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

<table>
<thead>
<tr>
<th>School</th>
<th>Argonne Elementary School</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Cami Okubo</td>
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</tbody>
</table>

## SCHOOL VISION & CONTEXT

Argonne Elementary School focuses on the whole child, encouraging academic excellence through joyful learning. This includes finding multiple ways to engage students, combining academic rigor with creativity, fun and a love of the outdoors, and embracing multiple forms of intelligence. The adult communities at Argonne – parents, families, local community members, and staff – collaborate to provide strong support for students to thrive. Staff design learning experiences within and across grade-levels that provide multiple ways of learning, empower students to come to know themselves as active learners, and challenge them to develop and grow as compassionate young people who embrace diversity, inclusion, and justice. (Draft 2.2016)

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

These requirements include:

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

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 25, 2016.
<table>
<thead>
<tr>
<th>1. Balanced Score Card/ Single Plan for School Achievement</th>
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<tr>
<td>✓ All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2016 in alignment with the release of any additional data and final budget allocations.</td>
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<tr>
<th>2. School Site Council Roster*, Signatures, Bylaws &amp; Agendas</th>
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<tr>
<td>✓ SSC Roster that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.</td>
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<tr>
<td>✓ SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). <strong>Note:</strong> Signature from the principal and the SSC Chair are required, other members can sign but it is not required.</td>
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<tr>
<td>✓ SSC Bylaws</td>
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<tr>
<td>✓ SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/ SPSA and Budget.</td>
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<th>3. Budget</th>
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<tr>
<td>✓ Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support</td>
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<th>4. Title I Parent Involvement Policy*</th>
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<tr>
<td>✓ All Title I schools have an SSC-approved Parent Involvement Policy (PIP) and Home-School Compact in their upload package</td>
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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.*
In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school’s BSC. This year, the data section has been eliminated and schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this [link](https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “SchNum_Balanced_Scorecard_2016-18”. This folder includes the following reports:

<table>
<thead>
<tr>
<th>Report Title (Description)</th>
<th>Contains data for the following Strategies in Action</th>
<th>Data in Report</th>
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</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 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>WASC Ch.2</td>
<td>WASC Ch.5</td>
</tr>
<tr>
<td>2016-2017 Update: *Based on the 15-16 Smarter Balanced results, 64.2% of our students met or exceeded standard in English Language Arts. *It is noted that based on F&amp;P scores from May 2016, 20% of our current 2nd grade students did not meet standard. 45% of our English Learners at 2nd grade did not meet standard. *Based on the IWA, Introduction/Opinion and Reason/Evidence may be areas to reteach in 4th grade. Spring 2016: Argonne continues to focus on implementing the common core standards in English Language Arts. We understand that the online assessment tools (SBAC, IAB) and student information systems (Illuminate) are new to both teachers and students. We are learning to use these tools to help inform our practice. We value analyzing and acting upon what we learn from student work and allocate time for grade levels to collaborate. After looking at many assessment measures in ELA it is noted: *Based on the 14-15 Smarter Balanced results, 57% of our students met or exceeded standard in English Language Arts. *Based on the F&amp;P for Grades 1 and 2 Window 2 Results(15/16), 84.3% of our students met or exceeded the benchmark. *Based on the SRI Window 2 Results (15/16), 60.5% of our students 3-5 were proficient. *Based on the IAB results, 43% of our students met or exceeded standard. *Based on the 14/15 IWA, 22.4% of our third grade students demonstrated proficiency. The data indicates that student writing is an area of focus school wide. 2016-2017 Update: *At least 70% of our students will meet or exceed standard in English Language Arts formative and summative assessments. (eg. classwork, IAB, F&amp;P, and SRI, SBAC data) Spring 2016: *At least 65% of our students will meet or exceed standard in English Language Arts formative and summative assessments. (eg. classwork, IAB, F&amp;P, and SRI, SBAC data) *Additionally, we will consider matched scores when looking at year-to-year comparisons. 1. Classroom teachers will continue the implementation of SFUSD ELA spirals: Narrative, Expository, Opinion, and Research. 2. Grade level teams will plan curriculum maps and unit plans aligned with the spirals and upload these working documents to the shared drive for specialists (special ed and literacy teams) to access. 3. Classroom teachers will continue to assess student reading levels and monitor that students are reading at their appropriate independent/instructional reading levels. 4. Classroom teachers will use strategies such as interactive read aloud and writing, close reading, use of visual supports (sentence frames, anchor charts), and constructive conversations to support students’ reading comprehension and writing. 5. Teachers will provide specific, individualized feedback on student work through conferencing and guided reading. Students will use reading journals school wide to support students’ reading comprehension and writing. 6. Grade level teams will continue to analyze and act upon lessons learned from student work samples. 7. Students will be given opportunities to share their writing school wide through spoken word at school wide assemblies and during lunch.</td>
<td>1. Classroom teachers will continue the implementation of SFUSD ELA spirals: Narrative, Expository, Opinion, and Research. 2. Grade level teams will plan curriculum maps and unit plans aligned with the spirals and upload these working documents to the shared drive for specialists (special ed and literacy teams) to access. 3. Classroom teachers will continue to assess student reading levels and monitor that students are reading at their appropriate independent/instructional reading levels. 4. Classroom teachers will use strategies such as interactive read aloud and writing, close reading, use of visual supports (sentence frames, anchor charts), and constructive conversations to support students’ reading comprehension and writing. 5. Teachers will provide specific, individualized feedback on student work through conferencing and guided reading. Students will use reading journals school wide to support students’ reading comprehension and writing. 6. Grade level teams will continue to analyze and act upon lessons learned from student work samples. 7. Students will be given opportunities to share their writing school wide through spoken word at school wide assemblies and during lunch.</td>
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</tbody>
</table>
Based on the analysis of the results, what are your targets/performance goals?

