

## QTEA Innovation Award Application - 2016

**Application #** 10

**School Name:** Buena Vista Horace Mann

**School Org Number:** 618

**Principal Name:** Richard Zapien

**Principal Email:** zapienr@sfusd.edu

**Person submitting grant:** Meggan Luce

**Submitter's Email:** lucem@sfusd.edu

**Describe the equity challenge or opportunity you would like to tackle in a different way.**

3% of our Latino ELs met standard or exceeded standard on the SBAC 2016 ELA (Grades 3-8). In Math 4% met or exceeded standard. This is a challenge for our school because we have been focusing on our ELLs for 4 years and we are not seeing the gap close. In instructional rounds we have noticed less participation in class by English learner students. We believe that building teacher capacity to meet the needs of English learners will greatly improve our results.

**What outcome(s) or change(s) would you like your design to achieve at your school site?**

For the past 5 years we have been implementing a teacher collaboration structure that we call RPAC (Reflective Practices and Collaboration). In these weekly meetings teachers look at student work, give feedback on each other's teaching and use reflective protocols to learn together and improve the quality of our teaching. Teachers are overwhelmingly positive about this structure. Our district and neighborhood face high rates of teacher turnover and teachers frequently say that our collaboration model increases a sense of support and opportunity for learning at our school. We believe RPAC helps retain teachers. Our feedback from May 2016 included many positive comments from teachers. We would like to sustain and improve our RPAC (collaboration) such that:

We want to see more ELs re classifying and scoring proficient on multiple assessments. Through instructional rounds we found that ELs were unable to talk about what they were learning. We want our EL students to have tools and opportunities to talk about their learning.

Increased engagement of ELs in class through more oral language participation.

We want to see and track the growth of our EL students so that all students (beginning,

intermediate, advanced) show growth.

**How is this challenge or opportunity an equity dilemma, one that affects with your school's ability to ensure that all of your students will thrive?**

Our program is designed to teach content in English and Spanish so we have many language supports in place. Bilingual instruction helps English learners access content and families feel connected to our school. Despite this, our English Learners are not demonstrating accelerated growth in Reading and Math. We want them to have access to content knowledge and use academic language to express themselves in both English and Spanish to become leaders in their community. We believe that supporting teachers in improving their practice will help close the achievement gap.

**What solutions have you tried or considered to address this challenge or seize this opportunity so far?**

In our RPACs, we are implementing efforts to address this equity challenge but we haven't had enough opportunity to measure results and rethink solutions. One solution we have tried in RPACs is looking at student data through the lens of our EL students and designing differentiated instruction. One thing we have learned is that teachers are really bought into the RPAC process (specifically looking at student work and collaboratively planning differentiated instruction). Teachers have reported seeing growth in formative assessments, but we want to take steps so that these steps include oral language components to support the language growth of our ELs. Some next steps might be to gather more formative data around implementation, and use this data to implement further supports.

**How have you engaged your school to identify your challenge/opportunity for this process?**

There has already been communication with the staff around this critical challenge and there is a consensus that supporting our ELs and closing the achievement gap is something we want to focus on as a community. Members of the UBC are supportive of us pursuing the challenge and one member of the UBC is on our innovation team.

**Who is on your design team? (the more diverse the better)**

Richard Zapien (Principal)

Charlotte Peterson (Grade 4 Teacher)

Norman Zelaya (K-2 SDC Teacher)

Gail Eigl (6-8 Reading Interventionist)  
Claudia Delarios Moran (Assistant Principal)  
Meggan Luce (Literacy Coach)

**How will you make sure your team will commit the time and effort needed to succeed?**

The team has volunteered, is fully aware of the evening sessions, and they have each made a commitment to attend the sessions and do the necessary work.

**Which Innovation bootcamp did your school participate in?**

Brian and Jenny came to BVHM on Friday, August 26th to give us a one hour overview of the bootcamp and general information about the grant.