## SCHOOL VISION & CONTEXT

---Francis Scott Key Elementary School Vision: Provide students a learning experience that is nurturing, compassionate, supportive and challenging. Equip students with appropriate 21st century skills. Growth Mindset and confidence by embracing creativity, communication, collaboration and critical thinking. ---Francis Scott Key Elementary School Mission: F.S. Key community will work together to set high expectations and strive for excellence through a student-centered approach by fostering a holistic, unified, diverse, collaborative and supportive learning environment. We will actively promote respect, acceptance and diversity among community members, build Healthy Minds and Bodies through learning activities and hands-on experiences. Staff will continue to receive high quality professional development and ensure rigorous curriculum and instruction. Students will develop the ability to be responsible, kind and respectful citizens and contribute to the positive values of our society. ---Who We Are: Opened in the 1930s, Francis Scott Key Elementary, a recently renovated Arc Deco building, is located in San Francisco’s Sunset District. Our school provides public education for over 550 students with a culturally diverse student population and staff reflecting the neighborhood demographics. In this vibrant and involved community, we nurture students as a whole child, thriving for emotional, physical and academic growth. Our teachers and staff promote individual strength, academic success, challenging and rigorous curriculum, inclusivity and social skills using a variety of instructional strategies to support all students. With the collaboration of our families and community, our students have access to extended programs in art, science, foreign languages and technology throughout each day in developing skills for the 21st century. ---Areas of Success or Strength: In the effort of implementing Common Core State Standards (CCSS), our Instructional Leadership Team and staff have identified high-leverage instructional strategies as daily components that compliment our comprehensive approach to balanced literacy. During 2014-2016 school years, staff received structured professional developments both on site and off site in the area of Reading Workshop and Writing Workshop, CCSS Math, ELD and RtI. With the support from a partner school, McCoppin Elementary School, our teachers had opportunities to observe best practices and develop ELA spirals. Staff is committed to the work and ready to make changes reflecting the curriculum shifts. FSK’s core value embraces inclusive practices and caring school community. All members of the community are encouraged to advocate and support our students with a strong sense of community and empathy to our differences. FSK has an active and supportive PTA that promotes opportunities for families to get involved and engages the community with activities and events directly serving the needs and interests of the school. Over the past few years, FSK PTA have sponsored many enrichment programs, supported instructional needs, and provided services to our families and community. As an early start school, we have close to 75% of the students attend after school programs. To ensure families equitable services and access to the after school program, FSK and ASLP re-designed the program to allow more students to be enrolled and to increase extended learning opportunities for students and ensures their continuous positive and rich experience. ---Areas of Challenges: -> Academic: As we are implementing Reading & Writing Workshop, as well as CCSS Math, professional development for staff has become a greater needs. During current school year, we had provided multiple opportunities trainings to all teachers including one day observation at McCoppin E.S. Staff has a better understanding of the workshop models, but need continuous support on curriculum development and lesson planning. The immediate challenges for staff are: lack of CPT during school year; coordination of schedules to accommodate all programs, e.g. PE, art and school-wide activities; work load demands time after hours; PD needs and limited available time; improvement of EL students’ performances; acceleration of overall performances; -> After School: Limited enrollment capacity, students activity monitoring and time restriction have been the challenges for after school programs. In order to increase the capacity, better monitor students attending different activities and give parents some flexibility, we have redesigned the ASLP for 2016-17. The collaboration of ASLP and FSK is important to the success of the program. The challenges for 2016-17 are to identify appropriate spaces for ASLP projected 400 hundred students; to design a coherent program that serves the students with extended learning opportunities and supports the school vision and mission; to find time and structure for joint PD with FSK staff —> Community: FSK has a caring school community and a strong partnership. The identified challenges are: students’ attendance and on time arrival; greater amount of parents’ authentic involvement, esp. EL parents; communication strategies and awareness of media access to information;
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 [link](https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016-18". This folder includes the following reports:

