



**SFUSD** SAN FRANCISCO  
PUBLIC SCHOOLS

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

<b>School</b>	<b>Denman, James Middle School</b>
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### SCHOOL VISION & CONTEXT

James Denman Middle School is a comprehensive middle school, grades 6-8. It is located in the heart of the Excelsior District of San Francisco and our school motto is "Denman Pride on the South Side. Denman has a diverse student population and school community. Denman has a strong relationship with its five feed school communities: Lakeshore ES, Longfellow ES, Miraloma ES, Sheridan ES and Sunnyside ES. Vision Statement: At James Denman Middle School we believe that each student will develop the habits and skills necessary to become a successful and productive member of a diverse community. Our staff, students, and families are committed to creating an effective structure and supportive learning atmosphere. All available resources will be used to create an engaging curriculum for students. Denman Mission: James Denman Middle School students are preparing for high school and their future education. Our diverse and dynamic community is developing social and academic skills along with the core values needed to be successful citizens. The students of James Denman Middle School are safe, responsible, respectful, engaged learners who celebrate diversity, and show compassion and commitment towards their community. Priority Actions: Strengthen the Instructional Core, which includes ongoing PD centered around Common Core Implementation, ELD Instruction/Strategies and Culturally and Relevant Pedagogy as well as implementation of school wide Instructional Rounds with a focus on student discourse and continuing our focus on integration of technology and STEM instruction. Continue offering AVID in grades 6-8 and further build our AVID strategies throughout the whole school as well AVID Excel for Grades 7-8 for our L-TELs. Continue our school-wide PBIS and strengthen our Tier 1 rewards and incentives for all students. Strengthen our Tier 2 and Tier 3 supports for students. Continue our work on inclusive practices and examining disproportionality and actively trying to positively impact it. Continue our partnership with Verizon's Digital Promise; Year 3 of Tech Integration with iPads and continued PD from Denman Tech Team and focus on blended and personalized learning. Strengthen our school-wide High School Readiness Campaign and continue supports with Academic RTI Leverage our Instructional Leadership Team to increase Academic Conversations across all content areas, focusing on AA and ELL students. Increase Literacy for all students, use RI and F&P as benchmark assessments and pilot the Accelerated Literacy Curriculum in 6th grade

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
<p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Refer to <b>Illuminate Report List</b> to link to student level data</li> </ul>		

### 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):

Denman's focal groups include African American students, Latino students, Special Education students and English Language Learners. We have designed our PD plan for the school year to focus on three areas: Culturally Responsive Teaching, ELL/SPED Strategies and RTI. We are working to implement several curricular and pedagogical strategies to ensure that these students, and all Denman students, have access to the core curriculum, academic success and social and emotional well-being, including Reader's/Writer's Workshop in Humanities, the implementation of AVID Excel classes in seventh and eighth grade as well as an additional ELD class for sixth graders, and Warm Demander strategies for classroom management; As a staff, we have had professional development on Zaretta Hammond's Culturally Responsive Teaching and the Brain and will participate in a district-wide PLC this year focusing on CRT.

**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	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
		The achievement of our goals for improvement in students' performance in ELA will require a shift by the ELA department to revamp their grading policies and reexamine their techniques for assessment. During the summer of 2016, we had 3 ELA teachers attend a readers/writers workshop PD, 4 teachers attended the readers/writers workshop PD during the summer of 2017 and 4 teachers attended during the summer of 2018. The workshop model has proven to be successful in raising scores across the country. These teachers are committed to sharing the strategies and techniques they learned and implementing them across the department. In addition, ELA teachers have committed to meeting both during CPT and outside of contractual time throughout the 2018-19 (?) school year to develop and implement a cohesive curriculum.	

<p>Denman students demonstrated proficiency on the SBAC for English Language Arts at the overall rate of 42.6%, which was an increase of 1.3% over 2016-17, 10.1 % over 2015-16 and 10.3% over 2014-15. The greatest growth was in the sixth grade, where 40.9% of students were proficient, an improvement of 13.7% over 2014-15. In the seventh grade, 44.1% of students were proficient, an increase of 11.5% over 2014-15, and in eighth grade, 42.7% of students were proficient, an improvement of 5.1% over 2014-15. In terms of grades, Denman students struggled in English Language Arts in spring 2018 compared with fall 2017. 54.8% of Denman students earned As in English Language Arts in spring 2018 compared with 59.0% in fall 201 and 49.4% in spring 2017. Our eighth grade students struggled the most, and our seventh grade students were the most successful. In spring 2018, 41.0% of Denman's eighth graders earned As in English Language Arts, compared with 64.0% of seventh graders and 58.0% of sixth graders. Denman students maintained their reading performance levels in the fall of 2018, with 43% of students scoring proficient or advanced on the first administration for the 2018-19 school year. In 2017- 18, 45.6% of students scored proficient or advanced on the Reading Inventory for Window 2, compared with 39% with of students for Window 1. Students had a slight gain in reading in 2016-17, scoring 36.6% on the RI for Window 2 and 33.6% for Window 1. In 2015-16, 34% scored proficient or advanced on the RI for Window 2 compared with 29.7% on the RI for Window 1. Denman students showed greater growth in their RI scores than students in the District overall in 2017-18. SFUSD students improved from 52% proficient or advanced in Window 1 to 55% in Window 2 while Denman students improved from 39% to 45.6. On the Integrated Writing Assessment for 2017-18, 28.8% of Denman sixth graders 24.1% of Denman seventh graders and 29.1% of Denman eighth graders scored at or above proficient.</p>	<p>Our goal is to have Denman students continue their high performance in terms of grades throughout their three years at Denman, and for students to exceed the standard as measured by the SBAC at the rate of 53%. Although our goal is always 100% meeting or exceeding the standard, for the 2018-19 academic year we are committed to raising our scores such that 53% of our students demonstrate proficiency on the ELA SBAC which will be a 10% increase. Our goal with respect to ELA grades is for 65% of Denman students to earn As in English Language Arts, which represents an increase of 10 percentage points over spring of 2018. Our goal with respect to the RI is for our students to increase the overall level of proficiency to 53%. With respect to the IWA, our goal is for Denman students to improve their average proficiency level in writing to 35% at each grade level, which is an increase of 6.2 percentage points for sixth graders, 10.9 percentage points for seventh graders and 5.9 percentage points for eighth graders.</p>	<p>During the summer of 2016, we had 3 ELA teachers attend a readers/writers workshop PD, 4 teachers attended the readers/writers workshop PD during the summer of 2017 and 4 teachers attended during the summer of 2018. The workshop model has proven to be successful in raising scores across the country. These teachers are committed to sharing the strategies and techniques they learned and implementing them across the department. In addition, ELA teachers have committed to meeting both during CPT and outside of contractual time throughout the 2018-19 school year to develop and implement a cohesive curriculum. Denman will continue to administer the IWAs and the RIs with fidelity and work on our own standards based assessments. We will use the data from all these assessments to inform instruction. The strong, cohesive curriculum together with the use of data to plan instruction should help us reach our goals in terms of students' grades and SBAC performance.</p>
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**Academic Tier Two** - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?

32% of Denman students are in need of Tier Two interventions in reading. (RI Spring 2018) 16.5% of sixth graders are in need of Tier Two interventions in writing. (IWA) We have a very small percentage of non- SPED, ELL students who are in need of Tier Three interventions in reading. (RI/F&P) In terms of our focal students, Denman's African American (AA) students demonstrated proficiency on the ELA SBAC at the rate of 7.7%, which represented a drop of 8.3% compared with the previous year. 32.8% of AA students earned As in English Language Arts in spring of 2018, compared with 38.1% in the fall of 2017. On the RI for Windows 1 and 2 of 2017-18, 25% and 21% of Denman's AA students, respectively, scored proficient or advanced compared with 17.9% and 16.7% in the previous year. Denman's Latino students demonstrated proficiency on the ELA SBAC at the rate of 19.8%, which represented a drop of 3.05% compared with the previous year. 36.3% of Latino students earned As in English Language Arts in spring of 2018, compared with 41.6% in the fall of 2017. On the RI for Windows 1 and 2 of 2017-18, 19% and 27 %, of Denman's Latino students, respectively, scored proficient or advanced compared with 19.5% and 19.1% in the previous year. Denman's English Language learners (ELs) demonstrated proficiency on the ELA SBAC at the rate of 36.5%, which represented an increase of 1.25% compared with the previous year. 34.6% of ELs students earned As in English Language Arts in spring of 2018, compared with 38.0% in the fall of 2017. On the RI for Windows 1 and 2 of 2017-18, 0% and 1% of Denman's EL students, respectively, scored proficient or advanced compared with 1.0% and 0% in the previous year. Denman's Special Education (SpEd) students demonstrated proficiency on the ELA SBAC at the rate of 5%, which represented a decrease of 1.25% compared with the previous year. 43.5% of ELs students earned As in English Language Arts in spring of 2018, compared with 44.4% in the fall of 2017. On the RI for Windows 1 and 2 of 2017-18, 10% and 11% of Denman's EL students, respectively, scored proficient or advanced compared with 1.9% and 6.6% in the previous year.

