



Balanced Scorecard

PRESIDIO (INFANT, PRE-K & SA)

2001-2004

In 2001 Susan Lyon, Executive Director of the Innovative Teacher Project and Sandy Osborne, Site Manager of the Presidio CDC created the Presidio Reggio Pilot Project. This pilot project was created under the umbrella of The Innovative Teacher Project in order to support ongoing professional development in an urban child development setting where resources were limited. The pilot project was organized to focus on the teachers' professional development in the study and research of the Reggio Emilia approach to early childhood education. (see attached document: Key Principles From Reggio Emilia, Italy). Readings and discussions focused on the concepts of observing, listening, collaborating and documenting children's learning processes. Two-hour weekly team meetings were established for dialogue and exchange among the teaching staff. Through the Innovative Teacher Project a network of professional development initiatives gave the Presidio CDC teaching staff access to opportunities, such as roundtables, seminar, conferences and visits to other Reggio Emilia inspired school throughout the country. In addition Amelia Gambetti, Reggio Children International Exchange Coordinator and Liaison for Consultancy in Schools visited the Presidio CDC at least once a year. As the teaching staff participated in these professional development initiatives, they were asked to share with other staff during evening meetings. This gave the teaching staff an opportunity to organize their thoughts and reflections and to articulate and present what they had learned and how it connected to their everyday work with children at the center. The ultimate goal of the Presidio Reggio Pilot Project was to establish a sustainable community of learners involving the children, teachers and parents based on dialogue and collaboration. January 13, 2001 we opened our doors for our first roundtable and welcomed 30 early childhood educators to our school.

2004-2008

In 2004 staff at the Presidio Child Development Center decided to form a Leadership Committee where a staff member from each classroom would be a representative. This committee was initially a place where staff would reflect and discuss future work. The Leadership Committee was committed to creating a school where everyone embraces the values and principles of the Reggio Emilia approach. In the spring of 2004, this committee created a staff survey that asked their colleagues if they were committed to continuing to participate in the Presidio Reggio Pilot Project. Twenty-six surveys were given out and twenty-six were returned with the answer of yes, they would like to continue in the pilot.

2005-2006 was the last year for the Innovative Teacher Project to support the Presidio Reggio Pilot Project with funding for professional development. We were given the task to become autonomous as a school committed to fundraising for our own professional development. SFUSD Child Development Program did offer regularly scheduled professional development days for child development staff or have funding to support on-site professional development. The Presidio CDC community ventured on a major fundraising effort and we have been able to sustain our weekly two-hour classroom team meetings since the fall of 2006.

Accomplishments: (see attached Presidio CDC 2007-08 Accomplishments)

-Spring of 2006 an article "Presidio CDC: Reflections on Transformation and Diversity within a Reggio-Inspired School in an Urban School District" (see attached) written by Susan Lyon, staff and a parent from the Presidio CDC was published in Innovations... in early education: the international reggio exchange by the Merrill-Palmer Institute, Wayne State University.

-Since 2001 we have had over 1600 educators, politicians, college professors, teacher educators who come to the school for dialogue and exchange, presentations from the staff as well as to tour the school.

-Since 2006-7 we have offered Professional Development Visitation Days: "Using the School as a Tool for Thinking and Learning" where participants pay a fee for dialogue and exchange, presentations from the staff as well as to tour the school.

-In the spring of 2008 eight Presidio CDC staff members were part of the Northern California Delegation to Reggio

Emilia, Italy in May 2008. This weeklong study tour presented us an opportunity to hear about the experiences of the Reggio Emilia municipal infant-toddler centers and preschools. We were able to learn from the educators in Reggio; teachers, pedagogistas, atelieristas, and political figures as they shared philosophy, values and projects. This experience deepened our collaborations with colleagues in the Bay Area and broadened our understanding of each other's work.

2008-09

As the staff at the Presidio CDC have continued to be inspired by the values and principles of the Reggio Emilia approach to early childhood education we continue on our journey.

-September 11, 2008 staff meetings: I offered an introduction about the Strategic Plan and the Balanced Scorecard. The staff made many connections between the values and principles of the Reggio Emilia approach and the mission, goals, objectives, design principles and core programmatic principles from Beyond the Talk. I also played for the staff the cd of the Superintendent Garcia speaking to the administrators.

