



2019-20 Measure G1

Grant Application

Due: February 11, 2019

School	Roosevelt	Contact *	Clifford Hong
School Address	1926 19th Avenue Oakland CA 94606	Contact Email	clifford.hong@ousd.org
Principal	Clifford Hong	Principal Email	clifford.hong@ousd.org
School Phone	510-53502877	Recommended Grant Amount**	\$244,676
Actual 2018-19 Enrollment (6-8) (20 day count)	592		

**Grants will be distributed based on site-projected enrollment at the time that the grant is due. Final distribution of funds will be based on the prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.*

Summary of Approved Expenditures from 2018-19 ([2018-19 approved proposal](#) and [carryover form](#))

2018-19 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Student Advisor	\$ 112,000.00
2	Provide funds for additional musical instruments and additional sheet music to enhance the current program	\$ 3,000.00
3	Maker Materials: - Documentation of student work: Video Camera, Microphone, Green Screen, 55" TV, materials for sound booth. -Maker Faire: RMS Maker Faire and Participation in Bay area Maker Faire. -Upgrade current technology: Carveys, Shopbot, Printbot, Laser cutter, Mac's, Tablettes	\$ 3,000.00
4		
5		
Budget Total (must add up to Current Grant Amount)		\$118,000

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)	Budget Amount
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1	Student Advisor 1	\$100,012
2	Student Advisor 2	\$100,011
3	extended contracts - \$2500 music teacher after school jazz, \$2,700 stipend for world language teacher mentor	\$5,446
4	Supplies - \$7,000 maker, \$7,000 music	\$17,142
5	world language class materials and supplies	\$17,065
	Budget Total (must add up to Anticipated Grant Amount)	\$244,676

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
53%	47%	95%	5%	10%	36%	100%

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
17%	1%	42%	34%	2%	1%	2%	1%

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.

Name	Role
Cliff Hong	Principal
Joao Solomon	Assistant Principal
Shelley Gordon	Instructional Teacher Leader
Salomeh Ghorban	Community Schools Manager

School Vision (insert here): Roosevelt’s mission is to empower all students to be creative community leaders by providing them with a strong academic foundation, equipping them with 21st century skills, and instilling a community ethic. We will accomplish these outcomes by creating a vibrant learning experience through engaging personalized instruction, designing

solutions to real-world problems, and by supporting the whole child. We believe that our model will provide students with a strong foundation for success in high school, college, career, and global citizenship.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

<u>Music</u> (Rubric Score)	2017-18 (last yr)	2018-19 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2017-187 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity	Basic	Basic	Access and Equitable Opportunity	Basic	Basic
Instructional Program	Quality	Quality	Instructional Program	Basic	Quality
Staffing	Quality	Quality	Staffing	Quality	Quality
Facilities	Quality	Quality	Facilities	Quality	Quality
Equipment and Materials	Quality	Quality	Equipment and Materials	Quality	Quality
Teacher Professional Learning	Quality	Quality	Teacher Professional Learning	Quality	Quality
<u>World Language</u> (Rubric)	2017-18 (last yr)	2018-19 (this yr)			
Content and Course Offerings	Emerging	Emerging			
Communication	Emerging	Emerging			
Real world learning and Global competence	Emerging	Emerging			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
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2017-18 Enrollment Data (20 day)	550	757	Suspension	22 (as of Feb 2018)	17 (as of Feb 8, 2019)
ES Outreach Strategy Actions	-maker faire -road shows	-maker faire -road shows -mailers	Chronic Absence	6.9% (as of Feb 2018)	6.5% (as of Feb 8, 2019)
Programs to support ES students transition to MS	-student advisor -summer bridge	-student advisor -summer bridge	CHKS data (district only)		

REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without this documentation of engagements.

Community Engagement Meeting(s)	
Community Group	Date
SSC	1/17/19

Staff Engagement Meeting(s)	
Staff Group	Date
School Leadership Team	1/22/19

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

The Goals of the Measure

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2017-18 school year.

