



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

School	Roosevelt Middle School
Principal	Michael Stachon

SCHOOL VISION & CONTEXT

Set in a historic building in the Richmond neighborhood, Roosevelt Middle School maintains high expectations and standards for all learners. The staff and community work collaboratively to ensure that students are provided with rigorous and meaningful learning experiences in their classrooms, in extracurricular activities and in a number of special school-wide events. Our vision is that all students will grow emotionally, socially, and academically within a safe, respectful and supportive environment. Students will be inspired to become successful, technologically literate and globally minded, as our staff prepares them to participate as socially responsible citizens in the 21st century world. Our mission is to enable students to become independent, critical thinkers as well as productive, concerned and engaged citizens. We will prepare students to achieve proficient or advanced status on the state's assessment tests and enter high school academically prepared. Key priorities for the 2016-2017 school year include: a) the continued development and implementation of the Common Core curriculum (English, mathematics and science) with a focus on student centered learning that supports and facilitates access to the curriculum for every student; b) the integration of technology in classrooms and development of 21st Century Skills; c) the development and expansion of a Dual Language Chinese Immersion Program; d) a focus on narrowing the achievement gap for targeted groups of students; e) the continued development of the RTI Framework (behavioral and academic) and RP to support students and promote a positive school climate.

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

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school's top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school's top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? (For instance, if someone were to ask any teacher at the school, "what is the school mainly working on right now," what would he/she say?)
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)

SECTION I: Overview and Key Components**SECTION II: School Data Profile****SECTION III: School-Wide Analysis and Plan**

1. ***Strategies in Action: Instructional Core/Engaging & Challenging Curriculum***
 - Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
 - Mathematics Core Curriculum
 - English Language Development (ELD)
 - Other Subject Areas (Secondary Schools, optional for Elementary)
 - College & Career Readiness
2. ***Strategies in Schools:***
 - Leadership, Instructional Guidance & Professional Development
 - Student-Centered Learning Climate
 - Students with Disabilities
 - School Engagement
 - School Climate
3. ***Parent-School-Community Ties***
 - Family Engagement
 - Deepening a Community Schools Approach

SECTION IV: School Budget & Resource Priorities**SECTION V: Recommendations and Assurances****Supplemental Reference Documents**

- [Vision 2025 Graduate Profile](#)
- SFUSD's 2016-18 Strategic Plan *Transform Learning, Transform Lives*
- Site-Based Budget Guide

SECTION I: Overview and Key Components

Overview

Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- *Content Knowledge*
- *Career and Life Skills*
- *Global, Local, and Digital Identity*
- *Leadership, Empathy, and Collaboration*
- *Creativity*
- *Sense of Purpose and Sense of Self*

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision.

Transform Learning. Transform Lives is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the 2015-2016 school year; and to build with increased specificity on each school's efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan **Transform Learning, Transform Lives**.

The Balanced Score Card serves as the site's Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the "Strategies in Action: Schools"), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

Similar to the revision of our strategic plan, the Balanced Score Card has been updated. As you review the 2016-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of **Transform Learning, Transform Lives**, the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

What Has Changed?	Why Has it Changed?
<i>The School Data Profile section has been added</i>	In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.
<i>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</i>	SFUSD's Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)

Key Requirements

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

These requirements include:

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

BSC Development Checklist

To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the [2016-18 School Site Folder](#) found on the "School Balanced Score Card" page by **March 25, 2016**.

1. Balanced Score Card/ Single Plan for School Achievement

- All 2016-2018 School-Wide Action Steps, aligned to the District's priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2016 in alignment with the release of any additional data and final budget allocations.

2. School Site Council Roster*, Signatures, Bylaws & Agendas

- SSC Roster that has been verified to have parity, designating either "staff-alternate" or "parent/community-alternate" for any alternate members selected. Names listed should reflect elected members.
- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note: Signature from the principal and the SSC Chair are required. other members can sign but it is not required.**
- SSC Bylaws
- SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/ SPSA and Budget.

3. Budget

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
- SIG Carryover Expenditures
- All 2016-2017 Title I funds should be accounted for in the BSC
- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are accounted for in the BSC

4. Title I Parent Involvement Policy*

- All Title I schools have an SSC-approved *Parent Involvement Policy* (PIP) and *Home-School Compact* in their upload package

*The 2016-18 BSC template also incorporates your *School Site Council Roster*, *SSC Signature & Assurances* page, and *Title I Parent Involvement Policy* into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.