-September 17, 2008 4:45 – 6:00pm New Parent Meeting

-September 25, 2008 4:30 - 5:45pm New Parent Meeting

Agenda: Introductions, SFUSD Mission & Goals, Presidio CDC Philosophy & Values/Principles, Professional Development, Parent Participation & Journals, Presidio CDC Officers, Preschool For All, Community Collaborations, Presidio National Park Development Plan, General Classroom Info, Community Spaces within the school, Fundraising , Health, Nutrition Information

-November 14, 2008 staff meetings: I shared the cd "FOCUS YOUR VISION" with Dewitt Jones (photographer with National Geographic) and we reflected on many of the key statements that Dewitt used and the connections between them and the values at the Presidio CDC. We discussed what those values meant for staff and children in the classroom.

-January 9, 2009 staff meetings: I shared again about the SFUSD Mission and Goals: 1. Access & Equity 2. Student Achievement 3. Accountability.

It was at this meeting I told the staff that I would be giving them a survey (see attached document: Presidio CDC Balanced Scorecard Staff Survey) connected to the Balanced Scorecard and that they would have an hour of their team meeting to use to complete the survey.

-January - February 2009 Parent Survey & Discussions

I will be adding some questions (see attached document: Presidio CDC Balanced Scorecard Parent Survey) to our annual parent survey that is required by the State of California Desired Results

-January - February 2009 Student Survey

I have a sample survey from an elementary school and I will meet some time this month with the school age team during their team meeting (February 2009) to go over and make adjustments.

-September 2008 – present Team meetings are a place where the teachers and I have discussions about curriculum, experiences that are taking place in the classrooms, content of those experiences, teacher observations, learning environments, leaning materials, children's learning processes, what the children are learning, assessment measures and home-school connections. The 3 SFUSD goals; access & equity, achievement, and accountability come up during these conversations. Now there is more intentionality given to them as topics as they come up in the discussions.

-Fall: Each classroom has a parent meeting specific to their classroom. This past fall we incorporated the values of the Reggio approach into these meeting as well as sharing with the parent's various classroom experiences.



Balanced Scorecard

Goal 1: Access and Equity

What does this goal mean at your school? What is the school you aspire to be with respect to access, equity, and social justice?

Vision:

One of the fundamental principles that has been a key part of our study and research of the Reggio approach, is the image of the child. We view the child as one who is competent, full of curiosities, full of potential, full of desire, has the ability to communicate and is active in constructing his or her own knowledge through interactions with others. Every staff member has his or her own image of the child, which is often reflected in the expectation that we have when we look at and interact with a child. We believe that access and equity are very much connected to the image of a child that every member of the staff at Presidio CDC holds of children. Some schools focus on the deficit model, what the child doesn't have or can't do. That model limits the qualities and potential that one would attribute to a child/ren. That is the opposite of what we try to live up to at the Presidio CDC. We want every staff person here at the Presidio CDC to uphold a high image of children and to understand that their own bias can get in the way of holding that image which then affects which groups the children are assigned to as well as experiences the staff may feel they are able participate in.

We believe that the children who attend the Presidio CDC have access to a beautiful physical environment (public school in a national park) as well as a rich and nurturing classroom environments. All children have access to a wealth of resources and materials as well as community spaces outside of their classrooms (art studio, light and shadow room, the square). All children have access to teachers and a community that truly cares for them.

The children at the Presidio CDC have access to staff that participate in weekly professional development (classroom team meetings, staff meetings, parent meetings) and take advantage of many professional development initiatives throughout the year (roundtables, Presidio CDC Site Visitation Days, various conferences).

As the only SFUSD Child Development Center that offers a full inclusion program for 12 preschool children with special needs we see this as a way to practice our values. We see the special education inclusion program as a true strength and benefit to our school. The children are an important part of the preschool classrooms and the child development staff collaborate with the special education staff to make adaptations when necessary so all children can access the curriculum.

Enter a description of current conditions including promising practices or assets your site has in place for this goal.

