IAB) further confirms the gap. Our own internal review of student writing leads us to concur that this needs to be an area of focus. While the gap exists across the whole school, it is most pronounced for lower SES students and students with special needs. These students will call forth unique Tier 2 and 3 responses in the area of writing.

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

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/ performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
</table>

- Time and resources notwithstanding, teachers will, develop differentiated lessons and acquire the skills to be strategic about when to use whole-class, small group, and 1:1 approaches. They will build lessons that arise from a recognition of students learning profiles, interests, and readiness. Accommodations, scaffolds, and accelerations will typify this differentiated approach.
Based on the analysis of the results, what are your targets/performance goals?

- 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

A review of our SAP minutes indicates no fewer than ten Tier 3 students who will need emotional and academic support to become or remain successful in school. While these ten students are spread across all six grades, we have identified a cluster at the 3rd and 5th grades.

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

To establish or maintain individualized learning plans for each of these ten focus students such that we are being explicit about the definition of progress AND the measures we will use to measure growth over time.

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

We will establish and maintain an SAP team that adopts and implements best practices and helps to spread these practices to at least the two targeted grade levels. This team will develop interventions in response to the unique needs of students that we serve. We will not be seeking off-the-shelf responses. Overall, our approach to students will transition to gift-based rather than deficit-focused.

### 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

In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.

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

Our target is for the 2016 SBAC Math is 75% of all students to meet or exceed standard which would be a 5% growth from the for the year as a whole. 

### What instructional shifts will be required to achieve these goals?

Developing our students as confident problem solvers will become our focus over the next several years. The ability to solve problems is not only a 21st century skill. It is also a cross-cutting skill that has application to language arts, science, and social studies. Problem solving connects well with our climate goals as well. We expect to create powerful mathematics classrooms where students engaged in shared sense-making and a community of problem solvers. Students will "make sense of problems and persevere in solving them. " Students will also be supporting in "constructing viable arguments and critiquing the reasoning of others. " Lesson design will allow and encourage students to listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve these arguments. With these classroom goals as our guide, teachers will: Design lessons that promote student learning through discourse; Begin each lesson with an explicit launch; Guide students through each lesson with facilitated group and whole-class discussion; Close each lesson so that it reinforces the key take-aways within that block of instruction.

Informal observation of students' ability to use digital tools shows gaps in students' digital proficiency and comfort. Currently, patterns for this discomfort are idiosyncratic in that they do not routinely follow the SES pattern reflected in the school's academic performance data.

Beginning at Grade One, students will use digital tools to improve mathematical discourse. These tools can/will be reinforced by NON digital tools so that students begin to learn the transference between the do-it-yourself approach and approaches that are tech supported. Use of these tools will foster skills needed in third, fourth, and fifth grades to engage (and succeed) in the SBACs and IABs.
To establish grade-level and vertical digital proficiency expectations and to thereby create a digital baseline so that we can become more thoughtful about which students may require more support. Here is our five point plan: 1. Beginning in Kinder, all students will be aware of and practice good citizenship skills online and offline. 2. Beginning in 3rd grade, all students will learn how to do keyword searches online and identify reliable resources at least twice a month. 3. Beginning in 2nd grade, all students will practice typing skills at least twice a month. 4. Teachers will attend site-based professional development around GAFE (Google Apps for Education) every two months (or a topic of their choosing). 5. Teachers will be able to do basic troubleshooting on their devices (laptops, tablets, projectors, etc.).

### 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>While many of our EL students scored in the meeting/exceeding level in the SBAC-Math (45%), a gap of 30 points persists between ELs and our non-EL students. As access to math/common core moves increasingly toward word problems, we anticipate this problem will persist.</td>
<td>ELD strategies - our pull out model - will need a review to determine the degree to which our model can explicitly address problem solving in math.</td>
<td>We will deepen our small-group approach for our ELs by making mathematics an important part of the content used to build writing skills during these half hour blocks of EL instruction. Explicit focus on ELs and how they are engaging with the curriculum.</td>
</tr>
</tbody>
</table>

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

<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>Our Special Education students scored below the mean and below other students at Sloat.</td>
<td>We will need to close the gap for our students with special needs (IEP and 504)</td>
<td>RSP staff will collaborate closely with classroom teachers in providing modified lesson, simplified vocabularies, and scaffolding of lessons to ensure our SPED students continue to have full access to the math common core.</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.</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

