Jeps copy

SFUSD SAN FRANCISCO PUBLIC SCHOOLS

2014-2016 Balanced Score Card
Mid-Plan Review & Addendum

Last year, SFUSD launched a two-year Balanced Score Card, encouraging sites to think about the actions and strategies that would support achieving its goals over the course of the 2014-15 and 2015-16 school years. *A new class of students, new assessment data, new resources, and in some cases, new members of your staff mean that now, at the mid-point of this plan, some of these actions and strategies will change.* For this year's Balanced Score Card and school planning process, we ask that you review your data and use it to determine adjustments to your plan and that you complete a new budget for the 2015-16 school year. All of this information should be articulated below, in the 14-16 Balanced Score Card Addendum.

This addendum provides space to:

1. Re-articulate your vision for access, achievement and equity at your school site
2. Reflect on your data, draw new trends, patterns and analyses
3. Use these new trends, patterns and analyses to determine where you might need to change your actions and strategies
4. Plan your budget for restricted funding sources for the 2015-16 school year

School	**Lilienthal, Claire K-8**
Principal	**William R. Hack**

KEY REQUIREMENTS 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 School Site Folder found on the School Balanced Score Card page by **March 27, 2015**.

Balanced Score Card/ Single Plan for School Achievement

✕	Complete 2014-2016 BSC Mid-Plan Review & Addendum in SharePoint and, as necessary, update in Fall 2015 in alignment with the release of any additional data and final budget allocations.

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 Mid-Plan Review & Addendum 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. **Note**: These should have already been uploaded to the School Site Folder on SharePoint. If any changes have been made then the revised version needs to be uploaded, replacing the old version.
☑	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 Mid-Plan Review & Addendum. **Note**: For Title I schools SSC agendas should reflect school's decision regarding School Wide Program (SWP) status.

Budget

☑	Articulation of allocation, activities and strategies of both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations.
☐	Quality Education Investment Act (QEIA) Schools – For Fall 2015, all 2014-15 QEIA carryover funds are accounted for in the BSC.

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. These do not need to be uploaded again unless changes have been made to the existing PIP.

SECTION I: SCHOOL VISION AND EXECUTIVE SUMMARY

Please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components:

- **Who are you**: What are three to five facts about your school? What is essential to know about your students, staff, and community?

- **Areas of success or strengths**: What are your school's top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?

- **Areas of challenge**: What are your school's top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?

- **Key strategies**: What are the main two or three strategies driving work across your entire school and/or within a large component of your school? *(For instance, if someone were to ask any teacher at the school, "what is the school mainly working on right now," what would he/she say?)*

Claire Lilienthal K-8 School is committed to working together as a community. Students, families, and staff, work in partnership toward the goal of impacting learning and impacting lives, as we continue to improve the instructional program. Lilienthal offers a comprehensive curriculum based on the Common Core State Standards. We believe our continued success is due to high expectations for all of our students and our fully inclusive practices. We are also committed to Claire Lilienthal's tradition of providing equal access to a high quality education for students from every neighborhood and every cultural background. In addition to our General Education classes, we also offer Korean - English Dual Language Immersion and Special Education Inclusionve which have become models for the school district. Every child can learn.

SECTION II: SCHOOL-WIDE ANALYSIS

Using available quantitative and qualitative data, identify two to three data patterns or trends and offer your analysis of this data.