**Analysis of Results for Language Arts-Intervention**

2016-2017 Update: Based on the 15-16 Smarter Balanced results in English Language Arts, the following subgroup data will be considered: * 62.5% of our students who identify as Hispanic met or exceeded standard * 52.6% of our student receiving English language support met or exceeded standard * 19% of our students receiving special education support met or exceeded standard * 46.3% of our students who are socio-economically disadvantaged met or exceeded standard Spring 2016: Based on the 14-15 Smarter Balanced results in English Language Arts, the following subgroup data will be considered: * 41% of our students who identify as Hispanic met or exceeded standard (75% met or exceeded standard ELA IAB Window 2) * 54.5% of our students receiving English language support met or exceeded standard (43.8% met or exceeded standard ELA IAB Window 2) * 23% of our students receiving special education support met or exceeded standard (76.9% met or exceeded standard ELA IAB Window 2) * 45.8% of our students who are socio-economically disadvantaged met or exceeded standard (67.9% met or exceeded standard ELA IAB Window 2)

* At least 65% of our students (Hispanic, English Learners, Socio-economically disadvantaged) will meet or exceed standard based on English Language Arts formative and summative assessments. (eg. classwork, IAB, SBAC data)

1. Classroom teachers will use interactive read aloud and guided reading in the general education setting to support students’ reading growth. 2. Reading consultants and RSP staff will use the Fountas and Pinnell Leveled Literacy Intervention or the Wilson Reading System to provide targeted support for students reading below grade level. 3. School wide class SSTs will be scheduled for September 2016 to help identify needs. Data exists for current students receiving Tier 2 support. Grade level teams in partnership with consultants will continue to monitor students during the school year (prior to parent-teacher conference times). School wide class SST follow-up will be scheduled for April 2017 to plan for student support and align resources for 2017-2018. 4. Staff will continue to partner with Jewish Coalition for Literacy and trained parents to provide reading support. (Other resources: Class Volunteers, Six Flags Reading Program, Read Across America, Parent Child Book Club, RazKids, Scholastic News, SFOpera, Screen Actors Guild). 5. Extended hours will be allocated for teachers to provide Tier 2 intervention support for students after school. 6. Raz-Kids will be used as supplemental support for Tier 2 intervention with emphasis on home use and in school use as appropriate. Targeted groups started in March 2016 and will continue until February 2017.

