



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

2018-2020 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 2018-2019 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 through our VILS iPad grant, and development of 21st Century teaching pedagogy throughout the building; c) The development and expansion of a Dual Language Chinese Immersion Program; d) A continued focus on narrowing the achievement gap for targeted groups of students, specifically African American e) The continued development of the RTI Framework (behavioral and academic) and RP to support students and promote a positive school climate; f) The development of AVID supported teaching practices that help students develop critical thinking skills, become more organized, and promote a college and career mindset.

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

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

SECTION I: Overview and Key Components

Overview

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

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

The Balanced Score Card (BSC) for the 2018-2020 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning. Transform Lives is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the **2018-2019** school year; and to build with increased specificity on each school's efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan **Transform Learning, Transform Lives**.

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

Key Requirements

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

These requirements include:

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

SECTION II: School Data Profile

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

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

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/aao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance Metrics K-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math 	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA 	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math 	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> Student-Centered Learning Climate 	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
CA Dashboard Report (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate College and Career Readiness 	The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K-12 schools and districts.
Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in Core Content areas)	<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: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10	<ul style="list-style-type: none"> College and Career Readiness 	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
Illuminate Report Lists for Fall and Spring	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate 	Direct links to summary and list reports at the student level to take a deeper dive into your results

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus groups.
- Refer to **Illuminate Report List** to link to student level data

SECTION III: School-Wide Analysis and Plan

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

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

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2019 Strategic Plan **Transform Learning. Transform Lives.**

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):

African American students continue to be one of our primary focal groups at Roosevelt. SBAC ELA proficiency percentages improved from 15% to 22% for African American students, but this growth has not reached the same level in our other traditionally underserved communities.

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
	Roosevelt's ultimate goal is to have the highest percentage of proficient students in a middle school in SFUSD, while at the same time having the smallest achievement gap between subgroups. A two year goal is 78% proficiency, with all subgroups being above 30% on the SBAC. Matching that we want 80% of students on grade level based on their Reading Inventory scores, with 30% of all subgroups also on grade level.	We are focused on incorporating AVID reading strategies into our instruction to provide students with the metacognitive skills that they may apply to text of their choice. Enabling students to choose text at their reading level will allow them to engage in reading in ways that they may not be able to with class novels and articles. AVID strategies include: improving organizational skills using AVID binders, Cornell Notes, Costa's Level of Questioning, Learning Logs, etc. Consistent use of the Reading Inventory tests throughout the year will help measure reading growth.	During class study of novels, students will receive direct instruction in AVID and other metacognitive reading strategies (e.g. questioning, making connections, visualization, inferring/predicting) and literary elements (characterization, narrative arc, etc.). They will then apply those strategies to their independent reading. In order to make gains with our target group we will provide reading acceleration classes, where non EL, and non SpEd are pulled from electives to receive support in reading comprehension skills. Reading comprehension skills will be measured by continual and consistent use of the Reading Inventory. ELA classes will use the co-teach model in order to provide students with IEPs, Gen. Ed classroom curriculum and instruction. These supports will help those students scores rise as evidenced from last years improvements from 12% to 21%, a 9% increase for SpED students in on our ELA SBAC scores.

<p>An analysis of whole-school data shows that 70% of Roosevelt students are performing at standard on the SBAC ELA assessment. This is a 10% growth from the previous year, and considered a very positive result in comparison to the district averages. SBAC data also shows that the targeted subgroup (African American students) continued growing with a rise of 10%. Reading scores are measured often at Roosevelt, with all students taking the Reading Inventory during the second week of school and again later in the fall. This year's data shows 68% of students reading at or above grade level. These scores are up significantly from last year, with a growth of 9%. 23% of our African American students were at or above grade level last year. This year that number has grown 7% to 30% of African American students reading at or above grade level. In 2016-2017 3% of English Learners were at or above grade level. In 2017-2018 English Language learners grew 5% to 8% of English Learners at grade level.</p>			
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Academic Tier Two - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?
In Roosevelt's Accelerated Reading program 52% of the students are now meeting or exceeding their Lexile growth goals set with the teacher at the start of the year. 48% have not yet met their goals , but half of those students have been recently placed into the Reading Acceleration program and have not had sufficient time to apply the instructional practices taught by Ms. Levine.	All students in the the Reading Acceleration program will make gains in their lexile growth, with an increase in the number of students reaching that growth goal by the end of the academic school year.	Students will receive increased individualized support to ensure that they have chosen books that they are interested in reading, and are actively applying metacognitive reading strategies to these books.

