

**SFUSD**SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Hoover, Herbert Middle School
Principal	Elizabeth Fierst

SCHOOL VISION & CONTEXT

Hoover Middle School, "Home of the Hawks" is a large school nestled below Hawk Hill in the West Portal District. Hoover is also a Title 1 school (66% low-income) and leverages Title 1 funds to support family connections, academic support in literacy, numeracy and 21st century skills to give our students the tools and experiences they will need to flourish in school and life. Approximately 1,000 students come from throughout San Francisco to participate in our Language Immersion, Special Education, and/or General Education programs. OUR VISION is for 8th grade students to leave us as "Hawks, Ready To Fly: Inspired, Experienced, and Resourceful". Students will leave with foundational capacities and dispositions outlined in the SFUSD Graduate Profile: Content Knowledge; Creativity; Career and Life Skills; Global, Local, and Digital Identity; Leadership, Empathy, and Collaboration; Sense of Purpose and Sense of Self. STRENGTHS: Supported by a talented group of educators, a host of special programs and our Digital Promise grant through Verizon, where each student receives an iPad and data plan, we inspire our students through real-life exploration and authentic learning experiences. With a strong foundation in academics, physical education, and language programs, we attribute our successes to creating the conditions for students to explore, develop, and share their talents in art, music, technology, multilingualism, sports and leadership. Hoover's counseling & support staff help to sustain a positive school climate through positive reinforcement, restorative practices, and connections to community resources. CHALLENGES: Hoover has significant challenges and gaps in achievement that continue to persist with our English Learners, Latino and SPED populations. We acknowledge significant challenges in access to programs and services for a high proportion of students who travel to Hoover from distant locations across the city. We are actively seeking ways to increase a sense of belonging and connections to home communities. This coming year, we intend to maintain a Community Health Outreach Worker and prioritize securing an English Language Learner Para in addition to providing additional on and off site supports and/or referrals in community locations through the SF Beacon Initiative. We will continue to grow our cultural responsiveness as a staff and school community by placing a greater focus on increasing cultural competence for both staff and students through professional development, data inquiry, differentiated support, inclusive practices and curriculum planning. STRATEGIES: We strategically align our resources and actions to provide access for all, while continuing to promote excellence in everyone: 1) INCREASE ACADEMIC ACHIEVEMENT FOR ALL STUDENTS by focusing on professional development strands for teachers/staff that include culturally responsive teaching practices, literacy and English language development across all content areas. GOAL: Increase ELA and Math outcomes for all English Learners and any student representing our special populations including SPED and FYIT. 2) PROMOTE A POSITIVE SCHOOL CLIMATE through Behavioral Response to Intervention, Restorative Practice, socio-emotional learning and digital citizenship curriculum. Foster and grow adult to student relationships. Celebrate our differences through learning experiences that promote social justice, cultural and gender identity, and character strengths. GOAL: Increase school climate indicators related to safety, school connectedness and a sense of belonging. 3) PREPARE STUDENTS FOR HIGH SCHOOL AND IN TURN FOR COLLEGE & CAREER Continue offering AVID and AVID Excel classes, while expanding AVID practices on a departmental and then school wide level; make career connections through Project Based Learning, authentic assessment and field trips; goal setting and family empowerment. GOAL: Increase overall academic outcomes for our, Long Term English Learners, Latino, and students accessing SPED services.

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
Mid-Year Performance Metrics K-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math 	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA 	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math 	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> ▪ Student-Centered Learning Climate 	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
CA Dashboard Report (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate ▪ College and Career Readiness 	The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K-12 schools and districts.
Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, Math, Other Subject Areas ▪ College and Career Readiness 	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10	<ul style="list-style-type: none"> ▪ College and Career Readiness 	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
Illuminate Report Lists for Fall and Spring	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate 	Direct links to summary and list reports at the student level to take a deeper dive into your results
<p>NOTES:</p> <ul style="list-style-type: none"> ▪ All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus groups. ▪ Refer to Illuminate Report List to link to student level data 		

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):

While we know we need to increase academic achievement for all students, our goal to increase ELA outcomes will focus specifically on all of our English Learners, most especially our Long Term ELs, our Latino students, and students with special needs. Refer to the Analysis of Results below for goals, practices and instructional shifts.

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
	Our goal to increase ELA outcomes in reading, as measured by RI and SBAC scores. Increase SBAC proficiency at least 10% and steadily close performance gaps. RI indicates faster growth indicating some of our strategies are showing promise as students are accelerating. We aim to cut the number of students receiving a D/F in ELA by half.	1) Aims and/or student outcomes and language objectives posted and explicitly named on a daily basis. 2) Teachers use Running Records or F & P assessments to monitor and assess student progress 3) Effectively use ebooks to support larger access for EL and SPED students 4) Review assessment scores and set individual goals for academic growth.	