2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. **Music Program**

Programmatic Narrative Based on Rubric

[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

We continue to build on our strong music program. The biggest change in the 2018-19 school year is the addition of a new music teacher. Mr. Randy Porter transferred to Roosevelt after a long and distinguished career being the music teacher at Westlake Middle School.

Through Mr. Porter's efforts, we have brought in a half-dozen professional musicians who have tutored and trained our musical students. Mr. Porter also has taken at least two field trips so far where students have performed in different parts of the state, enriching their musical experience.

The G1 funds have been used to purchase and repair at least two dozen instruments. In particular, we were able to purchase several guitars and Mr. Porter was able to offer a new guitar class to Roosevelt students. Mr. Porter also offered a new jazz class after school.

The one area on the rubric we can still improve on is access. Currently, we have an elective program where students choose to either take the music class or they can choose a combination of the computer science and maker class (one semester each).

One thing I learned from this year's usage of G1 funds is that there is enough interest that students will come after school to learn music. Therefore, we will continue to give a stipend to Mr. Porter to do sessions after school.

We hope to use this year's G1 funds to purchase additional music and new instruments to accommodate our growing student population.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
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\$2,746	\$2500 music teacher stipend for after school jazz,	15 students participate in this class and perform at least 3x for an authentic audience
\$7,000	new sheet music and new instruments	10 more students than in 2018-19 enroll in music

2. Art Program

Programmatic Narrative Based on Rubric

[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

We are very proud of our maker program, which also includes design and art. The biggest update in the last few years has been the addition of technology like 3D printers and a laser cutter.

In addition, we have run a mini-maker faire at Roosevelt for the second year in a row, where we invited 4th and 5th graders from the nearby feeder elementary schools to engage in interactive projects with our middle school students around various maker projects that our students created.

The G1 funds were used to purchase materials such as wood to build items like birdhouses and electronics items to have students being projects involving circuitry. We also took students to Maker faires off campus.

On the rubric, we scored a "basic" on access we have an elective program where students choose to either take the music class or they can choose a combination of the computer science and maker class (one semester each).

In terms of learnings from last year, we would like to have the maker/design/art projects have even more of an authentic audience, like perhaps putting together an art show.

This year, we would like to continue to fund supplies like wood and tools to ensure a rich experience for the new incoming 6th graders.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$7,000	Supplies for maker class.	300 students will have access to a maker/design/art elective.

3. World Language Program

Programmatic Narrative Based on Rubric

[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

We currently do not have a world language offering at Roosevelt.

However, in January 2019, we applied for a program called the “Teachers of Critical Languages Program” through the U.S. Department of State where we may be assigned a teacher of Mandarin from China, or a teacher of Arabic from Egypt or Morocco. We hope that this teacher will help us establish a language program at Roosevelt.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$2,700	Stipend for world language teacher mentor. The mentor will host the exchange teacher from abroad.	125 students will have access to Mandarin or Arabic instruction
\$17,065	World language class textbooks and materials.	125 students will have access to Mandarin or Arabic instruction

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on your self assessment here, as well as what was learned from your previous year’s use of G1 funds, and how the learnings are being applied to this year’s proposed expenditures]

We were very excited this year to bring on Mr. Joao Solomon as our first Student Advisor (SA). Mr. Solomon was a 6th grade English teacher at Roosevelt for over a decade, so he knows our school and our students. His role as SA was to ensure that 6th grade students were making a healthy transition to school from the 5th grade.

As written in last year’s G1 application, we know that transitions from 5th to 6th grade can be a challenging, sometimes traumatizing experience, especially having to learn a new campus and a new staff. There are many points at which rising 6th graders will need support. In addition, our campus will be growing by another 25-30 students, totaling a growth of 100 students over the last two years.

In using the G1 funds in 2018-19, we learned that this role is critical in having incoming 6th grade students feel safe and welcome at Roosevelt, and to guide students to behave in a healthy and positive way.

Thus, we are proposing to hire a student advisor using G1 to manage the transition for our 6th graders in 2019-20.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$100,012	Student advisor 1	On CHKS survey, higher rating in 2019-20 than previous year from 6th graders on

		whether or not they feel there is at least one adult who care about them at this school.