Our goal is to have 0% tier two students. Denman's goals for our AA students are 1) for an additional 35% of AA students to score near, at or above standard on the SBAC for 2018-19; 2) for an additional 20% of AA students to earn As in fall 2018; 3) for an additional 25% of AA students to achieve lexile levels at or above the CCSS "Stretch" text measure on the administration of the RI for 2018-19. Denman's goals for our Latino students are 1) for an additional 23% of Latino students to score near, at or above standard on the SBAC for 2018-19; 2) for an additional 17% of Latino students to earn As in fall 2018; and 3) for an additional 25% of Latino students to achieve lexile at or above the CCSS "Stretch" text measure on the administration of the RI for 2018-19 . With respect to our English Language Learners (ELs), Denman's goals are 1) for an additional 7% of EL students to score near, at or above standard on the SBAC for 2018-19; 2) for an additional 25% of EL students to earn As in fall 2018; and 3).for 45% of EL students to achieve lexile levels at or above the CCSS "Stretch" text measure on the 2018-19 administration of the RI. With respect to our Special Education students (SpEd), Denman's goals are 1) for an additional 38% of SpEd students to score near, at or above standard on the SBAC for 2018-19; 2) for an additional 5% of SpEd students to earn As in the fall of 2018; and 3) for an additional 36% of SpEd students to achieve lexile levels at or above the CCSS "Stretch" text measure on the 2018-19 administration of the RI. ;

Denman is implementing Academic RTI as a strategy to intervene on behalf of our struggling students. Students who have been identified as needing academic support are issued yellow cards, similar to the blue cards that are utilized for behavioral interventions. The counseling department, together with ILT, is working to develop an equitable plan for intervention outside of class. In the spring of 2018, a high school readiness campaign, organized by teachers, was launched. This campaign promotes a high-school and college going culture within the eighth grade class and targets individual students who are underperforming for extra support. We will roll out HS Readiness school-wide in the 2018-2019 school year. ELA teachers are working to collaborate more closely with Special Education teachers to identify and implement interventions for specific groups of students. Our SpEd students are included in General Education classrooms whenever possible, with support from RSP teachers and paraprofessionals. In order to maximize the effectiveness of such support, an ELA class may have a cluster of students with IEPs. Many of the SpEd students also have a Study Skills class, which is taught by an RSP teacher. Collaboration between the ELA teacher and The RSP teacher provides opportunities to differentiate instruction in the classroom as well as to identify areas where students would benefit from support outside of the classroom. We are also working to better support our English Language Learners. We have targeted PD for staff to support our EL students. In addition, the data from the administration of RIs in 2016-17 as well as Fall 2018 indicates that many of our students struggle with reading. We are piloting the SPIRE curriculum with our SPED students as well as with our Tier 3 students who are non-SPED.

## 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):

Denman's focal groups include African American students, Latino students, Special Education students and English Language Learners. We are working to implement several curricular and pedagogical strategies to ensure that these students, and all Denman students, have access to the core curriculum, academic success and social and emotional well-being, including Complex Instruction in Mathematics, department-wide policies with respect to assessment (students are allowed to retake tests) and grading (replacing 0 with 50%), as well as Warm Demander strategies for classroom management; As a staff, we have had professional development on Zaretta Hammond's Culturally Responsive Teaching and the Brain.

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

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

Denman students demonstrated proficiency on the 2017-18 SBAC for Mathematics at the overall rate of 33.0%, which was an increase of 0.91% over 2016-17, 2.7% over 2015-16 and 4.8% over 2014-15. The greatest growth was in the sixth grade, where 29.2% of students were proficient, an increase of 6.3% over 2014-15. In the seventh grade, 37.3% of students were proficient, and improvement of 4.3% over 2014-15, and in eighth grade, 31.9% of students were proficient, an improvement of 3.4% over 2014-15. Denman students performed better in their mathematics classes in fall 2017 than in spring 2018. For fall 2017, 50.5% of Denman students earned As in Mathematics, compared with 48.3% in spring 2018. Our seventh grade students struggled the most, and our sixth grade students were the most successful. In spring 2018, 47.3% of Denman's eighth graders earned As in Math, compared with 47.0 % of seventh graders and 50.5% of sixth graders. Denman students' performance on the district Mathematics Assessments also improved overall in the fall of 2017 compared to the fall of 2016. On the Math Benchmark in the fall of 2017, 37.6% of Denman students overall met or exceeded the standard in Window 1, compared with 22.4% the previous year. 41.7% of sixth grade students scored at or above proficient, compared with 30.3% for the Benchmark for window 1 in the fall of 2016. 43.8% of seventh graders scored at or above proficient in the fall of 2017 which was an increase of 23.2% from the window one Benchmark in 2016-17. Eighth graders scored at or above proficient at the rate of 26.4% on the Math Benchmark in the fall of 2017. In the fall of 2016, eighth graders 13.5% of eighth graders scored proficient or above. (note: the Math Benchmark for window 2 in 2017-18 was optional. Denman has no reported scores for this Benchmark). On the Math Milestone in the fall of 2017, 62.8% of Denman students overall met or exceeded the standard. Sixth grade students performed slightly less well than the previous year. In the fall of 2017, 59.5% of sixth grade students scored at or above proficient, compared with 56.6% in the fall of 2016. On the other hand, 59.5% of seventh graders scored at or above proficient which was an increase of 13.3% compared with 2016-17. Eighth graders scored at or above proficient at the rate of 81.8%, an improvement of 18.8% over the previous year. (note: the Math Milestone for window 2 in 2017-18 was optional. Denman has no reported scores for this assessment).

Our goal is to have students continue their high performance in terms of grades throughout their three years at Denman, and for 100% of students to either meet or exceed the standard as measured by the SBAC. Although our goal is always 100% meeting or exceeding the standard, for the 2018-19 academic year we are committed to raising our scores to 50% proficient which will be a 17% increase over 2017-18. In terms of the district assessments, our goal is to have Denman students continue to demonstrate the high levels of proficiency on the Math Milestone assessments that they have in the past. The Math Milestones assess students' understanding of the concepts and skills in a particular unit, including their ability to express their thinking and justify their results. These tasks offer all students opportunities to engage in meaningful and rigorous mathematics that allow for the development of the Standards for Mathematical Practice. They give information about how students are learning core concepts and skills. (note: for 2018-19, the district assessments in math require the administration of two Math Milestone tasks only; no Math Benchmarks will be given.)

In order to ensure that all students reach mastery, our math department must continue to afford struggling students opportunities to succeed through their grading policies and assessment practices. Further, all of our math teachers must be committed to the growth mindset and the benefits to all students of working collaboratively, as exemplified in Complex Instruction. In the absence of the benchmark assessments, teachers will need to establish a process for gathering formative information to help predict their students' readiness for the Computer Adaptive (CAT) portion of the SBAC.

During the past several summers, members of the Denman Math Department have attended the week-long initial training in Complex Instruction (CI) offered by SFUSD, and the continue to participate in follow-up training and collaboration days. The use of CI helps teachers to create engaging learning environments for students, and in particular to foster a growth mindset in students who are math phobic. Our math teachers are committed to sharing the strategies and techniques they learned and implementing them across the department. In addition, Math teachers have committed to meeting with grade-level colleagues both during CPT and outside of contractual time throughout the 2018-19 school year to collaborate on the implementation of a cohesive, comprehensible Math curriculum. Denman will continue to administer the Math Milestones with fidelity and work on our own standards based assessments. To provide the data we had previously obtained from the Math Benchmark. We will use the data from all these assessments to inform instruction. The strong, cohesive curriculum together with the use of data to plan instruction should help us reach our goals in terms of students' grades and SBAC performance. .

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

Analysis of Results for Mathematics- Intervention	Based on the analysis of the results, what are your targets/ performance goals?	What interventions are required to ensure all students reach mastery?
<p>In terms of our focal students, Denman's African American (AA) students demonstrated proficiency on the Math SBAC at the rate of 3.6%, which represented a drop of 5.25% compared with the previous year. 11.9% of AA students earned As in Math in spring of 2018, compared with 22.0% in the fall of 2017. On the Math Benchmark in window 1 of 2017-18, 7.5% of AA students met or exceeded the standard, a decrease of 13.2% from 2016-17. On the Milestone Task for Window 1 in the fall of 2017-18, 41.7% of Denman's AA students, scored proficient or advanced compared with 29.5% in the previous year. Denman's Latino students demonstrated proficiency on the Math SBAC at the rate of 9.7%, which represented a drop of 3.02% compared with the previous year. 28.6% of Latino students earned As in Math in spring of 2018, compared with 26.1% in the fall of 2017. On the Math Benchmark in window 1 of 2017-18, 18.4% of Latino students met or exceeded the standard, an increase of 8.8% from 2016-17. On the Math Milestone Task for the fall of 2017-18, 47% of Denman's Latino students scored proficient or advanced compared with 40.4% in the previous year. Denman's Special Education (SpEd) students demonstrated proficiency on the Math SBAC at the rate of 7.5%, which represented an improvement of 1.42% compared with the previous year. 29.5% of SpEd students earned As in Math in spring of 2018, compared with 33.8% in the fall of 2017. On the Math Benchmark in window 1 of 2017-18, 12% of SpEd students met or exceeded the standard, an increase of 7.6% from 2016-17. On the Math Milestone Task for the fall of 2017-18, 29.7% of Denman's SpEd students scored proficient or advanced compared with 34.1% in the previous year, a decrease of 4.4%. Denman's English Language learners (ELs) demonstrated proficiency on the Math SBAC at the rate of 29.2%, which represented an improvement of 1.0% compared with the previous year. 23.4% of ELs earned As in Math in spring of 2018, compared with 24.3% in the fall of 2017. On the Math Benchmark in window 1 of 2017-18, 7.7% of ELs met or exceeded the standard, a slight decrease of 0.4% from 2016-17. On the Math Milestone Task for the fall of 2017-18, 35.8% of EL students scored proficient or advanced compared with 36.1% in the previous year. (Note: the Math Benchmark for window 2 in 2017-18 was optional. Denman has no reported scores for this Benchmark). (Note: the Math Milestone for window 2 in 2017-18 was optional. Denman has no reported scores for this assessment).</p>	<p>Our goal is to have 0% tier two students. Denman's goals for our AA students are 1) for an additional 27% of AA students to score near, at or above standard on the SBAC for 2018-19; 2) for an additional 36% of AA students to earn As in fall 2018; and 3) for an additional 21% of AA students to meet or exceed the standard on the Math Milestone task in the fall of 2018-19. Denman's goals for our Latino students are 1) for an additional 24% of Latino students to score near, at or above standard on the SBAC for 2018-19; 2) for an additional 20% of Latino students to earn As in fall 2018; and 3) for an additional 21% of Latino students to meet or exceed the standard on the Math Milestone task in the fall of 2018-19. With respect to our Special Education students (SpEd), Denman's goals are 1) for an additional 26% of SpEd students to score near, at or above standard on the SBAC for 2018-19; 2) for an additional 19% of SpEd students to earn As in the fall of 2018; and 3) for an additional 34% of SpEd students to meet or exceed the standard on the Math Milestone task in the fall of 2018-19. With respect to our English Language Learners (ELs), Denman's goals are 1) for an additional 3% of EL students to score near, at or above standard on the SBAC for 2018-19; 2) for an additional 25% of EL students to earn As in fall 2018; and 3) for an additional 34% of EL students to meet or exceed the standard on the Math Milestone task in the fall of 2018-19.</p>	<p>Denman is implementing Academic RTI as a strategy to intervene on behalf of our struggling students. Students who have been identified as needing academic support our issued yellow cards, similar to the blue cards that are utilized for behavioral interventions. The Math department has a policy of allowing students an unlimited number of opportunities to retake tests, a policy which has enabled more Denman students to demonstrate mastery than before its implementation. Math teachers frequently open their classrooms at lunch to allow students to get help or make up tests. The counseling department, together with ILT, is working to develop an equitable plan for intervention outside of class. In the spring of 2018, a high school readiness campaign, organized by teachers, was launched. This campaign promotes a high-school and college going culture within the eighth grade class and targets individual students who are underperforming for extra support. We will roll out HS Readiness school-wide in the 2018-2019 school year. Math teachers are working to collaborate more closely with Special Education teachers to identify and implement interventions for specific groups of students. Our SpEd students are included in General Education classrooms whenever possible, with support from RSP teachers and paraprofessionals. In order to maximize the effectiveness of such support, a Math class may have a cluster of students with IEPs. Many of the SpEd students also have a Study Skills class, which is taught by an RSP teacher. Collaboration between the Math teacher and The RSP teacher provides opportunities to differentiate instruction in the classroom as well as to identify areas where students would benefit from support outside of the classroom. We are also working to better support our English Language Learners. We have targeted PD for staff to support our EL students. In addition, the data from the administration of Math Benchmarks and Milestones in 2016-17 as well indicates that our focal students are struggling with math. Teachers have developed assignments through Kahn Academy and other resources to help students who are behind develop their math skills while they continue to work to develop mastery at grade level. In addition, teachers continue to leverage the technology available through the VILS grant, using iPads strategically to supplement and enhance instruction.</p>