**Analysis of Results for Language Arts-Focal Group**

2016-2017 Update: Based on the 15-16 SBAC results, 19% of our students receiving special education support met or exceeded standard in English Language Arts. Spring 2016: Based on the 14-15 SBAC results, 21.75% of our students receiving special education support met or exceeded standard in English Language Arts. It is noted that 76.9% of our students receiving special education support met or exceeded standard on the ELA IAB Window 2. 7% of our student population qualifies for special education services. It is noted that this year several of our students previously assessed for special education services and who did not qualify qualified this year with the analysis of patterns of strengths and weaknesses models. 

* At least 33% of our students receiving special education support will meet or exceed standard in English Language Arts.

1. Argonne’s RSP staff, considering present levels, will use the Fountas and Pinnell Leveled Literacy Intervention or the Wilson Reading System to provide targeted support in alignment with student IEP goals for students reading below grade level. 2. Funds will be allocated so that RSP staff can meet at least three times a year with general education teachers to evaluate student work, modify assignments/projects, and co-plan overall support. It is noted that there is a need for grade level classwork to be modified appropriately. IEP teams will consider the Least Restrictive Environment when looking at support for students. 3. RSP staff will explore training on best practices to support students with disabilities (ADHD, Dyslexia). 4. RSP staff will hold team meetings to develop lesson plan to support student growth in reading. 5. Raz-Kids will be used as supplemental support for Tier 3 intervention with emphasis on home use and in school use as appropriate. Targeted groups started in March 2016 and will continue until February 2017.

**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**

2016-2017 Update: Based on the 15-16 SBAC results, 62.5% of our students who identify as Hispanic met or exceeded standard * 52.6% of our student receiving English language support met or exceeded standard * 19% of our students receiving special education support met or exceeded standard * 46.3% of our students who are socio-economically disadvantaged met or exceeded standard

* At least 65% of our students (Hispanic, English Learners, Socio-economically disadvantaged) will meet or exceed standard based on English Language Arts formative and summative assessments. (eg. classwork, IAB, SBAC data)

1. Classroom teachers will use interactive read aloud and guided reading in the general education setting to support students’ reading growth. 2. Reading consultants and RSP staff will use the Fountas and Pinnell Leveled Literacy Intervention or the Wilson Reading System to provide targeted support for students reading below grade level. 3. School wide class SSTs will be scheduled for September 2016 to help identify needs. Data exists for current students receiving Tier 2 support. Grade level teams in partnership with consultants will continue to monitor students during the school year (prior to parent-teacher conference times). School wide class SST follow-up will be scheduled for April 2017 to plan for student support and align resources for 2017-2018. 4. Staff will continue to partner with Jewish Coalition for Literacy and trained parents to provide reading support. (Other resources: Class Volunteers, Six Flags Reading Program, Read Across America, Parent Child Book Club, RazKids, Scholastic News, SFOpera, Screen Actors Guild). 5. Extended hours will be allocated for teachers to provide Tier 2 intervention support for students after school. 6. Raz-Kids will be used as supplemental support for Tier 2 intervention with emphasis on home use and in school use as appropriate. Targeted groups started in March 2016 and will continue until February 2017.

