

## QTEA Innovation Award Application - 2016

### Application # 8

**School Name:** Leonard Flynn Elementary

**School Org Number:** 680

**Principal Name:** Ricky Mendoza

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

**Person submitting grant:** Tyler Woods

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

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

At Flynn, and many other schools in San Francisco, teacher turnover is a major concern. Across the district, about 21% of teachers in SFUSD quit after one year, and half of all teachers will not be in SFUSD after 5 years. As a school with a historically underserved student population, Flynn has experienced this head-on. This school year, Flynn has 10 new classroom teachers joining our site. The majority of these teachers are new to the profession who need to be brought up to speed on our Comprehensive Approach to Literacy, Common Core-Aligned Math Instruction, Second Step Social-Emotional Learning, Restorative Practice Approach, PBIS, among many other important parts of being an effective teacher for students at Flynn.

Classes within our English Plus Program (representing half of the classrooms of Flynn) have been particularly affected. This year, 5 of the 11 English Plus Classroom Teachers are new to the profession, while 7 of the 11 are within their first 5 years of teaching. Given that these classrooms have a higher proportion of students qualifying for free and reduced lunch, African American Students, and students with IEPs, this has created a stark equity challenge at our school. On the SBAC, under 4% of our African American students were proficient in Math and English Language Arts, and 0% of our students with IEPs.

Our students that need the most support are most likely to be in a classroom with a new teacher that may be struggling to internalize the bombardment of information and considerations that go into teaching. We believe that by providing targeted new teacher support to teachers that set them up to be more successful their first year, continue teaching at Flynn for years to come, and positively impact student learning and growth for students that have been historically underserved.

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

More students would be in classrooms with experienced, effective teachers that are committed to the long-term development of their practice and the success of their students. Relationships between staff, families, and students would be strengthened because of continuity year-to-year of teachers that are familiar with families and one another. Collaboration within grade levels would be strengthened through increased trust and experience between teacher teams. As a school that already has a high number of National Board Certified Teachers, Flynn would continue to cultivate an environment that supports great teaching and learning across classrooms.

### **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 African American, low Socio-Economic Status, and students with IEPs are most affected by classrooms that have inexperienced and unsupported teachers. Over the past three years, our 4th grade English Plus cohort, for example, has had 3 new teachers, none of which are at the site anymore. This has led many of those students to many of these students following behind academically and struggling with age-appropriate social-emotional development at school. We aim to invest in the professional learning and development of those teachers to positively influence student growth and achievement for those students.

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

Last school year we collected information from outgoing and returning staff about the ways in which they did and did not feel supported. Three staff members of the design team attended new teacher support roundtable sessions with Bayview schools in May, 2015. In August of this year, we provided two days of new teacher orientation before the August PD days.

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

Last school year we collected information from outgoing and returning staff about the ways in which they did and did not feel supported. Three staff members of the design team attended new teacher support roundtable sessions with Bayview schools in May, 2015. We have identified major influencers within the school who are committed to Flynn and would like to play a role in designing a new teacher support program at Flynn elementary. Additionally, our PTA has demonstrated that they are eager to contribute to new teacher support and teacher retention through financial contributions, community

events, and classroom support. Furthermore, we have reached out to teachers who are interested in supporting new teacher support work.

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

- Susan Yelda, NBCT Reading Recovery Interventionist and Literacy Coach, parent
- Andrea Chen, Instructional Reform Facilitator
- Robert Sautter, National Board Certified Kindergarten Teacher
- Tyler Woods, Assistant Principal
- Rose Lockwood-Holden, Literacy Coach
- Rebecca Garcia, 1st Grade English Plus Classroom Teacher, former SF Teacher Resident

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

Team members have looked at the schedule and have committed to the meeting times. There is an enthusiasm and urgency around diving into this design challenge in order to support new teachers and their students at Flynn.

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

August 22, 2016, 4:30pm-7:30pm