2018-2020 Balanced Score Card:
A Two-Year Single Plan for Student Achievement

School	**Longfellow Elementary School**
Principal	Alicia Aleman

SCHOOL VISION & CONTEXT

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

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components: (**500 words maximum**)

- **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

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 2018-2020 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

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 **2018-2019** 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).

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* as well as for the Local Control Accountability Plan (LCAP).

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.

SECTION II: School Data Profile

Schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this (https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school **17-18 Results** folder look for the folder titled **"###_Mid-Year_Summary_2017-18"**. This folder includes the following reports:

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/aao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance MetricsK-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	■ Instructional Core: ELA, ELD and Math	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17Window 1 (Fall 2016)
F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	■ Instructional Core: ELA	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	■ Instructional Core: ELA, ELD and Math	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison)	■ Student-Centered Learning Climate	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
CA Dashboard Report (New California Accountability System, documentation/overview included)	■ Instructional Core: ELA, ELD and Math ■ Student-Centered Learning Climate ■ College and Career Readiness	The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K–12 schools and districts.
Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in 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: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10	■ College and Career Readiness	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
Illuminate Report Lists for Fall and Spring	■ Instructional Core: ELA, ELD and Math ■ Student-Centered Learning Climate	Direct links to summary and list reports at the student level to take a deeper dive into your results

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 groups.
- Refer to **Illuminate Report List** to link to student level data

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 2016-2019 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

__Define your Focal Group:__ For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):
Longfellow will continue to focus on English Language Learners, who are 50% of the student population, to ensure they have access to the core curriculum, academic success and social emotional well-being, in both formative and summative assessment measures. We will specifically focus on our Long term ELLs, who are 22% of the ELL population.

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
	At least 65% of our students will meet or exceed standing in English Language Arts formative and summative assessments (e.g. F&P		Schoolwide focus on K 5 consistent use of ELD supports and instructional tools during Designated ELD and Integrated ELD. Classroom teachers will lead guided reading groups with students, four to five times a week, and provide immediate feedback/instruction to students. During TCM (Teacher Collaboration Meetings), teacher will learn best practices for Interactive Read Aloud, and continue to build on capacity to conduct guided reading groups - K-5.

Based our Spring 17/18 Mid-year data, after F&P Cycle 2, and RI - window 2, our test results indicate the following: F&P English 51.9% of our students are proficient school-wide. 29.8% of K students are meeting benchmark 58% of 1st grade students are meeting benchmark 63.1% of 2nd grade students are meeting benchmark 59.3% of 3rd grade students are meeting benchmark 56.5% of 4th grade students are meeting benchmark 43.1% of 5th grade students are meeting benchmark F&P Spanish - Bilingual Pathway 47.4% of K students are meeting benchmark 42.9% of 1st grade students are meeting benchmark 66.7% of 2nd grade students are meeting benchmark 28.6% of 3rd grade students are meeting benchmark 66.7% of 4th grade students are meeting benchmark 28% of 5th grade students are meeting benchmark RI 29% of our 3-5th grade students met standards on the Reading Inventory. This was progress from the first assessment window, which we were at 18%. 3rd grade made growth from 28% to 33% 4th grade made growth from 9% to 27% 5th grade made growth from 12% to 21%	Classroom teachers K-5 will lead guided reading groups, minimum 4 times a week, and provide immediate feedback/instruction to students. Teachers will use SFUSD Comprehensive Approach to Literacy and Teacher's College Units of Study in Reader's Workshop and Writer's Workshop Grade level teams will continue to analyze and act upon lessons learned from student work samples. Grade level teams will complete/plan/update curriculum maps and unit plans aligned with the Reading Units of Study and Writing spirals. All units will be uploaded onto the shared drive. They are revised yearly. Classroom teachers will continue to assess student reading levels and monitor to make sure students are reading at their appropriate independent/instructional reading levels 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. Teachers will provide specific, individualized feedback on student work through conferring and guided reading