<table>
<thead>
<tr>
<th>Report Title (Description)</th>
<th>Contains data for the following Strategies in Action</th>
<th>Data in Report</th>
</tr>
</thead>
</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. WASC Ch.2</td>
<td>The Target and performance goals: • increase overall performance level from 63% proficient in ELA summative tests to 65% proficient • increase overall performance level from 67.6% proficient in Math summative tests to 70% proficient Students in grade 4 make at least 5%-10% gain in math and in grade 5 make at least 5% - 10% gain in both ELA and Math EL and SPED students make, at least, 7% gain and closing the gap with overall student population</td>
<td>Teachers will continue to use the SFUSD ELA PK-12 Core Curriculum’s Scope and Sequence with embedded Common Core State Standards (CCSS) (spirals) to guide instruction and continue the implementation of Comprehensive Approach to Literacy and CCSS math curriculum with fidelity. Professional development opportunities are put in place to allow teachers collaborating with colleagues and developing lessons following the spiral and curriculum map. Through grade level meetings and monthly PD, teachers will continue refining instructional contents and aligning instructional activities &amp; strategies to support curriculum. SAP and RtI teams continue working with teachers, students and families to identify areas of needs and develop, as well as monitor intervention strategies to support both teachers and students. Continue to improve Tier 1 support in classrooms and maintain clear communication with parents and CBOs to ensure high quality of teaching. Design classroom environment that is engaging, appropriate, accessible and effective for learning including but not limited to adequate class library, guided reading station, listening/technology center, and student work organizer. Create and embrace 21st century learning experiences via technology integrated instructions, online resources, digital literacy curriculum, team work and collaboration, extended learning opportunities and student presentations.</td>
</tr>
</tbody>
</table>

For grade 3 - 5: SBAC, SRI and IWA data 2015 SBAC results set the baseline data for the school. The overall data showed that FSK performed higher than district average in all subject areas and subgroups including EL, EDY and SPED. However, both EL and SPED groups scored much lower than school average which indicated significant needs for support. In ELA summative tests, 63% FSK students scored proficient or higher in ELA comparing to 50% of all elementary schools Grade 3-66% proficient Grade 4 - 55% proficient Grade 5 - 70% proficient – Comparing all grades, significant lower percentage of students in Grade 4 reached proficient levels. – % of EL, EDY and SPED students proficient in ELA: EL -24%, EDY - 52%, SPED - 20% EL and SPED students performed significantly lower than school average
School will continue utilizing assessment data. Based on the analysis of the results, what are the interventions required to ensure all students reach mastery? Continue the effort on Reading and Writing workshops to improve teaching and learning. The overall goal for students to meet the proficient level is to increase by 5%.

With the implementation of Writing Workshop, it is our goal that students will increase their writing skills to a higher level and become avid writers including EL students. Continue to implement writing workshop to develop students' writing skills throughout all grades. Share 3rd grade rubrics with K, 1 & 2 teachers. Connect writing to reading and teach writing workshop with fidelity. Analyze and calibrate students' work to identify teaching focus and needed support for EL, SPED and Focal students.

IWA - grade 3 only Data indicated that our students' writing scores are higher than district average, 2.8 vs 2.5. EL students had scored the same, 2.8.

For grade K - 2: F & P data All students in grade K, 1 and 2 make positive growth from BOY to EYO. At the end of the year: 88% grade K (vs 68% district level) met or exceeded benchmark 87% grade 1 (vs 67% district level) met or exceeded benchmark 83% grade 2 students (vs 79% district level) met or exceeded benchmark. For EL and SPED students, data showed lower % of students met or exceeded benchmark. 72% EL in K (vs 58% district level) 82% EL in Grade 1 (vs 63% district level) 82% EL in Grade 2 (vs 78% district level) 46% SPED in Grade 2 met or exceeded benchmark.

Data showed all K-2 students made positive growth in 2015.

School will continue utilizing assessment data to monitor learning. To ensure EL and SPED students receive adequate support and services, staff monitors ELD program and inclusive practices. Staff will further develop their skills using Reading and Writing Workshops with integrated contents that support all students. EL and SpEd students will receive additional strategies tailored to support their learning needs. Differentiated instructional activities will be designed to address multiple levels of learning that support both students who are below the proficient level and who are above the proficient level.

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

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>As data indicated, our Long-term EL students are not making the gains as expected. The re-classification rate is significantly lower.</td>
<td>The target for 2016-2017 is to meet the target set by state.</td>
<td>Redesign ELD instructional block to ensure instructional time PD on Integrated ELD and Designated ELD curriculum Incorporate language objectives in ELA instruction.</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, in both formative assessment measures and SQII?