Current Conditions:

We continue to strive to uphold the values and principles of the Reggio Emilia approach that has inspired the school for the past 8 years. As the site leader I will continue to advocate the Reggio Emilia approach which has strong core values (high image of the child, education based on relationships, interaction and collaboration, environment & materials, documentation/making learning visible, ongoing professional development, and social constructivism) that connect with my own beliefs about ECE and the SFSUD mission and goals. As the site leader I try to weave the values and principles into everything I do and everything that I present during team and staff meetings. I lead by example and work hard to live the principles and values of the Reggio Emilia approach on a daily basis. As the teaching staff are in many different places in their development and understanding of the values and principles, our goal would be to continue to connect our values with our everyday practice. It is also imperative that all staff comes with a broad range of teaching strategies and skills to the classroom. We are not offering children equal access and equity if all teachers are not highly qualified.

One of our past and current goals is to have staff feel very comfortable about articulating what they do and why they do it. We are always trying to bridge the gap between theory and practice. I would like to be able to offer the staff more time in order for them to be more reflective in their practice. At the weekly classroom team meetings the staff must present to their colleagues about the children's experiences from the week before. They bring observations, work samples, photographs, and dialogues. They share their ideas of what the children are learning and their reflections of the learning process. They share the Desired Results (assessment tool) indicators that connect to the experience. They



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also share their plan for the next week and develop questions that support the experience to go deeper. If a journal page has been written they can share that as well. As we have been using this team meeting protocol for a few years, many staff feel comfortable in this exchange. I want staff to continue to push themselves to go deeper with the experiences that they are sharing as well as their descriptions of the children's learning process. I would like to see all staff develop high-level questions that they would pose to the children as they are working in their groups. Currently we have some staff that are more proficient in their ability to weave the theory and practice into the daily life of the school. I would also like to see the staff continue to develop strong authentic relationships with all the children and their families. Again some staff members developing these relationships is natural for others it is more of a struggle.

Objective: 1.1 Diminish the historic power of demographics

Diminish the predictive power of all demographic data on high and equitable student achievement by increasing the achievement of all groups of students and dramatically accelerating the achievement of targeted groups of students (African-American, English Language Learners, Latino, Pacific Islanders, Samoan, Special Education)

Measurement - how will you measure success in achieving this goal and objective(s)?

- ◆ **O01 Balanced Scorecard Staff Survey 2008 -2009**

- ◆ **O02 Team meeting notes that reflect staff presentations, questions and discussions**

- ◆ **O03 Evaluations of staff**



Balanced Scorecard

Goal 1: Actions

Action: O01

Title: PLEASE EDIT TO SUMMARIZE YOUR ACTION

Owner:

Balanced Scorecard Staff Survey 2008 -2009

- Balanced Scorecard Staff Survey given to staff during their team meeting the week of Jan. 12, 2009.
- Balanced Scorecard Staff Survey 2008 -2009 will be used for reflection during team and staff meetings
- Balanced Scorecard Staff Survey 2008 -2009 will be used in a spring staff meeting to support the creation of a Presidio CDC vision board
- Balanced Scorecard Staff survey will be given out again in June to see if there are changes in the way staff answered questions
- We will reflect on the growth and new depth of understanding we have achieved during late spring classroom team and staff meetings

Measurement / Budget

- ◆ **Balanced Scorecard Staff Survey 2008 -2009**



Balanced Scorecard

Goal 1: Actions

Action: O02

Title: PLEASE EDIT TO SUMMARIZE YOUR ACTION

Owner:

Team meeting notes that reflect staff presentations, questions and discussions

- Site Manager will take notes when she sits in on team meetings and will distribute a copy to each team member and keep a copy for herself in the classroom binder
- Staff will take notes in their personal journal, which is a running record of all the professional development they participate in
- We will continue to follow the Team Meeting Protocol that is currently in place
- Questions and discussions generated from the team meetings will be required to be present in the daily journal pages as well as the staffs personal notes and on the week of chart.

Measurement / Budget

- ◆ **Team meeting notes that reflect staff presentations, questions and discussions**



Balanced Scorecard

Goal 1: Actions

Action: O03

Title: PLEASE EDIT TO SUMMARIZE YOUR ACTION

Owner:

Evaluations of staff

- Site Manager will offer paraprofessionals a self-review in March 2009
- Teachers will have access to the self-review
- Site Manager will participate in paraprofessional yearly reviews by contributing in writing prior to the review or verbally during the review
- Site Manager will develop action plans for teachers who have unsatisfactory observations and will employ a variety of strategies to support the teacher to become a high quality teacher

Measurement / Budget

- ◆ Evaluations of staff



Balanced Scorecard

Goal 2: Student Achievement

What does this goal mean at your school? What is the school you aspire to be with respect to high achieving and joyful learning?