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

Analysis of Results for Language Arts-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?
Based on our mid-year data report from our ARTIFs, our reading intervention results indicate the following: 1st grade student support: 43% are ELs (10 out of 23). 57% are EOs (13 out of 23). ACCELERATED students: 57% of all students have accelerated growth (13 out of 23). 6 of the students with accelerated growth are ELs. 46% of accelerated students are ELs (6 out of 13) 54% of accelerated students are EOs (7 out of 13) AVERAGE students: 30% of all students have average growth (7 out of 23). 3 of the students with average growth are ELs. 43% of average progress students are ELs (3 out of 7) 57% of average progress students are EOs (4 out of 7) BELOW Average students: 13% of all students have below average growth (3 out 23). 1 of the students with below average growth is an EL. 33% of below average progress students are ELs (1 out of 3) (KOB) 67% of below average progress students are EOs (2 out of 3) (SCH & NW) Spanish Reading Intervention: ACCELERATED students: 33% of all students have accelerated growth (6 out of 18). AVERAGE students: 6% of all students have average growth (1 out of 18). BELOW Average students: 61% of all students have below average growth 11 out 18).	At least 20% of our English Learner will be re-designated based on ELPAC, F&P and SBAC data. Teachers will monitor the progress of our LTELLs, who make up 22% of our ELL population.	Reading Interventionists will use LLI kits to provide targeted support for students reading below grade level. A part-time ARTIF has been hired to support our upper grade English Learners. School wide class SSTs will be scheduled for September 2018 to help identify needs. A follow up school-wide class SSTs will be scheduled in March 2019, to support and align supports resources for 19-20. Our ARTIFs will be included in Teacher Collaboration Meetings to inform about best reading intervention practices that can be included in the classroom to support all learners.

MATHEMATICS CORE CURRICULUM

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

Longfellow will continue to focus on English Language Learners, who are % of the student population, to ensure they have access to the core curriculum, academic success and social emotional well-being, in both formative and summative assessment measures. We will specifically focus on our Long term ELLs, who are % of the ELL population.

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	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
K-2 Math Milestone Task demonstrates that our grade levels decreased during the Spring assessments. K - 75% to 68.5% 1st - 67.9% to 36.2% 2nd - 37.3% to 35.9% In our 3rd - 5th grade levels, there was a descrepancy between the Fall Math Milestone Task and the Math Benchmark. 3rd grade was proficient 61% in Math Milestone Task, compared to 28.9% in Benchmark Assessments. 4th grade was proficient 60.5% in Math Milestone Task, compared to 40.3%, in Math Benchmark Assessments. 5th grade was proficient, 51% in Math Milestone Task, and 27.3% in Math Benchmark Assessments.	At least 75% of our students will meet or exceed standards in mathematics formative and summative assessments.	Classroom teachers will continue to implement SFUSD's Math Curriculum. Classroom teachers will use strategies such as Math Talks, the Three Read Protocol, use of visual supports (sentence frames, anchor charts), use of manipulatives, and constructive conversations to support students' math comprehension	Classroom teachers will provide students with meaningful opportunities to engage in pairs/group conversations using talk moves, sentence frames, anchor charts. Teachers will monitor student understanding by closely monitoring partner/group work.

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

Analysis of Results for Mathematics-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
	At least 75% of our English Learners will meet or exceed standards in mathematics formative and summative assessments (i.e. Math Milestone Task, Math Benchmark Assessments,	Classroom teachers will incorporate math groups to support students' math growth. School-wide class SSTs will be scheduled in September 2018 to help identify needs. School-wide class SST follow-up will be scheduled for March 2019 to plan for student support and align resources for 19-20. RSP teacher will be included in Teacher Collaboration Meetings to inform best math intervention practices to support students challenged with math understanding.

SCIENCE CORE CURRICULUM

Access to the core curriculum for all students: Starting in the fall of 2018, all students should be learning the new Next Generation Science Standards through the implementation of the SFUSD Science Core Curriculum. What will you do to ensure that all students have access to and success in the core academic program? (Integrated ELD is embedded in core content instruction.)

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5
Longfellow is currently using the FOSS curriculum for instruction. We have some teachers piloting the new Amplify curriculum. Parent priorities surveys indicated the need to increase Science instruction.	We are waiting to get professional development from the district to guide classroom teachers and administrators, in the implementation of the new curriculum. We currently have two teachers piloting the curriculum.	Teachers will be able to collaborate and plan during Teacher Collaboration Meetings, once a month. Longfellow will seek support from the STEM department to get guidance. Teachers will participate in professional development throughout the school year.

ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

Reflecting on your school's data, including English Language Proficiency Assessments for California (ELPAC), formerly CELDT, what will you do to ensure that all students have access to and success in English Language Development (ELD) and become Reclassified Fluent English Proficient (RFEP).