For our ELs overall, 21% of students show proficiency in ELA as measured by the SBAC, and 43% in math. These numbers are well below the levels we strive for for our EL students. We will improve EL performance in math and ELA as measured by the IAB so that the gap is eliminated.
Teachers will receive professional development from Multilingual to support Integrated ELD. Teachers will practice high leverage strategies that are recommended in the 8 Talk Moves. This work should be reflected in the classroom with purposeful teaching that will lead to increase student collaboration & academic conversation (student to students; student to teacher). Using the CA ELD standards in tandem with SFUSD’s core curriculum to support English Learners, intervention teachers will work with English Learners in small groups to: Clarify new language and concepts using a variety of strategies and modes, Plan and integrate focused academic language study, Teach students to analyze, write and create complex text, Foster collaboration throughout, Use formative assessment to inform and adjust instruction.

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/ goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

Elementary Schools

What is your plan for promoting college and career readiness?

Students at Sloat will continue to deepen leadership opportunities that call out students (and adults) who demonstrate exceptional behavior in areas of Service, Courage, and Excellence. Students will begin to receive instruction in leadership skills through opportunities such as the student council, the green team, the crossing guard program, junior coaching via Playworks, performance in the chorus, the talent show and the annual overnight. These experiences will push students out of their comfort zones and compel them to reach for more than they thought they could. Reaching for stretch goals and committing to actions aimed at achieving excellence, helping others, or standing up for a cause are seen a central to helping students establish a platform within themselves that might enable them to thrive in the 21st century.

Strategies in Action: Schools

In Transform Learning, Transform Lives, the “Strategies in Action: Schools” section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties

School teams are encouraged to refer to “Strategies in Action: Schools” as you consider plans for the coming school year.

Leadership, Instructional Guidance & Professional Development

Schools with coherent instructional guidance can articulate the what and how their site’s instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site’s current context, what steps, from a leadership perspective, do you need to take to deepen your site’s coherence and mastery of the vision. How will you resource these steps? (consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration)

How will you structure site-based and district professional development/learning?
Site-based professional development will be planned by the Principal and the Instructional Leadership Team. The Professional Development Calendar will include student learning outcomes and teaching practices in English Language Arts, Mathematics, English Language Development, and Response to Intervention. District departments staff from Humanities, Mathematics, Multilingual, Pupil Services, School Health, Research, Planning and Assessment, and Special Education will provide professional development at our faculty meetings. To achieve our goals, we will need to focus in several key areas. We will Expand and improve the use of collaboration time among grade level teams. Build the capacity of teacher teams to facilitate reflective practices during grade level meetings Participate in ongoing learning and professional development Reshape the Instructional Leadership Team so that it distributes leadership across the entire staff and serves an essential purpose in designing professional development for teachers and paraprofessionals. Develop a robust, multi-tiered intervention system that serves every child with intervention needs.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers are given multiple opportunities to attend district training on Balanced Literacy. Teachers will be given release days each semester to collaborate, plan together, and look at student work in the areas Literacy and Math.</td>
<td>WSF funds will be used to pay for sub release time, extended hours and resources for our teachers professional development needs.</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 student surveys

### Reflecting on and improving a Student-Centered Learning Climate

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
<td>We continue to focus on CSTP 1 - engagement - as a centering piece for our inclusion strategies. As measured by progress on IEPs, we are on the right track. Students with IEPs continue to make gains, attend school, and engage in classroom with their grade level peers.</td>
<td>Maintain progress! Engagement is the best road toward improvement in academic performance</td>
</tr>
<tr>
<td><strong>Student Engagement/Attendance</strong></td>
<td>Attendance remains an area of strength for Sloat.</td>
<td>Our goal is to maintain our current successes.</td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
<td>Suspension rate last year -0. We continue not to suspend students so far this school year. We have implemented a school-wide set of rules but consistency of interpretation remains a dilemma. How do we calibrate? We do track students sent out of class and to the office. We refer students to SSTs who are sent from the classroom often. Where frequent referrals arise from gaps in teacher practice, we do not have a consistent counter-response other than courageous conversations. To the extent that time and resources allow, we will need to identify objective ways of measuring shifts in climate during recesses and lunchtime. We have limited resources.</td>
<td>Need to have all support staff and teacher continually follow the progress of SST students.</td>
</tr>
</tbody>
</table>
We will enforce school-wide policies in common areas. We will reinforce our Be Safe, Be Respectful, and Be Responsible framework and make these policies clear to students. All staff will be expected to help encourage students meet the school’s expectations. Clear signs will be posted around the school so expectations are transparent to students, staff, and families. We plan to continue implementing “Junior Coaches” approaches during to promote appropriate structures at recess and to support students’ problem solving skills. We will continue to student crossing guard program to promote student leadership in our 4th & 5th grade classes. Students will help our school feel safe by helping remind cars to slow down and/or stop at crosswalks. Staff will model positive language with students and reinforce them daily in class and out of class environments. Staff will reinforce the use of I-messages for conflict resolution. We will need to measure student activities to verify progress toward increased safety and toward joyful learning.