1. Challenging Curriculum & Engaging Instruction

STUDENT ACHIEVEMENT AND GROWTH

Data Patterns/ Trends	Analysis of Results
Lilienthal students met all schoolwide growth targets including all subgroups. Schoolwide 904 API increased to 921: AFrican American Students 721-732. English Language Learners from 886 to 912. Socioeconomically Disadvantaged from 810-846. CST English Language Arts by Grade Level averaged 86.4% Schoolwide, with all grade levels showing an increase from 2012, with the exception of 5th grade which showed a very slight decrease (2%). CST Math Schoolwide increased 3%, with all grade levels showing an increase from 2012 except 2nd grade with a 3.7% decrease and 6th grade a 3.3% decrease. 8th grade Algebra Proficiency increased 12.2% from 54% to 64%.	Grade Level teams used CLAs with 100% teacher and student participation in both ELA and MAth for the third year in a row, and used CLA results to guide planning and instruction. Teachers and students in Kindergarten through Second Grade had 100% participation in the Fountas and Pinell Assessment. F & P scores were closely analyzed in grade level teams. F & P results inform instruction in and out of the classroom, and students enter, are assessed for improvement, and exit the Early Literacy Program based on F & P. Teacher plan from the Common Core Math and the Common Core ELA based on CLA scores, and use the many resources on site, such as Treasures Reading, to emphasize and extend teaching and learning opportunities in the areas where students trended lower on CLAs and spent less time on areas where students trended higher on CLAs. Staff participated in a series of Professional Development sessions specific to CCSS Math and CCSS ELA Implementation that included teacher leader teams, on site and central PD, modeling and practicing Math Talks and CCSS MAth tasks, and many on site and off site PD trainings in Integrating Technology during the Instructional Day. On site PD offered to teachers in the area of integrating technology include Nearpod.com, Learning.com, iPad and Macbook Basic training, on site Amplify and Synergy Training, equipment operation, and more.

Korean Immersion Program students are between 80-90% proficient in ELA at all grade levels.	While KIP students are overall high achieving in ELA and Math, Korean Language proficiency needs regular assessment, as observation indicates that in the middle school Korean Language Proficiency declines. The school offered for the second year, a Korean Language class for all Middle School KIP students during the Elective period. The school offered for the first time in the history of the program, 6th and 7th grade Math Content classes taught in Korean, as per DLI model of instruction. Lilienthal's own teachers have provided the written translation for the Common Core State Standards in Math. - Next year Lilienthal will adopt a new 8th grade Korean Language Assessment: Vocabulary and Grammar, Reading Comprehension, Listening, and Writing - Lilienthal will partner with Multi Lingual Programs to adopt a new Korean Language Proficiency Assessment to be used as quarterly benchmarks for each grade level throughout the school year.

CLOSING THE ACHIEVEMENT GAP
Significant Student Group refers to any group with 20 or more members at your site.

Significant Student Group	Data Patterns/ Trends	Analysis Results
African American	CLA Math School LEvel trends have been flat, but in the past two years have made steady gains, however the proficiency rate is still lower than the other subgroups.	In the 2014-15 school year, Lilienthal renewed and reinvigorated the signature practice of devising team created Focused Action Plans (FAP) for students in this targeted subgroup. Classroom SSTs were also initiated this year, with each classroom SST completing one FAP for at least one student in the class, which include frequent CLA and other data analysis, parent involvement, and specific interventions particular to that child. These are students who do not have IEPs.

Special Education	All Special Educaiton students in grades 2 through 8 had a proficiency rate of between 80% and 90% proficiency rate in ELA with an overall increase. All Special Educaiton students in grades 2 through 8 had a proficiency rate of between 81% and 88.9% in Math, with an overall increase from 82.2% to 83.9%.	72% Students with Disabilities had an overall API increase from 752 to 822. Students with disabilities are taught in the General Education classroom alongside their GE peers almost 100% of the time, unless they are pulled out for Specialized services such as Speech or Occupational Therapy. Staff professional development focused on smarter use of paraprofessionals, less paraprofessional 1:1 time and more small group and whole class support at the direction of the General Education Classroom Teacher, and a Middle SChool Study Skills class during the Elective period where students with IEPs are retaught and receive extra practice with what was taught earlier in the school day. All Special Education students are taught a modified or accommodated version of what the GE students are being taught, as opposed to the historical practice of pulling Sp Ed students to a Resource Room for a separate instructional program.
All	AA, long term ELs, and Focal Students are particularly challenged in Math	CCSS Math includes Four MAth Tasks per unit that have multiple entry points, low floor and a high ceiling, and opportunities for s students to show understanding through multiple representations. - Three Read Protocol to help students undertand the language demands of math tasks, develop academic language and disciplinary literacy. - Math Talks to improve mental math capabilities and expose students to diverse thinking strategies.
Kindergarten through Second Grade	Fountas and Pinnell Scores indicate particular students in the Early Literacy Program make steady gains.	Increase Early Literacy Specialist to .8 Added time will be used for more direct service to students.