MATHEMATICS CORE CURRICULUM

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

Identify Focal Group(s):

Our African American students are our identified ethnic subgroup in need of extra support. Because of the high number of IEPs attached to our African American students, significant attention has been given to Special Education to ensure that our students with IEPs are placed in a co teach setting that provides the support they need to access the grade level curriculum. This practice has also shown significant drops in suspensions and an increase in attendance for many students, including our African American students that have been moved into a co teach setting.

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5

Roosevelt continues to show growth in Math. Significant improvement has been trending school wide, and in most of our subgroups. The most growth came from our EL's where they jumped 19% points to almost four times the district average. Hispanic/Latino students are also showing significant gains over the past three years, rising from 14% in 14-15 to 34% proficiency at the end of the 16-17 school year. All groups have shown growth with a school wide average of 62% on grade level. Mid year data also shows continued improvement with all subgroups showing above district average growth except our Chinese ELs. African American mid year data shows a significant trend upward on the both the midyear performance task and Benchmark assessments.	Because of the significant growth over the past three years Roosevelt is targeting a continued upward trend of at least 1 point in all subgroups. School wide target data is to achieve 70% proficiency in Math, although that may be a two year goal. African American students need to show significant gains. AAs are our focal students and will be discussed below.	The Roosevelt staff is focused on differentiated instruction to address our high and low learners. We feel as a staff, and based on data that we are doing very well in supporting our students that have traditionally performed well on district and state assessments. Finding ways to address the high performers, and our students that are just missing mastery will help continue to improve scores.	Roosevelt staff, with the help of our after school program has already initiated a Black Scholars Union that is designed to support African American Youth with not only math foundation skills, but community building as well. Roosevelt also would like to create a math acceleration course if funding becomes available. The math acceleration course would focus on foundational math skills that are preventing students from accessing grad level content.
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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 Rtl 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?
This year Roosevelt began an after school math intervention class for our African American students, the Black Scholars Union. It is to early to have hard data on the success of the program, but informal data looks positive. Teachers that runt he BSU are reporting that students are engaging them on days the BSU doesn't meet, and their attitude and engagement in class has improved since the program.	Our short term (2 year) target is 25% proficiency within our African American student group with 5% growth over each of the next two years.	Roosevelt's math department is exploring a math intervention class to support the large number of students that come to Roosevelt with gaps in the foundational math skill sets. Data shows that over 90% of our 7th and 8th grader African American students came to Roosevelt with 5th grade SBAC scores significantly below grade level. The foundational deficits not only cause challenges for the student to access the curriculum, but also have led to a lack of motivation and engagement. Finding ways to fill these gaps in knowledge will not only build academic understanding, but build confidence and motivation to succeed.

SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5
	Teachers engage in practices to identify the individual needs of students in terms of meeting learning expectations, and seek to build effective communication channels with parents, guardians, counselors, and/or fellow staff. The goal of science learning at Roosevelt is the devotion of one's full attention and effort to their learning, with the recognition that each student brings his or her own strengths as a contributor. We expect that every graduate will be able to apply critical judgement when assessing claims, whether or not the scientific evidence these depend upon have been provided.	

