

**SFUSD**SAN FRANCISCO  
PUBLIC SCHOOLS

## 2018-2020 Balanced Score Card: A Two-Year Single Plan for Student Achievement

<b>School</b>	<b>Everett Middle School</b>
<b>Principal</b>	Lindsay Dowdle

### SCHOOL VISION & CONTEXT

Our Everett Middle School vision is to become an exemplary school where all students graduate ready to thrive academically and emotionally in high school and are therefore empowered to change the world. The essential question we are asking ourselves is as follows: What would our school have to look like and sound like in order to produce the next generation of civil rights activists in SF? As we go about the work as a community of designing a school where this vision can be realized, we have adopted the tag #imagineotherwise. Thus far, we have begun good work towards this vision. We have been the fastest growing middle school for five years in a row now. All learners benefit from our rigorous level of instruction, and our newcomer English Learners in particular benefit from double-blocks of English Language Development and Structured English Immersion classes. We continue to work to close the achievement gap between our English Learner students and our other students. We have reduced suspensions and referrals overall over the course of the last four years. Our key approaches to this work include the Response to Intervention framework with a specific focus on Restorative Practices, the Balanced Literacy approach in our English Language Arts classes, the use of Complex Instruction in mathematics, the creation of personalized learning pathways in our innovative Physical Education program, focusing on structured academic conversations across all content areas, and student voice, metacognition and reflection. We also stress the importance of character development in addition to academic mastery; as a school we've defined six character attributes that we teach and reinforce with our students: Grit, Love of Learning, Ownership, Teamwork, Integrity, and Social Intelligence. As a school, we aiming to the overcome the challenge of achievement discrepancies between our white students and our African American and Latino students; thus far we have not closed the gap but are making accelerated progress with our AA and Latino students.

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/ao/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/ao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
<b>Mid-Year Performance Metrics K-8 only</b> (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> <li>▪ Instructional Core: ELA, ELD and Math</li> </ul>	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)
<b>F&amp;P Growth and RI Growth K-8 only</b> (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> <li>▪ Instructional Core: ELA</li> </ul>	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
<b>Fall 2017 Acceleration K-8 only</b> (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> <li>▪ Instructional Core: ELA, ELD and Math</li> </ul>	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.
<b>Chronic Absenteeism</b> (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> <li>▪ Student-Centered Learning Climate</li> </ul>	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)
<b>CA Dashboard Report</b> (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> <li>▪ Instructional Core: ELA, ELD and Math</li> <li>▪ Student-Centered Learning Climate</li> <li>▪ College and Career Readiness</li> </ul>	The California School Dashboard ( <a href="http://www.caschooldashboard.org">http://www.caschooldashboard.org</a> ) is designed to help communities across the state access important information about K-12 schools and districts.
<b>Fall 2017 Grades Summary Gr 6-12</b> (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> <li>▪ Instructional Core: ELA, Math, Other Subject Areas</li> <li>▪ College and Career Readiness</li> </ul>	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
<b>College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10</b>	<ul style="list-style-type: none"> <li>▪ College and Career Readiness</li> </ul>	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
<b>Illuminate Report Lists for Fall and Spring</b>	<ul style="list-style-type: none"> <li>▪ Instructional Core: ELA, ELD and Math</li> <li>▪ Student-Centered Learning Climate</li> </ul>	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):

Our focal group of students in ELA is our English Learner students. On the spring 2018 SBAC, only 5% of our ELs scored proficient. The 1.89% increase in proficiency on the SBAC compared with our schoolwide average of 2.77%. Within the EL subgroup, we know that our newcomer ELs hit our goal to average 2 years of reading growth on the F&P. ELs' overall average of F&P growth was 1.6 which means our LTELs are in need of extra consideration. Our second focal subgroup is our African American students. On the spring 2018 SBAC 19% scored proficient compared to the whole school average of 37%. Also, our African American students showed the least amount of change for any statistically significant subgroup in distance from met.

