

QTEA Impact Award Application - 2016

Application # Glen Park Elementary

Describe your strategy(ies), project(s) and/or practice(s). 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 committed to their thoughtfully planned comprehensive approach to literacy instruction. We are in our sixth year of implementation of the Teacher College Readers and Writers Project (TCRWP) approach. (<http://readingandwritingproject.org/>). In this project we would like to bring TCWRP teacher developers to our school to guide our teachers toward a deeper understanding of their daily literacy practice and increase proficiency levels of our students with a particular emphasis on our EL's and AA students.

As indicated in our Balanced Score Card, our teachers are dedicated and extremely well trained across the curricula. They are adept in the Results Oriented Cycle of Inquiry (R.O.C.I.) and open to new ideas on how best to meet the evolving needs of the modern students in which we serve. Our student body is diverse however we are seeing new enrollment patterns with the changing demographics of our neighborhood and city. Our school's strengths are in its commitment to life long learning and building and growing from its own capacity.

Our teachers are ready and willing to serve on new committees and are fully committed to the Comprehensive Approach to Literacy and continue to strive for new professional development activities to strengthen and deepen our work.

Current Strategies/Practices:

Over the past four years among the twenty-seven certificated teaching staff, twelve have attended New York City's Columbia's Teacher College for their summer institutes in the Readers and Writers Project. . Twelve others have attended SFUSD homegrown courses designed around TCRWP practices and the Units of Study. Our work within the projects is reflected in our daily practices every day in our classrooms. We are committed to continue this work by supplying books for the units of study and sub coverage for staff developers should we receive this grant.

Elements of Readers and Writers workshop is evident in every single classroom. Teacher's depth of knowledge spans a range from beginning teacher to master. Our

collaboration models and team design are strong and we practice a growth mindset as it pertains to our work. Our Literacy Coach, and other specialists constantly inform and strengthen our work.

We are poised to go deeper in our reflective practices and plan to partner with a TCRWP coach to guide and inform us within our cycle of inquiry.

Recently every teacher received the TCWRP teacher manuals for reading and writing Units of Study. In the SY 2015-2016, each grade level sat together for the day to create curriculum unit plans for each spiral incorporating the TCWRP resources. Teachers strengthened their practice with the Reader's and Writer's Workshop models while honing their conferencing skills and mini lessons. Each teacher identifies focal students in which to focus on throughout the year. When students are engaged it minimizes undesired behavior. While weekly collaboration structures support common teacher planning and reflection this is an area that requires significant on-going support from trained coaches.

While our school is moving into a new and exciting instructional delivery model that is designed around differentiation, individual specialized academic instruction when necessary and experiential opportunities as much as possible (field trips, garden work, etc.) there is much work to do with Professional Development to foster this shift.

Our challenges include ensuring a rigorous evidenced-based reading and writing program to meet our students' strengths and needs.

Based on data last year, there is a need at our school with only 19% of our 3rd grade students and only 5.6% of our 4th graders having met or exceed SBAC standards in the Spring of 2015.

As of August 2016, only 14% of our 3rd graders and 15.6% of our 4th graders met or exceeded expectations in ELA. Especially with our 4th grade students, we are making improvements. We have a lot more work to do.

This is especially a concern since 49% of our students are Latino, and 11% are African American. In our SQII, our Latino students and our African American students academically scored about 3-5 levels below our school's average scores in ELA (which comprise of F&P and SBAC).

29% of our students are English Language Learners (ELLs). Only 25% of our ELLs

scored at Early Advanced or Advanced. About 36% scored at Intermediate. These numbers are significantly below district averages for matched schools. Our EL's are concentrated in our Biliteracy Pathway classrooms and have historically been underserved and low performing.

Finally, about 13% of our students are identified with having a learning disability.

Plan:

TCWRP can benefit our students, regardless of learning type. TCWRP practices would help these students improve and excel.

(<http://readingandwritingproject.org/about/our-data>).

Tapping the experience of teachers who have been to Teacher College, we would like to bring TCWRP teacher developers to our school to partner and go deeper in the comprehensive approach to literacy and ultimately see improved student success.

TCWRP addresses SFUSD's Six Strategies for Success:

1. Implement the SFUSD Core Curriculum and use student data to make informed decisions and monitor our progress toward goals- As stated above TCWRP has aligned their program with the common core standards. In addition, they utilize and recommend assessment-based data to inform instruction. In addition, the TCWRP directs teachers to monitor their progress as well. It is also aligned to the SFUSD's Comprehensive Approach to Literacy.