Under 6% of all students received a D or F in science in SY 2016-2017. Among targeted subgroups, roughly 15% of our ELL, 24% SPED, and 27% AA students received scores of D or F. These data may reflect transition to permanent teaching staff, and varied levels of adoption of new science standards across grade levels. Science faculty are committed to inclusive practices, which aligns with our embrace of the Next Generation Science Standards across all grade levels starting SY 2017-2018. Students are supported in their development as collaborators who work with their teammates to understand, explain, and make connections to a series of long arc culminating project activities, as well as assessing their own learning processes. Students engage in group projects, lab practices, or scientific investigation in at least 40% of instructional class-time.	Science faculty engage in daily conversation about pedagogical, classroom management, and student differentiation practices. Our twice monthly meetings provide opportunities to collaborate and hone our skills in these areas. In this setting we also provide a forum for reflection on our practice, individually and as grade level pairs. Administration supports teachers' engagement in project based learning, service learning, science fair competition, and engineering/STEM teaching opportunities. As part of the NGSS commitment, all science faculty follow the 5E instructional model (engage, explore, explain, elaborate, and evaluate), which we have aligned with school-wide AVID practices, specifically Costa's Levels of Questioning. Sixth-grade science teachers have implemented the district's scope and sequence, and seventh- and eighth-grade science teachers follow the instructional framework for the district's respective field-test curriculum designs. Relevant NGSS guiding practices include Questions guide inquiry, Learning occurs through investigations, Explanations are evidence-based, Science is a community endeavor that evolves with new evidence, Application is essential for building understanding, Academic success depends on academic language, ELs develop language through content, and Equitable participation.
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ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

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

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

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
English Language Learners at Roosevelt are showing significant growth, especially in relation to other SFUSD students. Last year's EBAC scores in ELA and Math both showed growth. In English Language Arts Roosevelt students went from 15% to 20% proficient, while the district average dropped 4%. Math scores also grew significantly growing from 22% to 41% proficient, while the district average dropped 3%. ELs also improved scores on the reading inventory over the past year, with three reading on grade level up from 1 the previous year. Roosevelt does have one area of concern, Chinese EL students which are not performing as high as other subgroups on the Reading Inventory, although we feel that is due to the significant number of newcomers that attend Roosevelt because of its Chinese Immersion.	Roosevelt is continuing to target it's ELs with significant supports in ELD. Roosevelt currently has three ELD classes, the highest level being an AVID ExCEL class. Our goal is to see a continued growth of 5% on ELA SBAC scores for ELs taking the proficient percentage to 25%.	Students will be provided with targeted instruction to enable them to access grade level classwork to the greatest degree possible. Reading instruction includes direct instruction of metacognitive reading strategies that are incorporated into independent reading at students' individual lexile levels, teacher-led guided reading of texts a step up from students' independent lexile levels, and teacher 'read alouds' of grade level novels. Writing instruction includes scaffolded writing instruction using 'Step Up to Writing' strategies, in particular "Stoplight Paragraph" structures. Active listening and speaking skills are incorporated into classroom discussions of both the non-fiction guided reading texts as well as the class novel. Furthermore, Roosevelt will send staff to trainings at the Colombia Teacher's College, AVID summer institute, and other relevant off site professional development to support their understanding of ELD, and the instructional shifts to support their work.

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
<p>Currently we do not have a designated health education program, but we are in the process of implementing one. Science classes are working with our school nurse to deliver some classes around puberty, sexual health and substance use, including tobacco. PE has units that include body image, and the benefits of physical activity. Our Home Ec classes discuss the importance of nutrition. School climate data shows that Roosevelt has above average school climate in comparison to other CORE waiver schools. Roosevelt spends significant time working on its school culture and climate. Each semester we put on a School norms assembly. We also conduct several annual school climate events that include Peace Week, Inclusive Schools Week, No One Eats Alone Day, A Celebration of Black History, Multicultural Assembly and Talent Show, Engineering Week, and other assemblies as we find them. Roosevelt also conducts several small group counseling programs to help ensure we maintain a strong school climate. Individual students are selected to participate in Second Step to build strong interpersonal skills, C-Bits for students that have experienced significant trauma, Magic Zone, a CBO that supports healthy social skill building with predominantly African American students, A March Madness weeklong basketball tournament, Project Arrive for 6th graders in need of mentoring support, a counselor run girls group, and other small groups as needs arise based on the student's needs. (YRBS conversation with Trietsch)</p>	<p>Roosevelt wants to have a health education class for every student. Currently the district is developing a new master plan in middle schools that would include a trimester for all 7th and 8th grade students to attend a health class with a credentialed health teacher. Roosevelt is also currently offering a modified health curriculum through our Home Arts program. The teacher is including health lessons one day a week.</p>	<p>Roosevelt is on track to incorporate health classes into its curriculum through the middle school redesign process. Several staff members have been involved in the health credentialing program offered through SFUSD.</p>

