



SFUSD School Improvement Grant (SIG) Application Summary

SIG is a district grant intended to help improve student learning in high needs schools. Per the California Department of Education SIG will “Enable eligible LEAs [school districts] to implement selected intervention models in identified persistently lowest-achieving schools to raise academic achievement levels of students attending these schools.”

The following represents a summary listing of the main components included in SFUSD’s SIG application. The proposed items are meant to address a combination of the needs and priorities identified by school leaders and their communities, as well as systemic areas of focus across the school district (i.e. implementation of core curriculum, balanced literacy, continuous improvement, etc.). In lieu of the lengthier narrative and actual text of the application, the following summary aims to list in short-form the relevant aspects of the SIG. The budget summaries below approach the grant application maximums, and will likely require a prioritization of activities as actual funded supports are contingent on award amounts, if any. Any aspects of the grant that may impact on the working conditions of collective bargaining members would also require negotiation with the respective units; the SIG compensates professionals for any voluntary service beyond traditional working duties.

☐ 10 schools are eligible and all are included in the SFUSD proposal, below is the total budget summary:

School	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013
Brown*	\$ 50,000	\$-	\$-
Bryant	\$ 1,551,706	\$ 1,585,686	\$ 1,534,679
Carver	\$ 1,581,506	\$ 1,617,769	\$ 1,540,174
Chavez	\$ 1,757,370	\$ 1,770,586	\$ 1,714,913
District	\$ 1,129,714	\$ 1,055,304	\$ 1,085,534
Everett	\$ 1,405,566	\$ 1,406,549	\$ 1,197,912
Mann	\$ 1,255,990	\$ 1,225,608	\$ 935,484
Mission	\$ 2,014,668	\$ 1,960,967	\$ 1,637,443
Muir	\$ 1,481,462	\$ 1,509,290	\$ 1,434,467
O'Connell	\$ 1,630,429	\$ 1,506,461	\$ 1,081,012
Revere	\$ 1,815,767	\$ 1,911,747	\$ 1,614,239
Totals	\$ 15,674,179	\$ 15,549,966	\$ 13,775,855
Grand Total			\$ 45,000,000

*Brown is closing by the end of school year 2010-2011 in order to rebuild a state of the art facility. The school is eligible for up to \$50,000 for closure and, if granted, funding will go to support a parent/community outreach coordinator to assist families in transitioning to new schools.



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Needs Assessment Process:

- School evaluation based on 5 “Essential Supports” found in schools making significant improvement (based on longitudinal research of Chicago schools described in *Organizing Schools for Improvement: Lessons from Chicago*, Anthony S. Bryk, et. al, February 2010). These essential elements include: School Leadership; Parent Community Ties; Professional Capacity; Student-centered Learning; and Instructional Guidance
- Assistant Superintendents, principals, teachers and community members described challenges and priority needs

Components of the grant based on the Needs Assessment include:

- External partnership for organizational reform and coherence (Chicago elements 1, 2, 3, 4, 5)
- Intensive subject-matter professional development (Chicago elements 1, 3, 4, 5)
- Extended learning programs for students (Chicago elements 2, 4)
- Research-based academic interventions (Chicago elements 3, 4, 5)
- Resources for improved instructional planning and delivery (Chicago elements 3, 4, 5)
- A Community-schools approach (Chicago elements 1, 2, 3, 4)

Specific Components of the School Improvement Grant:

A COMMUNITY SCHOOLS APPROACH

The Chicago study suggests that schools with the strongest links to families and tapped into the full resources of the community are most likely to show dramatic improvement. The SIG includes a comprehensive community schools approach to ensure that the school functions as a fulcrum for mental, physical and familial services needed by students to be fully ready for classroom learning, as well as resources for families.

- **Community School Coordinator** – A full-time Community School Coordinator will be responsible for the coordination of all student and family services that address the non-academic barriers to student success. The coordinator who will integrate and align all student/family support agencies, seek out partnerships with city neighborhood service agencies, aid the student study team through recruitment of resources, coordinate and manage the afterschool program, and connect with staff
- **Learning Support Professional or Wellness Center:** All schools will have either additional Learning Support Professional or Wellness Center staff time to offer behavioral counseling, access to social services, peer mediation, and other student mental support
- **Access to comprehensive health services:** All schools will have additional comprehensive services through agencies that can offer health, vision, hearing and family crisis counseling services for students without such resources
- **Parent resource center and programs:** All schools will have parent resource center programs and resources (workshops, parent leadership teaching, English-as-a-Second language courses for families, etc.); all schools will have additional parent liaison hours to coordinate parent involvement, family services, and student tutoring options
- **Supports for home visitations and additional family contact:** All schools will provide teachers with additional resources to support home visitations and family contact