2. Student-Centered Learning Climate

STUDENT ENGAGEMENT AND SCHOOL CLIMATE

Data Patterns/ Trends	Analysis of Results
See existing plan	Truancy, especially in the lower graders, and in particular tardies in excess of 30 minutes, has increased somewhat, although the exact percentage has not yet been made available. From K-8, the notification of families by mail has been more thorough, with an increase in inviting families in for a truancy conference as opposed to just receiving the truancy letters. Truancy letters to families who have only 3 unexcused absences are usually suppressed by the school Principal, replacing the notification with a friendly phone call from the school to inquire about the absences and discuss how the school can support the families with getting their children to school on time, and remembering to call the school when their child is sick.

3. College & Career Readiness

Data Patterns/ Trends	Analysis of Results
According to the Student Satisfaction Surveys and the Parent Satisfaction Surveys, the school does not provide service learning projects but there has been an increase in the % of students who indicate their teachers prepared them for a college and a career.	While many middle school students do some community service on their own, such as volunteering at the Food Bank, the school has not historically sponsored any larger partnered service learning projects for middle school. So this year, Lilienthal adopted a partnership with Generation Citizen, which will provide a semester long service learning project through the Social Studies classes. 8th grade students also created their own documentaries on subjects of interest, such as homelessness, gentrification, conflict in the Middle East, Gay Rights, and others, for submission to CSPAN.

4. Parent-School-Community Ties

FAMILY ENGAGEMENT
How do the data patterns and trends that inform your family engagement strategies and priorities connect to [one of] your school's instructional, culture/climate, OR social emotional learning goals?

Data Patterns/ Trends	Analysis of Results	Connection to School Goals (instructional, culture/climate, OR social emotional learning)
See current plan	See current plan	See current plan. In addition, enormous gains were made during the 2014-15 in the area of Technology and Integrating Technology and at a very rapid pace. Principal's Innovation Fund (Salesforce) and PTA Fundraising resulted in this PArent-School-Community Number #1 goal being completely realized. Training opportunities for teachers have been numerous, and every classroom K-8 has a base package of equipment, and students K-8 have 1:1 computers, 1:1 laptops, and in the uppergrades 1:1 Chromebooks and 1:1 iPads. - SSC Members will improve family engagement through expansion of the school web site, which will include student work, video presentations, student group projects, and other video presentations.

SECTION III: CHANGES TO BALANCED SCORE CARD/ SCHOOL PLAN

Given the trends, pattern and analysis completed above and a review of your currently articulated Balanced Scorecard strategies and actions, what updates, if any, need to be made to your 2014-2016 Action Plan? Please note the changes in the tables below. *If no changes are needed, simply write "Continue with existing action steps".*

1. Challenging Curriculum and Engaging Instruction (Includes Tier 1 and Differentiated Access)

Plan Component	Updates/Revisions
Language Arts	- All 3rd and 6th grade students will participate in the district-wide Integrated Writing Assessment (IWA). Two teachers from CL will score IWAs from all schools. One 3rd and one MS ELA teacher will lead the 3rd and MS IWA Team, including alignment to the rubric. - New for CL in 2015-15 is a structure for an ongoing PD for all teachers at CL. As professionals, teachers must remain current with standards of practice and learn new techniques to improve their expertise. This program will provide 1) 3 Release days per academic year for all teachers all grade levels. 2) Obligate all teachers to participate with their grade level partners 3) Give teachers the flexibility to choose their grade level focus, but for ELA must include specific consideration on methods of teaching, completed Curriculum Mapping, and an assessment calendar 4) School administration will plan for and set aside time for K-8 Faculty Meetings specific to the sharing of this completed work. Pre and post surveys for teachers will help determine the benefits of the release days - All K-2 teachers will use Fountas & Pinnell Benchmark Assessment System as the universal screening assessment for K-2. Grades 3 through 8 will use the Scholastic Reading Inventory as baseline reading assessment instead of the F & P.

