San Mateo-Foster City School District
Board of Trustees
Study Session

March 13, 2018

Data Equity Walk

and

District Actions and Services Designed to Support Academic Achievement

Data Equity Walk

All Students

	Math	ELA	# Students	% Students
Focus Schools				
Fiesta Gardens	🟠	🟠		%
LEAD	🟠	🟠		%
San Mateo Park	🟠	🟠		%
Sunnybrae	🟠	🟠		%
Support Schools				
Beresford	🟢	🟡		%
George Hall	🟡	🟠		%
Highlands	🟢	🟢		%
Laurel	🟡	🟡		%
Meadow Heights	🟠	🟠		%
Development Schools				
Audubon	🔵	🟢		%
Baywood	🟢	🟢		%
Brewer Island	🔵	🟢		%
College Park	🔵	🔵		%
Foster City	🔵	🔵		%
North Shoreview 3-8	🟢	🟢		%

Note: Parkside and Bayside K-5 data unavailable

	Math	ELA	# Students	% Students
Middle Schools				
Abbott	🟠	🟠		%
Bayside S.T.E.M. Academy	🟢	🟢		%
Borel	🟡	🟢		%
Bowditch	🔵	🔵		%

Performance Levels	Red Lowest Performance	Orange	Yellow	Green	Blue Highest Performance

The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change.

Number of students reflects students in grades 3-5 who took the CAASPP assessment in the Spring of 2017.
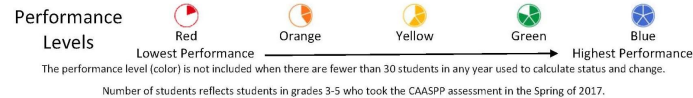
Assumptions for Data Equity Walk

Opportunity to reflect on and improve system districtwide

Assume best intentions of families and educators

Recognize that this is complex work

Focus on Student Achievement

Support for Students

Focus	Support	Development	Middle Schools
Lead	Bayside (K-8)	Audubon	Abbott
Sunnybrae	Beresford	Baywood	Bayside
San Mateo Park	George Hall	Brewer Island	Borel
Fiesta Gardens	Highlands	College Park	Bowditch
	Laurel	Foster City	
	Meadow Heights	North Shoreview Montessori (K-8)	
		Parkside Montessori	

Guiding Questions

1. What are your general reactions to the data? What questions do the data raise for you?

2. What's the story behind the data?

3. What further information would be helpful?

4. What solutions can you think of to address the issues raised by the data?

20 Minutes

https://www.youtube.com/watch?v=cRHKbv-1Luc

Board of Trustee Discussion

Actions, Service and Programs

Adoption of Common Core Standards Drives Major Districtwide Changes

- New English Language Arts/English Language Development Materials
- Began Next Generation Science Standards in 7th grade
- Introduced AVID College Readiness Program.

- LCFF/LCAP
- Smarter Balanced Test Pilot
- Chromebooks Grades 3-8
- Middle School Math Pathways

- New Middle School Math Materials
- TK-2 Tablets

2014-2015

2013-2014

2015-2016

2016-2017

2017-2018

- Began Reading Recovery Program
- Increase School Leveled Libraries
- First CAASPP Testing
- Network Refresh Project

- New Elementary Math Materials
- New Elementary Reading Assessment
- Began Next Generation Science Standards in 6th grade
- New Sexual Health Materials
- Focus on Designated ELD in Elementary Schools and Integrated ELD in Middle Schools

New standards, new assessments, new instructional materials, professional development, new technology

Data Meetings
Beresford Elementary School

Amy Snow, Zoya Salameh, Gina Johnstone, Kelly Dickinson, Barbara Hernandez

Analysis

Assessment

Action

Data Meetings at Beresford

- 3 times each year (after assessment window)

- 2.5 hours per grade level (release time with substitute)

- Amy, Barbara, grade level team

- F&P and Galileo data - who is making progress and who is not?

Data Meeting Agenda

BERESFORD ELEMENTARY SCHOOL

Beresford is a "Paws"itive safe community where everyone
LIVES the LIFESKILLS;
EMBRACES diversity and change;
STRIVES to dream, believe, and achieve all of our goals.

Community Agreements:
- We are all learners at Beresford.
- We start and end on time
- We are fully engaged and take risks
- We hold student needs at the center of our work
- We stay on topic
- We assume positive intent

Tuesday, March 20, Wednesday, March 21 and Thursday, March 22 in Conference Room

Time	Topic	Person	Purpose	Decision Making Process
15 min	**Opening** • What's in your purse/bag? Share one interesting item. • Review Agenda • Set your intention	Amy	Building trust and relationships	None
40 min	**Student Data/Data Wall** • Update student's Ind.. Level on Data Wall • Protocol: Examining Data	Barbara Amy-Protocol Facilitator	Share Successes What support is still needed? What interventions are in place for those "below the line"?	Post its for Data Wall Class List w/ ELs
20 min	**ELLevation**	Amy	How do we continuously	Reclassification

How do data meetings impact classroom teachers?