INTENSIVE PROFESSIONAL DEVELOPMENT

Literacy:



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- **Creating an effective balanced-literacy program K-5**
 - ***Teachers College Reading and Writing Project:*** K-5 teachers will have professional development from Teachers College Reading and Writing Project (a nationally proven literacy training program from Teacher's College, Columbia University, New York), including access to summer institutes (for literacy coaches and a leadership teams in the 1st year, and all teachers in the second and third years)
 - ***WRITE Institute:*** All schools will have teams of teachers trained across three years by the WRITE Institute, a National Academic Excellence model for sustained professional development in model, proven to be effective for writing improvement, especially for English Learners needing to master academic language
- **Focus on adolescent literacy needs in secondary schools**
 - ***Strategic Literacy Initiative (Reading Apprenticeship):*** West Ed's Reading Apprenticeship program is one of the few programs for adolescent literacy approved by Institute for Education Sciences "What Works Clearinghouse." All secondary teachers who teach an academic subject will receive training from SLI to ensure students can access grade-appropriate texts in every academic subject. This program is also designed to increase student engagement in academic subjects by developing their identities as discipline-specific consumers of texts (i.e., teaches students how to read like scientists). This program will be implemented intensively for two years with specific attention to sustainability and building internal district capacity.
- **English mastery for English-Learners and Standard-English learners**
 - ***Structured review of all programs serving ELs***
 - ***On-site ELD Specialists:*** All schools will have an ELD/SEL Specialist/Coach delivering in-class professional development, peer coaching & lesson development, linguistic interventions to newcomer students and organizational support for the analysis of CELDT and other language
 - ***Academic English Mastery Program (AEMP):*** Schools with high percentages of standard-English learners (Carver, Muir, Revere and Mann) will have groups of teachers trained in AEMP (Academic English Mastery Program) across the first and second year, to learn a groundbreaking approach to ensuring the language and literacy acquisition of speakers of non-standard English, such as speakers of African American English, and other Standard English Learners, such as speakers of Chicano English, or speakers of Pacific Islander English.
- **Job-embedded coaching that integrates all strategies:** all five schools with elementary schools students will have two literacy specialist/academic coaches delivering in-class professional development, peer coaching & lesson development, literacy interventions to far below and below basic students and organizational support for the analysis of the common interim assessments and other language arts data for student differentiation during language arts instruction. Secondary schools will also have access to district literacy coaches who will support the implementation of SLI strategies.

Mathematics:

- **Providing the foundations for excellence in elementary school**
 - ***Project Seed:*** all elementary schools will have access to materials and training in the third year from Project SEED, a National Staff Development Council touted staff development program



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which makes mathematics exciting for students and teachers, and also raises students' test scores by building algebraic and critical thinking and reinforcing basic skills.

- **Ensuring that all students can access algebra in middle school**
 - ***Algebraic Thinking:*** All middle school math instructors and high school Algebra teachers will have training and resources during the second and third years from Algebraic Thinking (a nationally recognized effective teacher training program focused on student development of mathematical thinking and the study of fundamental algebraic ideas) proven to be effective pedagogy with struggling math students.
- **Job-embedded coaching that integrates all strategies:** all five schools with elementary schools students & O'Connell high school will have a math specialist/academic coaches delivering in-class professional development, peer coaching & lesson development, math interventions to far below and below basic students and organizational support for the analysis of the common interim assessments and other math data for student differentiation during mathematics instruction

DATA-DRIVEN IMPROVEMENT

- **External partnership for evidence-based practice and instructional improvement:** Resources support enculturation toward data-based inquiry, peer collaboration for lesson planning, tighter school organization for student academic needs analysis, restructuring for literacy/math/ELD foci, and equity-focused professional learning communities
 - ***Partners in School Innovation:*** the seven elementary & middle schools/classrooms will have assistance from Partners for School Innovation for the first two years (presumed to managed internally by the schools by the third year)
 - ***Pivot Learning Partners:*** both high schools will have assistance of Pivot for the first two years (presumed to managed internally by the schools by the third year)