**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?
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

2016-2017 Update: * Based on the 15-16 Smarter Balanced results, 65% of our students met or exceeded standard in Mathematics. Spring 2016: Argonne continues to focus on implementing the common core standards in Mathematics. Again, we understand that the online assessment tools (SBAC, IAB) and student information systems (Illuminate) are new to both teachers and students. We are learning to use these tools to help inform our practice. We value analyzing and acting upon what we learn from student work and allocate time for grade levels to collaborate. After looking at many assessment measures in Math it is noted: * Based on the 14-15 Smarter Balanced results, 52% of our students met or exceeded standard in Mathematics. * Based on the IAB, 68% of our students met or exceeded the standard. * Based on the IAB math task, 61% of our students met or exceeded standard. Argonne staff value time spent for lesson study professional development. The SFUSD math department supports this work by providing release time. Additionally, we have a mentor teacher and math leaders on site who are available for consultation. The data supports our continual focus on constructive conversations in all areas and especially in mathematics.

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>
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<tbody>
<tr>
<td>2016-2017 Update: Based on the 16-17 Smarter Balanced results in Mathematics, the following subgroup data will be considered: * 62.5% of our students who identify as Hispanic met or exceeded standard (72.2% met or exceeded standard on the Math IAB Window 2) * 59.0% of our students receiving English language support met or exceeded standard * 28.6% of our students receiving special education support met or exceeded standard * 48.8% of our students who are socio-economically disadvantaged met or exceeded standard * 61.5% of our female students met or exceeded standard and 68.6% of our male students met or exceeded standard Spring 2016: Based on the 14-15 Smarter Balanced results in Mathematics, the following subgroup data will be considered: * 43.5% of our students who identify as Hispanic met or exceeded standard (72.2% met or exceeded standard on the Math IAB Window 2) * 91.5% of our students receiving English language support met or exceeded standard (54.2% met or exceeded standard on the Math IAB Window 2) * 13.6% of our students receiving special education support met or exceeded standard (55.6% met or exceeded standard on the Math IAB Window 2) * 46.2% of our students who are socio-economically disadvantaged met or exceeded standard (70.7% met or exceeded standard on the Math IAB Window) * 53.3% of our female students met or exceeded standard and 52% of our male students met or exceeded standard</td>
<td>* At least 50% of our students (Hispanic, English Learners, Socio-economically disadvantaged) will meet or exceed standard in mathematics formative and summative assessments. (eg. classroom, IAB, SBAC data) Spring 2016: * At least 65% of our students will meet or exceed standard in Mathematics formative and summative assessments. (eg. classroom, IAB, SBAC data) * Additionally, we will consider matched scores when looking at year-to-year comparisons.</td>
<td>1. Classroom teachers will use guided math groups in the general education setting to support students’ math growth. 2. Targeted students will use the web-based DreamBox intervention for additional practice at school and at home. Targeted students began work with this program February 2016 and will continue until January 2017. 3. School wide class SSTs will be scheduled for September 2016 to help identify needs. SST data exists for targeted math intervention. School wide class SST follow-up will be scheduled for April 2017 to plan for student support and align resources for 2017-2018. 4. Extended hours will be allocated for teachers to provide Tier 2 intervention support for students after school.</td>
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**Focal Group**: For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success?

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<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>
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<tbody>
<tr>
<td>2016-2017 Update: Based on the 15-16 SBAC results, 28.6% of our students receiving special education support met or exceeded standard in Mathematics. Spring 2016: Based on the 14-15 SBAC results, 13.6% of our students receiving special education support met or exceeded standard in Mathematics. It is noted that 55.6% of our students receiving special education support met or exceeded standard on the Math IAB Window 2. 7% of our student population qualifies for special education services. It is noted that this year several of our students previously assessed for special education services and who did not qualify this year with the analysis of patterns of strengths and weaknesses model.</td>
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<td>2016-2017 Update: * At least 35% of our students receiving special education support will meet or exceed standard in Mathematics. Spring 2016: * At least 25% of our students receiving special education support will meet or exceed standard in Mathematics.</td>
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<tr>
<td>1. Argonne’s RSP staff, considering present levels, will use the web-based DreamBox math intervention program to provide targeted support in alignment with student IEP goals for students receiving special education support. 2. Funds will be allocated so that RSP staff can meet at least two times a year with general education teachers to evaluate student work, modify assignments/projects, and co-plan overall support. 3. RSP staff will connect with SFUSD/Argonne math leaders to understand best math intervention practices (use of manipulatives, conceptual understanding, multiple strategies) to support students struggling with math understanding. 4. Testing accommodations and modifications will be carefully considered when writing IEPs to support students.</td>
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**English Language Development (ELD)**