<p>We have begun to notice a decline in academic progress and proficiency overall for our EL students. Only 33% of our EL students have met or nearly met the ELA standards in the SBAC assessment for the 16-17 school year. While 66% of our reclassified students are meeting or exceeding the standard. LATINO students are our second largest subgroup and least performing in ELA with 32% proficiency on SBAC. Approximately 43% of all students that are not proficient are Latino, even though they are 26% of our student body. Multiple factors contribute to this gap including proportionately high percentage of long term ELs and lower performance upon 6th grade entrance resulting in the need to accelerate growth. We also attribute this lower proficiency upon entrance to 6th grade to the percentage of students who are SES and thereby with less resources to support their academic achievement and growth. SPED students are the least performing group in ELA by far with only 16% proficiency on the SBAC and the lowest GPA. School wide, students with IEPs receive more Ds and Fs than any other group at 20% while 41.2% of our AA students received a D/F, and 18.4% of our Latino students received D/F mark in their fall 2017 report cards. Overall, both assessment scores and report card grades remain limitedly changed and/or stagnant for all sub groups, indicating a need for instructional practices to change.</p>		<p>1) Focus on professional development strands for teachers/staff that include Hammond's culturally responsive teaching practices and engage in a review to align and calibrate in grading practices. 2) Select and identify targeted instructional practices, e.g. critical reading strategies, implementing select school wide AVID strategies, a refresher workshop on SDAIE practices, as well as continue to provide instructional software and training for instructional supports to be used in the most effective way, e.g. Newsela, Flocabulary, and Brainpop. 3) Develop differentiated instruction as supported by Readers and Writers workshop that begins in grade 6 ELA classes. Secure funding sources for other teachers to participate in formal teacher training for literacy based instruction. 4) Use Results Oriented Cycle of Inquiry (ROCI), or the like on a quarterly basis, as a process to plan, instruct, reflect, and revise their grade level, site based assessments. 5) Use identifying Focal Students as a strategy and means to inform instructional practices. Provide designated teacher release time by grade and/or content for collaboration to adjust timing or pacing of instruction; adapt the content; adjust the type of support; identify and/or revise assessment or expectations (e.g. create rubrics) and/or collect examples versus non examples of student work. 6) Embed focused reading time through "Hoover Reads" and ample selections for independent leveled will be made available to classrooms during twice weekly Advisory.</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?
see above	see above	

		<p>1) Continue to fund a TSA Math-Literacy coach to support A-RTI and lead monthly data sessions related to focal groups. The coach can also co-plan and implement lessons that build on student strengths and have creative, practical applications from coding integration to actual construction with building materials. 2) Provide targeted interventions especially for students identified as both EL and Latino that specifically address areas of strength and challenges in reading, writing, listening, and speaking with stipends for teachers for lunch time, morning or after school support. 3) Leverage ASP programming to offer academic support for targeted students before or after school or during lunch that match students' pattern of needs, e.g. small group instruction and/or passion projects designed to increase agency and engagement in school. 4) To specifically meet SPED needs, increase paraprofessional capacity to support students in reading and writing. Provide differentiated, scaffolded supports for co-teachers for inclusive settings. Purposefully increase access and attendance in the Learning Commons. Explore and leverage technology tools that promote individualized acceleration in reading. 5) Provide time for the ELA team to work closely with Special Education and Multilingual Pathways departments to develop methods to monitor, assess and ensure students are receiving the appropriate instructional supports.</p>
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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):

While we know we need to increase academic achievement for all students, our goal to increase Math outcomes will focus specifically on all of our English Learners, most especially our Long Term ELs, our Latino students, and students with special needs. Refer to the Analysis of Results below for goals, practices and instructional shifts.

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
Overall, students maintained proficiency in math at a overall rate of 59% on SBAC. 41% of students are not at grade level in SBAC Math with 22% nearly at proficiency and 19% who are not meeting standard. Latino students demonstrate the need for additional support and represent our largest subgroup in need of Tier 2 intervention. There is variance between performance tasks and benchmark assessments with tasks scoring higher across the board. Teachers noted that timing and pace of the core curriculum does not always coincide with teaching and gives mixed results.	Aim for an overall increase on SBAC proficiency from 59% to 65%. Secondly, increase lowest performing subgroups by at least 10% and continue to incrementally close the gap in performance predicted by income level. Third, increase passing rate for students with IEPs and significantly decrease rate at which students receive D's and F's through targeted support and shifts in teaching strategies.	1) Continue to implement Complex Instruction across grade levels, and introduce common language and roles school wide, giving everyone access to participate in this method of learning and problem solving. 2) Identify and use common site based assessments to benchmark progress that can help set individual learning goals. 3) Continue using ALEKS to differentiate skill learning and investigate alternative adaptive software based on user feedback (student driven/centered). 4) Make deliberate connections and authentic tasks that meet talents and experiences within the Latino community related to math through art, data, problem solving and engineering to create relevant projects.	1) Focus on professional development strands for teachers/staff that include Hammond's culturally responsive teaching practices and engage in a review to align and calibrate on grading practices. 2) Use identifying Focal Students as a strategy and means to inform instructional practices. Provide designated teacher release time by grade and/or content for collaboration to adjust timing or pacing of instruction; adapt the content; adjust the type of support; identify and/or revise assessment or expectations (e.g. create rubrics) and/or collect examples versus non examples of student work.

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?
See above	See above	1) Continue to fund a TSA Math-Literacy coach to support A-RTI and lead monthly data sessions related to focal groups. The coach can also co-plan and implement lessons that build on student strengths and have creative, practical applications from coding integration to actual construction with building materials. 2) Provide additional support in math particularly to SPED, AA and Latino students with stipends for teachers for lunch time, morning or after school support. 3) Leverage ASP programming to offer academic support for targeted students before or after school or during lunch. 4) Provide time for the Math team to work closely with Special Education and Multilingual Pathways departments to develop methods to monitor, assess and ensure students are receiving the appropriate instructional supports.

SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5	Based on the analysis of the results, what are your targets/ performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5
All students at Hoover are enrolled in science course by grade-level. 6th grade science classes use the SFUSD Science Core Curriculum, while 7th grade science classes participate in the SFUSD Science Core Curriculum Field Test. 8th grade science classes currently follow the adopted California Science Standards (1998) based curriculum. While SFUSD provides a field or core curriculum, teachers have required to use additional planning and revising time to frequently modify the content, in turn developing their own supplemental materials to clarify or correct misconceptions developed by the SFUSD Science Core Curriculum. Teachers have found that materials and content has not always been accessible for our highest needs, focal students. As measured by Fall 2017 grades, 50.8% of Hoover students received an A on their report card, while 10.5% received a mark of D or F. It is noteworthy that in seventh-grade, 34.6% of students received a mark of A, while 20.2% received a mark of D or F. Students have reported a great deal of confusion and frustration or even lack of interest with the tasks of the curriculum being field-tested. This has particularly true for our Latino, EL, and our students with disabilities. We recognize the need to incorporate curricular supports for our ELs or students with disabilities, and many of our Latino students.	Aligned to SFUSD's science vision, students in Hoover students will participate in a rigorous science program that is aligned with the Next Generation Science Standards and includes real-world, hands-on learning unique to the city of San Francisco and its environment. Students will develop their science and engineering skills through practices such as planning and carrying out investigations, developing and using models, asking questions and defining problems, analyzing and interpreting data, constructing explanations and designing solutions, and engaging in argument from evidence. 6th and 7th grade courses strive to offer hands-on activities as described in the SFUSD Science Core Curriculum on a weekly basis, while 8th grade students conduct labs and/or hands-on activities approximately once a week.	1) Fund an EL para to assist teachers in science instruction and the reinforcement of instruction of students individually and in small groups; this individual may also assist to provide instructional record keeping support; translate and interpret oral and written communication between students and teacher, creating a bridge to better access the curriculum. 2) Provide school wide professional development and collaboration among and across content areas to support the implementation of SDAIE strategies, critical reading strategies, AVID as well as continue to provide instructional software and training for instructional supports, e.g. Newsela, Flocabulary, and Brainpop. 3) Use identifying Focal Students as a strategy and means to inform instructional practices. Provide designated teacher release time by grade and/or content for collaboration to adjust timing or pacing of instruction; adapt the content; adjust the type of support; identify and/or revise assessment or expectations (e.g. create rubrics) and/or collect examples versus non examples of student work.

ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is

embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

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

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? <small>WASC Ch.2</small>	Based on the analysis of the results, what are your targets/ performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? <small>WASC Ch.5</small>
<p>While our reclassification rates continue to steadily increase over the years, we have begun to notice a decline in academic progress and proficiency overall for our EL students. Only 33% of our EL students have met or nearly met the ELA standards in the SBAC assessment for the 16-17 school year. Yet 66% of our reclassified students are meeting or exceeding the standard. Window 1 of RI assessments for the 17-18 school year reflect just 26% of our EL students scoring at a basic or proficient reading level. While we see some growth in Window 2 of the RI assessment, it is not enough to overlook our need to prioritize support for our EL students. We also recognize that reading and writing in particular is our lowest performing domains for students in CELDT assessment. With that said, our most available data informs us that our LTEL Latino students remain in same categories of below and far basic as the previous school year. Based on grade distribution, we notice that anywhere from 17-25% of our EL students receive a D or F in content area classes. We also recognize that this new trend may be a result of the necessity to understand and access academic language that is not being explicitly scaffolded or differentiated across our core curriculum. In the most recent and previous school years, our master schedule has not prioritized sheltered ELA classes for EL students or SDAIE practices in GE and SPED classrooms. This clearly has negatively impacted our ability to intentionally increase academic outcomes for students.</p>	<p>Provide sheltered ELA classes for all three grade levels to support expanding and bridging ELs, while also establishing a dedicated ELD elective course required for all newcomer and emerging students. Decrease the percentage by half of Ds and Fs received in content area classes. Increase indicators on SRI and SBAC by at least 10%, monitoring for steady progress overtime. Continue to reclassify dually identified SPED/EL students where evidence suggests that a student's disability is causality for lack of progress on CELDT.</p>	<p>1) Design a master schedule that supports EL needs in the master schedule, aiming to have no more than 25 students each. 2) All teachers must recognize they are teachers of EL student needs, integrating a content aim and language objective to every lesson. 3) Fund an EL para to assist teachers in instruction and the reinforcement of instruction of students individually and in small groups; this individual may also assist to provide instructional record keeping support; translate and interpret oral and written communication between students and teacher, creating a bridge to better access the curriculum. 4) Provide school wide professional development and collaboration among and across content areas to support the implementation of SDAIE strategies, critical reading strategies, AVID, and readers and writers workshop methods, as well as continue to provide instructional software and training for instructional supports, e.g. Newsela, Flocabulary, and Brainpop. 5) Use identifying Focal Students as a strategy and means to inform instructional practices. Provide designated teacher release time by grade and/or content for collaboration to adjust timing or pacing of instruction; adapt the content; adjust the type of support; identify and/or revise assessment or expectations (e.g. create rubrics) and/or collect examples versus non examples of student work. 6) Increase access to AVID Excel for Long Term English Learners and expand into Spanish Immersion. 7) Secure funding sources for teachers to participate in formal teacher training for literacy based instruction. 8) Embed focused reading time through "Hoover Reads" and ample selections for independent leveled will be made available to classrooms during twice weekly Advisory. 9) The ELA department will work closely with Special Education and Multilingual Pathways departments to make monitor, assess and ensure students are receiving the appropriate instructional supports.</p>

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?