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
	Increase the number of R-FEP students from. Decrease the number of Long Term ELs from 22% to 15%. On the ELPAC:	Add .5 ARTIF position to support Long Term ELLs in the upper grades Teacher will continue to use strategies to best support our English Learners. Talk Moves will be used during ELA/Designated ELD and in Math. Teachers will use the new "Wonders" curriculum to support our students during DELD.

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
Based on our 17-18 SEL student data, we need to work on growth mindset and self efficacy.	Health Advocates will continue to lead professional learning in two staff meetings during the school year, and are available to support staff.	We will integrate Trauma informed practices / professional learning. Continue to work on Restorative Practices - school wide implementation.

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
Longfellow values a balanced learning elementary learning experience. Our students participate in the following visual and performing arts programs: -SFUSD VAPA visual arts lessons - SFUSD VAPA dance lessons - SFUSD VAPA Instrumental lessons 4th/5th grades - SF Ballet lessons - 3rd grade - YANC - Dance - YANC - Ceramics	Continue to offer VAPA experiences for all of our students.	We will continue to advocate for high quality services for our students. Integrate arts into curriculum.

PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive 200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness,	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?

Schedules to ensure all students have access and required minutes are provided.	social emotional well being and over health?	
The Longfellow School Community supports a balanced approach to the elementary school experience. Physical education is equally important as academic, social/emotional, and enrichment learning for our students. This year our students participated in a Fun Run Day event.	Classroom teachers will continue to provide 100 minutes of physical education instruction a week. This includes 40 minutes of instruction with a certificated PE teacher. All K-5 students will participate in dance with the VAPA dance instructor and 3rd grade students will dance with the SF Ballet instructors.	Teachers will collaborate with PE teacher to learn about engaging activities teachers can use during PE.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

As you work through this section of the plan, engage in conversations with department chairs and faculty in subject areas other than Language Arts and mathematics.   What is your plan to ensure students have access and success in the academic program?

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

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

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

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

Elementary Schools

What is your plan for promoting college and career readiness?
For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?

Longfellow will continue to offer students coding and robotics hands-on instruction. We have a 0.8 Librarian who promote learning for 21st century skills. Our librarian provides student with lessons on researching information and navigating different text based resources.Students will also continue to participate in the Annual Hour of Coding Week. Each grade level now has a chrome cart they are able to use to integrate technology into their instruction. Each grade level has access to a Chrome Cart to use to integrate technology into lessons across content areas.

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?

The instructional leadership team will work with the principal to create the professional development calendar for 1819. Based on community meeting/survey feedback topics for professional learning may include the following: - Social Emotional Climate Topics - Trauma informed practices - Mindfulness - Positive Behavior Intervention and Supports - English Language Development Staff Meetings / Teacher Collaboration Meetings: - Using staff meeting time for alignment activities - Grade level collaboration time to take a deep dive looking at student work and our teaching moves to increase proficiency - Plan for school wide lesson study opportunities. - Literacy Coach will work with teachers to help facilitate the implementation of high quality literacy instruction. -Administrators will work with teachers to help facilitate the implementation of the new DELD resources "Wonders." - Conduct instructional rounds with ILT Team - Conduct PBIS rounds with PBIS Team

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)

- Teacher Collaboration Meetings are aligned with school-wide goals/problem of practice. - Lesson Study opportunities - SST planning - classrooms and individual students	Special enrichment classes will continue to be aligned to create teacher collaboration planning time, once a week for 80 minutes. During this time, teachers will have the opportunity to analyze student work, plan lessons and have opportunities for lesson studies. Create different PLC's that would interest teachers Substitute release time will be used to meet with teachers and conduct class-wide SSTs in the beginning of the year and another at the end of 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 school-wide (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
- **Social Emotional Learning**: interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy**: nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	Longfellow has an RSP program, as well as a K-2 SDC-Mild Moderate classroom and a 3-5 SDC-Mild Moderate classroom.	7% of our total student population qualifies for special education support. Our goal is to increase the proficiency of our students in ELA and Math.	Continue to use the CARE/SST process to analyze Tier 1 supports and implement Tier 2 supports with fidelity prior to considering Tier 3 supports. School psychologist and RSP Teacher will be active members of our CARE/SST team. Continue to set high expectations for ALL students and promote growth mind… as a school wide culture. Consider ways to improve process for teacher identification; document Tier 2 strategies provided by classroom teacher. Students with RSP services will receive support in the classroom to promote inclusive practices. Teachers will be provided with copies of the students' IEPs and routinely check in with the RSP in order to support student learning. Students will received modified instruction that will help them meet IEP goals and access the curriculum. IEP meetings will be held in a timely matter 504 Plan meetings will be held for students who require special accommodations, but do not have an IEP.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	A total of ___ foster youth are currently and Longfellow	Basis data tracks student discipline referrals focus group includes students who continue to receive discipline referrals	Implement school wide Trauma informed practices for 18-19.
Student Engagement/ Attendance	Based on our 17-18 mid year data, 11% of our students are considered chronically absent. % ELLs	The rate of our students who are chronically absent will decrease to 8%.	