2. Provide tiered levels of academic and behavior support to all students using a Response to Instruction and Intervention (RTI2) model. Embedded in the TCWRP is differentiated instruction that addresses both Tier 1, with whole class mini lessons, Tier 2 with small group instruction and even Tier 3 with individual conferences, utilizing running records to assess and monitor progress: "Teachers re-assess (often with informal running records) in independent reading novels and many schools conduct more formal running records least 3-4 times a year. Teachers closely monitor both reading volume and progress up levels"

(<http://readingandwritingproject.org/about/research-base>). In addition,

According to TCWRP, when looking at how student scores improve with RWP implementation, the median student in RWP schools moves from a 19% likelihood of showing proficiency to a 30% chance of proficiency when adopting RWP. At the same time, the percentage of students who score well below proficient on the state ELA exam drops from 21% to 12% when the school adopts RWP. RWP implementation improves performance within every grade level and it's effective for all different kinds of learners

(<http://readingandwritingproject.org/about/our-data>)

3. Build a clear vision, culture and conditions for college and career readiness at all school levels. The main goal of the TCRWP is to prepare students for college and careers at all levels: “Our work aims to prepare kids for any reading and writing task they will face or set themselves, to turn them into life-long, confident readers and writers who display agency and independence in their future endeavors”

(<http://readingandwritingproject.org/about/research-base>).

4. Differentiate central office supports to schools through a Multi-Tiered System of Supports (MTSS): Recently, our school sent the literacy coach to the literacy institute at TC, utilizing this MTSS developing her capacity to help develop teacher capacity.

5. Recruit, develop and retain highly qualified teachers, leaders and staff: With the influence of TCRWP, administration will develop their capacity to identify highly qualified teachers.

6. Increase awareness and build the supports necessary to fully implement SFUSD's Family Engagement Standards: TCRWP has a variety of articles that demonstrate their dedication to include parents in this project.

(Please see <http://readingandwritingproject.org/search?q=parents>). Our school is also committed in that we've already presented the TCRWP model to the parent community through flyers and presentation at the School Site Council and PTO meetings.

TCWRP addresses SFUSD's Five Essential Practices:

1. Leadership: Leaders of the school including the principal, Literacy Coach, ILT members and parent teacher organization president have been to Teacher's College—which has a component that is dedicated towards leaders.

2. Instructional Guidance: The TCRWP provides excellent instructional guidance that will help our teachers go deeper in the comprehensive approach to literacy.

3. Professional Development: TCRWP is geared toward developing teachers and their craft

4. Student-Centered Learning Environment as TCRWP is child-centered- (<http://readingandwritingproject.org/about/research-base>).

5. Parent Community Ties, as our PTO president attended and we want to include our families in best reading practices.

<http://readingandwritingproject.org/search?q=parents>).

What outcome(s) or change(s) do you believe this project or practice will have at your school site?

We would like to see 100% of our teachers fully implementing all elements of the Comprehensive Approach to Literacy. We expect a full commitment with fidelity, and digging deeper into best practices that will ultimately challenge the strengths and meet the needs of our students.

We believe student reading and writing abilities, especially those of our Latino, African American, ELs and students with special needs will increase by at least 50% as evidenced in Authentic Writing Samples, F&P, SBAC and other assessments.

In addition to your action plan, who are the key stakeholders who would be impacted by this proposal?

The key stakeholders would be our principal, leadership committee, literacy coach, teachers, our Instructional Leadership Team, including the UBC, SSC, the PTO and families. Ultimately and most importantly all of our students, especially our often underserved, marginalized students of color will be most impacted by this proposal.

As part of your application, you'll send a detailed budget set-up form. What is your anticipated budget for implementation?

\$36,000

Has your UBC reviewed this application and do they support it?

Yes

Describe how educators were included in the development and/or writing of this submission. In your description, please confirm that the final version of your submission is supported by the Union Building Committee OR, in the case where the school does not have a UBC, then supported by a majority of teachers and/or paraprofessionals who will be implementing the proposed work."

We used surveys that identified needs and strengths of our Comprehensive Approach to Literacy. Teachers who had attended Teacher's College came back with new knowledge that they shared with their colleagues and through these personal discussions, teachers were very interested in attending and receiving more PD through Teacher's College. As a result, the ILT, SSC, UBC, and teachers have requested more PD with Teacher's College and are excited by this plan. This plan is highly endorsed by the SSC and was approved by the UBC.