

QTEA Innovation Award Application - 2016

Application # 14

School Name: Glen Park

School Org Number: 575

Principal Name: Jean Robertson

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Person submitting grant: Laurie Murdock

Submitter's Email: Murdockl@sfusd.edu

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

As stated in our Balanced Score Card, some of our students are not reaping the full benefits of the rich instruction. Our school trends indicate that African American students, in particular, are leaving the classrooms either on their own accord or are being referred out due to undesirable behaviors that interrupt their own learning or that of others. In addition to shifting our instructional delivery models to be more aligned with the needs of all our students, a lead cohort of teachers and the principal have participated in the behavioral RTI professional development series as well as the equity training provided by SFCESS. There is much work to do in the area of understanding the student's academic as well as affective needs in which we serve. Expanding our Wellness Center can provide more space to meet the needs and strengths of all of our students.

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

Our Wellness Center serves as a place to house our mentor program, B-RTI, Positive Behavior Intervention Support and Restorative Practices (RP) wellness center. Services include 1:1 and small group therapy, PAX support, social skills group, lunch bunch activities for our students, as well as a place for SAP, SST, SART, 504 meetings and a space for various community programs such as Foster Care Program, Homeless Program and VH Health programs.

We have a lot of support but we do not have the space to accommodate the wonderful services. Expanding our wellness center will provide a confidential and safe space for all students and families who could benefit from extra services.

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?

Vision 2025 makes a promise to our families that we will improve achievement; provide access and equity; and ensure accountability. As it is, despite being one of the top districts in California, we are not reaching our often underserved and marginalized students, namely our African American students, our Latin@ students, our English Learners and our students with special academic and socio-emotional needs. The same fares at our school. Our African American and our EL students fall about 3-5 points below our average academic score on the SQII. This is huge. The Wellness Center was created so that students can be ready to learn, access the curriculum, be accountable, and improve in achievement.

In addition, the Wellness Center address the SFUSD's Five Essential Practices.

1. Leadership: Leaders of the school including the principal, Literacy Coach, and our new POD- Squad (being the Big Blue whale school and whales live in pods also stands for positive and optimistic design)
2. Instructional Guidance: The wellness center provides a space for teachers to learn de-escalating practices.
3. Professional Development: The well ness center and Pod-Squad is geared toward developing teachers in socio-emotional practices
4. Student-Centered Learning Environment : the wellness center is designed to be child-centered-
5. Parent Community Ties, as our PTA president attended and we want to include our families in best practices and the wellness center offers our families a plethora of resources

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

Our social worker has transformed half of what was the teacher bookroom into a makeshift quasi-wellness center. There is a check-in table as one enters the door. Then, students funnel through walls of books to a cozy little half-room with a table, rug area, and game shelf.

We want to expand this area utilizing all the space for a fully functioning wellness center that could be used for a activities director, more RP space, PAX support, mentor/mentee , and other student support services.

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

Conversations about expanding the Wellness Center have taken place and is met with great enthusiasm. The UBC is not totally formed, as we are in elections right now, but it is approved by staff and students involved in our Wellness Center.

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

At this point, we have a core team: Principal Jean Robertson, Spanish Bilingual Literacy Coach Laurie Murdock (member of the UBC), and Activities Director/paraprofessional Michael Raciti. We also have a newly formed Pod-Squad team to address our school's socio-emotional climate that includes Principal, Spanish Bilingual Literacy Coach, Activities Director/paraprofessional, our Social Worker (part of UBC), our Spanish Bilingual ARTIFF (part of UBC), a special education teacher (part of UBC), a general education teacher (also UBC), and our after school director. We are also looking to include an interested parent and 1-2 upper grade students, if possible and appropriate. This is a huge team, and probably too many as suggested. We will scale down.

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

The core team (Principal Jean Robertson, Spanish Bilingual Literacy Coach Laurie Murdock (member of the UBC), and Activities Director/paraprofessional Michael Raciti) is committed to participating in the four, three-hour sessions during the weeks of 9/26, 10/10, 10/17, and 10/31/16, 4:30-7:30p at the iLab at Thurgood Marshall High School with the pre-work that is necessary at our school site in-between sessions and a commitment to implementing your design following the design process with funding and follow-up support. For any added members of our design team, we will obtain a signed agreement.

Which Innovation bootcamp did your school participate in?

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