SECTION II: School Data Profile

In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school's BSC. This year, the data section has been eliminated and **schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.**

Follow this (<https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx>) to your data. Inside your school folder look for the folder titled "**SchNum_Balanced_Scorecard_2016-18**". This folder includes the following reports:

Report Title (Description)	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate 	2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&P English and Spanish, SRI, Math Task and Writing Task
CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance)	<ul style="list-style-type: none"> Instructional Core: ELD 	Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels
SQII 2014-15 (SQII Performance, definitions, thresholds and targets)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate College and Career Readiness 	Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets
Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-Core Content areas)	<ul style="list-style-type: none"> Instructional Core: ELA, Math, Other Subject Areas College and Career Readiness 	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
College Readiness School Profile** (Performance on college readiness indicators)	<ul style="list-style-type: none"> College and Career Readiness 	3-year trend data on SAT, ACT, AP and EAP with number tested and average scores

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to **Illuminate Focal Report List** to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.

SECTION III: School-Wide Analysis and Plan

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state's priorities. These align well with SFUSD's articulated performance indicators and the work we've done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

- *What are the implications of the data, based on your analysis?*
- *Beyond the quantitative data provided, have you considered anecdotal and internally developed measures to create a more robust representation of your school's context?*
- *In each area, identify targets/outcomes that measure impact on student achievement.*
- *What shifts, in strategy, actions or initiatives are necessary to meet those successful targets/outcomes for students?*

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2018 Strategic Plan **Transform Learning. Transform Lives.**

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

As a school community, please review "Strategies in Action: Classrooms" prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

***Focal Group:** *Site leaders identify a focal group who is not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly and monthly basis.*

Language Arts Core Curriculum in English and Other Targeted Languages (including Language Pathways)

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

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 shifts will be required to achieve these goals? WASC Ch.5
<p>An analysis of whole-school data shows that Roosevelt students are performing at standard on English Language Arts assessments. SBAC data from 2015-2016 shows that 61% of Roosevelt students met standard, up from 56% the previous year. Title I students also improved, but only .5%. Data shows that our targeted subgroups continue to struggle, dropping from 9.2% to 8.7%. English Language Learners are our most in need group, dropping from 14% to just 3% on last year's end of year assessment. District AIB assessments taken during the school year also show similar data in relation to struggling subgroups. White, Asian and mixed race students are all performing above the median, while African American, Latino, SpED, and English Language Learners are all performing significantly below average on Milestone tasks. SRI data from the year also shows that African American and Hispanic students are still meeting proficiency at much lower percentages than other ethnic subgroups.</p>	<p>Goals for the 2015-2016 school year are: Improved percentages in whole school SBAC ELA scores increased to 60% proficiency, as predicted on our Spring BSC. Continued whole school improvement is anticipated with a goal of another 5% growth for the 16-17 SBAC. SRI scores will show a decrease in the number of students reading below grade level by 10%.</p>	<p>Roosevelt has made significant changes to its learning environments over the past year. These shifts include: An emphasis on student centered learning focused on strategies designed to support LTELs and Special Education students. A significant increase in co-taught classrooms for Special Education students, and a reduction in separate Special Education learning environments. The Special Education department has also devoted much of their common planning time to professional development on co-teaching practices. Specifically designed ELD classes instead of ELA strat classes. ELD classes are specifically designed to increase reading and writing. This year an AVID Excel class was added, and 10 staff members went to a summer institute to learn AVID strategies Reading support classes for student who are identified as below grade level based on SRI results. After school ARTI intervention classes for students receiving D's and F's in ELA. After-school ARTI classes focused on writing strategies for students who are identified as low writers based on teacher feedback.</p>

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 interventions are required to ensure all students reach mastery?
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This year's mid year SRI scores showed a significant jump in the 6th grade, the only class to have an SRI reading intervention class. Averages for the class were a 60 point increase at the January retest, while 7th and 8th grade only increased 44 and 46 points respectively. An analysis of grades SRI increased scores shows that our ELD classes had a significantly higher percentage of improvement in comparison to the overall class averages.

This year's goals for language arts interventions are: A 10% decrease in the number of students that are performing below grade level on the SRI, especially in the 6th grade where we have a dedicated reading support class. A 5% increase in proficiency rates for SpED students on the SBAC was not achieved for our ELL or SpED students. Because of our AVID Excel class, and continued work in our ELD classes we expect to show over 10% proficiency with our ELL students. SpED classes at the lower grades showed growth, and we expect to see whole SpED growth of 5%.