School sites are implementing comprehensive Designated and Integrated ELD instruction based on the 2012 California ELD Standards. This happens by working in tandem with ELA and other content standards as a pathway towards accelerated language learning, so English Learners can fully access the core curriculum and grade-level appropriate tasks and texts.

Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become **Reclassified Fluent English Proficient (RFEP)**?

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</th>
<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>* At least 50% of our students receiving English language support will be re-designated in 2016-2017.</td>
<td>1. Staff will carefully monitor re-designation paperwork and will work closely with the Multilingual Pathways Department to make certain students are properly re-designated. 2. Please see Tier 1 strategies in ELA and Mathematics. Of note is Argonne’s focus on constructive conversations and written expression. Opportunities will focus on student voice and presentation.</td>
</tr>
<tr>
<td>Based on the 14-15 English Learner Re-Designation data, 38% of our students receiving English language support were reclassified. It is noted that Argonne has seen a decrease in the number of students who qualify for English language support. This year 20% of our student population qualifies for English language support.</td>
<td>* At least 50% of our students receiving English language support will be re-designated in 2016-2017.</td>
<td>1. Staff will carefully monitor re-designation paperwork and will work closely with the Multilingual Pathways Department to make certain students are properly re-designated. 2. Please see Tier 1 strategies in ELA and Mathematics. Of note is Argonne’s focus on constructive conversations and written expression. Opportunities will focus on student voice and presentation.</td>
</tr>
</tbody>
</table>

**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.</td>
<td>* At least 50% of our students receiving English language support will be re-designated in 2016-2017.</td>
<td>1. Staff will carefully monitor re-designation paperwork and will work closely with the Multilingual Pathways Department to make certain students are properly re-designated. 2. Please see Tier 1 strategies in ELA and Mathematics. Of note is Argonne’s focus on constructive conversations and written expression. Opportunities will focus on student voice and presentation.</td>
</tr>
<tr>
<td>Because many assessments are now online, Argonne must support student keyboarding proficiency. It is noted that Argonne values our enrichment programs and feels strongly that the elementary school experience must balance all areas of learning: ELA, Math, Social Studies, Science, Social Skills, Environmental Education, Art, Music, PE, Technology</td>
<td>* At least 50% of our students receiving English language support will be re-designated in 2016-2017.</td>
<td>1. Staff will carefully monitor re-designation paperwork and will work closely with the Multilingual Pathways Department to make certain students are properly re-designated. 2. Please see Tier 1 strategies in ELA and Mathematics. Of note is Argonne’s focus on constructive conversations and written expression. Opportunities will focus on student voice and presentation.</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>2015-2016 Update: Our staff focus for the year is Student Voice and Communication. Argonne's Instructional Leadership Team is guiding the work at grade level and staff meetings to create consistency and coherence as we define what student voice and communication will look like, sound like, and feel like when students graduate from Argonne. We will continue to build upon our work examining academic conversations. (Draft) Spring 2016: At our August 2015 Argonne retreat, staff spent the day with facilitator Fiona Hovenden from Collective Invention to create a vision teaching and learning for our school. We spent part of the day in grade level teams working on our Graduate Profile aligned with SFUSD's Vision 2025. The following is an excerpt from our report: A Graduate Profile (GP) is a set of knowledge, skills, and dispositions that the school experience helps students to cultivate. By the time students graduate from a particular year, or a particular school site they should have had learning experiences that helps each of them to develop in such a way that they achieve the graduate profile. In essence it is a promise that the school and district makes to students and families. To identify the GP for Argonne grade-level teams worked on the GP for each grade, using the categories of the overall SFUSD profile from the Vision 2025 work. The grade-level teams then split up with half staying where they were to host half the team from the lower grade, and half moving to visit the grade above. The visitors from the grade below presented their profile - what they are preparing students to know and be before ‘handing them over’. The group then returned to their grade-level teams to refine their work based on feedback from grade above. Teams posted their responses on the wall to create a wall-chart – recreated in the table above. * See attached report.</td>
<td>Argonne Elementary staff with guidance from the Instructional Leadership Team will continue our work on the graduate profile.</td>
<td>Argonne staff are highly motivated to continue this work as a staff community. With help from Fiona Hovenden, Argonne staff will learn about different decision-making processes and determine together which kinds of processes should be used in which circumstance.</td>
</tr>
</tbody>
</table>