			Meet regularly with our attendance liaison to track attendance data. Message to our community the importance of on-time, regular attendance at school. Add attendance expectations to kindergarten and new family letters/PBIS manual. Principal/teachers to personally call and/or address attendance issues during parent teacher conferences. Document chronic tardies/absences through the SST process.
School Culture/Climate	During the 2017-2018 school year our suspension rate was 1 %. A total of 5 students have been suspended for multiple aggressive acts.	A contract with an outside mental health agency (OTTP) will support some of our students, as well as provide trauma informed practices and support teachers with coaching. We would like to see a decrease in our suspension rate by .5%.	Integrate lessons with Growth Mindset and Self Efficacy. Student created goals / Reflection Student led parent conferences in Spring 2019 A contract with an outside mental health agency (OTTP) will support some of our students, as well as provide trauma informed practices and support teachers with coaching. Continue to work on PBIS strategies: - Teaching/Reaching Norms - Peace Corner - Buddy Classroom Staff will continue to develop understanding of Restorative Practices and implementing in classroom Teachers, Social Worker and Administration will work together to implement Tier 2 interventions with fidelity -Check in/Check out - Behavior Charts - Behavior contracts - Attendance incentives - and record and monitor how the strategies are working for individual students. Longfellow Student Store Green / Gold Tickets Spin to Win - Monday Morning Circle All Longfellow teachers and staff will participate in a book read - Zaretta Hammond's - Culturally Responsive Teaching & the Brain.
Social Culture/Climate	Pending SEL 18-19 survey data % of students (#)responded favorably % of staff (#) responded favorably % of family (#) responded favorably	SEL Survey Results will indicate increases in the area of self-efficacy and growth mindset, especially for our focal group students.	Use of the Panorama toolkit resources Focus on Growth Mindset and Self Efficacy Continue working on PBIS strategies Seek ways to engage our student leaders - Student Council Consider ways to engage parents in the school expectations Conduct a mid-year SEL survey to check progress
Wellness Policy	All students engage in physical activity at least 100 minutes per week with their teacher and PE teacher. Longfellow communicates and supports the SFUSD Wellness policy to families via welcome letters at the beginning of the school year, Back to School Night, and Principal chats - every Monday. A cooking class for our Spanish speaking families were implemented once a month in the evening to share and create healthy meals.	100% of our students and families will understand our Longfellow Wellness Policy.	Continue to provide active fun school wide activities, such as Fun Run Day, Get Fit Event with Kaiser Permanante Playworks will continue to provide Class Game Time for all of our students. Students along with classroom teachers will learn engaging activities that can be used for PE.

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

Family Partnerships: *The child's first and most influential teacher is the family.*
Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
☐ Supporting Strong Relationships/Facilitating Two-Way Conversation ☐ Linked to student learning ☐ Valuing diversity/speaking up for every student ☑ Sharing power & decision making ☑ Connecting families to community resources	☐ African American families ☑ Families of English Learners ☐ SPED ☐ Foster Youth ☐ Homeless ☐ Other:

What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:

Teachers will actively communicate with partners in person, via phone and via Class Dojo to update the progress of students. Parents will be invited to participate in the classroom to assist with small group instruction. Parent leaders will actively engage other parents to attend weekly principal chats, PTA meetings, SSC meetings and ELAC meetings. Longfellow is currently working with Mission Graduates and Jamestown Community Center to provide parent leadership skill building workshops, ESL classes and explain data and budget information.

How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance

We will measure impact by using the culture and climate surveys.

Community Partnerships

What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?