## 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	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?
<p>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</p>		<p>WASC Ch.5</p>

<p>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?</p> <p><b>WASC Ch.5</b></p>		
<p>Denman is implementing the NGSS through the SFUSD Core Science Curriculum. Through this curriculum, Denman students are engaged in hands-on instruction in science class once or twice per week. Denman students overall showed improvement in Science in 2017-18, as compared with 2016-17. In the fall of 2017, 54.2% of Denman students earning As in Science, compared with 45.6% spring of 2017, 47.2% in fall of 2016, 51.6% in the spring of 2016 and 52.2% in the fall of 2015. Although overall grades slipped slightly in the spring of 2018, when 51.9% of students earned As in science, Denman students continue to perform well in science. One of Denman's focal subgroups improved their performance in science in the spring of 2018 over previous semesters. In the spring of 2018, 26.6% of AA students earned As in Science, compared with 18.8% in the fall of 2017, 19.1% in the spring of 2017, 20% in the fall of 2016, 20.8% in the spring of 2016 and 39.2% in the fall of 2015. Denman's Latino students' performance in science has been gradually declining. 27.8% of Denman's Latino students earned As in Science in the spring of 2018, compared with 35.8% in the fall of 2017, 28.1% in the spring of 2017, 30.2% in the fall of 2016, 36.3% in spring 2016 and 41.3% in the fall of 2015. Denman's SpEd students also showed a decline in performance over the period from fall 2015 through fall 2017. SpEd students' grades for the fall of 2017 and the spring of 2018 show improvement, however. 32.2% of Denman's SpEd students earned As in Science in Spring 2018, compared with 40.3% fall 2017, 27.3% in spring 2017, and of 27.7% in fall 2016, 33.3% in spring 2016 and 47.0% of SPED students in the fall of 2015. Denman's EL population has performed inconsistently in Science over the last three years. 27.6% of ELs earned As in Science in the spring of 2018, compared with 31.8% in the fall of 2017 and 23.2% in spring 2017. 26.3% of ELs earned As in Science in fall 2016, 27% earned As in spring 2016 and 36.8% of ELs earned As in fall 2015.</p>	<p>As we move to the NGSS, our goal is that 100% of Denman students will demonstrate proficiency in science, including our underperforming subgroups. With regard to our focal subgroups, our goals are to have an additional 24% of Denman's AA students earn As in Science for the fall of 2018, as well as an additional 22% of our Latino students, 18% of our SpEd students and 22% of our ELs.</p>	<p>Denman teachers will need to create and implement formative assessments in Science in order to make sure that all students have access to the curriculum and have appropriate support. Teachers need to continue to encourage students to have a growth mindset and to implement strategies, such as the "Warm Demander" approach, to engage all students in learning. Teachers have common planning time available before school and are encouraged to submit Prop G hours for collaboration time outside the contractual day. Our sixth grade Science teachers also teach sixth grade Math, so they have additional opportunities to collaborate around Complex Instruction strategies, which will also be effective in implementing the SFUSD Science Core Curriculum.</p>

## 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).

<p><b>Analysis of results (including ELPAC (formerly CELDT), F&amp;P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</b></p> <p>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. 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)?</p> <p><b>WASC Ch.2</b></p>	<p><b>Based on the analysis of the results, what are your targets/ performance goals?</b></p>	<p><b>What instructional practices, strategies &amp; scaffolds will be provided for your ELs to attain mastery?</b></p> <p><b>WASC Ch.5</b></p>
<p>Denman has 198 English language learners (EL), representing 23.3% of our student population. Of those 198 EL students, 85.4% are long-term ELs.</p>		

Developing ELs represent 9.6% of our EL students, and 3% are newcomers. Our developing and newcomer populations are too small to provide us with statistically significant data. Denman's redesignation rate for the fall of 2017 decreased after improving over the previous two years. Our redesignation rate for fall 2016 was higher than the redesignation rate for the previous year. In the fall of 2016, 23% of Denman's Long-Term ELs were redesignated fluent English proficient compared with 18% of Denman's long-term ELs 2015-16. In the fall of 2017-18, 15.1% of Denman's EL students were Redesignated Fluent English Proficient. Unlike previous years, however, we did not have the benefit of CELDT results to provide guidance in terms of redesignation; in the 2017-18 school year, we transitioned from the CELDT to the ELPAC, which was administered for the first time in the spring of 2018. Following the first summative administration of the ELPAC, 55 of Denman's EL students are in the process of being redesignated. CELDT scores for Denman's EL students were fairly normally distributed, with 6% classified as beginning, 24% classified as early intermediate, 47% classified as intermediate, 15% classified as early advanced and 4% classified as advanced. The scores for our EL students following the first administration of the ELPAC in the spring of 2018 were slightly better, with 12% classified as beginning, 25% classified as somewhat developed, 39% were moderately developed and were well-developed. On the ELA SBAC for 2016, 4% of Denman's long-term ELs met the standard being assessed, 13% nearly met the standard, and 78% had not yet met the standard. In the spring of 2017, the number of EL students meeting the standard on the ELA SBAC declined by 2%, but the number of students nearly meeting the standard increased to 19% while the number of students who had not yet met the standard declined to 70%. The positive trend continued in the spring of 2018, when the number of Denman's long-term ELs who met the standard being assessed increased to 7.1%, 17.2% nearly met the standard and the number of students who did not yet meet the standard decreased to 68%. Denman's EL students significantly improved their reading scores in the fall of 2017. On Window 1 of the Reading Inventory, 80% of Denman's EL students scored at the Below Basic level, and 7% scored at the Basic level. On the Reading Inventory for Window 2, 59% earned scores at the Below Basic level and 13% earned scores at the Basic level. They continued this trend in the fall of 2018, when 69% of EL students scored Below Basic, 28% scored Basic, 2% scored Proficient and 1% scored advanced. In terms of writing, Denman's EL students' performance overall improved in the last two years. In 2016-17, 21% of Denman's EL students were classified as emerging on the Integrated Writing Assessment (IWA), 62.2% were classified as developing and 14.6% were classified as approaching the standard. In addition, 1.2% of Denman's EL student's work was classified as proficient in 2016-17, and 1.2% was classified as commendable. In 2017-18, 24.8% of Denman's EL students were classified as emerging on the Integrated Writing Assessment (IWA), 46% were classified as developing and 25.6% were classified as approaching the standard. In addition, 2.3% of Denman's EL student's work was classified as proficient in 2017-18, and 1.5% were classified as commendable. It should be noted that, in 2016-17, the IWA was offered only to sixth graders and was scored by teams of teachers working centrally. In 2017-18, the IWA served as the district interim assessment and was offered to middle school students at all three grade levels. It was scored by teachers at working at their sites. In the spring of 2018, 76.8% of Denman students earned As or Bs

Denman's primary goal with respect to its ELs is to be sure that each student is placed in the most appropriate class in order to receive the language supports that they need. Students who receive the correct supports for their acquisition of English should be qualified to be redesignated fluent English proficient more quickly. As a result, Denman's redesignation rate should increase to reach our target of 30%. Improved ELPAC scores should follow from the placement of EL students in English classes with the correct level of support. Similarly, appropriate placement of EL students should result in our ELs improving their SBAC scores to reach the target of 10% proficient. RI scores should also improve to a target of 10% proficient Denman EL students' performance on the IWA should also improve to 50% approaching the standard, and 5% commendable. The provision of appropriate scaffolds and supports should also provide ELs with the skills to score As and Bs in their ELA classes at the same rate as the overall student population.

In order for our ELs to attain mastery, we have provided additional designated English language support class placement for ELs. All teachers are including language objectives as well as learning objectives in their lesson plans. One of the problems of practice that we have identified centers around academic conversations, and they will be the target of instructional rounds and peer observations this year. Based on the data from these observations, we will develop specific strategies and scaffolds to support our ELs. Strategies and scaffolds that we have already identified include prompts, sentence frames and hand signals. Teachers will use these to support our ELs in becoming fluent English proficient.

in their ELA classes, while EL students earned As or Bs at the rate of 58.7% during that same time period.