Mathematics	-All CCSS Entry Tasks, Math Talks, Apprentice Tasks, and Milestone Tasks, and assignments, will be translated into Korean, grades K through 8, by Lilienthal Korean Immersion Program teachers, and also through a new partnership with university students at the Seoul National University of Education.- Following a successful use of CCSS Math in all grades, for the 2015-2016 School Year, teachers will design their lessons to make clear the target mathematics using student discourse and student work as described in the Math Teaching Toolkit (5 practices for Orchestrating Productive Mathematics Discussions)- Following a successful year of teacher leader peer modeling and classroom implementation of the Math Tasks in each unit as formative assessment, for 2015-2015 School Year, teachers will look for opportunities to shift to a practice of reengagement from a practice of re-teaching. Re-Engagement means examining the task from a different perspective rather than doing the same task over, or critiquing approaches and making connections rather than adding more practice of learned procedures.- In addition to Tier 1 instruction, students who demonstrate gaps in their mathematical understanding will be provided with short-term, intensive instruction grounded in the Core Curriculum that promotes the development of mathematical understanding individually or in pairs through a coordinated effort between: 1) the classroom teacher and a resource teacher using a push in model 2) the classroom teacher and an after school program 3) any other efforts coordinated by the Student Assistance Program (SAP) - For the 2015-16 school year, CL SSC has developed a structure for ongoing PD for all teachers at CL. As professionals, teachers must remain current with standards of practice and learn new techniques to improve their expertise. The pilot includes 1) 3 release days per academic year for all teachers all grade levels, and includes ELA CCSS Curriculum Mapping and other deliverables 2) Obligate all teachers to participate with their grade level partners 3) Give teachers the flexibility to choose their grade level focus, but must require CCSS Math Entry task, Milestone Task, and Math Talks practice and planning, a year long assessment calendar, and an articulate homework plan 4) Grade Level Teams will document their work for colleagues and administration and present at set aside K-8 CCSS Faculty Meetings

Additional Supports for English Learners	-Teachers will use the Proficiency Level Descriptors (PLDs) for each relevant standard that describe the student knowledge, skills, and abilities across a continuum, identifying what ELs know and cal do at early stages and at exit from each of the three proficiency levels: Emerging, Expanding, and Bridging. -Early Literacy Specialist will program EL's by F & P Level into the Early Literacy Program in the primary grades. All primary grade students will be regularly assessed with Fountas and Pinnell. - Primary grade Classroom teachers will program EL's into designated groups for ELD time by CELDT level. One teacher at each grade level will lead this class 30 minutes per day. (Since almost 100% of CL ELs are Fluent English Proficient by 4th grade, upper grade Elementary Teachers will not group, but will provide a differentiated Language Arts and EL Support if they have one EL in their class). -During Designated ELD instruction, new CA ELD Standards will be the focal standards as they build into and from content instruction for full access to the CCSS. -Focused language instruction during Designated ELD is driven by expected learning outcomes from the ELA and Math Core. -ELD assessment will be adopted.

2. Student-Centered Learning Climate

Plan Component	Updates/Revisions
Student-Centered Learning Climate	Continue with existing action steps. - Add Restorative Practices training for Noontime Monitors and Classified Staff. - Add a Librarian sponsored weekly class session for K-5 GATE students with a focus on integrating technology and interest based project learning. - Address the concern of most stakeholders about extending the school day by 1) continuing and adding more after school learning opportunities such as Engineering for Kids 2) Introduce after school Spanish class at Scott Campus and continue at Madison Campus 3) Madison Campus to partner with Kuk Sol Won and the Korean Center to provide martial arts classes and Korean Language classes after school 4) expand the role of the ExCel teacher liaison to provide better communication between classroom teachers and CLLA counselors, especially for Focal Students and Students with SSTs 5) expand Early Math Intervention program to third grade, and provide extended hour pay to the teachers who provide it
Reducing Significant Disproportionality	Continue with existing action steps

3. College & Career Readiness

Plan Component	Updates/Revisions

College and Career Readiness	Continue with existing action steps Add a new partnership in the Middle School with Generation Citizen, a Semester Long Community Service and Service Learning Project

4. Parent-School-Community Ties

Plan Component	Updates/Revisions
Implementation of the Family Engagement Standards	Continue with existing action steps
Deepening a Community Schools Approach	Continue with existing action steps Add a new goal for the School Site Council to create and implement a new communication plan, that integrates technology, the school web site, student work, student digital portfolios, videos, and more frequent news articles to communicate to the families what students are learning and what school wide initiatives are in progress.

