

QTEA Innovation Award Application - 2016

Application # 18

School Name: Paule Revere

School Org Number: 760

Principal Name: Rebecca Padilla

Principal Email: padillar@sfusd.edu

Person submitting grant: April Scott

Submitter's Email: scotta@sfusd

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

We have been doing the work that Positive Behavioral Interventions and Supports (PBIS) calls for; focusing on three to five behavioral expectations that are positively stated and easy to remember; Be Safe, Be Respectful, and Be Responsible. We furthered the work of the 3B's by creating the matrix of what the expectation looks like, sounds like, and feels like in all the non-classroom and classroom areas. Additionally we have our 5-step process for BRTI. Those steps include:

Step 1 Warning/Redirect within the classroom,

Step 2 Timeout in designated area within the classroom/Reflection

Think sheet/Teacher Detention

Step 3 Buddy classrooms

Step 4 Call home/Parent Conference

Step 5 Referral (teachers will input all referrals into BASIS)

While these processes get at addressing the immediate behaviors that may adversely affect the school culture and climate, we want to establish and implement tools and vocabulary that become an authentic part of the students' day-to-day interactions. We want them to take ownership of engaging each other and the adults around them in positive and cooperative ways.

The need for this work is reflected in our Balance Score Card. Sixty-two percent of our families took our parent engagement survey. Respondents were representative of our community and they felt that the behavioral needs of their children were not being met. More specifically, African American students are over represented in the number of referrals, suspensions, and documented incidents related to behavior. The percentages for our Latino students are only somewhat lower. We want to be proactive in our efforts to interrupt our behavioral challenges and believe that employing systems and materials that comprehensively embody SEL is the way to go.

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

The outcomes/changes we would like to achieve with our design is to significantly reduce the number of referrals and calls to classroom and no-classroom areas that involve discipline issues. We would like to see students readily respond to redirects by adults. We want students to feel empowered. We want them to express themselves and understand that school is a place where they can use vocabulary that includes words like please, thank you, I apologize and forgive you without the fear of being ridiculed or embarrassed. We want to continue to build or utilize curriculum that has strength based common language and supports a collaborative, non-violent, and caring community.

We believe all children have an innate capacity for resilience, self-mastery, and empathy for others. We want students to have a new way forward in their understanding and assumptions about what it means to be a socially responsible and viable part of the school community and ultimately society as a whole.

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?

This challenge is an equity dilemma that will leverage other aspects of Vision 2025. When we create a pathway for students to learn and identify ways in which they can build resilience, self-mastery and empathy for others then they have a better chance of being that future leader that pays it forward when it comes to issues of social justice, self-advocacy, and being a fearless leader. More specifically, as outlined in the vision, students will have the strong interpersonal skills and the ability to positively influence and collaborate with others, the freedom, confidence, and ability to express their unique selves, and our graduates will see themselves as filled with purpose and value. They will thrive because they will walk in knowing what self-efficacy, self-management, self-efficacy, and growth mindset means to their self confidence and ability to successfully navigate life challenges.

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

Same as mentioned in the equity challenge statement. (question 1)

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

We have multiple opportunities and teams who are willing to support our equity design process; ILT, BRtl, Full Community School, and Parents as Partners. These teams work independently and collaboratively. Yes, this process was approved and discussed by members of these teams last year.

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

Parents, Teachers, Students*, Administration, RSP Teacher, RTI teacher,

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

We already have a team of parents, teachers, and staff who are ready to commit to this work.

Which Innovation bootcamp did your school participate in?

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