

Innovation Grant Application
Program: Math

DUE DATE:

NEED STATEMENT:

- **Math:** In SFUSD, the math proficiency rate for 6th grade students of color (specifically Latino, and African American students) is lower than that of their White and Asian peers. However, students who score in the top quartile on 8th grade standardized tests are 61% more likely to enroll in a four-year college than those in the bottom quartile. Create a plan or set of initiatives to interrupt these math trends and ensure more middle school students in these populations are set up for success in high school math and beyond.

PART 1: APPLICANT INFORMATION

Name:	School Site:
Role/Job Title: Math teacher Principal	Years Worked at School:
Project Title: Math Acceleration	

PART 2: PROJECT DESCRIPTION

1. Overview:

Our middle School is committed to being an exemplary school in which all students are empowered to become lifelong learners and agents of change in the community. Over the last 5 years, we've tripled math proficiency and doubled ELA proficiency. Our school has been the fastest improving middle school for the past 4 years in a row. Despite our success in our academic growth we continue to address our achievement gap and provide academic interventions for the students with the most need.

Our Middle School is a diverse SF public school. We have about 500 students enrolled at Everett in the 6th through the 8th grade. Our demographics for our Latino students have remained consistent for the past 5 years. Our student population continues to be approximately 55% Latino. Of this population about 80% of the students are English

Language Learners (ELL). Our goal at our middle school is to reclassify as many ELL students as possible so that when they leave our school they will be ready to be mainstreamed and can begin to take the districts A-G high school requirements for college entrance.

Our middle school would like to use the grant to fund a math acceleration program. The funds awarded for this grant will allow us to hire math teachers to teach in our after school program. Our program is opened up to ELL students. We would like to offer Guided Reading and Math acceleration. The goals of this program would be to teach perseverance through problem solving, how to collaborate with others, and how to make connections to real world using precision in math.

Offering this program allows us to create smaller class sizes and teach students the math content that they need to be proficient in our regular common core led classes. For many of the students this math class would be remedial math. We know that it is important for our students to have the basic foundation of math in order to continue to progress in our regular math courses.

We have created a math acceleration program along with a math assessment that will measure the progress of their math skills from the start of the summer to the end. We hope to serve 80 students in these sessions.

2. Activities: Describe the specific activities and resources that will be used to implement your project or program.

We will host acceleration classes as part of the school day. Each student will receive an additional 30 minutes / 120 minutes of week of math intervention. Teachers and SF Ed fund volunteers will provide math interventions.

2.1. If applying as a team (more than one applicant group), describe your strategy for collaboration. What will your team's different roles be in implementation of funds?

Our teacher group will collaborate with our after school program and meet every other week to discuss student progress, review student data, and discuss program logistics.

We have defined the following roles for this program:

Math teacher lead: X

Provides math acceleration oversight of 80 students placed in math acceleration.

Provides professional development to after school staff around math programming.

After school lead: X

Provides support staff to assist students in math homework completion

Principal: X

Reviews data monthly with the after school team and provides logistical support for teacher and partner collaboration.

Timeline: This program will happen in the spring semester beginning immediately after Christmas break January 5, 2015 and will continue through May 8, 2015.

3. **Populations served:** What population do you plan to serve or influence? Consider grade/age level, ethnicity, gender, language spoken, academic performance; students as well as school staff members, parents, and families.

We will serve 80 English Language Learner students in math acceleration classes. We will serve 140 students daily in our after school program providing homework assistance in math for students 6th-8th grade.

- 3.1. **Rationale:** What is the specific need or gap in service you've identified among this population? What data demonstrates this need? (Use school-specific data if possible).

Our ELL students are underperforming. Many of our ELL students are coming from countries where they have interrupted academics. In order for students to be "college ready" they must be re-classified and proficient in English. Many of our resources are used towards this goal leaving our math goal with limited resources to help our students accelerate in the manner that will best prepare them for rigorous academics that lead to college readiness.

Our ELL students come in at elementary skill levels. It is hard for the teachers to teach the common core and develop lessons that scaffold back to such low-grade levels.