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on variety of data, teachers identified 3-4 students in each class as focal students including EL students. Close monitoring and intervention strategies were incorporated in daily instruction. Improvement among these students were noted. However, further evaluation of the strategies are needed to determine the effectiveness of the intervention.</td>
<td>100% of the identified focal students make significant gain on their academic progress.</td>
<td>- Monitor assessment data and student work quality regularly - Student work analysis by Grade-level team and collaboration on instructional strategies Connect with family and CBOs to provide additional support - Tutoring services - Collaboration with after school program - Making connection with school-wide learning programs and activities to math concept - Utilize instructional tools and online resources to extend access - Online educational programs for additional support at home - Implementation of CCSS instruction - School-wide with Fidelity - Differentiated strategies in class - EL academic language development - Strategize intervention with grade-level team and SAP team.</td>
</tr>
</tbody>
</table>

**Mathematics Core Curriculum**

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

WASC Ch.2

Grades 3 – 5 SBAC Data 2015 SBAC results set the baseline data for the school. The overall data showed that FSK performed higher than district average in all subject areas and subgroups including EL, EDY and SPED. However, both EL and SPED groups scored much lower than school average which indicated significant needs for support. In Math summative tests, 68% FSK students scored proficient or higher in Math comparing to 50% of all elementary schools Grade 3-75% proficient Grade 4-70% proficient Grade 5 - 5% proficient – Comparing all grades, significant lower percentage of students in Grade 5 reached proficient levels. – % of EL, EDY and SPED students proficient in Math: EL -65%, EDY – 59.6%, SPED - 24% EDY and SPED group performed significantly lower than school average. Due to ELA EL data (24%) and the school’s emphasis on Academic Language EL, the EL group will continued to be closely monitored.

## Analysis of Results Mathematics-Intervention

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

| Target and performance goals: | Increase overall performance level from 68% proficient in Math summative tests to 70% proficient Students in grade 5 make at least 5%-10% gain in math. EDY and SPED students make, at least, 7% gain and closing the gap with overall student population |

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

WASC Ch.5

Teachers will use continue to use the SFUSD Math Core Curriculum to support students in developing conceptual understanding, procedural skill and fluency and opportunities to apply mathematical knowledge as outlined in the Common Core State Standards – Mathematics. Teachers will continue to support students in developing mathematical behaviors and mathematical identity through the emphasis on the Standards for Mathematical Practice as outlined in the Common Core State Standards – Mathematics. Teachers will continue to use the 3 SFUSD Signature Strategies as outlined in the Core Curriculum Units and the Math Teaching Tool Kit, particularly around Teachers will continue to use the Entry, Apprentice, Expert and Milestone Tasks as outlined in the SFUSD Math Core Curriculum to formatively assess student work and guide instruction, individually and through grade level collaboration. Teachers will continue to provide structured opportunities for students to develop mathematical understanding through academic discourse through regular partner work, small group work and whole class discussions with a focus on increasing student-to-student dialogue. Teachers will receive Math Professional Development with an emphasis on developing Academic Language (spoken and written).

## Academic Tier Two

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

### Analysis of Results for Mathematics-Intervention

Although our Long-term EL students are close to the district average, re-classification rate is significantly lower. As data indicated, our SPED students are not making the gains as expected.

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

The target for 2016-2017 is to meet the target set by state.

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

Redesign ELD instructional block to ensure instructional time PD on Integrated ELD and Designated ELD curriculum Incorporate language objectives in Math instruction Work with District Math Content Specialists, Math Teacher leaders and SAP team to determine interventions based on student need.

## Focal Group*

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

### Analysis of Results for Mathematics-Focal Group

Based on variety of data, teachers identified 3-4 students in each class as focal students including EL students. Close monitoring and intervention strategies were incorporated in daily instruction. Improvement among these students were noted. However, further evaluation of the strategies are needed to determine the effectiveness of the intervention.

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

100% of the identified focal students make significant gain on the their academic progress