SECTION IV: MID-PLAN CHANGES TO SCHOOL BUDGET AND RESOURCE PRIORITIES

Using your updated data analysis and changes to your school plan, please outline how you will prioritize your site's resources dedicated for specific student groups the coming school year. As a reference, the Site Based Budget Guide can be found here: http://www.sfusd.edu/15-16-sbb-guide

WSF funds are part of your school site budget and funds the core program. Recognize that there are additional weights in WSF for the purpose of providing specific core services for English Learners and Low Income students. This should be reflected in the budgets submitted on FileMaker Pro.

Site-Based Resources

Funds Designated to Support English Learners

LCFF Supplemental Concentration for English Learners (SCG-EL)	30,800	1) $13,814 for Early Literacy Specialist 2) $13,388 for CELDT and Redesigation Coordinator and Family Outreach for EL's, and to assist in upper grades with long term EL's curriculum differentiation and classwork accommodations 3) $3347 for A-03 Para to assist in upper grades with long term EL's curriculum differentiation and classwork accommodations 4) $251 toward content based materials that are specific for EL's

Funds Designated to Support Students Identifying as Low-Income

LCFF Supplemental Concentration for Students Identifying as Low-Income (SCG-LI)	0	

Funds Designated to Support Students with Disabilities

WSF-Special Education	4,100	Basic Supplies for Special Education Teachers

Funds Designated to Support Special Populations, including English Learners, Students Identifying as Low-Income and Foster Youth

LCFF Concentration Allocation	0	
Title I	0	
Title I 1% for Parent Involvement	0	
Targeted Instructional Improvement Block Grant (TIIBG)	0	
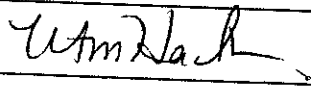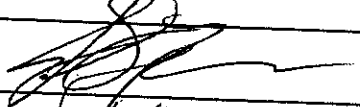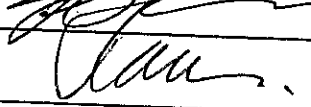
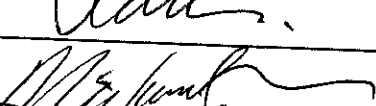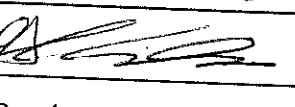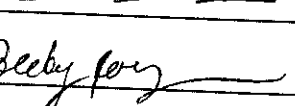**Funds Designated for Class-Size Reduction**

QEIA	0	

Other Funds

Other	110,000	1) PTA - $85,000 Curriculum and Technology Integration Specialist for all students and teachers, K through 8 2) PTA - $27,000 - ($54,000 over two years) Release time and professional development for Grade Level Teacher Teams Common Core State Standards in Math and Common Core State STandards in English Language Arts. (See ELA and Math section above for detailed plan) 3) For 2015-16, the SSC and PTA will work together to determine a level of Playworks, and will investigate funding and implementing this new partnership

Centrally Managed Services & Support

Service/ Support	High leverage strategies this service or support will accomplish
.5 Assistant Principal 1.0 LSP/Social Worker .8 VAPA .8 Librarian .6 K-5 P.E.	See Job Descriptions

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 recommends this school plan and its related expenditures to the district governing board for approval, and assures 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.

        ☐ School Advisory Committee (SAC) for State Compensatory Education Programs
        ☑ English Learner Advisory Committee (ELAC)
        ☐ Community Advisory Committee for Special Education Programs
        ☐ Gifted and Talented Education (GATE) Program Advisory Committee
        ☐ Other:

	☑	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. ■ One meeting to gather input from the school community including all advisory committees before **March 27, 2015**. ■ One meeting to present plan upon its completion before **October 1, 2015**.
	☑	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 3/10/2015
		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: 3/10/2015

School Site Council Roster and BSC/SPSA 2015-2016 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")

Name	Role	Signature
William Hack	Principal	*(signature)*
Joy Andrews	Parent	
Joe Murray	Parent	*(signature)*
Jonathan Lee	Parent	*(signature)*
Mike Pyon	Parent, ELAC	*(signature)*
Patty Harmon	Assistant Principal, ELAC	*(signature)*
Carlene Lim	Teacher	*(signature)*
Gloria Carrillo	Teacher	*(signature)*
Becky Rogers	Alternate Teacher	*(signature)*
Ramiro Lule	Community Member - ExCel	