**Partnersing for Success**

Our children rely on thousands of talented and caring adults to make our schools work. We are fortunate to have a great network of resources, including the city, government, businesses, not-for-profits, universities, parents, extended family and community volunteers. Some of our major partners include Parents for Public Schools, SF Promise, Harvard University, UC Berkeley, Stanford University, Second District PTA, National Training Associates, SF School Alliance, University of Texas Dana Center, and Strategic Education Research Partnership.

**Elementary to Middle School Feeders**

Beginning in 2017, students graduating from one of our K5 schools will receive an initial offer to their middle school feeder school. In the meantime, students graduating to middle school before 2017 will receive a preference to their middle school feeder if they list it as one of their choices.

Between now and 2017, middle schools will continue to improve to better meet the needs of all students. Middle school principals, staff, and parent groups are eager to build relationships with elementary communities so they can plan and work together to align services and resources to better meet the needs of all students.

The elementary to middle school feeders provide an opportunity for students, families, and staff at elementary and middle schools to work closely together and share specific information that will help families understand how the school can support their child’s academic and enrichment needs. To do this, SFUSD has convened joint ES/MS principals meetings, provided middle school tours to ES feeder principals, and collaborated with Parents for Public Schools to develop parent coalitions between ES and MS communities.

The feeders also support the use of limited resources to provide a continuity of curriculum and academic programs from elementary to middle school.

**MIDDLE SCHOOLS**

- **Aptos Middle School**
  - 105 Aptos Avenue
  - (415) 469-4520

- **James Denman Middle School**
  - 241 Oneida Avenue
  - (415) 469-4535

- **Everett Middle School (Mission Zone)**
  - 450 Church Street
  - (415) 241-6344

- **Francisco Middle School**
  - 2190 Powell Street
  - (415) 291-7900

- **AP Giannini Middle School**
  - 3151 Ortega Street
  - (415) 759-2770

- **Herbert Hoover Middle School**
  - 2290 14th Avenue
  - (415) 759-2783

- **International Studies Academy**
  - (6th-12th Grade - High School Division)
  - 655 De Haro Street
  - (415) 695-5866

- **Dr. Martin Luther King Middle School**
  - 350 Girard Street
  - (415) 330-1500

- **James Lick Middle School**
  - 1220 Noe Street
  - (415) 695-5675

- **Marina Middle School**
  - 3500 Fillmore Street
  - (415) 749-3495

- **Presidio Middle School**
  - 450 30th Avenue
  - (415) 750-8435

- **Roosevelt Middle School**
  - 460 Arguello Boulevard
  - (415) 750-8446

- **Visitacion Valley Middle School**
  - 450 Raymond Avenue
  - (415) 469-4590

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“Maintaining a middle level school that makes a difference in the lives of young adolescents requires a complex mixture of leadership, commitment, programs, and practices implemented in a caring, collaborative environment.”

- *Breaking Ranks in the Middle*

San Francisco Unified School District has a strategic plan, *Beyond the Talk*, that places equity, student achievement, and accountability at the forefront. Our aim is to make sure all of our students are on a path to success in college, careers, and life.

Our mission is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence, and physical and mental health so that each student can achieve his/her maximum potential.
Our vision for success for middle school students is every student graduating from middle school equipped with the skills, capacities, and dispositions necessary for success in high school and beyond.

Curriculum and Instruction
Our goal is to provide a challenging and rigorous curricu- lum with appropriate academic and developmental support to all our middle school students. We expect students to engage in classroom activities, which promote the 1) development of academic vocabulary and discourse; 2) strategic reading of informational and scientific text; and 3) depth and complexity of mathemati- cal thinking and reasoning.

We believe that it is possible to increase the achieve- ment of high performing students and accelerate the achievement of those currently less academically successful. To enrich the academic experiences for all middle school students, we are (1) working toward full implementation of the Common Core State Standards in Mathematics and English Language Arts, (2) supporting the redesign of services for students with disabilities, and (3) supporting the needs of English Learners.

Here are examples of what this work looks like:

- **The Middle School Mathematics Department has begun transitioning to the new Common Core State Standards.** We have partnered with leading academies of higher learning to provide an in-depth professional development series to teachers and administrators. Some of these partnerships include the National Training Network, Strategic Education Research Partnership (SERP), the Dana Center at the University of Texas, and Stanford University.

- **Algebra for All (8th Grade)** The vision of the district is that all Grade 8 students will take Algebra at Grade 8. It is critical that middle school students have access to 8th Grade Algebra in light of the new high school graduation requirements for the class of 2014 and beyond. Students will be expected to complete 3 years of mathematics in addition to the prescribed course of study in high school.

- **The Special Education Department** is leading a transition from treating special education as a placement to building a service delivery model for students with disabilities. This shift began in middle school last year for inclusion students entering 6th grade. This year we are supporting middle schools as they continue this transition by removing special education program titles from 6th grade and assigning incoming 6th grade students for the 2012-13 school year to general education classrooms. Special Day Classrooms will continue, however, the percent of time children will spend in Special Day Classrooms will change.

- **Our focus on English Learner Development (ELD)** in middle schools is geared toward the reclassification and monitoring of Long-Term English Learners and providing professional development to teachers to accelerate achievement.

School Climate
Every staff member in our middle schools takes responsibility for assuring a safe school climate where differences among students are accepted and positive peer relationships are supported. Here are a few of the ways our middle schools are cultivating such environments:

- **Restorative Practices / Alternatives to Suspensions** Restorative Practices emphasizes the importance of positive relationships in building school community, and works to strengthen individual and community relationships by repairing harm when conflict and misbehavior happens. It goes beyond focusing on rules that have been broken, and instead views misbehavior as a violation of relationships that are damaged as a result of wrongdoing. This is an approach where students learn to accept accountability, recognize and repair the harm their actions caused, and acknowledge their contributions toward a safe school environment. In addition, the collaborative approach offers a voice to those who have been harmed and lets them have a say in how the damage can be repaired.

- **Student Scheduling** Develop alternative school schedules to implement more programs such as world language and other elective courses.

- **Step-Up Program for Incoming 6th Graders** A one-week summer orientation program for rising 6th graders at all middle schools.

- **8th Grade Summer School Transition Program** A four-week academic program for retained 8th graders.

Family Engagement
"When parents are involved in their children’s education at home, they do better in school. And when parents are involved in school, children go farther in school and the schools they go to are better.” - A New Generation of Evidence: The Family is Critical to Student Achievement. (Henderson & Berla, 1994)

We believe family engagement is essential to a child’s success in school. Here’s a quick overview of some of the resources and structures in place to support and encourage deep and meaningful family engagement.

- Every school has elected School Site Council (SSC) to represent parents, students, community members, and school staff in the school governance process.

- Schools that receive funding for low-income students have a School Advisory Committee (SAC).

- There is an English Learner Advisory Committee (ELAC) at every school that has 21 or more English Learners.

- Every ELAC is invited to send representatives to the District English Learner Advisory Committee (DELAC).

- Every middle school has a Parent Teachers Association (PTA/PTSA) or Parent Teachers Organization.

- Eight middle schools have Family Liaisons to strengthen relationships with internal and community partners.