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
<p>The arts build our school culture while instilling creativity and collaboration, essential habits of mind that support growth for all students. Current offerings include culinary and fiber arts, visual art, drama and music. Students showcase their learning through performances and exhibitions. They learn about the universal and historical aspects of art, building an appreciation for different forms of individual and cultural expression.</p>	<p>We want to embody the Arts Education Master Plan's guiding principle, "Access and Equity for All" by providing every student with a sequential, comprehensive arts program. Arts will be studied as individual subjects and also integrated into other Common Core subject areas through project based learning. We want to expand school-wide art opportunities through clubs, assemblies, fairs, after-school programming and a variety of cultural celebrations, giving every student multiple opportunities to participate. We will continue to train our teachers in culturally responsive pedagogy so that they can successfully integrate students from groups that have been historically under-represented in the arts.</p>	<p>Middle School redesign will be critical to meeting our goals. Roosevelt will require more periods in the day to provide sufficient classes.</p>

PHYSICAL EDUCATION

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

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

Narrative describing site's vision for a balanced, comprehensive Physical Education program.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide.	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
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Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	
The goals of the Roosevelt Physical Education Program are as follows: Learn the skills necessary to perform a variety of physical activities. Become physically fit. Participate regularly in physical activities both in and out of school. Understand the implications of and the benefits from involvement in physical activities. Value physical activity and its contribution to a healthy lifestyle. In addition, we use CA Physical Fitness Tests to form student centered fitness goals, use Google Classroom to integrate technology into the PE classroom, focus on a strong Social-Emotional-Learning aspect as it relates to sports and teamwork.	"All students in the school will do one of the following by May 31, 2018: 1) run 1.0 Mile in 10 minutes or less or 2) improve their 1.0 Mile time by 10%."	To achieve these goals, all PE classes will participate in activities that will focus solely on Cardiorespiratory Endurance and Strength on Wednesday and Friday of each week. On Monday, Tuesday, and Thursday, the recommendation is to participate in Workouts of the Day (WOD's) that are approximately 10 minutes in duration. Currently, the PE Department uses Student Lap Tracker to track students' running times. We also use pedometers that measure moderate to vigorous physical activity. We recommend continued use of these resources. Heart rate monitors would be a helpful resource to monitor our students' progress in Cardiorespiratory Endurance. Additional goals would like to include: Maintaining smaller class sizes ideally around 37 students per class. provide more para support for students with IEPs to ensure more structured support and engagement for our children with special needs.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. <i>WASC Ch.2</i>	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? <i>WASC Ch.5</i>
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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) <i>WASC Ch.2</i>	What are your targets/ goals?	What shifts will be required to achieve these goals? <i>WASC Ch.5</i>
Roosevelt has an active College and Career minded culture full of activities and events to inspire our youth. Our CELDT 4/5 students are enrolled in an AVID Excel class that focuses on College and Career readiness, as well as developing organizational and critical thinking skills central to a college mindset. Roosevelt also takes numerous college field trips to Bay Area universities. These trips are focused on seventh graders and led by our AACE tutoring director. Roosevelt also has College Mondays each month, when members of the staff promote their university experience. Homeroom on those Tuesdays often features a college video that highlights a university.	Roosevelt would love to have an AVID class for non ELL students.	Funding the AVID class is a long term goal of Roosevelt. Roosevelt has achieved this goal with its first AVID class this year, funded by our PTSA. Roosevelt's goal is to ensure funding year over year for this class.

Elementary Schools

What is your plan for promoting college and career readiness?

For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?

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?