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

- Monitor assessment data and student work quality regularly - Student work analysis by Grade-level team and collaboration on instructional strategies Connect with family and CBOs to provide additional support - Tutoring services - Collaboration with after school program - Making connection with school-wide learning programs and activities to math concepts -Utilize instructional tools and online resources to extend access - online educational programs for additional support at home - Implementation of CCSS instruction - school-wide with Fidelity - Differentiated strategies in class - EL academic language development - Strategize intervention with grade-level team and SAP team
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>Increase the number of students for reclassification Meet AMO goal</td>
<td>All content is taught by teachers with the appropriate EL certification based on state requirements. Teachers provide Designated English Language Development (ELD), Integrated ELD during content classes, and supplemental materials to provide ELs full access to the core curriculum. ● Teachers will use the tools and resources of SFUSD’s Core Curriculum that reflect CCSS shifts to create grade-level (collaborative) curriculum maps, units, and lesson plans that provide English Learners access to the Core Curriculum with the use of scaffolds, differentiated resources, and primary language supports. ● Regular PD time for teachers will be scheduled to collaborate on curriculum maps to ensure the integration of English Language Development. ● Administrators will ensure that all English Learner students at every site receive ELD instruction until reclassified as a fluent English proficient student. Special Education EL students must receive ELD, either through the site’s ELD structure, or provided by the Special Education teacher in addition to SPED services. Strategies in Action: Classrooms ● Teachers with English Learners use the CA ELD Standards in tandem with SFUSD’s Core Curriculum to support the linguistic and academic progress of English Learners (CDE 2014 ELA/ELD Framework.) Effective Integrated ELD instruction requires the use of intentional practices for English Learners and regular academic interactions and conversations as the key drivers to access and master core, grade-level academic content. ● Teachers use the following five best practices to support the development of academic language and disciplinary literacy for English Learners. Instructional practices value and build on students’ home languages, cultures, prior experiences and knowledge: • Teachers use technology integrated curriculum to expand and support everyday learning including online resources and programs/APPs from iPad, Chrombook, Laptop, etc..</td>
</tr>
</tbody>
</table>

FSK SAP team, ILT and ELD coordinator consistently analyzing EL students’ performance including CELDT, F&P, SRI, SBAC and teachers’ feedbacks. Reclassification is recommended as soon as students meet all criterias.

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>
</table>
| For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. |  | WASC Ch.2

WASC Ch.5

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.
Elementary Schools

What is your plan for promoting college and career readiness?

- Embed in everyday learning the knowledge, skills, and experience to navigate the "real world" and solve problems that arise in everyday life and in the workplace - Promote and expose students to a spectrum of industries and sectors and have experience working and implementing their learning in a variety of real-world settings through field trips, community events and extended learning such as Science Night, Maker Faire, Art-In-Action, Science Sacks, coding, technology literacy, etc. - Create and develop opportunities for students to learn and practice skills in communication, creativity, collaboration and critical thinking in a variety of formats through writing, speaking and multimedia—and be able to express themselves digitally, artistically, musically, or with their hands - Engage community in Global, Local and Digital Identity through navigating and engaging in a 21st century global society that is more inclusive and interconnected - Provide students extended learning opportunities in multiculturalism both during school day and in the after school program including offering language programs and International Passport Day activities - Promote and secure leadership opportunities among staff, students and community via ILT, committee work, student government, community event leadership roles and play active parts in collaborative work, inclusive practice, problem solving and decision making

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?

Based on data analysis and staff survey, FSK has identified areas of needs for further professional development. In 2015-2016, working with ILT, Principal Kasner developed a year-long PD calendar including monthly PD and weekly Grade-Level planning meeting for all grades. The contents of the PDs were selected based on staff needs and principal’s as well as district’s expectations of key curriculum implementations. Our site based PD focused on CCSS ELA and Math curriculum development and instruction, with the emphasis on Comprehensive Approach to Literacy using Reading and Writing Workshop models. With the support of FSK PTA, school purchased Unit of Study on Reading and Writing over the past two years. Regular trainings were scheduled throughout the year both during monthly PD time and grade-level planning time. Almost all teachers received additional 8 hours of training on the workshops. In addition, ELA and Math teacher leaders designed and structured PDs on curriculum mapping and lesson development. To continue the effort of implementing a school-wide behavior management system, Key-To-Success, and improving tier 1 level of support in class, RtI team lead several PDs on best classroom management strategies, and developed a tool for Academic RtI referral. For 2016-2017, we will continue our effort on implementing R & W Workshops. Staff has identified the areas of need for PD and instructional support. We will develop the calendar based on these needs. Meanwhile, staff recognized the need for structured Grade-Level Planning (CPT) to stay focused and bring high quality of work. Each Month, we will put in place one Faculty Meeting, one school-wide PD, 4 Grade-Leveled Meeting with each focus on ELA, Math, Student work/Data/Focal students Analysis, and Lesson planning/grade level activities. All PD documentations are shared via Google Drive that all teachers and after school staff have access to.