4. **Outcomes:** What are your intended outcomes for this project? What are the knowledge, attitudes, skills and behaviors you expect to influence? What will you measure to know you reached those intended outcomes?

80 of the students participating in the acceleration program will advance at least one grade level of math as evidenced by the math assessments that the district uses to measure student success.

We will also measure the amount of additional math instruction the students are receiving. We will offer an additional 120 minutes per week in our after school program. The math teachers will deliver these programs.

- 4.1. **Rationale:** Why do you expect your project to influence the above stated outcomes?

We know that acceleration is successful. We have shown success in our small group guided reading and students in these classes have increased one grade level. We believe that the math goal of one grade level of acceleration will occur if we are able to offer the small group intervention by teachers.

- 4.2. **Rationale:** How does this project support or relate to the needs statement (above) and the mission of the San Francisco Education Fund.

Our program is aimed at serving the newcomer and English Language Learners. The SFUSD and the SF Education fund are both dedicated to helping the students in the achievement gap work towards academic success. We believe that our mission is one in the same and we will continue to partner with the SF Ed Fund to have volunteers placed to help us reduce group sizes so that student with the most needs will receive pull out interventions.

5. **Conditions:** What must happen – internally or externally – in order for your project to produce the desired outcomes?

In order for us to be successful we must invest in the following:

- An online math curriculum that tracks individual student progress and develops lesson plans according to student needs
- Math teachers to implement acceleration class
- Math teachers to help in small homework group assistance and repeat of classroom lessons with bilingual service delivery
- Volunteer from the SF Ed Fund to continue to partner with us to reach these goals

5.1. **Rationale:** What is the sustainability of your project beyond the grant cycle? How might the work continue to impact your population after the grant funding ends? How will the benefits of this project be shared with the greater school community?

The purchase of a curriculum will help our students most in need to be able to work on their math skills.

Math teachers will develop curriculum for the small group interventions that will be able to be used after this grant cycle.

The after school program will see the success of teacher led math instruction and continue to invest in the small group offerings.

6. **Other (Optional):** If there is anything else you would like us to consider when reviewing your application please feel free to explain it here.

Our school partners with an afterschool program and have partnered to offer English Language Learners academic and social services. As a community school we partner with many community agencies, and corporate partners to come together and develop a shared vision for student success. It is because of our strong relationships with our partners that we have leveraged resources and continue to develop innovative programming that is duplicated throughout the SFUSD. Our ELL service model has been used for many site visits and presentation. We would like to add math acceleration to our success working with ELL students.

PART 3: BUDGET NARRATIVE

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Amount Requested: \$5,000

Rationale: \$2975

This request is for the teacher pay for offering extended math programming to English Language Learner students

Rationale: \$500

This request is for the teachers to be able to celebrate student achievement monthly by celebrating with the students.

Rationale: \$1500

This request is to purchase a math curriculum that will help these students accelerate in math

Our program will support the development of math acceleration classes for our English Language Learner students. 80 Students will receive 120 additional math instruction in small group setting lead by teachers. These students will also receive an up to 120 minutes per week of homework assistance and math class review. Students will learn from small group settings where teachers are leading instruction. The curriculum purchased will allow student to go on line and work on a curriculum designed specifically for their math level. We will research the best computer curriculum and purchase that along with licenses for student use.

Item Activity	# of units	Cost per unit	Total cost	Sources used to arrive at expense	Rationale for Expense
Teacher math instruction	85 hours	\$35	\$ 2975	Teachers extended calendar pay	Teachers will lead small math groups Teachers will lead homework assistance 80 ELL students will be targeted to receive an additional 240 minutes of instruction per week
Student incentives	5	\$100	\$500	Cost for pizza for students once per month	Pizza party celebrations for math mastery
Curriculum and licenses	Unknown	\$1500	\$1500	We will research online curriculum for student use	Students will have access to continue to use I pads to work on math problems during the school day and as loaners
Total:			\$5,000		