Roosevelt Middle School has three areas of focus for its professional development. They are: 1. AVID Teaching Strategies to support all students in the development of critical thinking and student engagement strategies. All staff PDs will be devoted to continuing our work from last year around supporting LTELs and improving student centered learning by developing strategies that engage students and increase the depth of instruction. Strategies will follow the AVID model as we move to whole school implementation of AVID strategies. PDs are led by the AVID site team and directed by SFUSD District support. 2. Technology Training to support teachers with the integration of 21st century teaching practices into daily instruction. Through the Verizon Digital Promise grant, teachers will be trained to fully integrate technology into their instructional practices. The school community will have early release days on the last Monday of the month, at which time all staff will be working with Denman and Hoover as full sites and inter-school departments to develop lessons and projects that utilize technology throughout the instructional days. Also, Roosevelt has an instructional coach who is supporting the Digital Promise Grant and working with each department to support the development of 21st century lessons, performance tasks, and other projects that will help teachers improve technology integration into their instructional practices. 3. Roosevelt’s Student Support Professional Development focus area is continuing the work with the counseling department around RTI and RP practices. These professional developments occur every Tuesday at our counseling department CPT meeting, as well as at our Grade level meetings held on the second Wednesday of each month. This year the counseling department, under the guidance of the principal and AP, will be splitting the meeting with grade level counselors to provide an all staff PD around RTI practices. Topics the staff will be trained on include: Restorative Circles, not just to restore but to strengthen relationships The use of the Student Intervention Matching tool (SIM) to find out what supports would work best for students receiving extra support Check In Check Out what the CICO form can do to help address student behavior needs Small group social emotional learning (SG-SEL) groups Behavior Contracts, and how teachers can support them in the classroom This year department meetings have been scheduled to not overlap with each other departments during the month. Department meetings take our all-staff PDs around AVID strategies and student supports and mold it to meet the needs of each departments individual curriculum. Departments also focus on aligning curriculum across grades, and scaffolded through each grade so that students are receiving a similar and comprehensive learning experience regardless of which teacher they are learning with. Significant money has been set aside to also provide targeted PD to each department as needed. Math begun (and will continue) working with our district curriculum department on scaffolding up to ensure all students are challenged by the district provided curriculum, including those performing above grade level. Special Education has been focusing on co-teaching practices, and with the help of district level and outside support they will continue to improve their co teaching pedagogy. All other departments are using sub days to participate in district wide PDs that support both the curriculum and teaching strategies that improve student understanding of the district learning goals.

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)
AVID: Roosevelt is finishing it's year two implementation of AVID strategies. Roosevelt has an AVID Excel class for ELLs and devotes a monthly professional development to developing the staff's understanding and implementation of specific AVID strategies in their classrooms. An AVID leadership team leads this PD under the guidance of the principal and the SFUSD AVID team. This team also meets once a month to develop their own AVID skills and prepare for the professional development. Our AVID teacher participates in numerous all day AVID trainings throughout the year. Roosevelt has a team of teachers that participate in the AVID summer institute in Sacramento as well. Leveraging Technology: Roosevelt is working towards a technology platform 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. Participate in the third year of the Verizon, Innovative Learning School grant where each student will have "anywhere, anytime access" to online learning and an iPad and we focus on powerful use of technology to redefine learning. Student Support: Continue to introduce, review, and reinforce strategies related to B-RTI and Restorative Practice to improve school climate and classroom management strategies. Curriculum and Instruction: Continued focus on strengthening teacher understanding of the curriculum, and develop improved strategies in the delivery of instruction through department meetings held twice each month. Teams will also focus on ensuring that the learning experience is consistent throughout the building, regardless of the teacher. Teams are also looking at other grade levels to ensure there is strong articulation throughout each grade.	AVID strategies are developed through our AVID leadership team. They receive training at the summer institute and in Monday morning team trainings. The district supports our AVID training and summer institute costs. WSF, Department of Technology, Verizon Digital Promise grant and Title 1 through Technology Coach. Prop A. Work with LEAD, Michael Bloemsma, Principal's Innovation Fund WSF, Prop A, sub release. Pupil Services and School Health programs.