Elementary Schools

What is your plan for promoting college and career readiness?

ARGONNE VISION/GRADUATE PROFILE 1. Schedule dates to continue the Vision/Graduate Profile work and include all staff. (Summer 2016) 2. Ensure that staff collectively commit to the work. 3. Monitor the shared commitment/agreements. ARGONNE SCHOOL WIDE ACTIVITIES THAT PROMOTE COLLEGE AND CAREER READINESS 1. Annual Hour of Code Week 2. Annual STEAM Career Day

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?
In 2016-2017, our instructional leadership team will meet monthly to plan professional development opportunities and grade level collaboration focus aligned with BSC needs. For the first time, team leaders will receive a $500 stipend for their leadership work. The instructional leadership team will create a professional development calendar that is differentiated based on the needs of new grade level teams. Our work with Fiona Hovenden will help staff create alignment with our goals (see graduate profile work). We anticipate using staff meeting time for alignment activities and grade level collaboration time to take a deep dive looking at student work and our teaching moves to increase proficiency.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)</th>
<th>(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. University of Argonne -grade level collaboration time</td>
<td>1. Contractual meeting times; Prop A; and PTO Funded Sub Release; two times a year.</td>
<td></td>
</tr>
<tr>
<td>2. RSP teacher and classroom teacher planning time</td>
<td>2. Contractual meeting times; Prop A; PTO Funded Sub Release; at least three times a year.</td>
<td></td>
</tr>
<tr>
<td>3. Principal classroom days 4. Lesson Study/Lab Study opportunities 5. SST planning - classrooms and individual students</td>
<td>3. One day per week dedicated to time spent in the classroom providing informal feedback/dialogue with teachers 4. Mentor teaching funds will release teachers for open lesson study professional development; Math fund to release teachers for lab study; (Spencer Project-SERP) 5. Principal and counselor will meet with teachers to plan for Class SSTs to plan for student support iin 9/2016 and 4/2017.</td>
<td></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 (RTI12) 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>Students with Disabilities/ Promotion of Inclusive Practices</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argonne Elementary currently offers a full-inclusion special education program.</td>
<td>* 7% of our total student population qualifies for special education support.</td>
<td>1. Argonne will continue to use the SAP/SST process to analyze Tier 1 supports and implement Tier 2 supports with fidelity prior to considering Tier 3 supports. School psychologist will be an active member of our SAP/SST team. 2. Argonne will continue to set high expectations for ALL students and promote growth mindset as a school wide culture.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Engagement/Attendance</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on 2015-2016 attendance data, 3.9% of our students are chronically absent. * African American 14.3% * Special Ed 8.1% * White 7.3% Based on 2014-2015 attendance data, 8% of our students are chronically absent. Based on data from 2/2016 MTSS school report, 3% of our students are chronically absent.</td>
<td>2016-2017 Update: *The rate of our students who are chronically absent will decrease to at most 2%. Spring 2016: *The rate of our students who are chronically absent will decrease to at most 6%.</td>
<td>1. Meet regularly with our attendance liaison to track attendance data. 2. Message to our community the importance of on-time, regular attendance at school. 3. Use the Wolf-Pack praise program to encourage on-time, regular attendance. 4. Implement a blue tardy pass system where students are required to have a blue tardy pass when they arrive after 8:30 am.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Climate</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on 2015-2016 suspension data, 0% of our student population was suspended. Based on 2014-2015 suspension data, 0.22% of our student population was suspended. Based on 2015-2016 SFUSD survey results, there is a discrepancy between how parents (96%)/staff (92%) and students (62%) perceive safety at school.</td>
<td>* Our suspension rate is typically 0%. * Argonne will analyze 15-16 student, staff, and parent satisfaction survey results to identify focus areas.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Argonne will continue to implement Behavioral RTI strategies (e.g., Intervention Matching Form, CICO, Behavior tracking, 5:1 feedback, Universal Screener). 2. Argonne will continue to implement Restorative Practices. 3. Argonne will again explore the possibility of implementing organized play during lunch recesses with funds from the Shared Schoolyard Grant. The garden educator will be outside at lunch recess every day M-R supporting students. 4. Argonne will continue to implement the Wolfpack Praise Recognition program where students are recognized weekly for demonstrating Safe, Respectful, and Responsible behaviors. 5. Argonne will expand the student council led Spirit Store. 6. Argonne will continue to implement the Second Step program school wide. 7. Argonne will seek ways to engage our student leaders (Student Council, YPlan, Safety Patrol). 8. Argonne will seek ways to increase mentoring (e.g., Reading Buddy Program, Specialists Mentoring) 9. Argonne's Safety Team will meet regularly throughout the year.