School-Wide Action Step(s)

How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)

Site budget were allocated to support the needs for staff development and curriculum support, as well as technology improvement for learning and instruction as indicated in our technology plan. Extended Services fund will be used for teacher PD extended hours, leadership stipends, peer observation release coverage, assessments, parent workshops and community engagement: WSF: $20,429 SCG-EL: $7,011 Fund for Technology/educational digital devices will allow school to do equipment maintenance and upgrades and support students’ 21st century learning and digital literacy skills and increase access to educational and online resources for EL, SPED and Focal students, as well as for all students to access the technology integrated learning. WSF: $14,774 SCG-EL: $6,000 SPED: $3,000
Expand time for grade level/departments to meet for collaborative learning and reflective practice. Build capacity of a team of teachers to effectively facilitate reflective practices during grade level/dept. meetings by attending week-long summer PD with SF-CESS. Plan and facilitate a year-long PD sequence around CCSS ELA and Math planning and instruction, RtI, ELD curriculum and instruction, Technology Integration, Teaching with rigor, NGSS, and best practices. Plan and facilitate an ILT retreat in August to draft a PD plan for the year. Engage the ILT to plan and implement a peer observation system in which teachers are released from their classrooms to observe and give feedback to each other around our school’s PD focus. Engage staff in PD on inclusive practices and PBIS. Plan and facilitate an ILT retreat in August to draft a PD plan for the year. Engage the ILT to plan and implement a peer observation system in which teachers are released from their classrooms to observe and give feedback to each other around our school’s PD focus. Engage staff in PD on inclusive practices and PBIS. Plan and facilitate an ILT retreat in August to draft a PD plan for the year. Engage the ILT to plan and implement a peer observation system in which teachers are released from their classrooms to observe and give feedback to each other around our school’s PD focus. Engage staff in PD on inclusive practices and PBIS.

Build capacity of a team of teachers to effectively facilitate reflective practices during grade level/dept. meetings by attending week-long summer PD with SF-CESS. Plan and facilitate a year-long PD sequence around CCSS ELA and Math planning and instruction, RtI, ELD curriculum and instruction, Technology Integration, Teaching with rigor, NGSS, and best practices. Plan and facilitate an ILT retreat in August to draft a PD plan for the year.

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>FSK embraces inclusive practice consistently across the grades. SPED team works closely with Gen Ed teachers. With the implementations of adapted and/or modified lessons, support including para support, RTI strategies, and SWD, all SPED students demonstrated positive growth in all academic areas and social/emotional development</td>
<td>Continue the collaboration of SPED and GEN Ed teachers to ensure the students achieving their IEP goals and meeting their needs.</td>
</tr>
<tr>
<td><strong>Student Engagement/Attendance</strong></td>
<td>Morning tardy has been a significant problem at school Chronicle Absenteeism has reflected that the Hispanic and White population have the highest absentees</td>
<td>reduce % of absentees significantly improve on-time arrivals</td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
<td>76 students referred to SAP for academic and social-emotional support</td>
<td></td>
</tr>
</tbody>
</table>

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

Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with [SFUSD’s Family Engagement Standards](https://www.sfusd.edu/curriculum-family-engagement-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>FSK appreciates and embraces the involvement of parents, community partners and after school program providers. School principal and teachers collaborate with PTA and SSC to design activities and programs that support the needs of FSK students and community. Community event calendar and meeting calendar reflect the collaboration and alignment of the school BSC strategies. To continue building a strong community and partnership, we will continue to evaluate our practices and the rate of authentic involvement of all parents.</td>
<td>To increase parents involvement of EL community. To develop strong connection of homeroom parents to PTA</td>
<td>-- Align school event calendar to support learning activities -- Align school event to support community partnership goals -- Offer every other month PTA meetings in the mornings along with Principal Coffee to increase parents’ participation -- Develop parent capacity by connecting ELAC and PTA meeting to allow more integration -- Design and offer relevant parent workshops to increase knowledge in the area of growth mindset, CCSS, parenting skills, nutrition, etc..</td>
</tr>
</tbody>
</table>
**SECTION IV: School Budget & Resource Priorities**

**Weighted Student Resources in WSF and Other LCFF-Funded Allocations**

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

### Special Education Weighted Student Formula (WSF-SpEd)

**Allocation = 4,000**

Fund will be used to purchases digital devices that meet the needs of Special Ed students and provide additional access to CCSS. Portion of the allocation will also fund specific instructional materials that SPED teachers need for modified instruction and instructional support. Special Ed teachers will join Gen Ed teachers to attend professional development opportunities throughout the year in the areas of CCSS implementation, technology integration, assessments, collaboration, team planning and lesson development specifically for SPED students.