<p>While feelings of self management (ability to effectively manage your emotions, thoughts, and behaviors in different situations, including managing stress, delaying gratification, motivating yourself, and setting and working toward personal and academic goals) is high at 82% on our SEL climate survey, students report only 61% positively for self-efficacy (reflecting the confidence in your own ability to control or manage your motivation, behavior, and environment). Hoover recognizes that the concept of self-efficacy is considered a major predictor of one's overall health. Additionally, school site surveys of top stressors indicate that stress levels related to academics, peer relationships, and family situations are high. Hoover's counseling department reports an influx of students reporting concerns self-harm, anxiety, and depression, with an increased request from families that we include socio-emotional topics in our curriculum. Spring referral data suggest a need to expand our health education to address drug and substances use and risky sexual behaviors among our 7th grade class.</p>	<p>On a tier 1 level, Hoover's goal is to provide a comprehensive health education program across all three grade levels so that students have credible information to make educated, healthy choices for themselves. We will continue grade level efforts to interrupt use of and addiction to nicotine by expanding to explicitly teach critical thinking and advocacy against tobacco advertising, targeting racial and cultural communities with the support of our YOWs program; and educate students on stressors and managing mental health in partnership with SF Suicide Prevention. To target our tier 2 and 3 needs, we will strengthen and expand the BIS program in response to the increased risk taking behaviors with substance use and aim to increase access to therapists, counselors, and other mental health practitioners through the supplemental resources from the Beacon Initiative. Continued partnership with CBOs for support groups and skills building will be offered, e.g. HIFY Boys Empowerment, Grief and Loss, Girls Group, and other transitions groups to support targeted students, as identified through SAP.</p>	<p>1) Maintain a dedicated TSA position who can act part time as a health coordinator to coach and support teachers as well as to collect data on a) use of health lessons integrated into other content areas is necessary in the absence of dedicated health classes, b) acquire student input to highlight topics relevant to current middle-schoolers through the use of beginning, middle, and end of year student health interest and resource surveys. 2) Puberty instruction will be delivered through 6th grade science to all 6th graders, using Planned Parenthood curriculum and we will continue provide an elective wheel for 6th graders to receive a 9 week health class, which concentrates on socio-emotional topics, as well as nutrition, family diversity, and injury prevention. Similarly, all 7th grade students cover issues related to tobacco, alcohol, and other drugs in their science classes, and all 8th grade students receive more extensive instruction about STI's, pregnancy and birth control, consent, and healthy relationships. 3) Provide translated materials to parents to support family engagement with health topics taught at school that include adolescent social-emotional and physical health issues, as well as offer parenting techniques in inviting and culturally competent formats, in collaboration with site family liaisons, Beacon Initiative and SFUSD Health Programs. 4) Access to curriculum and training from SHPD, including but not limited to Healthy Me, Health Us, SFUSD's Middle School Comprehensive Sexuality Curriculum. 5) Maintain an on-site school nurse for consultation and supporting the school and student's medical issues/needs.</p>
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VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
		<p>1) The master schedule at Hoover will continue to be organized in a way that allows students to be placed in arts classes by skill levels instead of grade level. 2) Continue to provide an opportunity for all students to have access to an arts elective by developing a flexible schedule to those needing to meet extra academic requirements (e.g. ELL) 3) Continued funding for the necessary materials of the various arts programs. 4) Specific to STEAM there needs to be an instructional shift in the areas of space and time, pedagogy, and assessment. STEAM classes are project based learning experiences and therefore are exposed and required to participate in hands-on learning and collaboration with team members as they develop their product. As a result, students are assessed by using student reflection, exhibitions of student products, and the process of designing the product. Instructionally, the teacher becomes the coach to provide learning experiences and feedback to strengthen student products. 5) In order to achieve these goals, time dedicated to conduct PLCs focused on lesson studies and reviewing student work among teachers provide for deeper instructional reflections. Using focal students as a strategy to support to this reflection is also instrumental.</p>

<p>Hoover has a comprehensive visual and performing arts program. Access to participate in these programs is of high priority, which is why we offer a zero period (before school) PE class. With zero period, immersion and EL students can still participate in these classes. With that said, each program has a clear vision and purpose that meets the graduate profile. MUSIC: Students will receive a comprehensive approach to the fundamentals of instrumental and vocal music. This includes learning to read the language and symbols of music notation so that students achieve musical literacy. Students will enhance their abilities to express themselves creatively through the study, composing and performance of music. They will work individually, and in small ensembles and large groups. They will develop an awareness and appreciation of the arts through the study various genres of music from different cultures. VISUAL ARTS: Students will receive a comprehensive approach to visual arts in the introductory, beginning, intermediate, and advanced level work. Student learn the language of Visual Arts using the Elements of Art and Principles of Design; build their technical and studio skills through project based assignments; develop skills in multiple visual arts mediums; study art history and world history which is infused in each assignment; develop reasons & purpose for visual arts and create with audience purpose in mind; and differentiate the purpose for personal, public, commercial, and commissioned art. STEAM: The mission of STEAM is to provide students exposure, practice, and mastery of 21st century skills, project based learning, and design thinking to solve a variety of real world problems.</p>	<p>In MUSIC: - Students will gain the skills necessary to advance sequentially through performance based levels: beginning, intermediate and advanced. This includes achieving competency in reading and writing music notation, rhythm, and terminology. - Students will achieve technical proficiency on their chosen instrument or voice. - Students will be able to perform with others in an ensemble for the purposes of developing a sense of community and successfully presenting an end product, the performance. - Students will build self confidence and communication skills. - Students will develop formal presentation skills. - Students will learn to express themselves through their art form. - Students will develop an awareness of the connection between effective hard work and positive results. - Each semester will culminate in major public performances/concerts. In VISUAL ARTS: - Students will be able to create a visual art piece using the Elements of Art and the Principles of Design. - Students will work individually to create personal art and commissioned pieces for the school. - Students will work in pairs, small groups and large teams, to create public art for the school. - Students will create an electronic art portfolio. - Students will display their work through electronic media for school events, school electronic displays, and during the annual Spring Art Show. - Students will apply their art history knowledge by participating in job roles in an artist character portrayal during Spring Art Show. In STEAM students will go through a process of exploring phenomenon, designing solutions, exhibiting products, and reflecting on their personalized learning process in the areas of game development, applied sciences, environmental sustainability, theater tech, 3D animation, and robotics.</p>	
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PHYSICAL EDUCATION