**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 students reach mastery?	What instructional shifts will be required to achieve these goals?  WASC Ch.5
At midyear January 2018, we saw a lot of growth on the RI and thought we were on track to exceed our year end goal of 10% cohort matched growth schoolwide by the end of the year. Our Black and Latino subgroups were both on track to meet or exceed our end of year goal. Our students with IEPs and long term EL students, however, were not. The end of year ELA SBAC for the 2017-2018 school year gave disappointing news. We didn't hit our 10% growth in proficiency goal and only 41.1% of students are proficient in ELA. Only 5% of our ELs scored proficient, 18.5% of African American students scored proficient, and 83.9% of white students. Our average growth in proficiency was only 2.77% which did not reach our 10% goal.	Our goals are for all students to grow 2 years in reading in 1 school year.	We need to continue to build our muscle using the Comprehensive approach to literacy. Students need modeling from teachers on how to use reading and writing strategies, they need 1:1 conferring during IR time, they need small strategy groups based on the teachers assessment of their literacy needs. Additionally, strong read alouds and powerful concise mini-lessons are part of this work. In addition, we are focusing on the use of assessment to regularly give feedback to our students on where they are in relationship to their goals and inform instructional moves and practices.	One big literacy focus going forward will be ensuring teachers are pulling small data-based groups each day. Our instructional coaches and department lead teachers need to work with teachers to ensure they know how to do this effectively.

**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?

<b>Analysis of Results for Language Arts- Intervention</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional shifts will be required specifically for your focal students to achieve these goals?</b>
We provide small reading group intervention in our acceleration class. Students in our acceleration class showed more average reading growth than students who started the year below grade level and didn't have acceleration. On average students in acceleration grew 1.57 years in reading in one year. This isn't quite hitting our 2 years in 1 year goal, but it is a higher number than in years past. Our newcomer ELs (2), Mixed race students (1.9) and AAPI students (1.8) had the highest growth in acceleration.	Our goal is for our long term EL students and students with IEPs to grow 2 years in reading in one school year. We also set an attendance goal for our acceleration class this year (90%) since it has historically had a lower attendance rate.	One big literacy focus going forward will be ensuring teachers are pulling small data-based groups each day. Our instructional coaches and department lead teachers need to work with teachers to ensure they know how to do this effectively. Additionally our reading acceleration program is designed specifically to accelerate student reading growth to grade level. We are providing coaching and improved structures around acceleration to improve progress monitoring, and motivate attendance.

## 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 focal groups in mathematics are African American students, students with IEPs, and 6th grade students. On the 2017-2018 SBAC, 15% of our AA students scored proficient in math whereas the school average is 36.4%. Our white students scored 77.1% proficient so this measures the dimensions of the achievement gap in math at Everett. On the SBAC, 28.4% of our 6th graders scored proficient with only 4.74% rate of growth in proficiency whereas 7th and 8th had a change of 13.55% and 14.12%. Only 8% of our students with IEPs scored proficient and this subgroup only experienced an increase in proficiency of 1.15%.

**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?

<b>Analysis of Results Mathematics-All Students</b>  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	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices are required to ensure all students reach mastery?</b>	<b>What instructional shifts and supports will be required specifically for your focal students to achieve these goals?</b>  WASC Ch.5
Overall our school is currently 36.4% proficient in mathematics according to the SBAC. When looking at cohort matched growth from the 2017 SBAC to the 2018 SBAC, we see that overall our school is seeing an 10.8% jump in proficiency. This is compared to a 4% growth last year. This is promising data, it shows that the shifts we made last year are producing different and better results. We still need to improve upon our proficiency rate overall,	All students grow two years in mathematics in one year of school.	We need to continue to strengthen our mathematics complex instruction practices. Giving students math tasks in heterogeneous groups with a high ceiling and low floor, with specific clear roles for each member of the group is an anchor of our math program. We've begun infusing the core curriculum and complex instruction with Thinking Through Problem Solving lessons. This instructional style encourages students to make their mathematical thinking visible while also validating diverse approaches to problem solving.	A shift that our instructional coaches are currently working with the math department lead to incorporate is using daily exit ticket feedback to engage students 1:1 or in small groups during the next day's lesson. Our IRF and math dept lead are both coaching teachers to use this formative data in their instruction immediately, with the goal of moving our lowest performing subgroups towards proficiency quickly. We have also been analyzing the SFUSD core curriculum alongside SBAC level problems measuring similar standards. This helps us up the rigor of both the curriculum and our assessments.