## HEALTH EDUCATION CORE CURRICULUM

<b>Analysis of results:</b> 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.	<b>Based on analysis, describe site's goals for a balanced, comprehensive health education program.</b> What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	<b>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</b>
<p>Currently, Denman does not have a designated Health Education class. Health lessons are being taught through science classes to address topics such as puberty, sexual health and substance abuse including tobacco. PE has various units embedded in their curriculum to address body image, nutrition and physical activity. This school year, we have have funded a full-time nurse therefore there will be more collaboration around Health. Denman spends a significant time addressing school climate and culture. Each semester, we put on multiple assemblies that focus on both culture and climate, including Denman Pride Assemblies, Multicultural Assemblies- BSU, Poly Club, Filipino Club and LaRaza and a spring Talent Show through Beacon. In addition to the multiple assemblies, Denman conducts various weeks highlighting Inclusive Schools Week, Ally Week, Peace Week, Black History Month and Enginnering Week. Denman conducts several small group counseling programs to help meet the SEL needs of our students. Denman's Counseling Team coordinates Grade Level Boys/Girls group, Project Arrive, Q-group thru Lyric, Project Avery, Grief Group, Horizons- SIS Counseling, C-BITS, Lunch Bunch, Friendship Group, Be Well and HS Academic Club. The Counseling Team along with Counseling Interns and various Community Organizations who are focusing on our target populations as well as those who have been part of the SAP/SST process and transition list from 5th grade. Lastly, Denman partnered with PTSA to create a mini-Wellness Center for students. The Wellness Center creates a safe space for student to participate in groups or meet with case managers. It has become a highlight of our school.</p>	<p>Denman's goal is to have a comprehensive Health Education program. As Denman transitions through the Middle School Redesign Process, we will be offering Health classes to our 7th and 8th grade students.</p>	<p>Denman is on track to incorporate health classes into its curriculum and master schedule through the Middle School Redesign prcess. A few staff members have been involved in the health credentialing program offered through SFUSD.</p>

## VISUAL AND PERFORMING ARTS

<b>Narrative describing site's vision for a balanced, comprehensive arts program.</b> Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	<b>What are your targets/ goals? (Elementary, Middle, High)</b> Refer to the VAPA section in the Central Services Supports Guide	<b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b>

The Graduate Profile provides that: Students will have exposure to and experience in a variety of creative and artistic forms and disciplines that serve to ignite their curiosity and enable them to find new pathways for expressing their curiosity and unique identities. We provide opportunities for our students to be creative and at the center of solutions. At Denman, we offer both traditional and media art as well as band and orchestra. We also offer coding and STEAM classes which, although they are not art classes, provides opportunities for students to explore and be creative. Our sixth grade students have the opportunity to take the elective "wheel" which is a year-long program consisting of four nine week segments in art, computer science, media arts and AVID. Through this experience, they are able to make more informed choices about their electives for seventh and eighth grades. Denman is also a one-to-one iPad school thanks to the VILS grant from Verizon. The iPads provide teachers with the flexibility to develop cross-curricular projects. Our VAPA team has chosen to focus specifically on student displays of visual and performing arts with emphasis on EL and SpEd students. In addition to our focus on the implementation of the district's strategic plan for VAPA as a whole, we also consider the performance of our focal students. In the spring of 2017, 64.7% of Denman students earned As in their VAPA classes and another 23.3% earned Bs, for a total of 88% earning As and Bs. In the spring of 2018, that number had fallen to 85.3%. All of our focal groups, except for our African American students, experienced similar declines in performance over the same time period. Denman's AA students earned As and Bs in their VAPA classes at the rate of 78.6% in the spring of 2017. This focal group improved over the next year, earning As and Bs at the rate of 80.3% in the spring of 2018. In the spring of 2017, 80.4% of Denman's Latino students earned As and Bs in VAPA compared with 73.1% in the spring of 2018. 82.3% of Denman's SpEd students earned As and Bs in the spring of 2017 and 82.9% of our EL students earned As and Bs during that period, compared with 77.1% of SpEd students and 64.4% of EL students in the spring of 2018.

Our goals include the key indicators of the successful implementation of the district's strategic plan for VAPA. At the school site level: Each school will designate an Arts Coordinator, preferably a teacher, who serves as the primary liaison to the VAPA Department and to provide leadership and direction at the school in partnership with the Principal, teachers, parents, staff, and VAPA Supervisors. Administrators will facilitate collaboration between classroom teachers, VAPA teachers, and artists in residence, for thoughtful planning, implementation and assessment of curriculum and instruction, in partnership with VAPA Supervisors. At the classroom level: A balanced, comprehensive arts program is one in which the arts are studied as discrete disciplines related to each other and, when appropriate, to other subject areas in the Core Curriculum. Classroom teachers will not deny students access to VAPA classes for disciplinary reasons or remedial pull out programs. Arts and music are included in the definition of a "well-rounded education". And at the student level: 100% of all students, including students with IEPs, English Language Learners, foster youth, and students in poverty, will have equal access to arts and music programs. Those interactive content areas that emphasize process over product will increase student achievement, critical thinking skills, and self worth. 100% of all students will know how to integrate creative problem solving into their work and how to approach problems and challenges creatively and from multiple perspectives. Students will master the standards of an arts discipline grouped under the following strands: Artistic perception: students will process, analyze, and respond to sensory information through the use of the language and skills unique to dance, music, theater, and visual arts. Creative expression: students will create a work, performing and participating in the arts disciplines, and apply processes and skills in creating and performing a work and use a variety of means to communicate meaning and intent in their own original formal and informal works. Historical and cultural context: students will understand historical and cultural contributions of an arts discipline, and analyze roles, functions, and human diversity as it relates to the discipline. Aesthetic valuing: students will analyze and critique works of dance, music, theater, and the visual arts, and also critically assess and derive meaning from the work of a discipline, including their own, based on the elements of an arts discipline, aesthetic qualities, and human responses. Connections and applications: students will apply what is learned in one arts discipline and compare it to learning in other arts, other subject areas, and careers. Students will develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning. The VAPA department has set a goal to increase all student displays of visual and performing arts with an emphasis on ELL and SpEd students. Displays of digital and performing arts includes Physical Displays (hallways, classroom, library, etc.), Digital Displays, STEAM Night and Electives Showcase Night.

At Denman, our VAPA department chair is the primary liaison to the VAPA department. She works with site leadership to provide direction to the VAPA department. This has required a shift in thinking on the part of VAPA teachers because our chosen department chair teaches the coding elective, but is also a sixth grade core math and science teacher. As such, she brings a broader perspective to the VAPA curriculum and its relationship to other content areas than we have seen in the past. As we move forward with the district's strategic plan, the administration will need to recognize opportunities for collaboration among the various stakeholders with respect to VAPA. One such opportunity was the integration of music with social studies (performances from the musical "Hamilton") and English Language Arts (performances of spoken-word poetry in collaboration with SF Jazz) during last spring's History/Ice Cream Social Night, traditionally a chance for students to share their history projects and rising sixth graders and their families to visit Denman. This opportunity also afforded teachers in core academic classes to bring the arts into the classroom. We should continue to seek out and take advantage of opportunities such as these. The use of the elective wheel will allow sixth grade Denman students to take short (9-week) acceleration courses without losing an elective for the entire school year. Students can rotate off the wheel for 9 weeks, then rotate back in. Denman students are never denied access to a class for disciplinary reasons. At Denman, we are trying to emphasize process over product not only in VAPA but in all of our classes. The Common Core standards in ELA and math and the NGSS in science all stress critical thinking skills, problem solving and engaging in a variety of approaches to complete a task. Teachers in every subject are trying to make their classes more student-centered and to bring more student voice into the classroom. With respect to students mastering the standards of each arts discipline in terms of the strands of artistic perception, creative expression, historical and cultural context and aesthetic valuing, the VAPA department's goal of increasing displays of student work will create opportunities for students to develop their mastery in each of those strands through the creation of their own work and the appreciation of the work of other students. Teachers will need to seek out connections and applications across subject areas. The emphasis in the VAPA department's goal on EL and SpEd students recognizes that these groups have not been afforded full access to the curriculum in the past and seeks to ensure that they will have such access in the future.

## 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.

<b>Narrative describing site's vision for a balanced, comprehensive Physical Education program.</b>	<b>What are your targets/ goals? (Elementary, Middle, High)</b>	<b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b>
<p>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.</p>	<p>Refer to the Physical Education section in the Central Services Supports Guide.</p> <p>How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?</p>	
	<p>Our goals include the key indicators of the successful implementation of the district's strategic plan for Physical Education. At the school site level: Each school will designate an PE Site Coordinator, preferably a PE teacher or classroom teacher, who serves as the primary liaison to the PE Department and to provide leadership and direction at the school in partnership with the Principal, teachers, parents, staff, and PE Supervisors. Administrators will facilitate collaboration between classroom teachers, PE teachers, for thoughtful planning, implementation and assessment of curriculum and instruction, in partnership with PE Supervisors. Each school will design master schedules that reflect students receive required physical education instructional minutes; grades 6 - 12 = 400 mins every 10 school days. Master schedules will be designed to ensure age-appropriate, developmentally appropriate, and sequential physical education courses are provided for all students. Each school site will make every effort to participate in multiple activities that encourage and increase the amount of time a student is learning lifelong fitness skills; i.e. Special Olympics, Inclusive Schools Week Physical Education and Activities, Intramural programming, recess activities that encourage PA, after school programming that ensures students are physically active daily for a minimum of 30 minutes. At the classroom level: Classroom teachers will not deny students access to physical education classes or (k-5) recess for disciplinary reasons or remedial pull out programs. Teachers will use the California Physical Education Model Standards for Kindergarten through Grade Twelve. Teachers and administration will ensure all students receive mandated physical education minutes; Grade 6 - 12 receive 400 minutes every 10 school days. Teachers and administrators will ensure all students receive instruction from a credentialed physical education teacher. Teachers will make every effort to provide opportunities for students to participate in SFUSD Special Olympics events. These events will include special education and general education students. At the student level: 100% of all students, including students with IEPs, English Language Learners, foster youth, and students in poverty, will have equal access to physical education classes. Students will work towards mastering the CA Physical Education Standards. Students will have multiple opportunities to participate in inclusive physical activities; Special Olympics, intramural programming, physical activities during recess and athletic teams, if offered at the school site.</p>	<p>At Denman, our PE department chairs are the primary liaisons to the PE department. They work with site leadership to provide direction to the PE department. PE teachers have common planning time available each morning to plan with each other, with classroom teachers from other disciplines, with SpEd teachers and with PE Supervisors. They also have Prop G hours available for meeting outside of contractual hours. Denman students take approximately 490 minutes of PE every 10 days, or 90 minutes more than required. Denman's PE teachers vary the curriculum so that students are able to participate in a variety of physical activities that encourage and increase the amount of time a student is learning lifelong fitness skills, including "Rock the Block", a two-week bike unit and the annual Thanksgiving Denman Turkey Trot. In addition physical activities are offered by Beacon, the YMCA-sponsored on-site after-school program. Denman students are never denied access to a class for disciplinary reasons. Denman's PE teachers use the California Physical Education Model Standards for grades six through eight; work to ensure that all Denman students receive the mandated Physical Education minutes make every effort to provide opportunities for students to participate in SFUSD Special Olympics events all have appropriate teaching credentials. Designing and implementing a system for Denman students to utilize their iPads to use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well-being and overall health will require our PE teachers to become adept with the technology and to structure their classes so that students are able to use the technology safely and effectively.</p>

The philosophy of the Denman Physical Education (PE) Department is that "if it is possible for every student to experience success in physical education regardless of present fitness level, coordination, or body type.