Photo removed for posted presentation because it includes student data.

What we are learning about implementation

"I really appreciated….the intentions that we did before/going over the RL/being able to talk about what we are doing and how to improve/time to discuss kids/time to discuss as a group what students need and celebrate successes/keep focus on the kids and their needs"

"As a result from today's discussions, I noticed…. what I need to work on in my focus group/we are doing some great work around reading/that Bench is a good program and how far I've come in my growth mindset/that I need to always keep in mind that everyone is coming from a different background/I need to strengthen my integrated ELD"

"As a result from today's discussions, I wonder…. how i can better meet the needs of my students in small groups/how I can improve my sight words instruction and how to allow our students to be successful with BEAR and reading logs/how I will teach sight words"

Comments/Suggestions... "I like how this meeting was run with keeping everyone's needs in mind/please continue to give teachers time to discuss students and curriculum, it was super helpful/need PD around ELD"

Benchmark Advance Implementation San Mateo Park Elementary School

Cristina Haley, CB Houston, Kimberly Amoroso

Benchmark at Park School

- Increase in content knowledge

- 10 three-week units

  - Expand academic knowledge and vocabulary

  - Build literacy and English language skills

  - Engage in complex read alouds with various materials

- Common language and consistency leads to increased teacher collaboration

- Intentionally teaching while *facilitating* rigorous learning

Benchmark Advance

Rigorous curriculum tied to the CA State Standards:

- Staircase of complexity across all grades

- English Language Development (ELD) materials amplify ELA curriculum

- Integration of skills - not taught in isolation

- Positive impact for ELs - rigorous, content-rich curriculum
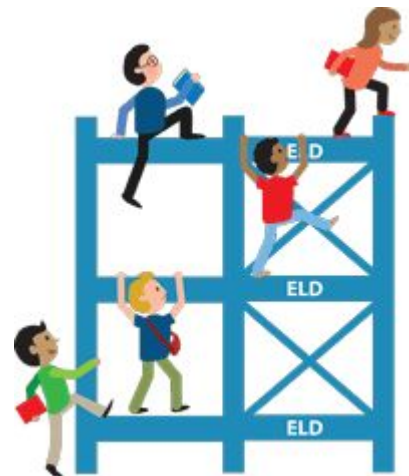
What we are learning about implementation

Continue to:

- Teach Benchmark every day following the same routines
- Differentiate instruction
- Build content knowledge
- Increase language development for all students

Work towards:

- Increasing rigor for all students
- Consistent implementation
- Increased teacher collaboration

SpringBoard Implementation Bowditch Middle School

Cody Shrewsbury, Heather Morgan

SpringBoard Implementation

- Focused lessons/units tied to SpringBoard's Embedded Formative Assessments
- Students understand goals and outcomes even before a unit begins
- Consistent increase in academic language production across all three grades
- Overarching themes will create deep concept connections throughout Middle School
- Teachers excited about learning new techniques and strategies to engage students using wide variety of texts
- Allows teachers to have a consistent program while providing room for the art of teaching (socratic seminars)