**Academic Tier Two**-What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<b>Analysis of Results for Mathematics- Intervention</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What interventions are required to ensure all students reach mastery?</b>
As mentioned above, our students with IEPs and AA students are the two groups we are most concerned with in mathematics. In our acceleration intervention program, our goal is for students to grow two years of math in one year. Many of our subgroups hit this target with a school wide growth average of 1.94 years. However, our African American students averaged only 0.67 years of math in one year last year. Our students with IEPs averaged 2.14 years of growth. Our subgroup that hit the highest average growth in math acceleration was 3 years by our AAPI students.	All students grow two years in mathematics in one year of school.	Our teachers are working on using daily exit ticket feedback to pull individuals and small groups to pre-teach and reteach during the next day's lesson. Additionally, our math acceleration program supports kids in small groups who are below grade level accelerate so they are on grade level.

## 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? <a href="#">WASC Ch.5</a>	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? <a href="#">WASC Ch.5</a>
Our students learn science through our Non-Fiction Studies course. The science learning is integrated with our non-fiction literacy standards. Students receive hands-on Science instruction for about 50% of the year (the other 50% of the course is social studies).	Currently our goal in NFS is that 80%+ of our students earn an A or a B in Science, based on mastery of the Next Generation Science Standards.	The training from the central office around the new science curriculum has been quite helpful; our teachers have been taking the training and implementing it immediately in the classroom. Our science teachers have a daily 45 minute common planning time and 2.5 hours of instructional PD, often lead by their department lead, on Friday minimum days.

## 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)? <a href="#">WASC Ch.2</a>	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? <a href="#">WASC Ch.5</a>
At the end of 2017-2018 school year, LTELs average 2.35 years behind grade level on the RI test. Last year, our ELs averaged 1.6 years of reading growth. Although this is accelerated more than growing 1 year, it is not hitting our 2 years of growth in one year goal. At the end of year point, our newcomer ELs are an average of 5.43 years below grade level as measured by the F&P reading test. Last year, many newcomers surpassed our 2 year growth goal, however, newcomers' average growth for the semester is 0.94. On the CELDT test With both of these populations of newcomer ELs and LTELs we've noticed that of the four modalities (reading, writing, speaking, listening) that reading and writing tend to be our lowest average scores.	SBAC Proficiency goal: 100% of students will be proficient or advanced Growth goal: There will be a 10% increase in proficiency overall and within each subgroup (race, gender, IEP, EL) RI Proficiency goal: 100% of students will be Proficient If you start at Advanced, stay at Advanced Growth goal: Grow one band F&P Proficiency goal: 100% of students will get to Z+ Growth goal: Grow 1.67 years If you're close to Z, grow to Z AND be Proficient on the RI Writing Benchmark (not a focus for TLC) Proficiency goal: 100% of students will write on grade level per TC rubric Growth goal: Grow 2 years in all 3 common TCRWP strands (Organization, Elaboration, and Craft) Grow 2 years in your respective grade level's 4th strand	Department PD: Conferring Proficiency scales Strategy groups Instructional strategies and Scaffolds: Acceleration (small group reading intervention classes) Strategy groups within core ELA class Strategy groups to address needs illuminated in conferring and other data collection during core ELA class Guided reading Revising tests to increase the rigor to make them more SBAC aligned. Reviewing tests with students, giving feedback, and revising together.