Parent-School Communities Ties

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

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

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

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

### Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argonne Elementary is fortunate to have an active parent community. We ask our community to complete an annual survey in preparation for our school’s January community meeting. We have tracked our data the past three years on the following prompt: Argonne demonstrates respect for cultural, ethnic, and social differences and makes families feel welcome. Results indicate the following: 2016 50.24% Strongly Agree 40.76% Agree Total 91% 2015 47.17% Strongly Agree 47.17% Agree Total 94.24% 2014 45.09% Strongly Agree 49.71% Agree Total 94.8%</td>
<td>95% of our families will strongly agree/agree that Argonne demonstrates respect for cultural, ethnic, and social differences and makes families feel welcome.</td>
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<td></td>
</tr>
<tr>
<td>1.</td>
<td>Help new families register at Argonne.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Assign a volunteer chair to head committee room parents to boost volunteerism in the school.</td>
<td></td>
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<tr>
<td>3.</td>
<td>Provide parent reading, math, and social/emotional workshops to help support students.</td>
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<tr>
<td>4.</td>
<td>Host monthly Special Education Parent Support group meetings.</td>
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<tr>
<td>5.</td>
<td>Host monthly Principal Tea Chats the Friday after the PTO meeting.</td>
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<tr>
<td>6.</td>
<td>Continue to host Grade Level Meet and Greet meetings in the summer/fall.</td>
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<tr>
<td>7.</td>
<td>Continue to host the Back to School Night/Resource Fair summer or fall?</td>
<td></td>
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<tr>
<td>8.</td>
<td>Partner with the Translation Services department to personally invite families and to increase attendance at our January Community Meeting.</td>
<td></td>
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<tr>
<td>9.</td>
<td>Hire a translation consultant to provide Chinese language support at school and during Parent Teacher Conferences.</td>
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<tr>
<td>10.</td>
<td>Host a Community Cultural Event – w/ passports; Spring Fair opportunity.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Continue Art in Action led by parent volunteers in the classrooms.</td>
<td></td>
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<tr>
<td>12.</td>
<td>Continue to provide support during experiential/outdoor education and field trips.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Continue to offer student engagement meetings.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Continue to offer safety committee meetings.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Continue to celebrate cultural traditions such as Lunar New Year, Russian Language program performances, and holiday presentations by parents.</td>
<td></td>
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<tr>
<td>16.</td>
<td>Continue to highlight after school enrichment and showcases.</td>
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<tr>
<td>17.</td>
<td>Analyze parent comment trends from our January parent survey in lead team/staff meeting.</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Parent education leaders will organize Cracking the Codes 2.5 hour session with World Trust.</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 = 1,700**
  - $522.00 - Instructional Supplies to support specially designed instruction
  - $1178.00 - Travel/Conference to support Wilson Reading System Implementation