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on your self assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

In addition to the needs of the 6th graders, we recognize that school culture for 7th and 8th grade can be challenging for students as well. To increase the safe and positive culture of the school for 7th and 8th graders, we believe that there is a need for a staff member to implement various levels of positive culture strategies. Partly through the work of Student Advisor Joao Solomon, our suspensions at this time of year are down to 17 for the year, as compared to 22 at this time of year in 2018. For context, five years ago (2013-14 school year) we had 84 suspensions by February.

We have learned this year that due to the trauma that many of our students experience, that we need additional staff to be present for students. We have found that the student advisor has a great impact on the overall culture of the school and would like to take this to the next level.

Thus, for 2018-19, due to the tremendous growth in enrollment we are experiencing, we are proposing to hire a second student advisor whose job it will be to implement and monitor initiatives to ensure that all students are safe and happy.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$100,011	Student advisor 2	Reduction in suspensions, as compared to 2018-19.

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

Roosevelt Middle School - 2018-19 SSC Meeting NOTICE

Date: Thursday, January 17, 2019

Time: 4:00pm-5:00pm - Location: Room 126

Agenda

1. Open up meeting
2. Review and approve proposed 2019-2020 Measure G1 Expenditures:

TOTAL AMOUNT	\$244,676
Student Advisor 1	\$101,000.00
Student Advisor 2	\$101,000.00
Equipment: art/maker	\$7,000.00
Equipment: music	\$7,000.00
Stipend: Jazz Band	\$2,500.00
Mentor teacher stipend to host world language exchange teacher	\$2,700.00
Materials for "World Language" class	\$18,476.00
Travel for Music Field Trips	\$5,000

3. Review and approve proposed 2019-2020 Title I Student Expenditures:

TOTAL AMOUNT	\$144,687
Math Intervention Teacher 1	\$72000
Math Intervention Teacher 2	\$72000
Extended Contracts for Curricular Planning	\$687 and any overage

4. Review and approve proposed 2019-2020 Title I Parent Expenditures:

TOTAL AMOUNT	\$2,772
Stipends for teachers to help families learn how to support their children at home academically.	\$1,500
Refreshments for family engagement meetings	\$1,272
Extended Contracts for Curricular Planning	\$687 and any overage

5. Select next date and adjourn.

Notice must be posted as least 72 hours in advance.

Roosevelt Middle School - 2018-19 SSC Meeting AGENDA

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5. Select next date and adjourn.

SSC Sign-In

School: Roosevelt

Date: 1/17/19

Printed Name	Signature	Staff	Parent or Community	Student
Cynthia Phan			✓	
Sophia Frank		✓		
Kimberly Padua		✓		
Salomeh Ghorban		✓		
Teddie moorehead			✓	
Cher-kwis Hernandez	Cher-kwis H.			✓
Shelley Gordon		✓		
Lizabeth Gardner			✓	
Alicia pham				
Cliff Hong		✓		

Roosevelt Middle School SSC Meeting Minutes

1/17/19 400pm-500pm

Attendees: Cliff Hong, Lizbeth Gardner, Sophia Frank, Kim Padua, Salomeh Ghorban, Teddy Hernandez, Alicia Phan.

1. 400pm - SSC chair Salomeh Ghorban opened up meeting
2. 405pm - Principal Cliff Hong presented the following proposed 2019-2020 Measure G1 Expenditures:

TOTAL AMOUNT	\$244,676
Student Advisor 1	\$101,000.00
Student Advisor 2	\$101,000.00
Equipment: art/maker	\$7,000.00
Equipment: music	\$7,000.00
Stipend: Jazz Band	\$2,500.00
Mentor teacher stipend to host world language exchange teacher	\$2,700.00
Materials for "World Language" class	\$18,476.00
Travel for Music Field Trips	\$5,000

-SSC members asked for clarification on the student advisor job description.

-SSC Chair Salomeh Ghorban moved to approve the expenditures for 2019-20 G1 funds. \$101k for student advisor 1; \$101k for student advisor 2; \$7k for equipment for art/maker class; \$7k for equipment for music class; \$2,700 for teacher stipend for a jazz band; \$2,700 for a stipend for a host teacher to mentor an exchange teacher; \$18,476 for materials for world language class; \$5k for travel for music field trips.