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

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

Narrative describing site's vision for a balanced, comprehensive Physical Education program.	What are your targets/ goals? (Elementary, Middle, High)	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
<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>Hoovers site's vision for Physical Education ensures all students study a comprehensive, planned and sequential physical fitness curriculum. Students are expected to strive for content mastery and skill proficiency. Physical Education at Hoover is standards based and with correlating assessments. It is also inclusive and developmentally differentiated, as well as grade level appropriate. Our model aims to have full participation and integrates technology, including iPads, cardio machines, and video systems.</p>	<p>Middle school students have performance standards and targets that cover movement skills and knowledge, as well as fitness skills and knowledge. Components of Health-Related Physical Fitness Assessments encourage and assist students to monitor levels of moderate to vigorous activity. The annual California Physical Fitness tests encourage students to strive for a healthy fitness zone, a primary aim for middle school youth. With the aid of 1-1 devices (iPads), students also video record and/or submit data via Google Classroom as another method to develop a portfolio of fitness and well being.</p>	<p>1) Teachers need dedicated release time to design/revise assessment rubrics that clearly describe if the student exceeds the standard, meets the standard, approaches the standard, does not meet the standard or does not take the assessment. 2) In order to achieve the named goals, students are regularly asked to develop personal fitness FITT plans and cover its principles of training, as noted and measured in daily Physical Education journals. Common planning time is necessary to conduct PLCs focused on lesson studies and reviewing student journals among the department to provide for deeper instructional reflections. 3) Using focal students as a strategy to support the named reflection above is also instrumental.</p>

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

Analysis of Results - All Students	Based on the analysis of the results, what are your targets/ performance goals?	What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2		

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
We aim to prepare students for high school and in turn for college and career by explicitly making career connections through authentic assessments, Project Based Learning, and institutionalizing targeted field trips to expose students to new fields and opportunities. The latter also involves inviting our families to share in these experiences, with specific outreach to families where our students may be the first in their family to graduate from college.	We use a RTI approach to expose all students, across all three grade levels to college and career options. We want to increase the percentage of students with a growth mindset that indicates students feel they can grow their talent and effort, from the 66% as named in our SEL indicators. We will continue to offer two AVID and two AVID Excel classes, while also expand AVID practices on a departmental and then school wide level in effort to increase overall academic outcomes and HS readiness indicators, especially for our Long Term English Learners, Latino, students accessing SPED services, and low SES students as measured by grades, SBAC and benchmark scores.	1) Continue to utilize tiered approach to match students with specific supports and experiences. Ex. All 7th grade participate in the "Field Trip to the Future" and visit college campuses while some students have additional experiences, such as EL students attend college visit with families, or via AVID class. 2) Increase student goal setting through an understanding of factors related to college and career readiness, as supported by counselors. 3) Increase family empowerment related to college preparation and planning. 4) Grow use of AVID tutorial process and practices beyond AVID classes to content course pedagogy.

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?

After implementing a schedule created through Master Schedule Design Challenge, we will continue to provide an early release Monday once per week. Teachers report that the routine of holding CPT for professional development and teacher collaboration at the beginning of the day has drawbacks. Teachers advocated for greater length of time to collaborate and learn together along with the co-creation of new structure for professional development. At this time, we are seeing teaching collaborating quite a bit around student access to the content, assessment and leveraging technology. The time allows administration to respond to professional learning needs throughout the year and provide workshops on timely topics such as social justice/equity and school climate supports. Paraprofessionals have begun to be more heavily included in staff wide professional learning. Hoover's bell schedule allows for a weekly early release to support site based professional development (PD), driven by student and teacher needs. Our early release Mondays rotate between all staff, grade level and differentiated PD opportunities. All staff PD will include a focus on following 3 areas: 1) using Focal students as a strategy to inform practice, embedding culturally responsive teaching and competency with a social justice-equity lens, SDAIE practices, differentiation, and/or AVID practices. 2) Promoting a positive, safe school climate with a focus on building relationships and connectedness for all community members. 3) Leveraging technology to support Innovative Learning Schools grant and "anywhere, anytime access" to iPads. Grade level teams and department teams will focus on A-RTI and B-RTI with ongoing lesson study analysis and calibration of assessment and grading practices. Site based Common Planning Time (CPT) that is differentiated by staff need/desire may include: 1) Project based learning and authentic assessment within and across department teams 2) Development and implementation of the Common Core curriculum (English, mathematics and science) with a focus on student centered learning that supports and facilitates access to the curriculum for every student 3) Integration of technology and/or best practices for implementation with identified software 4) Focal student strategy review Site based through Prop A, extended hours or sub release time for the above plus departmental or cross curricular planning and may also include teacher leadership opportunities for: Data review and analysis, recommendations and feedback on staff learning and capacity. District Professional Development includes: 1) Complex Instruction 2) Literacy and English Language Development 3) SCALE - Stanford Science 4) School Health - Substance Abuse, Gender Identity, Self-Harm and Nutrition 5) AVID (district sponsored conference) 6) Ongoing district staff development related to Vision 2025, design challenges, and social justice oriented workshops 7) Leveraging technology for learning with Verizon, Innovative Learning Schools partners (monthly meetings aligned with Roosevelt and Denman)