### 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>Our target is to increase community engagement so that membership on representative governance bodies and participation in community building activities reflects the diversity of the school as a whole.</td>
<td>We will utilize the district’s interpretation department’s oral and written translation service to give access to our English Learner communities. If necessary, we will use private dollars to fund our own crew of translators so that such translation is available across most/all aspects of the Sloat experience.</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>
</tbody>
</table>

A review of sign-in sheets for community events, parent teacher conferences, and school performances shows broad participation from community members. Further, as a shared school yard, we have stepped up to a more ambitious service role in the community at large. Our English Learner community still experiences limited access due to language, work-day, and culture barriers.
### 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 = 2,150**

Anticipated use of funding is for building out our toolkit of sensory supports for students with autism and for building out our assessment toolkit as well.

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 = 38,540**

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

We will fund a .75 paraprofessional to support English Learners in the primary grades - K through 2. This will include instructional support during Designated and Integrated ELD 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)

#### 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?

There are no resources in this category.

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 = 0**

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?

We are receiving no resources in this category.

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 = 0**

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?

Our school receives no funding in this category.
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.

<table>
<thead>
<tr>
<th>Title I</th>
<th>31500</th>
</tr>
</thead>
</table>

How do you plan to use these funds?

Our school receives no Title 1 funds directly.

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: 0

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.

N/A

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 = 0

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

No funds received in this category.

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?

No funds received in this category.

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 = 0  
(as applicable 16-17)

Identify Sub-group & specific actions

No funds received in this category.

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?

No funds received in this category.

Select the Bryk Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
**Other (PTA, external sources, School Quality Pairing/CoP work) =**

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

The bulk of our enrichment here at CSS is paid for through donated dollars. The amount of this budget will not be available until May, 2016.

**Select the Bryk Essential that most aligns to the use of these funds:**
- 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 "0.75"

<table>
<thead>
<tr>
<th>Support</th>
<th>Role</th>
<th>0.5</th>
<th>0.0</th>
<th>0.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td></td>
<td>0</td>
<td>.5</td>
<td>0</td>
</tr>
<tr>
<td>Wellness Coordinator</td>
<td>CHOW</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>IRF</td>
<td>Literacy Coach</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
<td>0.4</td>
<td>0.5</td>
<td>0.6</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Of the three "Other" categories, .4 is for VAPA instruction, .5 is for a half time librarian, and .6 is for Physical Education Instruction. There are no other central support positions provided to the site.
### 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:

<p>| ☑️ | The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law. |
| ☑️ | The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. |
| ☑️ | The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: |
| ☑️ | English Learner Advisory Committee (ELAC) |
| ☑️ | Community Advisory Committee for Special Education Programs |
| ☑️ | Other (list) |
| ☑️ | The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan. |
| ☑️ | This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. |
| ☑️ | The school held two (2) community meetings prior to the completion of the school site plan. |
| | 1. One meeting to gather input from the school community including all advisory committees. |
| | 2. One meeting to present plan upon its completion before March 25, 2016. |
| ☑️ | The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 3/25/2016 |
| ☑️ | For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program. |
| ☑️ | Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments. |
| ☑️ | Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| ☑️ | This school plan was adopted by the SSC on: 9/15/2016 |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nevada Lane</td>
<td>Chair/Parent</td>
<td></td>
</tr>
<tr>
<td>Diane Free</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Melba Gwinn</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Olivia Nevado</td>
<td>Community Member</td>
<td></td>
</tr>
<tr>
<td>Fowzigiah Abdolcader</td>
<td>Member/Principal</td>
<td></td>
</tr>
<tr>
<td>Colleen Wentworth</td>
<td>Member/General Ed Teacher</td>
<td></td>
</tr>
<tr>
<td>Jana Walsh</td>
<td>Member/General Ed Teacher</td>
<td></td>
</tr>
<tr>
<td>Nicole Henderson</td>
<td>Member/SPED Teacher</td>
<td></td>
</tr>
</tbody>
</table>