Interventions required to continue improvement are: Expanding SRI reading support classes to all grade levels. (Currently only offered to 6th graders) Adopting and AVID Excel class to support ELL's which include significant numbers of Hispanic students. Continued ARTI after school intervention classes for both ELA homework and structured writing support.

Focal Group: For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?

Analysis of results for Language Arts-Focal Group	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
<p>Focal students average between 10% and 22% proficiency compared to a 56% proficiency rate of all students. ELL and LTEL students also continued to struggle in language arts assessments. This data was consistent in our SBAC, and SFUSD December benchmark assessment results. Two of our three ELD grade level classes have shown above average improvement on September to January SRI scores of 115 in 6th grade compared to a class average of 60, 94 points in 7th grade compared to a class average of 46, and 28 in 8th grade compared to a class average of 44. End of year SBAC data showed a decrease in AA student scores, down to 14%. This is consistent with 8th grade scores showing below average performance. Lower grade AA students performed better. LTELs showed a drop in scores of 11%, but redesignated students, a 4.5 times larger student population, showed a growth of 2%.</p>	<p>Roosevelt would like to see significant growth in it's focal group students. Scores at the 8th grade level continued to decline, but data from 6th and 7th grade showed significant improvement. It is for this reason we hope to see a reversal in declining scores for SpED, ELL, and AA students. Goals for the 2016-2017 SBAC assessment are SpED: 12% ELL: 10% AA: 25%</p>	<p>Student demographics show that a significant number of Roosevelt students fall into multiple categories. The changes in practice in Special Education, specifically the increase in number and training of staff around co-teaching practices should not only support improved skills in our SpED students, but also students of color. -After school ARTI classes designed to improve writing and support students in English Language Arts homework. -Continued funding of ELD and SRI Reading support classes to targeted students. These classes are focused on reading (SRI support) and reading and writing (ELD) and have already shown increases above students that are not in these programs on SRI assessments.</p>

Mathematics Core Curriculum

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

Analysis of Results Mathematics-All Students	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? WASC Ch.5
<p>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</p> <p>According to 2016 SBAC data, almost 60% of Roosevelt students are showing proficiency in math. Subgroups in all areas are still under performing, especially SpED with 3% proficient, and African Americans with 10% proficient. Recent district benchmark assessments show a significant upturn in proficiency rates with 73% of students meeting proficiency school wide.</p>	<p>Roosevelt met it's target goal for math of 60% schoolwide. Next year's goal is 65%. Significant growth is needed in SpED and with our AA students. Goals are to reach double digits for both subgroups which share many overlapping students.</p>	<p>Numerous classroom practices have changed over the past year. These include a focus on student centered learning, co-taught SpED classes, and improved understanding of curriculum. After-school ARTI is also being provided to identified students. Roosevelt continues to support a robust Math Counts club during Friday lunches as well.</p>

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?
<p>Roosevelt is currently offering after school ARTI for students that have been identified from our D/F list, or identified 'bubble children' on SBAC or Benchmark assessments.</p>	<p>Target goals for our TIER II ARTI students are increased proficiency on the Math SBAC assessment and a decrease in D's and F's on semester grades.</p>	

Continued support of our after school ARTI program is essential to the success of many of our students. Funding extended hours for teachers will help ensure that we continue to provide an extra period of support for struggling students. Encouraging staff to participate in the after school ARTI program will help continue to maintain our after school supports.

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

Analysis of results for Mathematics-Focal Group <small>WASC Ch.2</small>	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery? <small>WASC Ch.5</small>
<p>There is a continued gap in performance between our overall student population and our SpED and ethnic subgroups. Only 3% of our Special Education students were proficient in math, and 10% of our African American students met proficiency. ELL students did meet mastery at a rate of 23%.</p>	<p>Significant increases in our subgroups are expected due to instructional shifts in Special Education, and overlapping of our SpED and African American student populations. This year the SpED department made a significant shift to co teaching, where we currently have 2 sections of students that in past years were in an SAI environment. Noting that almost half of our African American students are also in Special Education, the shift in focus should result in significant gains in both subgroups. Our goal for ELL students is 28%.</p>	<p>Roosevelt has implemented a robust co-teaching model in many of our Special Education classes. This practice will significantly improve scores in both the SpED and African American subgroups. Continuing to support this model should continue to impact our highest need students. SAI classes need para support to address the significant gaps and diverse learning needs of those students. Roosevelt is also offering ARTI after school to targeted students. Funding this model will help to continue to support students outside of the regular school day so they can maintain elective and enrichment classes, but still receive the extra support they need to achieve mastery.</p>