The achievement of fitness, good motor coordination and a positive attitude for physical activity are the primary goals of our program."

Physical Education is an instructional subject required by the state of California and the SF Unified School District. All students are required

to take PE in grades 6, 7 and 8. Written assignments, homework and projects are all part of the program. The required PE framework includes skill development, biomechanics, health and physiology, fitness, sociology and historical perspectives. Each grade level has a theme which ties the skills and activities together. All students must wear the required PE uniform each day. PE uniforms are free for every student and can be obtained after their emergency card and lunch form are returned.

Students in California take a California Physical Fitness Test (PFT) in 5th, 7th, and 9th grade.

Denman Middle School gives the test to all students (6th, 7th, and 8th grade). For 7th graders, the scores are submitted to the State of California and mailed to parents. Parents of 6th and 8th grade students can look for the scores in their child's Physical Education notebook or contact the PE department. The San Francisco

Unified School District (SFUSD) California Physical Fitness Test evaluates students in multiple areas: 1. Tests for muscular strength, endurance and flexibility: Push-Ups, Curl-Ups, Trunk Lift, Back Saver Sit and Reach 2. Tests for aerobic capacity: PACER or one-mile run 3. Body Composition/body mass index or (BMI), a measure of body fat based on height and weight. For each measure, the percentage of students reaching their target is determined.

SFUSD Results taken by Heathier SF (<http://healthiersf.org/resources/fitnessgram.php>). Denman's PE classes meet 5 times per week for a total of approximately 245 minutes, or 490 minutes every 10 school days. In the spring of 2017, 64.7% of Denman students earned As in PE 78.2% and another 17.2% earned Bs, for a total of 95.4% earning As and Bs. Denman's AA students earned As and Bs at the rate of 84.4%, while 94.8% of Denman's Latino students experienced the same level of success during that time period. 88.5% of Denman's SpEd students earned As and Bs in the spring of 2017, and 95.4% of our EL students earned As and Bs during that period. It should be noted that although our focal subgroups earned As and Bs at roughly the same rate as the overall population (in the case of SpEd students, at exactly the same rate), each group earned fewer

As and more Bs than the Denman student population as a whole. In the spring of 2018, 73.6% of Denman students overall earned As in PE, and 16.1% of Denman students earned Bs, for a total of 89.7% earning As and Bs. 75.4% of our AA students earned As and Bs in the spring of 2018, along with 83.3% of our Latino students. Denman's SpEd students earned As and Bs during this period at the rate of 82.4% and, at the same time, our ELs earned As and Bs at the rate of 86.6%. As in the previous year, each group earned fewer As and more Bs than the Denman student population as a whole. This disparity was particularly noticeable among our AA students, 47.6 of whom earned As and 27.8% of whom earned Bs.

## 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?

<b>Analysis of Results - All Students</b> For these departments, data is not collected centrally. 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 shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b> WASC Ch.5
<p>Social Studies: In Social Studies, Denman students performed better in the spring of 2018 than in the spring of 2017. In the spring of 2017, 50.9% of Denman students earned As in their Social Studies classes and another 25.5% earned Bs, for a total of 76.4% earning As and Bs. In the spring of 2018, 56.5% earned As, while 22.2% earned Bs. This represents a 2.3% increase in the number of students earning As and Bs compared with spring 2017. This is also an improvement over the three previous semesters: 54.4% earned As in the fall of 2016, 53.5% in the spring of 2016 and 53.7% in the fall of 2015. Denman's AA students earned As at the rate of 32.3% during the spring of 2018, and 36.2% earned Bs for a total of 68.5%, which was also a 4.3% improvement over 2017. Our AA students have improved overall in the last 3 years, with 36.4% earning As in the fall of 2016, 32.7% in the spring of 2016 and 28.0% in the fall of 2015. 41.2% of our Latino students earned As and 25.9% earned Bs in the spring of 2018, which represents a 1.2% improvement over the previous year. Latino students also have shown continuous improvement over the past 3 years, with 38.1% earning As in the fall of 2016, 37.0 % in the spring of 2016 and 35.2% in the fall of 2015. Our SpEd students are the only group that did not improve their Social Studies grades from spring 2017 to spring 2018. They earned As in Social Studies at the rate of 41.3% in the spring of 2018, and they earned Bs at the rate of 29.0%, which was a decline of 2.3% from the previous year. Denman's SpEd students' performance in Social Studies has declined since the fall of 2015, with SpEd students earning As at the rate of 36% in fall 2016, 43.8% in the spring of 2016, and 45.2% in the fall of 2015. 35.1% of Denman's EL students earned As in the spring of 2018, while 28.7% of ELs earned Bs. This was a 1.4% improvement over the previous year. Our EL students have performed inconsistently in Social Studies recently, with 36% of ELs earning As in the fall of 2016, 38.8% in the spring of 2016 and 31.9% in the fall of 2015.</p>	<p>Social Studies: Our goal is that 100% of Denman students will be proficient in Social Studies. With regard to our focal subgroups, our goals are to have an additional 10% of Denman's AA students earn As in Social Studies for the fall of 2018, as well as an additional 12% of our Latino students, 10% of our SpEd students and 15% of our ELs. We also need to reverse the trend of declining performance among our SpEd students.</p>	<p>Social Studies: Denman teachers will need to create and implement formative assessments in Social Studies in order to make sure that all students have access to the curriculum and have appropriate support. Teachers need to continue to encourage students to have a growth mindset and to implement strategies, such as the "Warm Demander" approach, to engage all students in learning. Teachers have common planning time available before school and are encouraged to submit Prop G hours for collaboration time outside the contractual day. Our sixth grade Social Studies teachers also teach sixth grade English Language Arts, so they have additional opportunities to collaborate around Readers' and Writers' Workshop strategies, which will also be effective in implementing the Social Studies Curriculum.</p>

## COLLEGE AND CAREER READINESS

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

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

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

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5
	<p>Denman's goal is to improve our High School Readiness Rate to 80% in 2018-19.</p>	

Denman has a strong college-going culture, including an AVID elective section at each grade level. In 2015-16, we implemented a First Graduate program for seventh grade students. In 2016-17, we implemented AVID Excel for seventh grade ELL students. In 2017-18, we continued the seventh grade AVID Excel program and implemented AVID Excel for eighth grade EL students. All of our AVID students participate in field trips to visit local colleges and universities. For 2014-15, Denman's High School Readiness Rate was 69.0%, which was above the District Middle School Mean of 58.5%. For 2015-16, Denman has maintained approximately the same High School Readiness Rate (68.9%), which is slightly below the District Middle School Mean of 70.8%. For 2016-17, Denman's High School Readiness Rate was 62%. In 2017-2018, Denman launched a High School Readiness Campaign to support our students for being HS ready upon graduation. Targeted Academic RTI for all 8th graders. Our data highlight was a 7% increase of our AA students overall. In 2018-2019 school year, we will launch HS Readiness Campaign for all grade levels; this work is aligned with Vision 2025 and the Graduate Profile.

We will continue our First Graduate and JCYC program and increase our efforts to recruit qualified students into seventh and eighth grade AVID. We will support our eighth grade students in terms of maintaining high G.P.A.s and strong attendance records, while using RTI and restorative practices to minimize suspension rates. Each 8th grade student will be required to create an Individualized Learning Plan during advisory. In the spring of 2018, a high school readiness campaign, organized by teachers, was launched. This campaign promotes a high-school and college going culture within the eighth grade class and targets individual students who are underperforming for extra support. We will roll out HS Readiness school-wide in the 2018-2019 school year.

## 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?

This year Denman Middle School has the following areas for Professional Development (PD): Culturally Responsive Teaching, ELL/SPED focal students and PBIS. In addition, we have an on-going Technology focus due to our 1:1 iPad grant through Verizon Wireless/Digital Promise. We are in year three of the grant and have scheduled early release PD specifically for this PD. PD is generated through our Instructional Leadership Team, ELL and SPED Departments, Denman Pride Team (School Culture/Climate Team) and Tech Leadership Team. Through ILT, we have established a sequence of PD and PD topics that will occur monthly. This year we are focusing on Academic Conversations. We are using baseline data and create our Peer Observations and Instructional Rounds centered around Academic Conversations.

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)
	Funding will be provided thru WSF, Title 1 and SCG-EL to provide PD to Denman staff.

