

Logic Model: Teacher Leadership Summit

Problem Statement: Our approach to supporting and engaging students and families has been primarily reactive to immediate problems.

Goal: We will develop a plan to be PRO-active in supporting students, families, and teachers' social/emotional well-being.

Rationale:

Our families and students are facing increased challenges given the current economic and social climate of San Francisco.

We are concerned that the school is not currently a place where students, families and staff members feel valued, engaged and supported.

This has resulted in a drastic increase in extreme student behavior, a decrease in parent participation and a decrease in all stakeholders'

<u>Inputs:</u>	<u>Activities:</u>	<u>Outputs:</u>	<u>Outcomes:</u>
<p>Participants:</p> <p>all Sanchez stakeholders...</p> <p>nurse</p> <p>social worker</p> <p>parent liaison</p> <p>teachers</p> <p>Resources:</p> <p>Mission Graduates: "promotoras"</p> <p>MEDA Mission Economic Development Agency</p> <p>Mental Health Collaboration:</p> <p>Edgewood</p>	<p>Classroom:</p> <p>Beginning of the Year family engagement events:</p> <ul style="list-style-type: none"> - phone calls before school year starts - welcome event for families/students to meet teachers <p>- 1 week of minimum days at beginning of the year to meet with families for "getting to know you" and goal setting (social emotional and academic goal setting) - revisit goals at first parent teacher conference</p> <ul style="list-style-type: none"> - Needs assessment of families at beginning of the year 	<p>1 month: (now)</p> <p>February 20th & SSC meeting, March 3rd focus group with parents (share plan, get input)</p> <p>have researched and find out opportunities for mental health support partnerships</p> <p>provide information to staff about Wellness Center offerings</p> <p>3 month: (before EOY)</p> <p>Health and Wellness Fair @ May Dance Festival</p> <p>choose resources for Culturally Responsive Teaching/SES curriculum</p> <p>planning beginning of year PD</p> <p>determine Needs Assessment to be used</p>	<p>Short Term: 1 year</p> <p>decrease the suspension rate</p> <p>decrease in chronic absenteeism</p> <p>increase of students/families feeling of safety as measured by surveys (district, site-based)</p> <p>increase of parent presence on campus</p> <p>site based Wellness Center up and running</p> <p>Medium Term: 2 years</p> <p>notable increase in attendance, decrease in tardies</p> <p>have sustainable mental health partnership established</p>

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feeling of safety on campus.

We believe that investing in relationships with and an increase in services for families will result in a greater sense of community and belonging. We expect to see this have an impact on improved student behavior, attendance, increased parent presence on campus, and an overall more positive tone.

*We need to address the increasing level of family and student needs in our community by focusing on **relationships** and **access to services**.*

Local Universities:

- UCSF
- Law School Connection
- to provide resources on renters rights, immigrant rights for families)
- Beauty School (free haircuts)
- MOSAIC
- Indian Education Program
- *Grants
- *Additional community based organizations

Professional Development:

- capacity building for quality of parent / teacher interactions
- multicultural curriculum
- celebrating identity / diversity
- *build into spiral planning: 1 family event, 1 out-of school family involvement project, 1 identity project (need for vertical alignment)
 - planning for first 20 days with expectations for including families / identity
- trauma informed practices PD
- Whole School:**
- Student/Family Survey Climate (PBIS?) (to measure progress toward goal)
- Develop a Student Wellness Center
- Develop Student Mentorship program “Family” groups (based on Needs Assessment)
- Consistent / Predictable school-wide events

6 month:

- clearly defined expectations for parent outreach prior to beginning of year & first 20 days
- Full Day PD:
 - trauma training completed (by beginning of 2016-2017 school year)
 - Wellness Center use and prep
 - what it means to be a MOSAIC school
- Spiral revisions to include culturally responsive teaching, identity text, family involvement

Long Term: Beyond 2 years

- stable school enrollment
- decrease in staff turnover
- increase in overall student achievement
- more parents in leadership roles

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		<p>Health and Wellness Fair--table May Dance Dance Festival</p> <p>Community building at Morning Assembly (songs, chants)</p> <p>With Team: Next Steps (?)</p> <p>research mental health providers</p> <p>tour existing wellness centers in district / other districts?</p> <p>contact SF Wellness Initiative (and/or their community partners)</p> <p>put together teacher/parent/parent liaison focus group</p> <p>decide on school-wide approach to disciple - decide, define, agree</p>		
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Student Impact: (If..., then...)

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If we as a school invest in relationships and access to site based wellness services, then school climate will be positively impacted as evidenced by survey results, an increase in student attendance and parent participation and a decrease in student discipline referrals.

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