Middle Schools:
A Force for the Future

"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

Elementary to Middle School Feeders

Beginning in 2017, students promoted from K-5 schools will receive an initial offer to their middle school feeder school. In the meantime, students going to middle school before 2017 will receive a preference to their middle school feeder if they list it as one of their seven choices.

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.

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 an 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 Teacher Organization.
- Selected middle schools have Family Liaisons to strengthen relationships with internal and community partners.

COMPREHENSIVE MIDDLE SCHOOLS

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<tr>
<th>School Name</th>
<th>Address</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Aptos Middle School</td>
<td>105 Aptos Avenue</td>
<td>(415) 469-4520</td>
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<tr>
<td>Willie Brown Middle School</td>
<td>2055 Silver Avenue</td>
<td>(415) 469-4535</td>
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<tr>
<td>James Denman Middle School</td>
<td>241 Oneida Avenue</td>
<td>(415) 469-4535</td>
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<td>Everett Middle School</td>
<td>450 Church Street</td>
<td>(415) 241-6344</td>
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<tr>
<td>Francisco Middle School</td>
<td>2190 Powell Street</td>
<td>(415) 291-7900</td>
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<td>AP Giannini Middle School</td>
<td>3151 Ortega Street</td>
<td>(415) 759-2770</td>
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<tr>
<td>Herbert Hoover Middle School</td>
<td>2290 14th Avenue</td>
<td>(415) 759-2783</td>
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<tr>
<td>Dr. Martin Luther King Middle School</td>
<td>350 Girard Street</td>
<td>(415) 330-1500</td>
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<tr>
<td>James Lick Middle School</td>
<td>1220 Noe Street</td>
<td>(415) 695-5675</td>
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<tr>
<td>Marina Middle School</td>
<td>3500 Fillmore Street</td>
<td>(415) 749-3495</td>
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<tr>
<td>Presidio Middle School</td>
<td>450 30th Avenue</td>
<td>(415) 750-8435</td>
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<tr>
<td>Roosevelt Middle School</td>
<td>460 Arguello Boulevard</td>
<td>(415) 750-8446</td>
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<tr>
<td>Visitacion Valley Middle School</td>
<td>450 Raymond Avenue</td>
<td>(415) 469-4590</td>
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SFUSD’s Six Strategies for Success

1. Implement the SFUSD Core Curriculum and use student data to make informed decisions and monitor our progress toward goals.
2. Provide tiered levels of academic and behavior support to all students using a Response to Instruction and Intervention (RTI) model.
3. Build a clear vision, culture and conditions for college and career readiness at all school levels.
4. Differentiate central office supports to schools through a Multi-Tiered System of Supports (MTSS).
5. Recruit, develop and retain highly qualified teachers, leaders and staff.
6. Increase awareness and build the supports necessary to fully implement SFUSD’s Family Engagement Standards.

Curriculum and Instruction
Our goal is to provide a challenging and rigorous curriculum 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 mathematical thinking and reasoning.

We believe that it is possible to increase the achievement 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 SFUSD ELA PK-12 Core Curriculum; 2) supporting the redesign of services for students with disabilities; and 3) supporting the needs of English Learners.

Middle Grades Mathematics
- SFUSD offers mathematics courses based on the Common Core State Standards (CCSS). The CCSS Math 6, CCSS Math 7 and CCSS Math 8 courses include algebra content in each grade level, with increased depth of algebraic understanding as the grades progress. The CCSS Math courses ensure a solid foundation that prepares students for success in high school and college mathematics. The CCSS Math 8 course includes 65% Algebra and Functions, 25% Geometry and 10% Statistics.
- We are committed to supporting all SFUSD students, including special populations, including English language learners, students with disabilities and gifted students. Classroom instruction will shift its emphasis from the procedural to the conceptual, from quick answer-getting to perseverance on challenging open-ended problems, from multiple choice assessments to modeling and performance tasks, and from students always working alone to students collaborating and critiquing each other’s mathematical arguments. Technology integration will further support implementation of the CCSS Mathematics courses.

English Learner Development
- While continuing to emphasize reclassification of English Learners in middle schools, we will be using California’s new English Learner Development (ELD) standards to shift instruction so English Learners “Interact in Meaningful Ways” as they progress through a continuum of English proficiency and receive access to core curriculum.

Special Education
- Middle Schools continue to move forward with actualizing the District’s promise of access and equity by ensuring all students with special education services are included in general education, with their same age peers, to the greatest extent appropriate. All middle schools are able to support the needs of students with disabilities through a variety of strategies, inclusive of but not limited to: adaptations, accommodations, modifications, co-teaching, small group instruction and individualized supports. All middle schools are structured to meet the needs of students with RSP and Mild-Moderate SDC levels of services and eight sites have additional supports to meet the needs of students with Moderate-Severe SDC levels of services.

School Climate
Every staff member in our middle schools takes responsibility for ensuring 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:

Response to Intervention/Restorative Practices/Alternatives to Suspensions
- All middle schools participated in an extensive professional development opportunity focused on supporting the behavioral needs of all students. This training guided school site teams to identify where their challenges were and begin to establish Positive Behavior Intervention and Supports (PBIS) designed to meet the behavioral needs of all students. Creating common behavioral expectations, focus on positive reinforcements, and building relationships with students are at the center of this work. Restorative Practices is an approach where students learn to accept accountability, recognize and repair the harm their actions caused. 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.

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

STEM iPad Project
As part of Mayor Lee’s Educational Leadership Initiative with Superintendent Caranza’s vision to build a Pre-K-12 STEM (Science, Technology, Engineering and Mathematics) pathway, middle schools will be leading the effort with funding and support from Salesforce.com to create a model for innovating with technology in the classroom. A cohort of mathematics teachers from all middle schools will receive professional development utilizing iPads with educational apps and projects to engage students and to accelerate learning. The iPads will support implementation of a pedagogy that is student-centered with rigorous and authentic learning experiences that are driven by the SFUSD Mathematics Core Curriculum. Integrating technology into the classroom allows for significant redesign of tasks and for the creation of new tasks previously inconceivable without the use of technology as we work to achieve new levels of student engagement and understanding.

Vision
Our vision for success for middle school students is every student being promoted from middle school equipped with the skills, capacities, and dispositions necessary for success in high school and beyond.

Access and Equity
Make social justice a reality by ensuring every student has access to high quality teaching and learning.

Student Achievement
Create learning environments in all SFUSD schools that foster highly engaged and joyful learners and that support every student reaching his or her potential.

Accountability
Keep district promises to students and families and enlist everyone in the community to join in doing so.

SFUSD’s Six Strategies for Success:
1. We will continue to provide our students for high school, college, and careers. We will continue to internalize and practice the five R’s – rigor, relevance, relationships, reflection, and recommitment. We have to make sure that what we are teaching is relevant to our students; that we have high expectations for all students; that we truly know who our students are; that we continue to reflect on our practices; and that we make a point of recommitting to our profession and our students.” – Jeannie Pon, Assistant Superintendent, Middle Schools