## 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?
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On the district SEL survey last year, our highest average score was for the category of support for academic learning and support (68%) and self-management (60%). Our lowest categories were self efficacy (51%), sense of belonging (54%) and safety (54%). Our African American, Asian and White students scored above the district average, whereas our EL students and students with IEPs answered below the district average.	Our goal is to fully implement a health curriculum next year through our PE classes and our science classes. This work has begun in both spaces, but is not yet a fully built out cohesive year long curriculum. We also offer a health unit around sex ed in both 7th and 8th nonfiction studies classes.	Last year we took advantage of are the district health trainings. We need to sit down and look at the scope and sequence of the science and PE classes and figure out how these health standards fit into both classes.
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## 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?
Our vision is that 100% of our students, regardless of current academic levels, have access to high quality visual and performing arts. Currently this is true for all our students, including newcomers and students with IEPs. We believe the arts allow students to express themselves and their thoughts and opinions through different modalities, it allows opportunities for student leadership and voice that might otherwise not be tapped in the absence of the arts.	Our goal is that 80%+ of our students earn A's or B's in their VAPA classes according to our standards-based grading. For this coming year, our goal is to increase the number of students being accepted to SOTA and that the demographic of students accepted is commiserate with our school's demographic. (currently the majority of students who are accepted to SOTA from Everett are white students.)	We will continue to invest in expanding our VAPA programs, and building a strong VAPA department at Everett. Our VAPA department lead will continue to receive coaching and support to build professional development that meets the VAPA teachers' needs. We are also forming a partnership with ArtSmart, a non-profit that provides 1:1 tutoring in the performing arts from a doctoral music student. This will support our goal of increasing acceptances to SOTA and increasing the diversity of those acceptances.

## 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. 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.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide.  How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
Everett has seen tremendous growth in our PE program over the past few years. In 2015, 37% of our students were in the healthy fitness zone. In 2016, that number grew to 74% and in 2017 it was 81%. We now surpass the district average of 72% and the state average of 65%. All students have access to the appropriate number of PE minutes.	Our goal is that 85% or more of our students are in the healthy fitness zone and that we surpass all middle schools to become the school in SFUSD that has the highest percentage of kids in the healthy fitness zone.	Students will continue to set 1:1 goals with their teacher and track their progress towards the goals. Our PE department lead will work with the PE team to develop eportfolios to track progress towards these goals. We will continue the focus on fitness based PE, rather than sport based.

## 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. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5

## COLLEGE AND CAREER READINESS

Describe your site's goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.

**High Schools Indicators:** On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

**Middle Schools Indicators:** AVID, High School Readiness, College visits, college and career plans

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5
Our vision is that students at Everett will be empowered to change the world. And an essential element of this is preparing students to be high school ready and ready to go to college. Currently our high school readiness hovers around 50%. There was a decrease in high school readiness across subgroups last year.	100% of our students should leave 8th grade "high school ready". To us, that means reading and doing math on grade level, while also having the academic skills and mindsets to thrive in high school. We define this by achieving SBAC proficiency and proficiency on the RI.	Our school counselors are developing homeroom advisory lessons to help students understand what "high school ready" means. Students are continuing to build their portfolios and set personalized accelerated academic growth goals that they frequently check back in on with their teachers.

## 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?

As we move Everett towards our own internal vision and the district’s vision 2025, Professional Learning is at the front and center of our work. We are guided by our Everett Professional Learning vision as follows: Everett is a school in which professional learning is the centerpiece of our identity: as a teaching community we model the love of learning we aim to instill in our students and continually challenge ourselves to better meet their needs. We approach teaching as a fine and demanding craft: expertise is developed over the course of a career and the practice is never static or complete. Our definition of high-quality instruction is predicated upon equitable outcomes for students. We believe that all teachers desire and deserve to develop as professionals. We know that a world-class professional development program will compel our strongest teachers to stay. To this end, we structure our internal and external PD opportunities in ways that meet our needs and align with this vision. Here are the action steps below:

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)
Weekly Friday minimum days to provide teachers time to engage in departmental professional learning, collaborative reflection and planning and other professional learning.	Our IRF and our literacy coaches along with our assistant principal and acceleration director plan for PDs, look at exit ticket and feedback data, and support department lead teachers to create the professional development during this time.
Continue to build the capacity of the grade level and department lead teachers who sit on our Culture and Climate leadership team (CCRTI) and the Instructional Leadership Team (ILT) to lead PD for their colleagues, coach teachers in their departments and use data to inform the direction of their department as a whole.	The teacher leaders are given a stipend using the PIF and general fund to engage in the extra hours of work. Our assistant principal over culture and climate works closely to support the CCRTI team and our literacy coach and IRF (central allocations) facilitate and support our ILT members and meetings.
Beginning, Middle and End of Year Staff Retreats	We will continue our annual tradition of building community, looking at data, setting goals and priorities, reflecting and adjusting course at our three yearly retreats. The design thinking PD offered through the district will be utilized again to frame our June retreat. Our general fund pays for teacher extended hours to attend these optional but highly encouraged retreats.
Work with nationally renowned expert in culturally responsive teaching, Zaretta Hammond, to build our admin team, coaches, and lead teachers' capacity to teach and coach around culturally responsive teaching.	This will be paid for out of our PIF and our IRF and literacy coach will work closely with Zaretta to create powerful professional learning for our lead teachers, who in turn will bring this to their teams.

### 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

	<b>Analysis of Data</b>	<b>Targets</b>	<b>Strategies &amp; Interventions</b>
<b>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.)</b>	15% of our school is identified as special education. Currently 100% of our students with IEPs are included for at least 1/4 of their day with general education, and the majority of our students with IEPs are included in general education for 100% of the day. We currently have 12 co-taught classes throughout the school.	This year we will continue the inclusion program and refine our processes by which we deliver these services. Our goal is for our students with IEPs to raise their proficiency by 10%.	We retained 85% of our SPED department next year and continue to support that team with professional development and coaching through Stetson, through collaboration release days, through supporting several SPED teachers to work towards their national board certification, etc. Additionally we are resetting our vision for coteaching at Everett by spreading the coteaching across more teachers so that more gen ed teachers are planning with unique needs in mind. Also, we are moving forward with professional development and coaching around small group instruction within the 90 minute cotaught block.
<b>Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)</b>	Our students in foster care underperform our students not in foster care on all measures.	We would like for our students in foster care to get the services and support they need to be able to fully focus on learning in class	We provide a wellness center with two full social workers who can provide socioemotional support. Our family success coach and family liaison can connect the student and family to other resources that will help them. Additionally, we invest in programs like Challenge Day that give students a chance to build relationships across difference, experience empathy and share their stories.
<b>Student Engagement/Attendance</b>	12.1% of our students are chronically absent overall, and for our students with disabilities, this is about the same number which is a positive. The huge area of concern has to do with our African American student attendance, 27% of our AA students were labeled chronically absent.	Our goal is to reduce suspensions and out of class time for our AA students by half and have our absenteeism rate for our AA students reduce to 13%. We've decided to focus on attendance in our acceleration classes as a way of piloting some practices in a small portion of the day which has historically had lower attendance. We are working with a make up system where students are pulled to make up their acceleration during lunch time if they miss it. This has a restorative approach with a 1:1 conversation to find out why the student isn't going and often also involves a phone call home.	