Vision:

The vision for achievement for all children has to begin with a teaching staff that are themselves joyful learners. A joyful learner is one who is able to keep their passion alive while challenging oneself to go deeper with their own thinking and learning. A joyful learner is one who is on a continual journey of discovery and innovation. Joyful learners as individuals must come together to create a community of learners that make up the Presidio CDC.

A child who is a joyful learner at the Presidio CDC is one who is proud of their accomplishments and share those accomplishments with peers and adults. They are able to express themselves through expressions, gestures, laughter, body language or dialogue. A joyful learner is one who offers ideas freely, listen to others ideas and discuss possible directions for their own exploration. A joyful learner is a child who will revisit their own experiences the next day and recruit friends to join with them. A joyful learner is one who is excited to excel and extend his/her or her own boundaries. A joyful learner is a child who utilizes the classroom as the third teacher. A joyful learner is a child who is happy at school and looks forward to being with friends and teachers. A joyful learner is a child who is respected and valued by their peers and teachers. A joyful learner is a child who expresses a willingness to learn through the many classroom experiences. A joyful learner is a child who takes risks and is interested in innovation. Our ultimate goal at the Presidio CDC is to empower every child who attends the center to leave with the disposition of wanting to be a life long learner.

Enter a description of current conditions including promising practices or assets your site has in place for this goal.

I believe that 95% of the teaching staff here at the Presidio CDC are joyful learners who are able to communicate their passion in the classroom on a daily basis. They are the staff that go above and beyond their typical days work. There are 5% of the teaching team who are not joyful teachers and don't always communicate a positive attitude in their classrooms. These are the teachers who are not always team players or willing to collaborate. These are the staff members who may grumble about change or innovation. These are the staff members who don't want to take on new projects or find a deeper meaning in their daily practice.

All staff are required to observe and document their daily experiences with the children. Those observations, their documentation, along with children's photos and work samples are brought to the weekly classroom team meeting where the staff present to their colleagues and Site Manager about the children's experiences from the week before. When the staff are presenting about the experience, they need to note the relevant measures taken from the State of California Desired Results Developmental Profile (assessment) that have been met. They can also indicate the Presidio CDC Learning Goals (see attached) that were achieved.

I believe that the Presidio CDC has many children who are joyful learners who demonstrate the attributes that were described in the vision section.

Objective: 2.1 Ensure authentic learning for every student

Students will meet or exceed SFUSD grade level standards in all core curriculum areas (language arts/literacy, mathematics, science, history/social science, world languages, visual/performing arts)

Measurement - how will you measure success in achieving this goal and objective(s)?

◆ **O04 Teachers as joyful learners**



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◆ O05 Classroom Environments (physical and interpersonal)

◆ O06 Documentation/Making Children's Learning Visible



Balanced Scorecard

Goal 2: Actions

Action: O01

Title: PLEASE EDIT TO SUMMARIZE YOUR ACTION

Owner:

Teachers as joyful learners
-Staff satisfaction surveys will be offered in spring 2009
-Parent surveys will be conducted Feb. 2009
-Site Manager will walk the classrooms and make observations as to the teacher's attitudes with children and parents as well as if the classroom interpersonal space feels as a caring environment

Measurement / Budget

- ◆ Teachers as joyful learners



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Goal 2: Actions

Action: O02

Title: PLEASE EDIT TO SUMMARIZE YOUR ACTION

Owner:

Classroom Environments (physical and interpersonal)
-ITERS, ECERS & SACRS (staff self-assessment Jan. & Feb. 2009)
-ITERS ECERS review by Gateway to Quality March & April 2009 will reveal a passing score of 4.5
-Site Manager will walk the classrooms and make observations as to organization, cleanliness, accessibility of materials and feeling of the classroom

Measurement / Budget

- ◆ Classroom Environments (physical and interpersonal)



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Goal 2: Actions

Action: O03

Title: PLEASE EDIT TO SUMMARIZE YOUR ACTION

Owner:

Documentation/Making Children's Learning Visible

-ITERS, ECERS & SACRS (staff self-assessment Jan. & Feb. 2009) will score a 5.0 on the indicators connected with child-related display

-ITERS & ECERS review by Gateway to Quality March & April 2009 will reveal a passing score of 5.0 on the indicators connected with child-related display

-Infant, toddler and preschool classroom team members will be responsible for 1 journal entry per week. (see specifications on Team Meeting Protocol)

Measurement / Budget

- ◆ Documentation/Making Children's Learning Visible



Balanced Scorecard

Goal 3: Accountability

What does this goal mean at your school? What is the school you aspire to be with respect to a culture of service, and keeping your promises to students and their families.