Technology PD: Technology PD supports teachers with the integration of 21st century teaching practices into daily instruction. Through the Verizon Digital Promise grant, teachers will be trained to fully integrate technology into their instructional practices. The school community will have early release days on six Mondays throughout the year. The staff will be working with Roosevelt and Hoover to develop lessons and projects that maximize the use of technology to: Increase classroom productivity. Increase student engagement through project based learning, performance assessments, flipped classrooms and other personalized learning strategies. Increase access to a rich and culturally relevant curriculum. Improve home school communication practices. Denman has an instructional coach that is supporting the Digital Promise Grant and will be working with departments to support the development of 21st century lessons. Verizon Digital Promise Professional Development dates- Early Release @ 12:50 pm on following Mondays: 9/17, 10/22, 12/10, 1/28, 2/25, and 4/22 In addition, Denman, along with Hoover and Roosevelt, has a Technology Leadership Team (TLT). The TLT meets bi-monthly to help plan and support the Technology PD as well as complete online modules to better support their learning and leveraging of the iPads in the classroom. ELL/SPED PD: PD will be provided by our ELL (newly formed) and SPED Departments. Denman will continue to focus on both groups identifying focal students within their classes. The ELL and SPED departments will rotate each month. Topics will include: ELL: Continuation of Language Objectives ELL: Academic Conversations ELL: Progress Monitoring for ELL students over the school year and newly reclassified students SPED: Disability Awareness Overview SPED: SST Process and when it becomes an IEP, Behavior Management & Data Collection SPED/ELL: Differentiation SPED: Working with Paras and Co-teachers ELL/SPED PD Dates will take place on the following dates: 9/12, 10/10, 11/7, 12/12, 1/16, 2/13, 4/10 and 5/8 Culturally Responsive Teaching PD: PD will be provided by Denman's ILT grounded in Zaretta Hammond's book, Culturally Responsive Teaching & the Brain. Denman is diving deeper with the work started last year to build upon teacher practice... student supports, behavioral and social-emotional practices to address the opportunity and equity gap for our African-American students. Denman will also be taking part in the Equity Leadership Team PLC supporting CRT practices throughout the school year. Members of the PLC are on ILT and will be working to deepen the work at Denman. Topics included: Warm-Demander Strategies Explore current brain science and student learning Impacts on trauma and learning CRT Practices with the classroom and school Identify, assess and address site equity gaps Academic Conversations with lens of CRT CRT PD will take place on the following dates: 9/19, 10/17, 11/14, 12/19, 1/23, 2/20, 3/13, 4/17 and 5/15 PBIS PD is an on-going focal area; Denman Pride Committee along with Counseling Team will head up these PD sessions. Denman has been at the forefront of RTI and Restorative Practices. For the past two years, Denman has worked closely with Pupil Services to design and implement PBIS PD to support the restorative work at our site. "Denman Pride and the South Side" has permeated through all areas of school- including classrooms and hallways. Denman rolled out a behavior continuum this past school year which was reviewed during our opening PD week. Additional topics for this school year will include: Restorative Practices including brief conferencing and responsive classroom circles Teacher roles in Tier 1 and Tier 2 interventions Trauma Informed De-escalation strategies Data Collection of Tier 1 and Tier 2 interventions to assess implementation- review data whole staff

## STUDENT-CENTERED LEARNING CLIMATE

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

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

Consider the following items as they relate to each category:

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

## Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
<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>	Denman has 122 Special Education students, representing 14.59% of the student population. Of those students, 21 (17.2%) are African American, 60 (49.2%) are Latino and 52 (42.6%) are English Language Learners. For the 2017-18 school year, Denman had 21 students with section 504 plans. Two African American and four Latino students had section 504 plans during that period.	Our target for our Special Education students is that 100% of Denman students who are eligible for special education services receive all services and instruction to which they are entitled in the least restrictive environment. Similarly, our target for our students who are eligible to receive services under section 504 receive those accommodations.	We will achieve our goals with respect to accommodating students with special needs through collaboration between students' families, the counselling department, SpEd teachers, general education teachers and our full-time nurse. The counselling and SpEd departments will maintain our compliance with our students' IEP requirements. The addition of a full-time nurse in the 2018-19 school year has enabled us to meet all of our students' medical needs throughout the school day. Collaboration between all stakeholders will ensure that students are receiving the services they need.
<b>Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)</b>	Denman's students and their families include members of several vulnerable populations, including Foster youth, Undocumented youth and LGBTQ students and families.	Our goal for our students and their families who are members of vulnerable populations is to provide support wherever necessary. We will make the availability of such support public in classrooms and the community while at the same time maintaining confidentiality on behalf of our students and their families.	The needs of Denman's foster youth are served by our full-time social worker, who provides one-on-one support. Our full-time family liaison provides confidential support to undocumented families. Our LGBTQ students have a variety of support services available, including Diversity club, one-on-one counselling with our diversity support liaison and two weekly sessions sponsored by LYRIC. LGBTQ families have been included through an annual breakfast served during Ally Week. All of the professionals providing support for our vulnerable populations have made the availability of such support visible across the Denman campus. There are posters and flyers in classrooms and offices, on bulletin boards and in the hallways. At the same time, students and their families are assured that, if they avail themselves of these services, their confidentiality will be respected.
<b>Student Engagement/ Attendance</b>	Denman's average instructional time for 2017-18 was 96.1 % of available instructional minutes. This represents a decrease of 0.2% from the previous year, and is 1.0% below the district average for middle school students. The attendance rate for our AA students was 90.2%, down 2.1% from the previous year and 0.1% below the district average for AA students. Our Latinos attendance rate was 94.9%, down 0.5% from the previous year but 0.1% above the district average. The attendance rate for our SpEd students was 93.5%, down 0.2% from the previous year and 0.8% below the district average. Our EL students had an average attendance rate of 96.0% in 2017-18, which was a decrease of 0.4% from the previous year but the same as the district average for middle school EL students. In terms of chronic absences, Denman's rate for 2017-18 was 8.9%, an increase of 0.2% over the previous year but 0.1% lower than the overall district rate for middle schools. For our AA students, the chronic absenteeism rate was 28.8%, an increase of 2.0% from 2016-17 and 1.2% higher than the district rate. Our Latino students were chronically absent at the rate of		

10.7%, which represents an increase of 1.2% from the previous year but is 4.7% lower than the district average for Latino students. Denman's SpEd students were chronically absent at the rate of 20.0%, which is a 1.0% increase over 2016-17 and 0.9% above the district average for SpEd students. Our ELs had a chronic absenteeism rate of 9.1%, a 3.2% increase from the previous year but 3.5% below the district average. We considered our data with respect to suspensions for 2015-16, 2016-17 and 2017-18 in two different ways: first, we considered the number of students suspended for each of the three years as a function of the total population (suspended students/total population) for the student body as a whole and for each subgroup. Next, we looked at the number of suspensions as a function total population (number of suspensions/total population), also for the entire student body and for each subgroup. There were a total of 94 suspensions for an average suspension rate of 11.3% (number of suspensions vs. total enrollment). In the general population, the number of students suspended in 2017-18 was 4.8%, which represented a decrease from 7.2% of the population in 2016-17 but was approximately the same as in 2015-16 (40 vs. 39 students). The suspension rate in 2017-18 was almost the same as in 2016-17 (11.3% vs. 11.4%), but was much higher than in 2015-16 (7.4%). Our AA students were suspended in greater numbers and at higher rates than the overall population during each of those three academic years. In terms of the number of students suspended, 19.2% of AA students were suspended in 2015-16, compared with 5.4% overall. In 2016-17, that figure rose to 24.1%, compared with 7.2% overall, and in 2017-18, the number of AA students suspended at Denman decreased to 15.0% but still exceeded the overall number of students suspended for that year (4.8%). The rate at which AA students were suspended also exceeded the suspension rate for each of these years. In 2015-16, 32.7% of suspensions from Denman involved AA students compared with the 7.4% suspension rate for all students. In 2016-17, the rate for AA students was 33.3% compared with 11.4% for all students, and for 2017-18 the suspension rate for AA students was 63.3% compared with 11.3% overall. The percentage of Latino students suspended, as a function of the total number of Latino students at Denman, was about the same as the percentage of students suspended overall in 2015-16 and 2016-17 but the number of Latino students suspended in 2017-18 exceeded the overall number of students suspended (5.5% vs. 4.8%). The percentage of suspensions of Latino students was consistent with the number of students suspended from the student

We need to address chronic absenteeism and suspension rates, particularly with respect to our African American and Special Education Students. The 2017-18 chronic absenteeism rate for our AA students was 28.8%, more than three times the rate for Denman students overall. Our SpEd students' chronic absence rate was 20%, more than double the rate for Denman students overall. In 2017-18, 15.0% of Denman's AA students were suspended while 63.3% of suspensions involved AA students. In the same year, 7.5% of our SpEd students were suspended and 26.5% of suspensions involved SpEd students. Our targets are to reduce chronic absenteeism and suspensions for all students, including AA and SpEd, to 5%, both with respect to the percentage of students within each subgroup who are suspended and percentage of overall suspensions involving AA or SpEd students. We need to address chronic absenteeism and suspension rates, particularly with respect to our African American and Special Education Students. The 2017-18 chronic absenteeism rate for our AA students was 28.8%, more than three times the rate for Denman students overall. Our SpEd students' chronic absence rate was 20%, more than double the rate for Denman students overall. In 2017-18, 15.0% of Denman's AA students were suspended while 63.3% of suspensions involved AA students. In the same year, 7.5% of our SpEd students were suspended and 26.5% of suspensions involved SpEd students. Our targets are to reduce chronic absenteeism and suspensions for all students, including AA and SpEd, to 5%, both with respect to the percentage of students within each subgroup who are suspended and percentage of overall suspensions involving AA or SpEd students.

In order to reduce chronic absenteeism and suspensions, we need to change teachers' response to inappropriate behavior to one which keeps students in the classroom rather than sending them out, thereby losing valuable instructional minutes. We need to shift the culture within our classrooms such that students have access to challenging, developmentally appropriate curriculum and teachers utilize pedagogical strategies, such as the "Warm Demander" approach, to engage all students in learning. Teachers who use Warm Demander strategies believe that all children can learn, and that learning starts by building trust between teachers and students. They teach their students to have self-discipline and to embrace a growth mindset. Warm Demanders celebrate failure and teach their students that real learning comes from mistakes. The pedagogical structures used by our ELA and Math Departments (Readers'/Writers' Workshop and Complex Instruction) incorporate many of the Warm Demander strategies. We need to make sure that those departments continue to use those pedagogical structures and make them available, where practical, to other departments. Students who need support such as reading or math intervention should be able to obtain it outside of their core content class; such intervention should support, not supplant, grade-level core content.