			We are increasing our partnership with 100% college prep, an organization that partners with our Beacon to provide mentoring to our young AA students and also hosts our BSU. We are focusing much of our teacher professional development on providing culturally responsive learning environments, and using restorative practices and affective language to keep relationships strong and repair harm in a restorative rather than punitive (which often means suspension) type of way. We also include attendance in our grade level meetings in the SAP portion of our meetings. This lets us follow quickly with phone calls, home visits, etc. Also, many of our absences were from our acceleration program. We have set acceleration goals and are incentivizing attendance for this valuable intervention class. We are also using a focal student approach to student attendance and engagement. Members of our support staff team are taking on specific students to motivate, connect, and support them getting to school, in uniform, and actively engaging. We use our tier 2/3 meeting to discuss and refine this process.
<b>School Culture/Climate</b>	At Everett's SEL survey, we have the following overall percentages of favorable responses to the following categories: Sense of Belonging: 54% Safety: 54% Growth Mindset: 56% Our sense of belonging questions don't show major discrepancies between our Latinx or African American students and our white students, however, our growth mindset questions show a significant discrepancy where 24% of ELs and students with IEPs respond favorably to the question "my intelligence is something I can't change very much". The overall school favorable responses is 40%. 31% of African American students responded favorably. With safety	Our goal is to increase our overall scores on the SEL categories in the following ways: Sense of Belonging: 75% Safety: 65% Growth Mindset: increase by over 10% across subgroups to the questions "Intelligence is something that I can't change very much" and "There are somethings that I am not capable of learning."	We have continued to invest in restorative practices PD and training. We funded an additional 1.0 counselor for this year to support school culture and climate especially with our newcomer students. This data is something our teacher leaders in our culture climate team are taking up in work groups. They are planning inquiry and revised practices around our retake Friday system to drive at growth mindset. They are planning school activities and whole school competitions and systems to rally changed behavior and increasing sense of belonging, and they are planning homeroom lessons to better understand and reset norms and expectations around horseplay.
<b>Social Culture/Climate</b>	Our students generally rank Everett favorably when it comes to social culture. According to the district SEL survey last year, 64% of our students, on average, responded favorably to the SEL/CC surveys given by the district.	Our goal is that 100% of students respond favorably to the SEL/CC surveys.	We will continue to expand on our homeroom advisory school wide lessons, continue to build our peer leadership program (mentoring and mediating) through our peer resources program. We will build out our counseling team to be 3 counselors.
<b>Wellness Policy</b>	See above two boxes	See above	See above

## PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

### Family Partnerships: *The child's first and most influential teacher is the family.*

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 <a href="#">SFUSD Standards</a> to work on.	Choose at least one of the following focal populations
<input 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 type="checkbox"/> African American families <input 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:

We believe that the partnering of families and schools and community is an integral part to student success. We believe that all families do the best they know how to support their students and it is our responsibility as professionals in providing ongoing information and resources to help families on their journey towards student success. At Everett we have put together a family support team that accesses outside program that extend well beyond the classroom and into the community. Every service we provide is aligned to our vision at the school. Connecting families to the support they need to help their student be successful is our main goal. At Everett we have a Family Engagement team that includes an administrator, our full time and half time family liaison, our community school coordinator/Beacon director, and our family success coach. This committee helps to oversee our family engagement plan. At every weekly grade level meeting the Family Engagement is part of the agenda and has space to share family information with the grade level team. Each grade has a family engagement representative. We also encourage positive phone calls home and special invitations for the various events that the school sponsors. The family engagement team provides prizes for teachers who go above in communicating with families. We look at family engagement in three tiers. Our tier one services are offered to all families. These are the most general school requirements such as SSC, PTSA, and Back to school night. For our tier two families we have a specific outreach plan that provides targeted outreach and support to ensure that families are connected to the school. Our tier 3 families we support and wrap them with the services they need to be successful. The Title I funds are used to provide funding for hard to reach parent populations. These funds cover our ELAC breakfast welcome where all parents of English Language Learners are invited to come learn about our school newcomer program and ELD program. These funds are also used for our African American family appreciation dinner where all African American families are invited to celebrate their students. As a community school we are committed to developing partnerships between families, school staff, business, and community partners. Each partnership is aligned to the needs of our students and families. Our goal is to be sure that families feel welcome, and know how they can be involved.