Vision:

The staff members at the Presidio CDC believe that every child and family who walks through our doors deserves a high quality school. We believe that the staff members who inhabit the classrooms need to live daily the values that we are inspired by. Another key value of the Reggio Emilia approach is that of relationships. The Italian educators use a triangle to represent the three protagonist; child, teacher and parent. We believe that parents play an invaluable role in their child's success at school and that we can learn a great deal about the child through the parent. We see the Presidio CDC as an educational community where not so much one teaches, but where one educates oneself with each member contributing to the educational process. We believe that multiple perspectives promote a sense of belonging to a group as well as the uniqueness of self.

To have all staff and Site Manager use both quantitative and qualitative data show the positive impact of children attending the Presidio CDC a Reggio inspired school.

Enter a description of current conditions including promising practices or assets your site has in place for this goal.

We have created many strategies to engage parents and draw them in as members of our learning community:

- Parent Meeting for new parents
- Visitations to the classrooms prior to a child's first day
- Child and Family Profile
- “All About Me” books
- Children's portfolios
- Daily journal wall depicting ongoing experiences
- Classroom Parent meeting 2 x per year
- Parent Conferences 2 x per year
- Parent Voices bulletin board
- Parent information center
- Open House
- Holiday celebrations
- Parent/Staff Work days
- Formal and informal daily encounters and conversations between staff and parents

We currently use a few different assessments as a basis for quantitative data. We use our daily observations and journals for qualitative data.

Objective: 3.2 Create the culture of service and support

Create the culture of service and support

Measurement - how will you measure success in achieving this goal and objective(s)?

◆ **O07 Quantitative data (ECERS, DRDP, Early Literacy assessments, parental complaints, CST meetings, etc.)**

◆ **O08 Qualitative data (daily journals, teacher observation, documentation**



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panels

◆ O09 Parent Survey



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Goal 3: Actions

Action: O01

Title: PLEASE EDIT TO SUMMARIZE YOUR ACTION

Owner:

Quantitative Data

To have the staff and Site Manager be more proficient in using quantitative data to lead and support instructional decisions as well as highlight the positive impact that a child receives from attending the Presidio CDC as a Reggio inspired school.

Measurement / Budget

- ◆ Quantitative data (ECERS, DRDP, Early Literacy assessments, parental complaints, CST meetings, etc.)



Balanced Scorecard

Goal 3: Actions

Action: O02

Title: PLEASE EDIT TO SUMMARIZE YOUR ACTION

Owner:

Qualitative Data

To have the staff and Site Manager be more proficient in using qualitative data to lead and support instructional decisions as well as highlight the positive impact that a child receives from attending the Presidio CDC as a Reggio inspired school.

Measurement / Budget

- ◆ Qualitative data (daily journals, teacher observation, documentation panels)



Balanced Scorecard

Goal 3: Actions

Action: O03

Title: PLEASE EDIT TO SUMMARIZE YOUR ACTION

Owner:

Parent Survey

Parent surveys (Desired Results & Presidio CDC Balanced Scorecard 2008-09) will be given out in Feb. 2009 and the data will be collected and used for staff and Site Manager to have a better understanding what the parents know and think about the Presidio CDC

Measurement / Budget

- ◆ Parent Survey



Balanced Scorecard

Compliance Checklist

Preschool for All

- We allocated our funding for professional development and creating developmentally-appropriate, high quality early learning environments.

Recommendations and Assurances

The school site council recommends this school scorecard and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council 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.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - District English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this scorecard, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This scorecard 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.
6. This scorecard was adopted by the school site council on: _____.
7. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing
 - a. textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials
 - b. to use in class or to use at home in order to complete required homework assignments.

Attested:

Printed name of school principal

Signature of school principal

Date

Printed name of SSC chairperson

Signature of SSC chairperson

Date