STUDENT-CENTERED LEARNING CLIMATE

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

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are

in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:

- **Students with Disabilities/ Promotion of Inclusive Practices:** percentage of students in Special Education school-wide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD's commitment to full inclusion and increased expectations for students with disabilities.
- **Student Engagement/Attendance:** school attendance rates, chronic absenteeism rates
- **School Climate:** suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys
- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	School-wide data shows that across the board, Roosevelt Middle students with IEPs have grown in Math and ELA proficiency over the last year at a higher rate than district averages, while at the same time lowering suspensions and absences. In ELA, 21% of students with IEPs are meeting or exceeding standards. That is a 9% growth from the previous year and 8% higher than district average. In Math, 14% of students with IEPs are meeting or exceeding standards, which is an 8% growth from the previous year and 2% higher than the district average. Suspension rates and chronic absenteeism have declined at RMS for students with IEPs by 1% and is 5.5% lower than district rates.	Our target goal for students with IEPs is 20% proficiency in math, which would be a 6% growth from the current year. Compared to the district average, which did not increase last year, this goal would maintain our momentum. In ELA, our target goal for students with IEPs is 25% proficiency, which would be a 4% growth from the current year. This would be considerable gains compared to the 1% district-wide trend in growth.	Roosevelt will maintain and increase growth over the next year through several key strategies. Continued strong co-teaching practices, bolstered by staff PDs, will allow students to better access and improve in the curriculum. Increased progress reporting on IEP goals will hold students accountable and keep teachers focused on target areas of improvement. SpED staff will help support students through teaching of specific metacognitive strategies, using multi-sensory approaches, questioning, making connections, visualization and making inferences/predictions. Next year, Roosevelt will continue and strengthen school-home communication as well as collaboration with community and district service providers. One possible area to better support students' organization and executive functioning to better access the curriculum is a study skills class.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Roosevelt has an active and healthy community that has created and continues to improve its climate and community supports for vulnerable student populations. We have an active GSA (Gay Straight Alliance) that meets weekly. Students not only find a safe space, but also develop leadership skills by working with the student government to plan and execute several school climate initiatives. Roosevelt also conducts several week long climate initiatives during the school day. These events always include a themed color or dress, and student led lunch time activities in the yard or main lobby. Week long initiatives are led by counseling, teaching and our Admin staff. Each year we hold an inclusive schools week and cultural awareness week. These weeks also have a whole school assembly to share students special talents, build leadership capacity, and raise cultural and social awareness. Daily video announcements also include education for our student body.	Roosevelt already has a healthy climate and community for vulnerable youth, but would like to increase the number of assemblies we have two monthly events. Currently we are at about 4 per year. Increasing whole school assemblies would not only further improve school climate, but also raise student awareness of issues our students are facing, and continue to build our students ability to advocate and lead change.	If money were available Roosevelt would like to add a second AP that could help plan and lead whole school assemblies. Currently this work falls on staff that are already overburdened with time and commitments.
Student Engagement/ Attendance			