☑ Academic Support ☑ Behavioral Health & Wellness ☑ College & Career ☑ Expanded Learning/After-School ☑ Physical Activity/Recreation ☐ School to CTE	☑ Restorative Practices, Violence Prevention, etc. ☐ VAPA or Literary Arts ☐ Youth Leadership/Youth Development ☑ Parent/Family Support or Partnership ☐ Other:

List 1-3 current or potential community partner(s) who are address these needs.

Jamestown Community Center, Mission Graduates, and CREW (Coding, Robotics, Engineer and Woodwork).

What are your specific goals or objectives for these partnership?

Longfellow will continue to include our Jamestown after school personnel in our BSI meetings, in the beginning of the school year, as well as during our staff meetings to be in alignment across the school day. Mission Graduates will continue to support our parent activities and will continue to encourage parents to take leadership in community groups. They will assist our ELAC leadership group in planning ELAC meetings and workshops. The parent leaders will have the opportunity to work alongside other parent leaders from various schools.

What actions will you take to deepen your school's partnership with community organizations?

The principal will conduct monthly meetings with both organizations to plan/reflect on activities/workshops planned for our families.

How will you measure the impact? (Quantitative and/or qualitative data)

Longfellow will measure impact through feedback from surveys.

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 = $3,650

This amount will be used for the following: Instructional Materials to support Tier 3 intervention, sensory supports, and positive behavior supports.

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 = $116,886

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

A total of .5025 FTE will be for our Bilingual ARTIF 's (.47 for our K-2 Bilingual ARTIF, .3125 - new ARTIF position to support our upper grade students). A total of .5 - Community Liaison - who supports our families and provides a range of workshops,

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 = $31,000

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

A total of .29 FTE will be budgeted to cover cost for two different Bilingual ARTIF positions (.11 for one and .18 for another).

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 = $138,000

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

The following positions will be covered under this fund: .5 Bilingual ARTIF, .6875 ARTIF, .14 Bilingual ARTIF)

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)*

CATEGORIAL 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 = $114,906   (31500)

How do you plan to use these funds?

These funds will cover the following: 1.0 Literacy Coach, and $10,954.00 - for Consultant Fees. Longfellow will continue to partner with Mission Graduates. Mission Graduates will provide - Parent Leadership Development. They will work closely with our English Learners families. They will work with our ELAC parent leaders and meet once a week ti receive practical hands-on training that will help elevate their level of leadership and autonomy within the ELAC and the school in general. Parents will also be able to participate in ESL classes, 1 hour per week on site. Part of the total cost is also funded through WSF.

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

1% Title I Parent Set Aside = $1,149
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**.

These funds will be used to partially cover the consultant fee for Mission Graduates. Mission Graduates has worked with our parents to built their leadership capacity and participate in committees where important decisions are made in how funds are spent.

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 3/20/2018

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 = $0   *(For Middle Schools and PK-8 Schools as applicable)*

How do you plan to use these funds?

N/A

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

Equity Grant = $0

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)*

Other (PTA, external sources, School Quality Pairing/CoP work) = $17,500

How do you plan to use these funds to support your school-wide actions? (**Limit: 250 words**)

PTA will pay half of the cost of Playworks, $17,500.00.

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

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
	1.0		
Wellness Coordinator:	**CHOW:**	**Elementary Advisor:**	**T10:**
IRF:	**Literacy Coach:**	**Academic Rtl Facilitator:**	**Hard To Staff:**
Other:	**Other:**	**Other:**	**Other:**
.8	AP 1.0		

Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students.

SECTION V: Recommendations and Assurances

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

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

☑	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
☑	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
☑	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	☑ English Learner Advisory Committee (ELAC)
	☑ Community Advisory Committee for Special Education Programs
	☐ Other *(list)*
☑	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
☑	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
☑	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before **March 23, 2018**.
☑	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: **9/26/2018**
☑	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: **9/26/2018**

School Site Council Roster and BSC/SPSA 2018-2020 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")

School Site Council Learning Module - SSC Parity

SFUSD Website, School Site Council Page

Name	Role	Signature
Michelle Jung	Teacher/Co-Chair	
Daisy Lopez	Teacher	
Chandra Ray	Other Staff (Alternate)	
Leah Rossman	Teacher	
Sara Rocha	Parent	
Addy Williams	Parent	
Luz Maria Avalos	Parent	
Carmen Lara	Parent	
Alicia Aleman	Principal	
Martha Maes	Other staff	