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 = 56,159**

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

The fund will be used in the following areas: - To fund .20 FTE technology teacher and .225 FTE Elementary Advisor to provide access and instruction on technology literacy, to connect and support EL families. -To purchase a variety of instructional materials that will increase students' performance in CCSS, to allow differentiate instruction, to make instruction more accessible to EL students. - To purchase needed educational software and digital devices that will supplement and enhance instruction such as MyOn for online access to books, iPad/ChromeBook for small group instruction and practice, etc. - To pay for supplies and food for parent events, workshops and guest speakers on community building, parent education, curriculum implementation and Growth Mindset EL students will be able to develop, practice and improve not only their technical skills through the use of edu programs and equipment, but also language skills across the CCSS curriculum. FSK will continue to evaluate and update software and hardware that supports differentiated levels of instruction so that learning is accessible to all. Building EL students’ confidence in the use of technology tools will allow students to showcase their learning as well as demonstrate their mastery of learning content. Parent workshops and community events will encourage EL parents’ authentic involvement and empower El parents with knowledge of their children's education, while embracing cultural differences and risk taking.

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?**

n/a

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

### 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?**

n/a

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

### Targeted Instruction Improvement Grant (TIIBG) 07940

**Allocation = 0**

**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?**

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

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
## 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 = 0
31500

**How do you plan to use these funds?**

n/a

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

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

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

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

### Impact & Innovation Awards = 0

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

n/a

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

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

**How do you plan to use these funds?**

n/a

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

### Equity Grant = 0 (as applicable 16-17)

**Identify Sub-group & specific actions**

n/a

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

### QEIA Carryover = 0

**How do you plan to use these funds?**

n/a

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

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

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

<table>
<thead>
<tr>
<th>Select the Bryk Essential that most aligns to the use of these funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>🌟 Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)</td>
</tr>
<tr>
<td>🌟 Professional Capacity (LCAP Priorities: Basic)</td>
</tr>
<tr>
<td>🌟 Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)</td>
</tr>
<tr>
<td>🌟 Parent-School-Community Ties (LCAP Priorities: Parental Involvement)</td>
</tr>
</tbody>
</table>
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>Support Type</th>
<th>FTE or Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>.5</td>
</tr>
<tr>
<td>Wellness Coordinator</td>
<td>CHOW:</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
</tr>
<tr>
<td>Other</td>
<td>Other:</td>
</tr>
<tr>
<td>Academic Rtl Facilitator</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>Other</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

FSK has 565 students enrolled. Although we have a clear school wide expectations in place and teachers work consistently on social / emotional behavior development with students, we have a large group of students (76 up to now) referred to SAP for additional support and intervention. As a member of SAP team, our .5 Social Worker works with team members at a weekly basis to discuss intervention strategies to support individual students referred to the SAP process. The Social Worker leads 504 meetings and communicates with families on specific support for students. The Social Worker supports classes by leading restorative circles when there is a need and works with small groups of students by referral.
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) ILT |
| ✔ | The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan. |
| ✔ | This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. |
| ✔ | The school held two (2) community meetings prior to the completion of the school site plan. |
|   | 1. One meeting to gather input from the school community including all advisory committees. |
|   | 2. One meeting to present plan upon its completion before March 25, 2016. |
| ✔ | The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: |
| ✔ | For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program. |
| ✔ | Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments. |
| ✔ | Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| ✔ | This school plan was adopted by the SSC on: 3/24/2016 |
## School Site Council Roster and BSC/SPSA 2016-2017 Attestation

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa Washington</td>
<td>Parent, SSC Chairperson</td>
<td></td>
</tr>
<tr>
<td>Bella Cenzano-Fong</td>
<td>Parent, SSC Co-Chairperson</td>
<td></td>
</tr>
<tr>
<td>Liza Bonpin</td>
<td>Parent, SSC Secretary</td>
<td></td>
</tr>
<tr>
<td>Lillian Lim</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Eric May</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Stephanie Heller</td>
<td>Parent/Alternate</td>
<td></td>
</tr>
<tr>
<td>Karen Leong</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Cynthia Lam</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Suzanne Moore</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Emily Frankos</td>
<td>Staff (Paraprofessional)</td>
<td></td>
</tr>
<tr>
<td>Cara Cooper</td>
<td>Teacher/Alternate</td>
<td></td>
</tr>
<tr>
<td>Ying Mimi Kasner</td>
<td>Principal</td>
<td></td>
</tr>
</tbody>
</table>