	Roosevelt's Mid year summary review showed a significant drop in chronic absenteeism this past Fall semester. Most notable was a 10% decline in absenteeism in our African American student population, but all subgroups except for one showed a decrease. (The one category with an increase has 2 students)	Addressing absenteeism is always a primary focus of the counseling and student support team at Roosevelt. Our rate of 4.1% was below the district average, but we have set a goal of 3%. Our African American absenteeism rate is down significantly, but still above the district average. Our goal for supporting AA student is under 20%.	Roosevelt has added a 4th counselor with the specific intent of supporting the counseling staff in submitting C-Warts in a timely manner. We have also increased the productivity of our attendance secretary who has realigned systems to ensure attendance is 100% accurately reported, and family follow up happens daily.
School Culture/Climate	Roosevelt has strong school climate, and the data supports this claim. Suspensions are three times lower than the district average. Most subgroups, including all subgroups of traditionally underserved populations are also at least three times less than the district average. These include African American, Low SES, SpEd, and Hispanic/Latino which is over 4 times lower than the district average. Suspensions have been decreasing for the past two years. Chronic absenteeism is an issue Roosevelt has been working hard to address. Last year's data showed that Roosevelt had higher averages than the district, but the mid year data summary showed a decrease, including a 10% decrease for our African American students, so far this year. Every subgroup also had a significant decline in chronic absenteeism over the past year.	Roosevelt continues to strive to 0 suspensions. Although we understand that this may not be possible, with such low rates of suspension already we are working on improving our TIER I and TIER II RTI supports, to ensure we continue to have significantly lower than average suspension numbers. The Roosevelt staff is also actively working to decrease the number of in class referrals. Every staff member has gone to, or is scheduled to attend escalation training provided by pupil services. Roosevelt also conducts monthly training for its staff on student support issues. Trainings include Restorative Practices (provided by pupil services) TIER I support reviews, Culturally relevant teaching practices, Trauma based instructional practices, and other health and safety issues. These trainings will continue to ensure we continue to have low suspension and referral numbers. Students will know how to advocate for the services they need.	Currently Roosevelt has many strategies we use to ensure a strong school climate. These include a PBIS system of 'Trojan Bucks' with a daily prize drawing on the video announcements. An annual Food Drive competition, multiple assemblies focused on a variety of student support issues, two after school dances, 18 lunch clubs that meet weekly (chess, badminton, ping pong, Glee, dance, comic, math tutoring with peers, Trusty Trojans that volunteer at the Institute on Aging across the street, Music and snacks, a video game club, a board game club and others. Multiple Small Group Social Emotional Supports t... include Project Arrive, Magic Zone, and Second Step. Clubs are led by trained counseling and support staff. We host a Step Up two day program for incoming 6th graders at the start of the summer. We participate in all district sports teams. We have an active GSA (Gay Straight Alliance) that is active in planning and leading school climate events and raising social awareness with our students. We have an active student government, Lunch time and after school Homework support. Staff is trained in Restorative Practices and conducts community circles in their classrooms, A monthly library book club. A March Madness basketball tournament BEACON after school enrichment program, Several annual school climate events that include No One Eats Alone Day, Peace Week, Inclusive school week, Multicultural Assembly and the Lunar New Year festival. CBITS trauma counseling for students that have experienced significant trauma
Social Culture/Climate	See above	See above	See above
Wellness Policy		Roosevelt staff would like to see students be more adept at independently identifying the appropriate adult person to go to when in need of support.	This year Roosevelt increased it's school nurse to a 1.0 full time position. The counseling and support staff also meets once a week to review student support initiatives that are in process, how effective they are, and how we can improve or increase services that are falling short.