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)
Continue to increase cultural competency of staff to engage in conversations about race, class, culture and the ways in which systemic oppression affects student outcomes and ways to disrupt historical results. Our school climate data and demographics suggest that we need to become more culturally responsive. Teachers have also expressed the desire to learn more in order to meet the needs of students and engage students in lessons and experiences that promote respect and understanding across difference.	WSF, Title 1, LCFF, Prop A
Leverage technology to transform learning and close the digital divide by giving students access to engaging instruction with technology tools and experiences that will prepare them for an increasingly connected, network... society. Participate in second year of Verizon, Innovative Learning School grant where each student will have "anywhere, anytime access" to online learning and an iPad and we focus on powerful use of technology to redefine learning.	WSF, LCFF, Title 1, Prop A
Establish an instructional focus that will strengthen teacher understanding of the curriculum, and develop improved strategies in the delivery of instruction through a focal student strategy. PD and collaboration time will also focus on ensuring that the learning experience is consistent, aligned and articulated by grade level, regardless of the teacher. This will include an increase in staff capacity in the use of AVID strategies to promote high school and college readiness. Focus on establishing AVID practices within Spanish Immersion as well as implementation and/or reinforcement of SDAIE and differentiation strategies to make content accessible to English Learners and students with IEPs.	WSF, EL, TIIG, Title 1, Prop A
Continue to introduce, review and reinforce strategies related to B-RTI and Restorative Practice to improve school climate and classroom management strategies, including increasing a sense of belonging and school connectedness through lunchtime mentoring activities, healthy alternatives such as inter-mural sports, clubs or guest activity leaders for students who have behavior challenges during lunch time with support of the Beacon Initiative and a Student Advisor role.	WSF, LCFF Title 1, Prop A

STUDENT-CENTERED LEARNING CLIMATE

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

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

Consider the following items as they relate to each category:

- **Students with Disabilities/ Promotion of Inclusive Practices:** percentage of students in Special Education school-wide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD's commitment to full inclusion and increased expectations for students with disabilities.
- **Student Engagement/Attendance:** school attendance rates, chronic absenteeism rates
- **School Climate:** suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys

- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	Students with IEPs continue to be disproportionately suspended and of these, most are Latino or African American. Students in restrictive settings such as SOAR or SDC are disproportionately Latino or African American. We continue to have a small number of students in smaller, separate classes vs. inclusion.	Decrease suspensions and referrals in Latino and African American students. Keep the number of small, separate classes to a minimum and continue to offer co-taught classes.	1) Offer school wide PD for staff to understand the rationale for inclusive teaching practices, including understand the foundation needed to support a productive co-teaching model that benefits SPED students. 2) Work in conjunction with the new Beacon Initiative, seek and offer as many referral based, skill building support groups and programs as needed. 3) Provide dedicated release time for collaboration between SPED, GE and counseling department, e.g. counselors work with case managers 4) Provide PLC and professional development opportunities to paras
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	SFUSD data is consistent with national trends, from 2006-2007 through 2013- 2014 school years with approximately 1000 students identified in 2007 and increasing each year until 2014 to approximately 2400 students. In the 2015-2016 school year, SFUSD identified nearly 1 in 25 students as homeless. Hoover serves over 25 FYIT students.	As stated in Board resolution 175-23A1, we want to ensure that each homeless child and foster/undocumented youth has equal access to the same free, appropriate public education, as other children and youth. Homeless children and foster/undocumented youth must have access to the educational, enrichment and related services that they need to enable them to meet the same challenging state academic standards to which all students are held.	1) Utilize the social worker to enhance coordination and connection to practical and critical physical-hygiene and clothing, nutritional, health - medical, dental, vision, hearing and trauma related supports and services beyond the school day including weekend and holiday supports. 2) Supported by the Beacon Initiative, coordinate of academic/learning supports outside of the regular school day focused on enrichment as well as development... lunch/after school clubs to support affinity, peer resources/challenges associated with impacts of homelessness with staff advisor to support. 3) Coordinate/Establish and host Beacon Leadership team meetings to identify, assess and evaluate services for our most vulnerable populations. 4) Offer accommodations, a safe place and advocacy for students in need.
Student Engagement/Attendance	Students of our targeted subgroups (Latino, AA, SPED, and SES students) continue to be chronically absent in the fall of 17-18. This was noted in the previous school year, too. As a result, we sent over 100 first and second letters of truancy in the fall, held two meetings to review truancy process, address concerns, and sign over 20 attendance contracts with some improvements (and rewards) for multiple students. Several students are currently going through the SARB process. We continue to seek for ways to increase attendance and student engagement.	Decrease numbers of students chronically absent in targeted subgroups: Latino, AA, and SPED.	1) Award & recognize students for perfect attendance. 2) Continue to host truancy- attendance meetings for families to educate and build understanding. 3) Utilize the SAP, SST and SARB processes 4) Consult & collaborate with Pupil Services, which includes support from our assigned attendance liaison as well as consult with county agencies, including CPS and SRO. 5) Make home visits as appropriate.
School Culture/Climate		Increase positive indicators around school connections, relationships, and safety on student school climate survey. Decrease suspensions in SPED and Latino students.	

