

QTEA Innovation Award Application - 2016

Application # 3

School Name: E. R. Taylor Elementary School

School Org Number: 513

Principal Name: Barbara Berman

Principal Email: BermanB@sfusd.edu

Person submitting grant: Barbara Berman

Submitter's Email: BermanB@sfusd.edu

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

The equity challenge that we would like to tackle in a different way is creating an equitable lens as to how we interact and engage our family groups, and how the family groups engage with each other. This is important to our school because we would like to connect our work to the San Francisco Unified School District Vision 2025. E.R. Taylor Elementary School has a strong commitment to equity and social justice. In order for all students to realize their potential, we are charged with promoting equitable participation on the part of families and equitable access to education for students. Our vision for E.R. Taylor is that every student is part of a schoolwide system of supports designed to ensure that all students and families---of every race, language and ethnicity, learning level and ability---have the support and resources they need to thrive. Our commitment to the success of every student means we are tasked with providing opportunities for students and families to learn, grow and express themselves. In order for our school to be fully capable of helping students achieve their goals, we must take the moral imperative to promote and support equitable family involvement, family voice and family input into our school community, no matter what the family's language, ethnicity or race is.

At E.R. Taylor, we have 2 strands of the Cantonese Biliteracy program, one strand of the Spanish Biliteracy program, and two strands of the English Plus program. At family events, families tend to associate with like groups (i.e the Asian families do not tend to mix with or integrate with Latino families, and vice versa). In addition, the parents that tend to get involved in leadership roles are primarily Asian. Furthermore, at family involvement events, there tends to be a high participation rate of Asian families, a low to moderate participation rate of Latino families, and a very low participation rate of African American families.

Data suggests that equitable participation of families is a challenge at E. R. Taylor. At

the ELAC (English Language Advisory Committee) meeting on August 19, 2016 the participants were as follows: 2 parents (both Asian) and 6 staff (3 white, 1 Latino, and 2 Asian). At the School Site Council Meeting on August 19, 2016 the participants were as follows: 2 parents (both Asian) and 15 staff (7 white, 6 Asian, and 1 Latino). We had three Back to School Nights, each night being for different grade levels, on August 23, 24, and 25, 2016. 52% of students' families attended at least one of the Back to School Nights. Of the families that attended, the breakdown was as follows: 26% Latino, 64% Asian, 5% White, 2% African American, 1% Arab, and 1% Other. At the Kindergarten Orientation on August 15, 2016, the total number of parents who attended was 44 (we have 110 Kindergarten students). Of the parents who attended, the breakdown was as follows: 3 African American parents, 27 Asian parents, 10 Latino parents, 3 White parents, and 1 Arab parent. We conducted family surveys in the fall of 2015 and also during August 2016, and disseminated the surveys to families in English, Spanish, and Cantonese. In Fall 2015, 72 surveys were completed and returned, with the following breakdown: 30 English surveys, 16 Spanish surveys, and 26 Cantonese surveys. In August 2016, 165 surveys were completed and returned, with the following breakdown: 56 English surveys, 90 Cantonese surveys, and 19 Spanish surveys.

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

The outcomes that we would like our design to achieve at our school site are the following:

- Higher percentage rate of overall family engagement
- Higher percentage rate of African American family engagement
- Higher percentage rate of Latino family engagement
- More interactions among Latino, Asian, and African American families in the school
- More parents taking on leadership roles on the SSC, ELAC, and AAPAC

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?

The challenge is an equity dilemma that affects our school's ability to ensure that all of our students will thrive in that our school has a Cantonese Biliteracy program, a Spanish Biliteracy program, and an ELD program. The students, families and teachers tend to self-segregate based on program. The parents who tend to come to the ELAC, SSC, and who take more of a leadership role are those who speak English. The parents who speak a language other than English as their primary language do not tend to engage in leadership roles. When we have family events, we provide interpreters for Spanish and Cantonese. The families tend to interact with families who speak the same language; there is little interaction between and among the language and cultural groups. The

students follow suit.

We are working to implement and leverage essential shifts in Vision 2025, such as inclusive practices in our classrooms and promoting differentiation of instruction. Our goals around family engagement are important to reinforce the work we are doing with students.

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

-What we have learned is that if there is a performance (i.e. an instrumental music concert in which children are performing), there is a high degree of family participation; however, when it comes to the mundane tasks of running the school and getting parent input and / or encouraging parents to take a leadership role (i.e. PTA, SSC, ELAC, AAPAC, etc.), there is very little family participation.

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

We have discussed the challenge of increasing family engagement at the School Site Council, the ELAC, and at faculty meetings when discussing the Balanced Scorecard. In these discussions, faculty in general faculty meetings, as well as faculty as part of the Spanish Biliteracy Team and the Chinese Biliteracy Team, have shared that family involvement is a priority for E.R. Taylor. In addition, both the School Site Council and the English Language Advisory Committee members have advocated for making family engagement and parent involvement a priority.

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

The members of our design team are as follows:

Barbara Berman, Principal

Brian Purcell, Assistant Principal

Emily Geiges, Literacy Support

Emily Hanlon, Resource Specialist

Karen McGarrah, Computer Teacher

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

Our team attended the boot camp together. They have read and understood the expectations, have blocked out the times scheduled for the sessions, and have committed to the process together.

The team is extremely committed to coming up with a design to engage more families in our school community, promote more interaction among our diverse ethnic and cultural groups that comprise the families of our student population, and facilitating family input and voice, no matter what language they speak or what their cultural background happens to be.

Which Innovation bootcamp did your school participate in?

August 11, 2016, 4:30pm-7:30pm