### How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance

Tier one: All families receive communication for all school events via weekly newsletter, weekly on line chatter, on line calendar Tier two: families receive additional outreach to participate in programs, school events, and community referrals Tier three: Families are contacted twice a month with positive calls home, invitations to school events, and referrals to community programs Successful outcomes: Parent surveys goal 1: 90% of respondents respond that Everett is a welcoming place 80% will respond that they are familiar with the communication expectation 80% of respondents will say they feel "fully informed" about their childs' education Parent participation goal 2: Increase participation of African American and Latino families in school events and school leadership

## 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 type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input checked="" type="checkbox"/> VAPA or Literary Arts <input checked="" type="checkbox"/> Youth Leadership/Youth Development <input checked="" type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
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### List 1-3 current or potential community partner(s) who are address these needs.

Mission Graduates is our lead agency for our Beacon program and works to create a college-going environment. Peer resources provides a 1.0 teacher to work on student leadership and empowerment. 826 Valencia is another organization that supports with academics and writing.

### What are your specific goals or objectives for these partnership?

The goals for our partnerships are that they serve our students and families in a way that accelerates our progress towards our schoolwide vision and goals.

### What actions will you take to deepen your school's partnership with community organizations?

Principal will attend the Beacon initiative training on building family partnerships with our family liaison. From there, we will create a steering committee for family engagement that will build out a mission and vision for family and community partnerships. This will serve to create a grounding theory of action for our work as a team and illuminate how to work with our current partners while also help us consider which additional partners to invite into our work.

**How will you measure the impact? (Quantitative and/or qualitative data)**

Our beacon director will use school level academic data and attendance/behavioral data to determine the impact that these partners are having on student academic performance.

## 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 = \$8,600

This money is used to purchase supplies for our students with special needs, including technology to aid in communication, audiobooks to support students with visual process challenges, manipulatives, and other resources to support students with IEPs. Additionally a portion of this money goes to fund the Exceptional Students Dinner to engage parents of students with IEPs. Finally, we set aside some SPED money for substitute days so that Gen Ed and SPED co-teaching partners can be released to plan out units together that are thought of through the lens of our students with IEPs.

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 = \$101,327

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

This money is used to fund .6 of our ELD teacher (\$62371.62) who works full time with our newcomer students to accelerate their academic language development in English. These classes are leveled by language level and students move from the newcomer pathway to the mainstream pathway quickly due to their intensive newcomer ELD classes. It is also used to fund 0.685 (\$38947.87) of a bilingual para who provides bilingual push-in support to newcomers, mostly in mathematics classes, as this is an area where our newcomers are included in the general education classes.

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

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

#### Supplemental Concentration Grant - Low Income (SCG-LI) 07090

Allocation = \$0

How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?

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

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

#### LCFF Concentration Grant (SCG-C) 07092

Allocation = \$28,000

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

Part of this money goes towards funding supplies for students with IEPs and English Learner students. For example, our ELD teachers use color printers regularly to provide easy-to-read classroom visuals for students who are just beginning to learn English. Additionally we pay for light refreshments and snacks for our regular EL events out of this resource. Finally, this money goes towards paying for 0.4 (\$26958.26) of our family liaison who works to build strong connections between home and school so that our families are welcomed into partnership toward reaching our vision of our students arriving at high school ready to thrive emotionally and academically in high school and beyond.

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 (TIIG) 07940

Allocation = \$572,710

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?

TIIG pays for 5.4 (\$561341) full time teachers at Everett. In addition, it is used for instructional supplies that improve our student outcomes, such as our Leveled Literacy Intervention kits that provide intensive guided reading intervention for our students who are furthest behind in reading, largely our newcomer population as well as our students with IEPs. Finally, our TIIG money funds the other 0.19 (\$10803) of our bilingual para who works to support our English learners in math classes.