English Language Development (ELD)

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

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

Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) <small>In a narrative, describe what your analysis of the data says about your school.</small> <small>WASC Ch.2</small>	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery? <small>WASC Ch.5</small>
<p>This year Roosevelt reclassified a significant percentage of its English language learners. Analysis of CELDT scores showed that over a dozen students were ready to be reclassified. In our ELD classes, over 80% of the students had SRI score increases in the top 50% of their grade. Seventh grade had an average growth on the first semester SRI scores of 82 points compared to the class average of 44. SBAC data from the previous year showed that our ELL students continued to struggle.</p>	<p>Our target performance goal for our ELL students is 20% proficient on this year's SBAC assessment.</p>	<p>Interventions for our ELL students include: Stronger ELD classes that are focused on reading and writing After school ARTI supports specifically in writing. School-wide ELL supports that focus on student centered learning. This year's all staff professional development's focus was on strategies for teachers to provide structures that encourage participation for all students to engage in the curriculum. AVID Excel to continue to provide structured language support while also building executive function skills and advocacy for our CELDT 3s (LTELs) and CELDT 4s and 5s.</p>

Other Subject Areas (Secondary Schools, optional for Elementary)

Analysis of Results - All Students <small>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.</small> <small>WASC Ch.2</small>	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? <small>WASC Ch.5</small>
<p>Roosevelt has no data on outside subject areas at this time. We offer a variety of elective offerings that include: Home Arts, Fine Arts, Computer Arts, Band, Orchestra, Drama, and Mandarin in our Chinese Immersion program.</p>	<p>Roosevelt has no target performance goals but would like to offer coding, a world language class, and more sections of drama.</p>	

As a school community we are currently working with our after school program to provide enrichment opportunities to students. Currently these include music and drama classes that are available for students already enrolled in academic support, immersion or other enrichment opportunities during the school day.

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
<p>Roosevelt has an active College and Career minded culture full of activities and events to inspire our youth. Our after school program offers SPARK, an mentorship program that pairs Roosevelt students with working professionals in San Francisco. This relationship focuses on not only encouraging our youth to develop strong life skills through positive adult relationships, but also raising awareness of what San Francisco working professionals do to attain and perform in their jobs. Roosevelt also takes numerous college field trips to Bay Area Universities. These trips are focused towards seventh graders and led by our Aace tutoring director.</p>	<p>Roosevelt would like to offer more enrichment classes that expose children to skills and talents they will need as adults.</p>	<p>To increase our elective offerings Roosevelt will need increased WSF funding. As a school community we are currently working with our after school program to provide enrichment opportunities to students. Currently these include music and drama classes that are available for students already enrolled in academic support, immersion or other enrichment opportunities during the school day. Roosevelt has also opened up a section of AVID Excel to support ELL students in both academic language and soft skills that will help them succeed in all classes. Another significant part of the AVID program is an emphasis on College and Career readiness.</p>

Elementary Schools

What is your plan for promoting college and career readiness?

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?

Site based through CPT or Staff Development Days Professional development will focus on: 1) Technology integration 2) Student centered learning with an emphasis on LTEL and student centered teaching strategies. 3) Grading practices and assessment alignment. 4) Special Education co teaching instructional practices 5) RTI - weekly with the counseling department 6) AVID summer institute for 10 staff members and continued AVID training as time allows Site based through Prop A, extended hours or sub release time - 1) Computer science integration 2) PLC with immersion feeder schools to align curriculum 3) ELD support through CAFE workshops and MLP support District Professional Development offered includes: 1) School Health - Substance Abuse, Gender Identity, Self-Harm and Nutrition 2) AVID (district sponsored conference) 3) Ongoing district staff development related to supporting LTEL's.

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)
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Integrate technology integration to transform learning and close the digital divide by giving students access to engaging instruction, with technology tools and experiences that will prepare them for an increasingly connected, networked society.

WSF, CTIS, Prop A and Title I

Make the transformation to Common Core teaching practices and student-centered learning by focusing on LTEL strategies that provide teachers with classroom structures that ensure student engagement from all learners.

Multilingual pathways, WSF (SCG-EL), SPED budget, prop A.

Increase staff capacity in the use of AVID strategies to promote high school and college readiness.