	<p>Roosevelt is increasing its nurse to a full 1.0 position in 2018-2019. It already funds its School Social worker to a full 1.0 position through site funded money. The SSW and nurse run a comprehensive SAP, SST and 504 process for all students that are in need of extra support. Direct Interventions Support is available as the site discovers students in need of an intervention. Nutrition services are very active on campus working to provide healthy breakfast and lunch. They are constantly looking at ways to increase student participation in our school meal program. PE pays significant attention to healthy living through healthy body imaging units, as well as working with our youth outreach workers, supported by the SSW to educate students on the dangers of smoking and other health issues that may affect our students. Our school nurse also puts out announcements concerning health and wellness issues on the daily announcements, especially during flu season.</p>	
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PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
Family Partnerships: <i>The child's first and most influential teacher is the family.</i> Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.	
Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:
What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:	
Roosevelt is currently planning with the RDNC BEACON after school program to increase and improve services to students and families throughout the instructional day. When the budgets clear for the BEACON after school program it has already been planned that we will be seeking a part time parent liaison position to support attendance and parent engagement, especially within our African American student population. Roosevelt holds a monthly: -Principal Coffee that focuses on issues affecting the school community, parent education around school management, an opportunity to share school initiatives that are being considered, and receive parent feedback on issues affecting our community. -PTSA meeting that focuses on school informational issues as well as ways that our parent community can support the school through volunteerism and financial means. -Parent technology education night that addresses an issue around technology and raising youth in a digital community -ELAC English Learner Advisory Committee that helps educate parents of English Learner around issues that are affecting our students, especially those that have a disproportionate affect on English Language Learners The ELAC committee also discusses what families can do at home to support their children's development with the goal of moving their children out of English Learner status.	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
Roosevelt already holds a monthly principal coffee and monthly PTSA meeting as noted above. Increased participation at both events, as well as an increase in the number of underserved youth will demonstrate improved outreach, and allow for greater collaboration with our parent community.	
Community Partnerships	
What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?	
<input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input checked="" type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input checked="" type="checkbox"/> Youth Leadership/Youth Development <input type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
List 1-3 current or potential community partner(s) who are address these needs.	
Currently Roosevelt Middle School partners directly with three CBOs to support students: Magic Zone, RDNC (Richmond District Neighborhood Center) Beacon, and JCYC (Japanese Community Youth Center). Magic Zone provides Small Group Social Emotional Learning to primarily African American students divided by gender. This group focuses on strengthening the soft skills students need to build better interpersonal skills and improving students' self confidence and sense of purpose. Roosevelt is a BEACON hub site funded primarily out of the RDNC. This after school program has had an average daily attendance of over 200 students for the past several years. Program options include academic support, enrichment activities, and after school sports. Our BEACON program also provides funding for targeted math and social skills intervention for our African American students through our Black Scholars Union. JCYC provides academic support and tutoring during lunch and after school hours to all students who are seeking support. This program currently serves over 50 students daily.	
What are your specific goals or objectives for these partnership?	
Roosevelt leverages its partnerships with our CBOs to promote healthy lives, better citizens, and enrichment opportunities for our students.	
What actions will you take to deepen your school's partnership with community organizations?	
Roosevelt is seeking partnerships with CBOs in the Bayview neighborhood. We currently receive a number of students from across town, and want to build partnerships to facilitate after school enrichment, homework and academic support, and family and home support resources for our families that live there.	
How will you measure the impact? (Quantitative and/or qualitative data)	
Currently Roosevelt only has two strong CBO relationships, the BEACON after school program, and Magic Zone, which supports social emotional skill building within our African American youth population. We would like to see an increase in the number of CBOs we have actively working with youth on campus, as well as an increase in the number of CBOs we have active relationships through regular collaboration.	

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 = \$5,800

Supplies and support for SpED classrooms.

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 = \$27,704

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

AVID Excel Class, supplies for EL students as they work in classrooms throughout our campus.

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 =

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 =

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?

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 =

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)

CATEGORIAL EXPENSES

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

Title I = (31500)

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)

1% Title I Parent Set Aside =

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

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

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

- ☐ Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Impact & Innovation Awards =

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?

Just over 50% (Dependent on teacher salary) used for iPad one to one program instructional coach. Remaining funds in equipment for maintaining and upgrading technology.

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 =

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)

Other (PTA, external sources, School Quality Pairing/CoP work) = \$153,000

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

.5 School Social Worker, .5 School Nurse, .2 librarian and .2 class size reduction

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:
	.5	.5	
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
			3
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:

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

Our school Social Worker is one of our strongest employees and diligently works with students and caregivers to ensure children are at school and ready to learn. We provide the other .5 to ensure she is on campus full time.

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 type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input checked="" type="checkbox"/> Other (list) PTSA
<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. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018 .
<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: 9/19/2018
<input 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: 9/19/2018

School Site Council Roster and BSC/SPSA 2018-2020 Attestation

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

[School Site Council Learning Module - SSC Parity](#)

[SFUSD Website, School Site Council Page](#)

Name	Role	Signature
Michael Stachon	Principal	
Daniel Donohue	Teacher	
Jenny Levine	Teacher	
Whitney Marsh	Teacher	
William WatsonPayne	Teacher	
Isabel Go	Para	
Robert Lam	Parent	
Deborah Peralta	Parent	
Jenny Lam	Parent	
Jacob Leung 8th grade rep	Student	
Sofia Bruno 7th grade rep	Student	
Lucas Astrachan 6th grade rep	Student	