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)

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## 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 = \$151,014** (31500)

*How do you plan to use these funds?*

This money pays for 2 student advisors(134791.66) who support with student attendance, behavior and grades and communicates with the student and families to help improve academic and socio-emotional outcomes. There is also some set aside in supplies for classroom libraries (\$10000) and for supplies (6223.00), such as books and manipulatives to aid in student academic mastery.

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

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

**1% Title I Parent Set Aside = \$1,510**

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.**

Everett Middle School Student-Staff-Parent Contract for 2015-2016 Student Commitment: As an Everett Middle School student, I am committed to: Having peaceful and respectful interactions with all Everett staff members, students, parents and visitors. Wearing the school uniform properly every day (black pants and a white collar shirt). Arriving to all classes on time with all necessary materials. Reading at least 20 minutes a day. Doing my best work on all assignments and asking for help when I need it. Leaving electronics, valuables and other prohibited items at home. Keeping the school environment neat, clean and litter-free. Updating my planner on a daily basis and sharing it with my parent/guardian. Student Signature:

Date: \_\_\_\_\_ Staff Commitment: As an Everett Middle School staff member,

I am committed to: Having peaceful and respectful interactions with all Everett staff members, students, parents and visitors. Planning and teaching engaging lessons. Arriving to school, classes, meetings and assigned duty on time. Consistently teaching, rewarding and holding students accountable to our school-wide policies, procedures and expectations. Keeping my classroom and school environment neat, clean and litter-free. Growing professionally in accordance with the California Standards for the Teaching Profession. Maintaining clear, consistent and timely communication with my colleagues and families. Ensuring that students are updating their planners on a daily basis. Staff Signature:

Date: \_\_\_\_\_ Parent/Guardian Commitment: As the primary person

responsible for the development of \_\_\_\_\_, I will actively support the mission of the school by: Having peaceful and respectful interactions with all Everett staff members, students, parents and visitors. Making sure my child attends school every day, on time with all necessary materials. Ensuring my child wears the proper school uniform every day. Communicating with the school in writing or by phone every time my child needs to miss school. Participating in at least three school events and supporting the school community meetings to give input to school leadership. Making time to meet with the staff about my child's academic progress and participating in school events. Ensuring my phone numbers and mailing address are up to date with Everett Middle School and San Francisco Unified School District. Consistently reviewing my child's planner and using it to communicate with teachers. Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Date** your school's **Parent Involvement Policy** was reviewed by your School Site Council: 4/26/2018

**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?*

This money is used for building teacher leadership and capacity, as well as professional development for teachers. We pay our leadership team stipends (both ILT and our culture/climate leadership teams). The majority of this money will be used to pay for our work with Zaretta Hammond to train and support the learning of our ILT members in preparation for their leadership for the following school year as we move our school toward being a culturally responsive school.

**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) =**

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

We use PTA funds to pay for a teacher's salary (elective).

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

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

## CENTRAL SUPPORTS & RESOURCES

In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

**NOTE:** If the district provides .75 and you supplement .25 for a full FTE of 1.0, below you would enter ".75"

Counselor:	Social Worker:	Nurse:	Family Liaison:
1	1	.5	.5
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
			3
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
1			
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.**

1. Build and sustain high quality teacher leadership teams: The IRF uses a significant portion of her time building these leadership teams, coaching the leaders, conducting walkthroughs and giving feedback. 2. Use Restorative Practices as a way to build and repair community when breaches occur. Our social worker and counselor both support teachers in conducting community building and restoring harm circles in the classrooms, as well as work with students in our wellness center to hold restorative conferences. 3. Creating a strong Discourse 2 Family Engagement Vision and Plan: Our Family Liaison is working on this currently and will carry out this vision in conjunction with the principal and school leadership next year.

## SECTION V: Recommendations and Assurances

Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

The School Site Council has voted on this school plan and its related expenditures and passes it on to the district governing board for approval, assuring the board of the following:

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other ( <i>list</i> )
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before <b>March 23, 2018</b> .
<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: <b>10/25/2018</b>
<input checked="" type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input 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: <b>10/25/2018</b>

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](#)