Office of College & Career. AVID team - Prop A and extended hours.

Continue to introduce, review and reinforce strategies related to B-RTI and Restorative Practice to improve school climate and classroom management strategies.

WSF, Prop A, sub release. Pupil Services and School Health programs.

Work toward more equitable and accurate grading practices that measure student's understanding of content. Grade reporting should also match benchmark and SBAC assessment data on high stakes testing.

WSF, Prop A, extended hours.

Continues to increase and improve co-teaching classrooms for students with IEPs, and continue to develop our staff's familiarity with co-teaching models and support practices that provide students with the LRE.

Special Education, WSF, Prop A, extended hours.

Student-Centered Learning Climate

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:

Students with Disabilities/ Promotion of Inclusive Practices: percentage of students in Special Education schoolwide (identified internally) and number of referrals to Special Education (total & for subgroups-AA,EL). Your community is called upon to consider SFUSD's commitment to full inclusion and increased expectations for students with disabilities.

Student Engagement/Attendance: school attendance rates, chronic absenteeism rates

School Climate: suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys

Reflecting on and improving a Student-Centered Learning Climate			
	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices	Students with disabilities are our lowest performing subgroup on our SBAC assessment and school climate related issues. 10% were proficient in ELA, 8% in Math and 17% were chronically absent. To improve SpED students ability to access the curriculum Roosevelt increased its co-teach classrooms to 11 sections and aggressively moved children that were ready out of SAI instruction and into the co-teach sections. Also, the SpED department's professional development focus was on co-teach practices with eight hours of professional development.	Next year's target for SpED students is 20% in ELA and 12% in Math. We also plan to drop chronic absenteeism to 12%.	Plans for raising SpED scores in academic classes is based on the increase in co-teach classes that will connect students to the curriculum. To address absenteeism concerns the counseling department has partnered with CBOs throughout the city to support families and ensure students are attending classes. Roosevelt's counseling staff is also working with Pupil Services to support families through the SARB process.
Student Engagement/ Attendance			To address absenteeism concerns the counseling department has partnered with CBOs throughout the city to support families and ensure students are attending classes. Roosevelt's counseling staff is also working with Pupil Services to support families through the SARB process.

	Roosevelt's chronic absenteeism was at 7%. African American students as a subgroup were 37% chronically absent, and Special Education absenteeism was 17%. This year's professional development was focused on teaching strategies to address LTELs with intentional interventions to increase student engagement to all students on campus.	Goals to address attendance are improving whole school absenteeism to 6%, African American absenteeism to 20%, and Special Education absenteeism to 20%. Focused work with our African American students, of which almost half are also Special Education students, should improve overall school absenteeism issues.	
School Climate	Roosevelt has had a significant decrease in suspensions, and school climate is strong. There is still a significant percentage of suspensions in our African American student population.	Decrease suspensions in our African American student population. Decrease referrals for behavior school-wide.	Roosevelt works with staff weekly on the 16 best classroom practices, and has a strong PBIS reward system that we use for TIER I RTI supports. Counseling staff will continue to develop Small Group Social Emotional Learning opportunities for students, especially those in our African American population, with a focus on interpersonal skills and self management.

Parent-School Communities Ties

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

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

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

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

Parent-School-Community Engagement

Narrative describing Parent-School-Community culture Who you are reaching/ missing (And how you know...) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)	Targets	Strategies & Impact What is the strategy & how will you know you were successful?
<p>Roosevelt has an active PTSA community that has been increasing its membership from previous years. Our PTSA is focused on fundraising to support programs that will be unfunded once we no longer receive Title I funding. The PTSA holds monthly meetings, with an Executive meeting held two weeks beforehand. The PTSA has also focused on creating both fundraising and community events that encourage families to come together. This year we held an ice cream social, wine auction fundraiser, movie night, and will be hosting another auction fundraiser and end-of-year ice cream social and BBQ. Roosevelt has also increased the number of ELAC meetings, and changed its focus to serve ELL families. Our ELAC has partnered with Parents for Public Schools to present on the SBAC assessment, the family feedback survey, and the CELDT exam. Roosevelt also uses School Loop to facilitate home school communication. Currently 100% of our teaching staff are regular users of School Loop for grades, assignments, and parent email communication. Some staff also send out weekly or monthly newsletter announcements to families. Finally, Roosevelt's counseling department has been building relationships with CBOs in the communities our families live to provide services to families in need. To date 6 CBOs have attend counseling support meetings to share the services they can provide and build a relationship with our staff.</p>	<p>As our school demographics continue to change, we are looking to increase our PTSA membership. We are also measuring family participation in school fundraising activities, and increased attendance at our school wide community building events. Although we have partnered with several CBOs, we are not having a lot of success with families pairing with outside organizations. We'd like to see targeted families receive support services going forward.</p>	<p>The PTSA has set goals of raising over \$100,000 to support the Roosevelt school community. The PTSA also is looking to hold monthly community events, whereas currently we are holding approximately 6 for the year. To build our CBO relationships, our strategy is to work with the counseling staff to build our capacity to connect families with organizations, so that they are enrolled in programs throughout the city.</p>