-SSC member Principal Cliff Hong seconded the motion to approve the Measure G1 expenditures for 2019-2020.

-Voted 7-0 to approve. Motion approved.

3. 420pm - Principal Cliff Hong presented the following proposed 2019-2020 Title I Student Expenditures:

TOTAL AMOUNT	\$144,687
Math Intervention Teacher 1	\$72000
Math Intervention Teacher 2	\$72000
Extended Contracts for Curricular Planning	\$687 and any overage

-SSC members discussed the expenditures. One member asked who the teachers would be, and Principal clarified.

-SSC Chair Salomeh Ghorban moved to approve the expenditures for 2019-2020 Title I Student Funds. \$72k for 1 of 2 math intervention teachers; \$72k for 2 of 2 math intervention teachers; any additional funds to be used for extended contracts for curricular planning.

-SSC member Principal Cliff Hong seconded the motion to approve the Title I Student expenditures for 2019-2020.

-Voted 7-0 to approve. Motion approved.

4. 430pm - Principal Cliff Hong presented the following proposed 2019-2020 Title I Parent Expenditures:

TOTAL AMOUNT	\$2,772
Stipends for teachers to help families learn how to support their children at home academically.	\$1,500
Refreshments for family engagement meetings	\$1,272

-SSC members discussed. One member asked if the same teachers would be on the family engagement team as this year. Principal said it was up to whomever wanted to do it next year.


-SSC Chair Salomeh Ghorban moved to approve the expenditures for 2019-2020 Title I Parent Funds. \$2,772 for stipends for teachers to help families learn how to support their children at home academically; \$1,500 for refreshments for family engagement meetings.

-SSC member Principal Cliff Hong seconded the motion to approve the Title I Parent expenditures for 2019-2020.

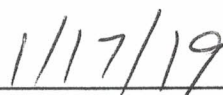
-Voted 7-0 to approve. Motion approved.

5. 445pm - Selected next date as February 21st, 2019

6. 450pm - Adjourned.



Cliff Hong, Secretary



Date: 1/17/19

Duty Statement: Personalized Learning Math Teacher 1
FUNDED OUT OF TITLE I
(1.0 FTE)

Site/Location: Roosevelt Middle School / 212

Position Title: Intervention Math Teacher

Subject (Focus) - Personalized Learning Math Teachers will provide academic support and intervention to help students improve academically in classroom setting either individually or with small groups by instructing them in a personalized manner to target their math skills.

Evidence Based (Data) - SMI, SBAC

Target (Student population) -When students come to Roosevelt, they are multiple years below in SMI level and need intensive math support. Students are under-performing and below grade level.

Frequency of services - Personalized Learning Math Teachers will meet with identified students daily to provide support and bring them up to grade level.

Support - Personalized Learning Math Teachers will promote academic growth and development of all students by working one-on-one or in small groups. Teachers will review class assignments, discuss the content, and assist students with classwork and homework problems.

Anticipated outcome - Increase all test scores and students' academic performance.

Duty Statement: Personalized Learning Math Teacher 2
FUNDED OUT OF TITLE I
(.8 FTE)

Site/Location: Roosevelt Middle School / 212

Position Title: Intervention Math Teacher

Subject (Focus) - Personalized Learning Math Teachers will provide academic support and intervention to help students improve academically in classroom setting either individually or with small groups by instructing them in a personalized manner to target their math skills.

Evidence Based (Data) - SMI, SBAC

Target (Student population) -When students come to Roosevelt, they are multiple years below in SMI level and need intensive math support. Students are under-performing and below grade level.

Frequency of services - Personalized Learning Math Teachers will meet with identified students daily to provide support and bring them up to grade level.

Support - Personalized Learning Math Teachers will promote academic growth and development of all students by working one-on-one or in small groups. Teachers will review class assignments, discuss the content, and assist students with classwork and homework problems.