	<p>body as whole in each of the last three years. The percentage of SpEd students suspended exceeded the number of students suspended as whole in each of the three years: in 2015-16, 6.8% of SpEd students were suspended, compared with 5.4% of the total population. In 2016-17, 7.7% of SpEd students were suspended, compared with 7.2% of the general population. In 2017-18, 7.5% of SpEd students were suspended, compared with 4.8% of the general population. The percentage of suspensions of SpEd students was about the same as the percentage of students suspended overall in 2015-16, but was disproportionate for both 2016-17 and 2017-18. In 2016-17, 26.7% of suspensions involved SpEd students, and in 2017-18, that figure was 26.5%, compared with 11.4% and 11.3% of suspensions of students overall. The number of Denman's EL students who were suspended in 2015-16, as a percentage was the same as the general population (5.4%). In 2016-17, there were fewer EL students suspended (5.0%) compared with Denman students overall (7.2%), while in 2017-18, the percentage of EL students who were suspended (5.9%) exceeded the percentage of students suspended from the total Denman population (4.8%). The rates at which EL students were suspended were lower in each of the three years than the rate of suspensions from the general population. In 2015-16, students were suspended at the rate of 7.4%, while EL students were suspended at the rate of 6.1%. In 2016-17, the overall suspension rate rose to 11.4%; for EL students, it rose to 6.7%. In 2017-18, the suspension rate overall remained fairly constant at 11.3%; similarly, for EL students, it was almost the same as the previous year at 6.8%.</p>	
<b>School Culture/Climate</b>	<p>The following data about School Culture/Climate is from the Social-Emotional and Culture Climate Survey taken in the spring of 2018. Survey responses with respect to the following topics were reported for students only: Growth Mindset: A growth mindset is the belief that you can grow your talents with effort. Students with a growth mindset see effort as necessary for success, embrace challenges, learn from criticism, and persist in the face of setbacks. Our current score of 63% represents a 7% improvement since the spring of 2016, but is still 2% below the district average. In terms of our focal subgroups, African American students responded favorably at the rate of 61%, while Latino students answered favorably at the rate of 55%. Our SpEd students responded positively to questions about the growth mindset at the rate of 50%, and our EL students responded positively at the rate of 44%. In contrast, the subgroup with the highest rate of favorable responses with respect to</p>	<p>With respect to School Culture and Climate, we have two sets of targets. First, we will increase the overall rate of positive responses to questions on this topic by improving our school's culture and climate. Second, we will decrease the disparity between the various subgroups at Denman on these topics by promoting the growth mindset, self-management, self-efficacy and social awareness. Our intent is to achieve high, positive response rates from our students. We recognize, however, that closing the gap between various subgroups will take some time. We have therefore set incremental targets for our focal subgroups who have responded positively at lower rates than their peers. Although our students showed greater acceptance of the idea of a growth mindset in 2018 than in previous years, they are still slightly behind their peers across the district. Further, although between 66% and 82%</p>

<p>Favorable responses with respect to growth mindset were White students, with an average score of 82%, students of two or more races with an average of 72% and Asian students with an average of 66%. Self-Management: Self-management is the ability to effectively manage your emotions, thoughts, and behaviors in different situations. This includes managing stress, delaying gratification, motivating yourself, and setting and working toward personal and academic goals. Our current score of 73% has remained fairly constant since 2016, and is the same as the district average. Denman's African American students responded positively to questions about this topic at the rate of 62%, and our Latino students responded favorably at the rate of 65%. Our SpEd students responded positively to questions about this topic at the rate of 68%, and our EL students responded positively at the rate of 60%. The subgroups with the highest percentage of favorable responses to questions about self-management were white students (84%), Asian students (82%) and students of two or more races (76%). Self-Efficacy: Self-Efficacy is the belief that you can succeed in achieving an outcome or reaching a goal. Self-efficacy reflects confidence in your own ability to control or manage your motivation, behavior, and environment. Denman students responded positively to questions about self-efficacy at the rate of 59%, which represents a 1% increase since 2017 and a 3% increase since 2016. It is 8% higher than the district average of 51%. In terms of our focal subgroups, AA students responded favorably to questions on this topic at the rate of 54%, and Latino students responded favorably at the rate of 47%. Denman SpEd students responded positively to questions about self-efficacy at the rate of 53%, and our EL students responded positively at the rate of 42%. The subgroups with the highest percentage of favorable responses on the topic of self-efficacy were White students (78%), students of two or more races (68%) and Asian students (65%). Social Awareness: Social Awareness is the ability to take the perspective of, and empathize with, others from diverse backgrounds and cultures; to understand social and ethical norms for behavior; and to recognize family, school, and community resources and supports. Denman's score on the topic of social awareness from the 2018 survey was 61%, which was a 3% increase since 2016 but did not change from the 2017 survey results. It was 2% lower than the district average of 63%. Denman's AA students responded favorably to questions about social awareness at the rate of 53%, while our Latino students reported favorable responses at the rate of 59%. 60% of SpEd students responded favorably, as did 58% of EL students. The subgroups reporting the highest</p>	<p>disparities between 60% and 62% of the most favorably responding subgroups respond positively to the idea of a growth mindset, those numbers are significantly lower for our most struggling students, who responded favorably at rates between 44% and 61%. No matter what academic targets we set for these students, if they believe that their academic abilities are fixed, they are unlikely to achieve them. Our target with respect to overall student favorable responses to questions concerning the growth mindset is 70%, five percentage points above the district average. Our incremental target with respect to our focal subgroups is 65% within each subgroup, narrowing the disparity in responses among Denman students. With respect to self-management, we need to focus on the disparity between subgroups. Denman students overall responded favorably to this topic at the same rate as their peers across the district. Once again, however, our focal subgroups responded favorably at a lower rate than other Denman students. As middle school students, self-management is one of the most important skills our students can learn, and one that is required to ensure their success in high school and beyond. Through courses like AVID and our High School Readiness initiative, we can promote self-management for our students. Our initial target for our focal subgroups is for each group to have favorable responses to self-management items on the survey at the rate of 70%. In terms of self-efficacy, Denman students are more confident than middle school students across the district. The overall level of confidence, however, could be higher. Our target with respect to all Denman students is to have a 65% favorable response rate to questions on self-efficacy. Once again, there is a significant difference between the subgroup with the highest rate of favorable responses (84%) and the subgroup with the lowest rate of favorable responses (60%). We need to create opportunities for students to set and achieve goals, academic or otherwise, in order to foster their belief in themselves. Our target with respect to self-efficacy for all Denman students to have a favorable response rate of 65%. With respect to our focal subgroups, our initial target is to achieve favorable responses at the rate of 60%. Denman has a very diverse student body and, as such, needs to cultivate social awareness among its students. The social awareness of students contributes not only to the climate and culture of the school, but also to the community's sense of</p>	<p>The strategies and interventions required to meet our targets in terms of school culture and climate are the same strategies and interventions we will utilize to meet our targets in our core academic subjects. Specifically, we need to foster growth mindsets in all our students, use formative assessments to identify areas in which students are struggling, and differentiate instruction to address those areas; and to provide opportunities for teachers to collaborate within and across departments in order to develop curriculum that is both engaging and accessible. We will also need to identify and recruit students for our AVID program and other classes or activities that will provide students with the opportunity to succeed. By engaging in these practices, we will enable Denman students to have growth mindsets. As students pursue their goals, they will develop self-management skills and become self-efficacious. We also need to continue to work through the social-emotional curriculum utilized in advisory classes as well as the various cultural organizations to celebrate our diversity so that our students come to value it as a strength and a resource.</p>
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	<p>subgroups reporting the highest numbers of favorable responses on the topic of social awareness were White students (73%) and two or more races (65%).</p>	<p>to the community's sense of safety and inclusion. Because the disparity between subgroups is not pronounced with respect to this category, our target for all Denman students is a positive response rate of 75% I'm questions related to social awareness.</p>	
<b>Social Culture/Climate</b>	<p>Social Emotional Learning The following data about Social-Emotional Learning is from the Social-Emotional and Culture Climate Survey taken in the spring of 2018: Climate of Support for Academic Learning Positive responses to survey items concerning a supportive climate for academic learning indicate that students and teachers feel that there is a climate conducive to learning and that teachers use supportive practices, such as encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention to support differentiated learning. Although both Teachers and Staff and Families responded favorably at the rate of 90%, this represents a 12% increase in favorable responses on the part of Teachers and Staff since 2016 and an 8% decrease in favorable responses by Families over the same time period. The 90% favorable response on the part of Teachers and Staff is 3% above the district average, while the 90% favorable response by families is 3% below the district average. The positive response rate for Students, 70% has remained fairly constant (1% increase) since 2016 and is 3% higher than the district average.</p> <p>Knowledge and Fairness of Discipline, Rules and Norms: Positive responses indicate the respondent's understanding that there are clearly communicated rules and expectations about student and adult behavior, especially regarding physical violence, verbal abuse or harassment, and teasing; and clear and consistent enforcement and norms for adult intervention. Although Families responded favorably at a higher rate than Teachers and Staff, the response by Families represents a decrease of six percentage points since 2016. The 91% favorable response rate by Families was the same as the district average. During this same time, the percentage of favorable responses by Teachers and Staff 73%, represented an increase of 8% since 2016, and was 2% above the district average. Student responses in this category increased 5%, from 54% to 59%, during the period from 2016-17 and decreased 2% to 57% from 2017-18. The students' score of 57% was one point above the district average. Safety: Students and adults report feeling safe at school and around school, including feeling safe from verbal abuse, teasing, or</p>	<p>We also have two sets of targets with respect to social emotional learning. The survey responses need to be addressed both in terms of absolute value and trends. In general, responses to the family survey were the most positive, well responses to student surveys were the least positive. Teachers and staff also generally did not respond as favorably as Families. However, looking at the changes over time, the rate of favorable responses from families is decreasing, while the rate of favorable responses from teachers and staff is increasing. The rate of positive responses from students has remained fairly constant. With respect to Denman's climate of support for academic learning, our target is for all stakeholders to have a favorable response rate of 95%. In terms of Knowledge and Fairness of Discipline, Rules and Norms, our target is the same as the district average, 91%, for each group. Our target positive response rate for Safety is 95%. It is critical that all members of our community feel safe at school. In terms of connectedness, our target favorable response rate is also 95%.</p>	