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations

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

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = 4,200

Special Education funding, paired with our concentration fund, will help ensure that we can maintain staffing levels that support a strong Special Education program with teacher support that can reach all of our children with IEPs. Current allocations are set aside for materials needed to support our Special Education classrooms until Special Education staffing allocations are distributed.

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 = 34,136

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

Roosevelt will be extending our librarian to full time by adding another .2 to her contract. Remaining funds are earmarked for extended hours to provide oral and written translation for bilingual families during parent teacher conferences, translation services to support our ELAC committee, and other translation services required at after school events.

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?

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 = 15,000

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?

Concentration funds are currently earmarked for supplies to support our ELL and SpED students. Based on Special Education staff allocations, concentration funds may be used to support our Special Education students in co-taught classes with staffing that decreases class sizes, in order to better address learning needs.

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

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

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = 0

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

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

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

Categorical Expenses

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

Title I = 121,288 31500

How do you plan to use these funds?

Title I funds are being used to support a .4 Reading support teacher. Students who are at least two grades below grade level based on SRI scores, and are not receiving any other reading intervention will be supported in these classes. We'll also be using Title I to support our ELD classes to ensure small and concentrated class sizes. Finally, Roosevelt will be adding an AVID Excel program to support English Language Learners with increased vocabulary skills, as well as executive functioning and self management training.

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: 1,212

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.**

Over 1% of our Title I budget is being earmarked for translation and support services for non English speaking families. These supports include the translation of information being sent home, services for families that come to school to meet with staff, and translations for general meetings that include non English speaking families.

Date your school's Parent Involvement Policy was reviewed by your School Site Council: 3/23/2016

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?

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: 100,000 (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

This year's Principal Innovation Fund will be used to support the Teacher supporting our Verizon Innovative Learning Fund grant that provides one to one devices for every student at Roosevelt. (\$48,000) The remaining \$48,000 will be used to finish upgrading the rooms with new audio visual technology that include wireless flatscreen monitors to connect student and teacher devices to, and furniture that allows students to collaborate with technology while working in teams.

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

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

Equity Grant = 0 (as applicable 16-17)

Identify Sub-group & specific actions

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

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

QEIA Carryover = 0

How do you plan to use these funds?

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) = 15,000

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

That \$15,000 is from our work with a school in the LAUSD around the CORE waiver. I have to meet with my SSC first, but I plan on designating \$10,000 for teacher extended hours 1105, and the remaining \$4,000 to support our work when the Gompers (LAUSD) school comes here in December and March 5890 (\$4,000) and 4313 (\$1,000).

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	1.0	.5	
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
			3.0
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:

Two to three high leverage strategies that will be accomplished:

A 1.0 Social worker provides strategic support in Behavioral RTI and school, community, family partnerships. A .5 Nurse provides health intervention and services to students with 504s and contributes to overall health and safety of students. T-10s, ensure a safe and secure learning environment and school site for all members of our community. X

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:

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input checked="" type="checkbox"/> Other (<i>list</i>) <i>PTSA</i>
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. <ol style="list-style-type: none"> 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 25, 2016.
<input checked="" type="checkbox"/>	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: <i>2/10/2016</i>
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: <i>3/23/2016</i>

School Site Council Roster and BSC/SPSA 2016-2017 Attestation

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

Name	Role	Signature
Michael Stachon	Principal	
Mike Blassingham	Teacher - Chairperson	
Melaine Buntichai	Teacher - Secretary	
Erika Kniffel	Teacher	
Averel Wilson	Teacher	
Kirsten Johansen	Parent	
Jaime Fernandez	Parent - Vice Chairperson	
Open position	Parent	
Mitchell Robinson	Para Professional	
Lana Nguyen	Student	
Marvin Chen	Student	
Lucas Parker	Student	