Anticipated outcome - Increase all test scores and students' academic performance.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure G1
Mid-Year Reflection 2018-19
Due: February 19, 2019**

School:	Roosevelt Middle School	Principal	Cliff Hong
School Address	1926 19th Avenue Oakland, CA 94606	Principal Email:	Clifford.Hong@ousd.org
School Phone	510-535-2877	Grant Amount	\$118,608
2017-18 LCFF Enrollment (6-8)	522		

- Grant allocation is based on 2017-18 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
Budget	2018-19 Activities	Anticipated Outcome
\$3,000	Additional musical instruments and additional sheet music to enhance the current program.	We hope to expand the number of students signed up for music by 25 students.

Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

We have met our goal this year, with over 25 students more this year taking music than last year.

We continue to build on our strong music program. In addition to the number of students, we have improved the quality of the program. We have brought in a half-dozen professional musicians who have tutored and

trained our musical students. Our music teacher also has taken at least two field trips so far where students have performed in different parts of the state, enriching their musical experience. We have purchased and repaired at least two dozen instruments.

One challenge is ensuring that ALL students can take music that want to. Currently, we have an elective program where students choose to either take the music class or they can choose a combination of the computer science and maker class (one semester each).

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric		
Budget	2018-19 Activities	Anticipated Outcome
\$1,000	Documentation of student work: Video Camera, Microphone, Green Screen, 55" TV, materials for sound booth.	Will produce one video to be used when recruiting new students to Roosevelt.
\$1,000	Maker Faire: RMS Maker Faire and Participation in Bay area Maker Faire	10 students will participate in a maker faire.
\$1,000	Upgrade current technology: Carveys, Shopbot, Printrbot, laser cutter, Mac's, tablets.	300 students will have access to cutting edge maker technology

Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

We did have 10 students participate in the maker faire and at least 300 students took the class or are currently taking the class and worked with cutting edge maker technology.

The biggest success in the last few years has been the addition of technology like 3D printers and a laser cutter. We are also happy to have run a mini-maker faire at Roosevelt for the second year in a row, where we invited 4th and 5th graders from the nearby feeder elementary schools to engage in interactive projects with our middle school students around various maker projects that our students created.

We have not yet created the promotional video, but are planning to do so for next year.

On challenge to address is to have the maker/design/art projects have even more of an authentic audience, like perhaps putting together an art show.

3. World Language Program (PRELOADED)

Programmatic Narrative Based on Rubric
NA

Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

We do not have a world languages program at this time.

2. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school enrollment data here]

Budget	2018-19 Activities	Anticipated Outcome
\$112,000	Student Advisor	On CHKS survey, higher rating in 2018-19 than previous year from 6th graders on whether or not they feel there is at least one adult who care about them at this school.

Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

The CHKS survey is currently being taken, but we anticipate that our 6th graders will rank us higher on the question asking whether or not they feel there is at least one adult at Roosevelt who cares about them.

One success for this year is bringing on a great Student Advisor. Mr. Joao Solomon was a 6th grade English teacher at Roosevelt for over a decade, so he knows our school and our students. His role as SA was to ensure that 6th grade students were making a healthy transition to school from the 5th grade.

One challenge is to ensure that the SA's role is well integrated with the other staff at the school, including the COST team.

3. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school culture data here]

Budget	2018-19 Activities	Anticipated Outcome
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\$112,000 (same funding as for transitions category)	Student Advisor (same as for transitions category)	On CHKS survey, higher rating in 2018-19 than previous year from 7th and 8th graders on whether or not they feel safe at this school.
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Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

The CHKS survey is currently being taken, but we anticipate that our 7th/8th graders will rank us higher on the question asking whether or not they feel there is at least one adult at Roosevelt who cares about them.

One success is that partly through the work of Student Advisor Joao Solomon, our suspensions at this time of year are down to 17 for the year, as compared to 22 at this time of year in 2018. For context, five years ago (2013-14 school year) we had 84 suspensions by February.

One challenge is that due to the trauma that many of our students experience, that we need additional staff to be present for students. We have found that the student advisor has a great impact on the overall culture of the school and would like to take this to the next level.