  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 = 37,806**
  - How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?
  - $1,806.00 Instructional Supplies to support Tier 2 English language intervention
  - $25,419.00 Consultant Fees to support Tier 2 English Learners. Chinese translation of some instructional materials will support Chinese-to-English biliteracy transfer and increase EL family engagement in students’ academic studies (homework support, etc.).
  - $10,581.00 iPads and access to Imagine learning for our newcomer ELs

  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?
  - NA

  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?
  - NA

  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?
  - NA

  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?*

NA

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.**

NA

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

NA

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?*

NA

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?*

NA

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*

NA

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?*

NA

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?*

1. Teacher Actual Salary Grant – Class Size Reduction difference gain $12,234.00 (pending final budget allocation) (Teacher Salary Grant - Instructional Materials $14,000)
2. Professional Development – Release Days for Collaboration/Coplanning (University of Argonne; RSP Planning; Class SSTs; Assessment; Scheduling) $22,320.00 + $1920.00 = $24,240.00 (Teacher Salary Grant)
3. Literacy Teachers to support Tier 2 Interventions and planning team $101,969.62
4. Education Outside Consultant to support Next Generation Science Standards/Garden education implementation $17,500.00 (Teacher Salary Grant)
5. PE consultant (including summer) - $35,515.00
6. Tech consultant (half-time) - $46,330.00 (Teacher Salary Grant)
7. Opera Fee - $2485.00
8. Field Trips - $15,000.00
9. Art in Action $9,515.00 (Teacher Salary Grant)
10. 4th and 5th Grade Planners for 17/18 $550.00 (Teacher Salary Grant)
11. Summer Meet and Greet $1330.00
12. Grant for 18 stand-up desks 15/16

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></th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic Rt Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
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<td>Other:</td>
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</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

1. Behavioral RTI Support  2. SAP/SST/504 Coordination
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:

- 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) Argonne Community Meeting
- 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: 9/19/2016
- 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: 9/19/2016
Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., “Teacher/Co-Chair” or “Parent/Alternate”)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cami Okubo</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Naomi Bondy</td>
<td>2nd Grade Teacher</td>
<td></td>
</tr>
<tr>
<td>Lisa Franks</td>
<td>1st Grade Teacher</td>
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</tr>
<tr>
<td>Kathy Angus</td>
<td>5th Grade Teacher - Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Peter Marshutz</td>
<td>RSP Teacher</td>
<td></td>
</tr>
<tr>
<td>Judy Dere</td>
<td>Kindergarten Teacher</td>
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</tr>
<tr>
<td>Judy Huey</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Terrel Hutton</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Laura Patnode</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Sarah Varney</td>
<td>Parent - Co-Chair (shared)</td>
<td></td>
</tr>
<tr>
<td>Shari Wellington</td>
<td>Parent - Co-Chair (shared)</td>
<td></td>
</tr>
<tr>
<td>Sara Coffey</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Jennifer Partika</td>
<td>Classroom Teacher Alternate</td>
<td></td>
</tr>
<tr>
<td>Jennifer Parker</td>
<td>Staff Alternate</td>
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<tr>
<td>Oliver Dunlap</td>
<td>Parent Alternate</td>
<td></td>
</tr>
<tr>
<td>Wayne Wiggins</td>
<td>Parent Alternate</td>
<td></td>
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