

2015 QTEA Impact Application

Marshall Elementary School

Award Amount: \$24,641.66

- Describe your strategies, projects, and/or practices. Tell us who your focal student groups are, what the strategy is, and how it supports or aligns to the Six Strategies for Success and Vision 2025 Essentials

Our school is in our second year of full implementation of the SFUSD Comprehensive Approach to Literature. As an Intensive Support School we have been fortunate to have the opportunity to participate in the Humanities Department Curriculum Mapping and Unit Planning release days. During these release days, our teachers deepened their understanding of developing Common Core aligned literature planning-Curriculum Mapping and Unit Plans for the 4 Spirals (Narrative, Informative, Opinion, Research). Teachers found these release days invaluable to begin grasping the pedagogical demands being asked of them by the more rigorous Common Core State Standards, as well as understanding the instructional shifts required of SFUSD's ELA Core Curriculum and Comprehensive Approach to Literature. However, moving a veteran staff of teachers (average years teaching 14.5) has proven to be more difficult than anticipated. Our teachers, especially the most senior have been trained in the scripted curriculum days of Reading First Initiative, and full fidelity implementation Houghton Mifflin Language Arts curriculum. Teachers were beginning to understand the "what" of the instructional shifts required, but the much more difficult phase in the change process is the "how" to actually implement it into their daily instructional practice. This has been our challenge, and our proposed project is a strategy to address this barrier.

Last year, we collaborated with Katie Eller, SFUSD Humanities Department Literacy Coach Facilitator, on Spiral Unit Planning and understanding the components of Reader/Writer Workshop. She is one of the district's experts in the Workshop Model, with her extensive training with Columbia University Teacher's College and her work in the district coaching teachers and sites. Our strategy this year is to take the collaborative partnerships to higher level, focusing on the "Learning by Doing" model. It is one thing for teachers to read the manuals, watch videos of other teachers, but for deep, long lasting change, teachers need to be engaged in the learning process, with a knowledgeable coach/facilitator whom they trust and respect. If we are fortunate enough to receive the Impact Award the money will be strategically allocated to address this "Learning by Doing Model".

Our plan is to create “Learning Labs” at the site. Katie and teachers will engage in daylong trainings at the site, very similar in format and structure to the “Literacy Boot camps” she facilitates throughout the district. Teachers will be released to plan Reader/Writer Workshops lessons during the first part of the day, and then deliver them during the second half. Teachers working with their own students, in the own classrooms, is much more impactful than attending professional development seminars or observing others. They will be deeply engaged in the planning, facilitated by Katie, and then given the opportunity to have “hands-on” experience.

The Learning by Doing project will consist of the following:

- Grade Level Teachers will be released by substitutes for entire day.
- First part of day, teachers and Katie plan Readers/Writers Workshop Lesson (e.g. mini lesson, guided reading, shared reading, shared writing).
- Teachers will deliver planned Workshop lesson to their class. Katie, our Literacy Coach, and grade level partner will observe.
- Lesson Debrief with first teacher, discuss what worked well, areas of needed improvement, and revisions to lesson if needed.
- Grade level partner delivers same lesson to own class (revised, if needed). Katie, Literacy Coach, and grade level partner observe.
- Lesson Debrief with team.
- Reflect on day, plan next steps and future observations.

In addition to the Learning By Doing days, teachers will also be given half day of planning with Katie at the beginning of Units of Study (Spirals). Katie will facilitate and support teachers as they revise their grade levels Curriculum Map, Unit Plans, Weekly Lesson Plan. Teachers expressed how helpful these release days were before starting a new unit, and were quite disappointed when the district decided not to continue them this year. The amount of planning time required for planning the Core Curriculum is immense, especially considering the other instructional areas teachers need to plan for as well. Giving teachers dedicated time during the school day and extended hours has proven to be an effective model, and we would like to continue and expand upon it with the Impact Award.

The last part of our proposal is the material resources needed for full implementation of a Balance Literacy Program-books. We realized last year that our classroom libraries have been neglected for a long time. We cannot expect our teachers to implement a robust Comprehensive Approach to Literacy, with guided reading and independent reading at the core, with libraries poorly stocked, unorganized, lacking high quality Spanish, and especially void of engaging informative text.

- What outcome(s) or change(s) do you believe this project or practice will have at your school site? Note: Quantitative and/or qualitative data are encouraged.

The changes for the teachers at our school will directly impact our targeted student population-Long Term English Language Learners. As teachers gain more experience and training implementing the Comprehensive Approach to Literacy, especially a highly effective guided reading program, students will receive differentiated literacy instruction to meet their language needs. For a school to become highly effective, instructional change needs to be school wide, with all stakeholders given the proper professional development and resources to ensure fidelity from teacher to teacher and grade to grade. We cannot have only pockets of high quality 21st Century literacy instruction, this leaves some of our city’s most vulnerable children without the necessary literacy foundation to become fluent in English to have access to the educational opportunities other English speaking students have.

Though our school’s English Language Learners and Low-Income Latino/Hispanic students consistently outperformed the district on the ELA Smarter Balance Assessment (see table) the opportunity gap of exposure to high quality literature needs to close at our school. This equity trap is evident by our lower reclassification rate (11%) in comparison to the district.

ELA Met or Exceeded Standard

Grade	English Language learner	
	SFUSD	Our school
3rd	39%	29%
4th	21%	27%
5th	19%	44%

ELA Met or Exceeded Standard

Economically Disadvantaged-Hispanic/Latino

Grade	Economically Disadvantaged-Hispanic/Latino	
	SFUSD	Our school
3rd	18%	28%
4th	21%	41%
5th	26%	56%

If we are effective in this project, we are expecting to experience an increase in percent of students meeting or exceeded standards on the 2015-2016 Smarter Balance Assessments, with a goal of 7% increase in all grades, and improve our Reclassification from 11% to at least 17%. Additionally, teachers will have expanded their instructional repertoire in regards to implementing components of the Comprehensive Approach to

Literacy, as well as refining their skills in developing Curriculum Maps and Unit Plans aligned to the Common Core Standards.

- As part of the application, you will provide a detailed action plan for how you plan to implement this within 12 months. In addition to this action plan, below please identify the key stakeholders, major milestones and any major risks you foresee?

The most important stakeholders for this project to Impact Learning, are the teachers at our school. They are the drivers of change, and if they do not make the transformation in the instructional shifts, true equity of outcomes will not be met. The teachers have a relationship with Katie Eller, trust her knowledge and experience, and are willing to take a risk in the own learning with her. At the core of this change effort are the students, especially our LTELs and Economically Disadvantaged Hispanic/Latinos. This last group is a majority of our student population, approximately 75%. Though this grant will assist us in meeting the challenges, we know that real institutional change takes time, and that we understand that this is part of a much larger process of transforming our school into a 21st Century Skills Centered School.

- Also, as part of your application, you'll send a detailed budget set-up form. Below can you tell us, how much is needed for implementation? (Ranges provided between \$0 and \$30,000)

\$15,000 - \$30,000