EXTENSIVE, WELL-COORDINATED SUPPORTS FOR STUDENTS

- **Response to Intervention:** Schools in the Superintendent's Zone will adopt a "Response to Intervention" (RtI) approach to ensure all students have access to high quality, differentiated instruction and interventions where appropriate, as well as reduce the number of students inappropriately identified for Special Education services. O'Connell, Carver and Chavez will have a Director of Instruction made responsible for the Response to Intervention (RTI) services, student study team organization and securing of academic interventions.
 - ***Appropriate diagnostic and formative assessments*** in K-12, including the Fountas & Pinnell benchmark assessment system in elementary school and the RISE [Reading Inventory & Student Evaluation) for secondary schools. The RISE is an innovative and highly researched diagnostic assessment for literacy co-developed by multi-university members of SERP (the Strategic Educational Research Partnership & Educational Testing Services (ETS).
 - ***Advanced monitoring of student progress*** through Common Interim Assessments and other formative assessments currently available in the district data system "Data Director" and an "early warning" system that will quickly identify students in need of additional supports.



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- **High quality interventions** including one-on-one tutoring with literacy specialists, research-based independent tutorial programs and extended day learning. Specific interventions will include:
 - *EPGY* (Educational Program for Gifted Youth at Stanford University), a multimedia on-line course & academic intervention program for English and math known to be successful even for struggling learners
 - *Read 180*: Research-based reading intervention for middle and high school students
 - *ALEKS*: Research-based mathematics intervention for middle and high school students.

Creating an Engaging, Academic Culture Conducive to Learning

- **Tools for Schools**: To enable teachers and administrators to concentrate on instruction rather than student misbehavior, all schools will have access for all three years to Noah Salzman's Tools for Schools, a classroom/behavior management programs known to effectively reduce office referrals, tardies, absences and suspensions
- **Supporting high engagement among middle and high school students**: All middle & high school classrooms will access SFCESS (San Francisco Coalition for Essential Small Schools) to support increased engagement in middle and high schools, including project-based learning, equity-centered instruction, and/or smaller learning communities.

Creating a College-Going Culture in all Secondary Schools

- **A.V.I.D**: All secondary schools will focus on effective implementation of A.V.I.D (Advancement Via Individual Determination), a research-confirmed program designed to help students in the middle prepare for and succeed in colleges and universities by committing themselves to improvement and preparation for post-secondary learning (A.V.I.D is a rigorous program of instruction in academic "survival skills" and college level entry skills, such as teaching students how to study, read for content, take notes, and manage time)

Extending Learning Time for students:

Research suggests that students who are far below grade level need additional hours of learning to catch up. The SIG grant thus includes extended learning time as a requirement of the application.

- **Kindergarten transition program**: All elementary school will have a summer transition program to prepare incoming Kindergarten students for the routines of school, familiarization of site classrooms, early diagnostic assessments of students with high academic needs, and parent indoctrination for a college-going expectation
- **Summer School**: All schools will have enough funding to hire summer school teachers for up to 25 days for students with high academic needs (for all incoming grades, such as graduated 5th graders entering middle school); all high schools will be able to offer courses for up to 10 credits of credit recovery; all summer programs will take place in the school of origin; all elementary summer programs will have an afterschool program for enrichment for additional hours of support to students beyond the formal classroom day
- **High quality after-school learning opportunities**: After school learning opportunities will be seamlessly connected to school-day instruction and topics in the elementary schools, but feature engaging, hands-on projects and activities designed to increase use of academic speaking, reading and writing and mathematics. All schools will have increased numbers of students served in the afterschool programs during the school year; afterschool staff will have additional hours to provide in-



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class support during the last hours of the school day in high needs classrooms and more instructional resources (e.g., curricular materials, academic intervention programs, supplies) for assisting high needs students

MATERIAL RESOURCES TO SUPPORT INSTRUCTIONAL IMPROVEMENT

All schools will have materials and electronics for classroom organization and lesson planning, student data recording and access, innovative 21st century instruction, including;

- ***Comprehensive classroom libraries:*** All elementary schools will have funding across three years to build a balanced literacy classroom library of books (e.g., leveled readers, supplemental texts, fiction/nonfiction titles, novels, etc.)
- ***Laptop computers and other technologies:*** all classrooms in all schools will have a laptop computer; all schools will have additional document cameras (e.g., ELMO), LCD projectors, listening centers for audio texts, digital interactive whiteboards (e.g., Promethean boards), wireless internet routers and other new media tools for instruction
- ***Extracurricular enrichment:*** all schools will have access to resources for extracurricular enrichment (visits to museums, science centers, colleges) & partnerships with organizations that offer engaging experiences with academic content