	<p>We are constantly reviewing ways to engage students in positive activities and foster relationships, yet notice that 40% of our students do not feel part of the school. This is an indication that we need strengthen our sense of connectedness and belonging while also foster teacher-student relationships. 39% of our students report not feeling safe from verbal abuse, teasing or exclusion, as indicated on our SEL surveys, informing us that our overall sense of safety needs school wide attention. It is important to note that suspensions for grade 7 students is particularly high, especially among our Latino sub group.</p>		<p>1) Provide professional development on culturally responsive teaching practices for staff. 2) Hire a Student Advisor who serves as a conduit to community based organizations, student activities, family liaison and admin/counseling. This individual will act as a liaison and bridge between student-teacher-home. 3) Begin to use the Culture and Climate Team as a leadership team to strengthen and promote Tier 1 practices. 4) Continue with existing action steps related to B-RTI and proactive classroom management strategies, including implementation of PAX.</p>
<p>Social Culture/Climate</p>	<p>According to our SEL data, 66% of our students have 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. This means that over a ½ of our school population do not feel confident they can take on the perspective of and empathize with others.</p>	<p>Increase the percentage of students who can empathize with others by creating a culture of care and respect for cultural diversity.</p>	<p>1) Begin to use the Culture and Climate Team as a leadership team to strengthen and promote Tier 1 practices. 2) Hire a Student Advisor who serves as a conduit to community based organizations, student activities, family liaison and admin/counseling. This individual will act as a liaison and bridge between student-teacher-home. 3) Use Student Council representatives as a voice for student needs and interests. 4) Work with the Beacon Initiative to build partnerships with community organizations to work with staff and students on customized groups to meet student need. Staff are working with students on coping strategies, anger management, and conflict resolution. 5) Create educational modules and/or a small group format that include socio-emotional learning elements for students in target subgroups.</p>
<p>Wellness Policy</p>	<p>Hoover is dedicated to promoting healthy habits, that include physical, social and emotional well being. Refer to the Health Education and Physical Education Analysis above for further analysis.</p>	<p>The adult staff will lead by example, encouraging students to lead by example.</p>	<p>1) Develop a Wellness team, that includes students, to promote school wide practices that promote the Wellness Policy.</p>

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 SFUSD Standards to work on.	Choose at least one of the following focal populations
<input type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input checked="" type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input checked="" type="checkbox"/> Connecting families to community resources	<input 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:

Building a collaboration between our current family liaisons and our new Beacon partner agency, the Hoover Beacon Center Family Program Coordinator, school leadership, as well as Parents for Public Schools of San Francisco, we will strive for a more comprehensive array of family engagement and parent capacity-building activities. We will host multicultural potlucks, movie nights, Math and Science Nights, and celebrations. We will co-facilitate Parent Clubs for Latino and Asian parents that meet monthly to build community and plan activities. The Beacon will offer daytime and evening workshops for parents (in multiple languages) on topics such as transition to kindergarten, supporting student learning at home, ELAC/SSC engagement, ELL reclassification, IEPs and 504 Plans, navigating technology and social media, and middle school enrollment. We will also offer counseling and case management for families in need of more targeted supports.

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

We will measure our impact by seeing a positive increase in our Culture & Climate Surveys, review and assess site based family participation surveys: and review attendance of family programming to compare to the previous year's efforts.

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.

1) Bay Area Community Resources 2) Health Initiatives for Youth 3) Parents for Public School

What are your specific goals or objectives for these partnership?

The Beacon Initiative will work closely with site leadership to coordinate and intentionally target programs to address the priority needs of the school community and individual students. Collaborative planning and continuous improvement will take place at Leadership Team, School Site Council, and SAP meetings. All expanded learning programs will be grounded in evidence-based best practices and align to academic and SEL elements of the Common Core Standards. They will design school day supports to serve students who aren't able to attend before or after school enrichment activities, and work with the school and families to identify and address barriers to out of school time participation, including but not limited to transportation barriers. The partner agency will strategically augment existing services at the school site. Similarly, will leverage their Family Engagement staffing and expertise to expand and strengthen engagement efforts.

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

Before school, we will offer 2 daily club options: a wellness program and an academic club with a literacy component. During school, our Linked Day Liaisons will provide push-in support to classrooms and foster alignment of academic, behavioral, and SEL supports in all out of school time programming. Partner agencies will provide 2-3 daily lunchtime clubs such as peer mediation, wellness, dance & movement, community building, academic supports and/or social emotional groups.

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

Program attendance will be a measure for impact on participation, as well student and staff interviews and surveys.

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 = \$6,550

Instructional supplies, technology and teacher and para professional development and release time to increase positive outcomes for SPED students.
Extended hours and/or stipends for work as needed. Extended hours for SOAR lead para.

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 = \$68,310

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

We have seen limited growth with our English Learners across content areas and in our ELPAC scores and therefore are targeting how we use these funds. A majority of these funds (\$58,860) supports a 1.0 FTE instructional Aid targeted to support EL students so that they may increase access to the curriculum. While \$4,500 will cover substitutes to support TSA subs for outside learning opportunities, e.g. participation to bring students to 826 Valencia's literacy program or participation in professional development. An additional \$5,000 will be used to support stipends and extended hours for teachers to collaborate, plan and attend professional development that supports the instruction of our EL population. The remaining \$40 of these funds will support instructional supplies for the classroom.

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

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

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

Allocation =

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

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = \$28,000

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

Funds from this source support a 0.4 Community Health Outreach Worker (how much for 0.4 = \$) REVISE to support the organization, implementation, and coordination of a family and community relations program. It will also focus on sustaining work our efforts to promote HS and College and Career readiness in addition to supplies and stipends to promote a positive school climate and Tier 2 behavioral and academic supports. This will include supplies, transportation costs, and teacher planning (stipends) related to College and Career readiness and supplies and related costs to continue to implement Positive Behavior Incentives and TIER 1 and 2 Behavioral RTI activities during lunchtime or during the school day. Remainder of funds for professional development and stipends for matched teacher/staff mentors. We also aim to connect/integrate the After School Program (ASP) within the school day to offer tutoring and academic support at lunch, particularly for students who do not have access to the ASP program due to transportation across town.