	<p>exclusion by others in the school. Families reported positive responses in this category at the rate is 90%. This rate represents a 6% decrease in positive responses on the topic of safety since 2016. It is 4 points lower than the District average of 94%. Teachers and Staff responded favorably to questions about safety at the rate of 48%, which was four points higher the response rate in 2017, but five points lower than the response rate in 2016. The 48% favorable response rate fell below the district average of 64%. The favorable response rate on the part of students was 56%. This rate was unchanged from 2017 and represents an decrease of two percentage points since 2016. It fell below the district average of 65%. Sense of Belonging (School Connectedness): A positive response to questions on this topic indicates a positive sense of being accepted, valued, and included, by others (teacher and peers) in all school settings. Students and parents report feeling welcome at the school. The 93% positive response rate by families in this category represents a decrease of four percentage points since 2016. It is one point below the district average of 94%. Teachers and Staff responded favorably to this topic at the rate of 84%, 11 points above the district average. This was an increase of 26 percentage points since 2017, when the favorable response rate of 58% represented a decrease of 11 percentage points since 2016. The rate of favorable student responses on this topic was 57%. This rate was unchanged since 2016 and was one point above the district average.</p>	<p>The strategies that we need to employ to meet our targets center around our practices with respect to maintaining a positive, supportive environment for student learning; as well as appropriate interventions with respect to student behavior, addressing situations involving physical violence, verbal abuse, harassment and teasing. In order to have a climate that supports academic learning, students need to feel safe and connected. Without that, students will not be able to begin to access the curriculum. The survey responses from families are very positive but have decreased over the past two years with respect to each topic. For this group of stakeholders, we need to be explicit about our policies with respect to discipline, rules and norms and our plans for keeping students safe. Transparency on these topics will help maintain our families' positive impression of our school climate. We also need to continue making families welcome in our school. The responses from teachers and staff were generally less favorable than the responses received from families, but for each topic, the percent of favorable responses on the 2018 survey represented an increase from the percent of favorable responses in prior years. In order to maintain the increasingly positive impression of our teachers and staff with respect to school climate, we need to prioritize professional development around positive responses to students, inside and outside of the classroom. We need to be clear and consistent in our responses to incidents involving student and adult behavior, especially in terms of violence, verbal abuse and harassment; and we need to continue to support a sense of being accepted, valued and included for all members of the Denman community. Student responses to all topics have remained fairly flat over the period from 2016-18. The strategies and interventions we employ in order to make students feel supported in their academic learning are the same as those we use to maintain families' positive sense of school climate while increasing the same positive sense among teachers and staff. We need to provide encouragement and constructive feedback, provide opportunities for student voices to be heard, challenge each student academically and differentiate instruction such that all students are challenged. In order for students to feel positively about the fairness of discipline, rules and norms, and to feel safe at and around school, we need to be clear and consistent in our responses to student and adult behavior, particularly with respect to verbal harassment, abuse, teasing and violence. We need to make students welcome on a daily basis and work to make Denman a place where students feel welcome to bring their families.</p>
Wellness Policy		

	<p>The SFUSD Wellness Policy was adopted on April 28, 2015, and provides a framework for school sites to promote student health and wellness. The Wellness Policy focuses primarily on student nutrition, but also addresses physical education and physical activity. Pursuant to the Wellness Policy, schools participate in all available federal nutrition programs, follow nutrition guidelines for foods and beverages, work to actively promote healthy nutrition choices, provide nutrition education for students and restrict marketing of non-nutritious food and drink through vending machines and bake sales. In addition, schools offer students access to a rich and varied physical education curriculum and offer professional development to PE staff, coaches, health professionals and food service workers. Finally, schools promote healthy environments by encouraging staff members to be positive role models for students. Engaging in healthy behaviors on school property and consuming food and beverages that meet the District's nutrition guidelines.</p>	<p>A healthy school environment promotes student engagement. One aspect of a healthy school environment is student nutrition. In order to foster healthy eating habits in students, Denman needs to ensure students have access to breakfast, lunch and sometimes dinner as well. Other than encouraging students and staff to make healthy nutritional choices, we will also encourage activities that keep everyone in the community active.</p>	<p>In 2017-18, all Denman students had access to free and reduced lunch. In 2018-19, 7% of students have such access. All Denman students are offered breakfast on a daily basis through the Breakfast in the Classroom program. Students who participate in beacon, our after-school program, also have dinner provided for them. Denman does not have any vending machines accessible to students. Student fund raisers involving food are monitored by the administration for their nutritional value. Class parties are generally discouraged, and are carefully monitored for the nutritional value of students' and families' contributions. Denman also has a "Be Well" club. Members of the Be Well Club work to educate the rest of the community about making healthy lifestyle choices. Our physical education program offers students the opportunity to participate in a variety of varied activities, including "Rock the Block" the annual Thanksgiving Turkey Trot, a 2-week bicycle unit, and, for few lucky students, a trip to the Special Olympics. Denman opens its yard to the community on weekends, providing a safe space for families to enjoy outdoor activities, including basketball, bike riding and skateboarding. The PE department has offered other staff members use of their fitness lab and cardio lab (when not in use by students) to enable Denman staff to remain physically fit and healthy.</p>
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## 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 checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input checked="" type="checkbox"/> Linked to student learning <input checked="" type="checkbox"/> Valuing diversity/speaking up for every student <input checked="" type="checkbox"/> Sharing power & decision making <input checked="" type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input checked="" type="checkbox"/> SPED <input checked="" 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:**

Denman holds monthly Coffee with Admin meetings to review school initiatives and promote communication with families. Denman has a thriving ELAC and PTSA which monthly. Denman has a new AAPAC, which is slowly growing and has increased its meeting times from once/quarter to monthly. Denman offers a 14 week parenting workshop series, Strengthening Families to increase SEL supports for families. Denman has a full-time parent liaison to help strengthen the communication and partnership of Denman families.

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

We will measure our impact through Culture/Climate surveys, academic and attendance data as well as parent feedback.

## Community Partnerships

**What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?**

<input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input checked="" type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input 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.**

JCYC partners with Denman for academic tutoring during the school day and after school. JCYC also provides high school and college visits for our students. First Grads, College Access Provider partners with our students/families in a cohort model in Grades 7 and 8, providing academic, SEL, and college readiness supports. First Grads provides summer programs for our students and deliver curriculum to the students during advisory. SF Arts Ed provides VAPA support to our students after school that are not met during the school day. SF Arts Ed currently is supporting a Theatre program after school and has also provided ceramics classes. Denman is part of the OMIE Beacon program- due to their partnership with Denman, we are able to offer multiple community partnerships supporting our students and their families. Denman is truly a community school, supporting community based organizations through out the school day, after school and community programming.

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

Our goals for these robust partnerships is to incorporate additional support and resources for our students and families. CBOs associated with Denman and OMIE/Beacon must aligned to our school vision and support our focal students and families.

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

As a Beacon site, Denman has been fortunate to have a Beacon Director for many years. Denman and OMIE Beacon hold a monthly community meeting that brings together key staff to bridge our community partners.

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

We will measure the impact by reviewing attendance data, survey data from parents and students and program data from the Beacon.

## 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 = \$9,800

Funds will be used to support our students and their IEP's. In addition, it will be used for our SOAR rewards, any additional tools for our mod/sev classes, additional sensory materials for our SDC- Austin Focus class, additional curricular materials for our SDC classes and any needs for RSP.

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 = \$76,659

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

This fund will help to support our multilingual families and students. A bilingual counselor will be made full-time with use of these funds, as was requested by ELAC. Funds will also be allocated for our Student Advisor is assisting in organizing bilingual events, after school tutoring and assisting our EL community. Lastly, funds will be used to support the AVID Excel classes, our bilingual community and to support celebrations, rewards and curricular needs. \$51,977 will be allocated to fund an additional bi-lingual grade level counselor and \$16, 849 will be allocated to fund our Student Advisor full-time.

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 = \$31,000

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?

LCFF funds will be allocated to fund an additional grade-level counselor and professional development to help build our capacity in assisting our ELL and LI students. Funds will be allocated for conferences, supplemental resources and Summer Reading at each grade level. \$25,988 will be allocated to fund the additional counselor; \$5, 012 will be allocated to fund professional development and supplemental resources.

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 (TIIIG) 07940

Allocation = \$286,388

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

TIIIG funds will be used to fund teachers to promote smaller class size and support our ELL student populations, Newcomer and LTELs. In addition, funds will be used for professional development, instructional supplies, conferences and subs for planning days for the EL Department.

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

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

## CATEGORIAL EXPENSES

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

**Title I = \$210,341** (31500)

*How do you plan to use these funds?*

These funds will be used to support our economically disadvantaged students. Using our Title 1 funding, funds will be allocated for a .6 FTE Math Coach, who will be supporting our targeted students. Additionally, Title 1 funds will be used to fund an additional bi-lingual Head Counselor and an additional bi-lingual grade level Counselor. Funding will also be allocated for conferences for teachers, supplies for our targeted students and funds for PD for staff which is connected to our school vision and goals- support for ELL students and closing the opportunity gap for our African American and Latino families. \$62,372 will be allocated to fund .6FTE Math Coach; \$93, 173 will be allocated to fund an additonal Head Counselor; \$51,977 will be allocated to fund an additional counselor.

**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 = \$2,820**

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.**

We are always outreaching to our families and we set aside more than 1% to engage our community members.

**Date** your school's **Parent Involvement Policy** was reviewed by your School Site Council: 10/9/2018

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

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

**Impact & Innovation Awards = \$2,500**

*Referencing your plan, how do you plan to use these funds?*

Denman was awarded the Innovation Grant this school year. Denman Tech Team will lead the work in conjunction with Hoover and Roosevelt MS to support personalized learning and our Tech Integration.

**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?*

PIF Funds will be used to fund .25 FTE Reading Acceleration Teacher. In addition, PIF funds will be used to support teachers with professional developement, extended hours for Denman Tech Team to continue to support the Tech Integration with our Verizon grant, release days for curriculum design focused on deeper learning and conferences. Lastly, PIF funds will also be used for consultant fees to support our work with closing the achievement gap for our AA students.

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

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

**Equity Grant = \$0**

*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) = \$0**

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

**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:
0	1.0	.5	1.0
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
0	0	0	3
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
.5	0	0	X
Other:	Other:	Other:	Other:
.4 CSR	.2 CS	1.0 Librarian	1.6 VAPA

**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.**

With the addition of .5 IRF position, we will be able to continue our work with our PD planning, supporting our school site data and supports for new teachers. With the addition of 1.0 Social Worker, we will be able to provide SEL supports for our students, coordinate CBOs and service providers as well as create a mini- Wellness Center for our students.

## 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 checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (list)
<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>10/9/2018</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 checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: <b>9/25/2018</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](#)

Name	Role	Signature
Lisa Jovick-Berrueta	Principal	
Anthony Boles-King	Teacher	
Belinda Shillingburg	Teacher	
Ann Wolf	Teacher	
Lavinia Meeker	Teacher	
Rocio Soto	Classified	
Dante Calloway	Community Member	
Esmeralda Zavala	Parent/SSC President	
Jacqueline Campos	Parent/SSC Vice- President	
Levi Kauffman	7th Grade Student	
Peter Pon	8th Grade Student	
Maina Faituala	6th Grade Student	