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

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

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = \$35,756

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

0.2 Librarian to keep the Teacher Librarian up to a full time position to provide access to the library and research opportunities for classes. Note: The "library" has transformed to a "Learning Commons" to become the school's research and collaboration hub. The remainder of the funds will be used for instructional supplies related to increasing student engagement in authentic (project-based) learning experiences, technology, and materials to support literacy in English, Spanish, and Chinese.

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 = \$229,989 (31500)

How do you plan to use these funds?

Hoover will use Title 1 funds to reach our three targeted goals: 1) INCREASE ACADEMIC ACHIEVEMENT FOR ALL STUDENTS by focusing on professional development strands for teachers/staff that include culturally responsive teaching practices, literacy and English language development across all content areas. GOAL: Increase ELA and Math outcomes for all English Learners and any student representing our special populations including SPED and FYIT. 2) PROMOTE A POSITIVE SCHOOL CLIMATE through Behavioral Response to Intervention, Restorative Practice, socio-emotional learning and digital citizenship curriculum. Foster and grow adult to student relationships. Celebrate our differences through learning experiences that promote social justice, cultural and gender identity, and character strengths. GOAL: Increase school climate indicators related to safety, school connectedness and a sense of belonging. 3) PREPARE STUDENTS FOR HIGH SCHOOL AND IN TURN FOR COLLEGE & CAREER Continue offering AVID and AVID Excel classes, while expanding AVID practices on a departmental and then school wide level; make career connections through Project Based Learning, authentic assessment and field trips; goal setting and family empowerment. GOAL: Increase overall academic outcomes for our, Long Term English Learners, Latino, and students accessing SPED services. Maintaining a 1.0 FTE TSA coach or \$103,000 to support literacy, math and health as well as we a 1.0 FTE or \$67,400 for our family liaison to support linking and communicating services and needs of families of English Learners and low income students if a priority of these funds. These funds also support 0.3 or \$31,200 FTE position for one of our grade level counselors, ensuring we have full time support academically, socially and emotionally for our students. Approximately \$26,000 of these funds goes toward non-FTE funding and includes the following: substitute teachers for \$2,400 for substitutes and \$13,600 to support professional development and collaborative planning among teachers, \$1,500 in extra hours for para professionals to foster planning with teachers, \$3,60 in targeted supplies and equipment to support and leverage learning to help achieve the goals stated above and \$5,000 toward fieldtrip that promote college and career exposure, as stated in the goal above.

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 = \$2,299

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.**

Parent empowerment field trips to college campuses to increase knowledge of college readiness and goal setting. The family liaison will target parents of English Learners and low-income students. Workshops to increase family knowledge about school including Synergy, instruction & assessment, restorative practice, college readiness, and STEM. Funds will also be used for supplies for the "Family-BeaconRoom" to provide a welcoming place for families to meet with our family liaisons and each other. Budgeted for 1) Education and Workshops targeted for families that include communication with your child, adolescent/puberty, connecting with your child's teachers, etc. 2) Family Exposure to College and Career Fieldtrips,e.g. transportation 3) Resources to supplement Parent Education

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

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

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

Impact & Innovation Awards =

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

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

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

Principal's Innovation Fund = \$100,000 (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

0.5 or \$50,000 for a TSA position to support Curriculum Technology Integration Coach to support the DPVILS (Digital Promise Verizon Innovative Learning Schools) grant \$43,000 for consultants to support instruction with software program that individualizes and differentiates to support ELA and Math as well as a civics education program targeted toward our 8th grade students to promote social justice and equity issues that relate to their immediate communities. Remaining funds are for supplies to support the programming named above.

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

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

Equity Grant =

Identify Sub-group & specific actions

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

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)

- Student-Centered Learning Climate (*LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes*)
 Parent-School-Community Ties (*LCAP Priorities: Parental Involvement*)

Other (PTA, external sources, School Quality Pairing/CoP work) =

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

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

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

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
	1.0	0.5	
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
			4.0
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:
0.8 Librarian	2.2 Visual Performing Arts	0.6 Math Class size Reduction	0.4 MPD

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.

The support staff (Social Worker & Nurse) allocated to the site will continue to support the social and physical health and well being of our students. Working closely with the counseling department, both of these individuals coordinate individual and small group need student needs. Our 0.8 librarian will be a 1.0 with supplemental site funds to support literacy, analysis and research skills for teachers and learning. The 2.2 VAPA teachers will allow the site to provide a comprehensive program that meets our extensive goals (as named above). The 0.6 math reduction allows grade 8 to deepen learning experiences for students to achieve district and site math goals. MPD allocations will support the ability to provide immersion strands/programming to the extent expected. The 4.0 T10s will continue to support the overall general safety of the school, given the physical size and need of the site, supporting positive relationships and climate of the school.

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 checked="" type="checkbox"/> Other (list) Community input 1) family workshop presentation, 2) site input 3) online forum
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018 .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/21/2018
<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: 9/21/2018

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

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

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

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

Name	Role	Signature
Liz Fierst	Principal	
Paul Vignaux	Classroom Teacher/SSC Chair	
Nathan Steller	Classroom Teacher	
Kyle Pate	Classroom Teacher	
	Classroom Teacher	
Gayline Tom	Other Staff	
Blanca Trujillo	Parent	
Yilin Ma	Parent	
Angel Wu	Parent	
Abbie Nie	Student	
Jason Fong	Student	
Naputt Aroonchaapirom	Student	