SpringBoard the Classroom

Visual Resources

- Summative Assessment clearly posted
- Content Map
- Word Wall (THQ Charts)
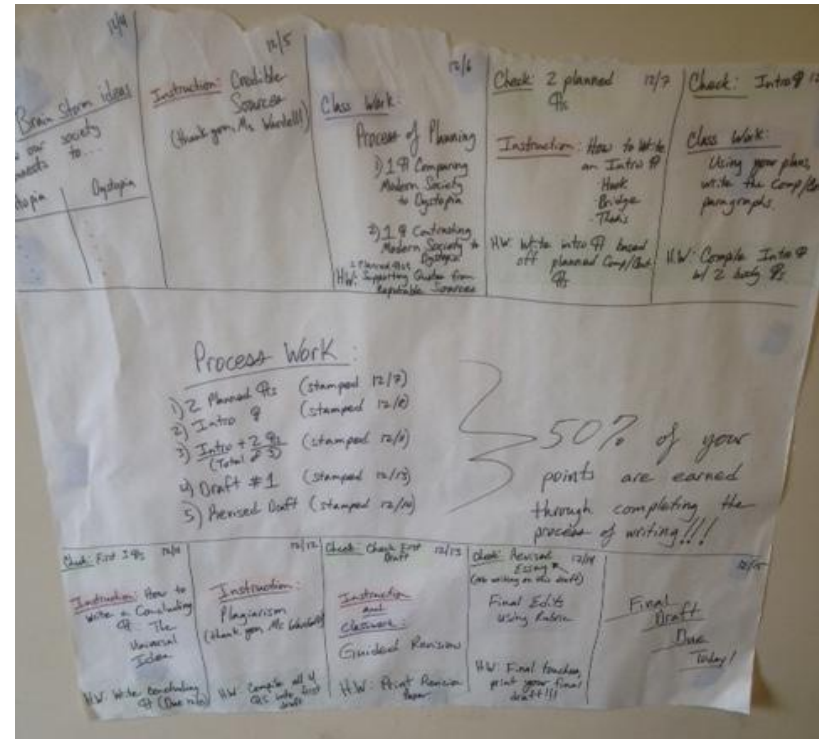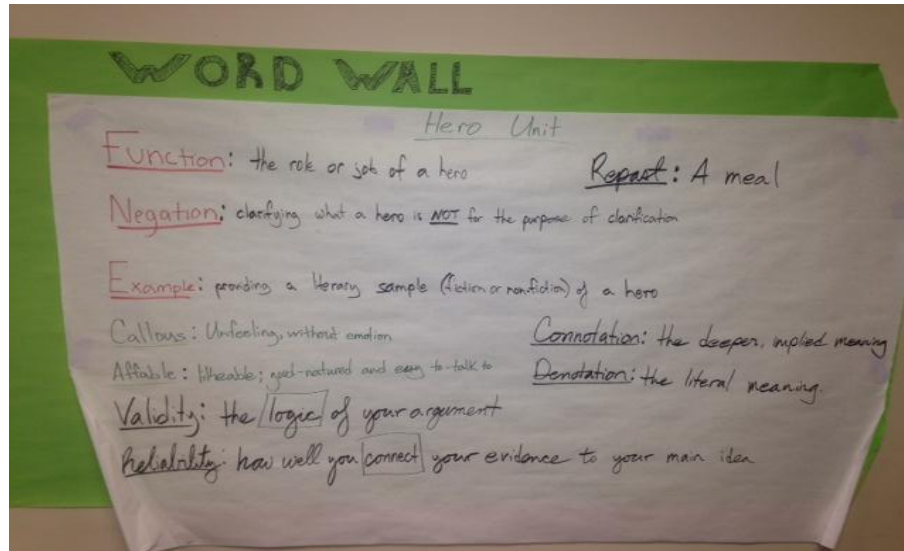
Student Engagement

Students found the other classroom resources to be effective and decided to develop their own visuals.

SpringBoard Impact on Students

- Clear vertically articulated curriculum
- A wide variety of rich, embedded excerpts
- Assessments based on a series of approximations
- Collaboration becomes sharing best practices

Thus, students are receiving only the most effective instruction from teachers where an integral part of learning the content is the interconnected nature of the material.

SpringBoard & ELA/Designated ELD

- Middle School English Learner Data
  - 558 English Learners
  - 123 Long Term English Learners (LTEL - student classified EL 6 or more years with limited growth on EL assessment)
- Need for students to access to core curriculum with targeted English Language Development instruction
- Springboard ELD aligns with Springboard ELA and provides rigor and grade level content
- Develop teacher expertise through cross-site collaboration, planning and professional learning
  - Springboard
  - How ELs learn
  - Understanding the needs of LTELs

What we are learning about implementation

- Takes time to consistently implement rigorous curriculum

- Provide opportunities for collaborative planning and vertical articulation in order to meet the instructional needs of all students

- Maintain a focus on rigor and standards-aligned ELA curriculum, with explicit attention on our English Learners

- Increasing capacity around understanding how English Learners learn

- Developing expertise in supporting Long Term English Learners

- Continue Professional Learning on SpringBoard Curriculum and research-based practices to support student engagement and learning

EnVision Math
George Hall & LEAD Schools

Amy Wong, Heather Cheng, Julie Mamis, Laura Evans, Pattie Dullea, Kristen Ugrin

ELMI "Counting Collections" at George Hall

- Instructional practice to teach number sense for TK - 3rd grade

- Coaches visit classrooms every two weeks

- Builds a foundation to support learning grade level standards alongside enVision Curriculum

- Articulation and collaboration during staff meetings and with coaches

What are students learning?

"Research shows that counting is one of the best ways to develop **number sense.**"
   -    Teaching Children Mathematics, March 2007

- Building Language and Mathematical Thinking
  - How Many? How did you count? What did you Count? What's another way? Compare
  - I notice… I wonder…, question and extend
- Differentiated - range of 20 - 60, 100 - 150, or packages (sets of 7, 12, 15)
- Developing Number Concepts
  - One-on-one correspondence
  - Cardinality
  - Subitizing
  - Place value
  - Addition, subtraction, multiplication, division
- Grouping objects, recording numbers, using efficient strategies

Different Ways to Record Counting
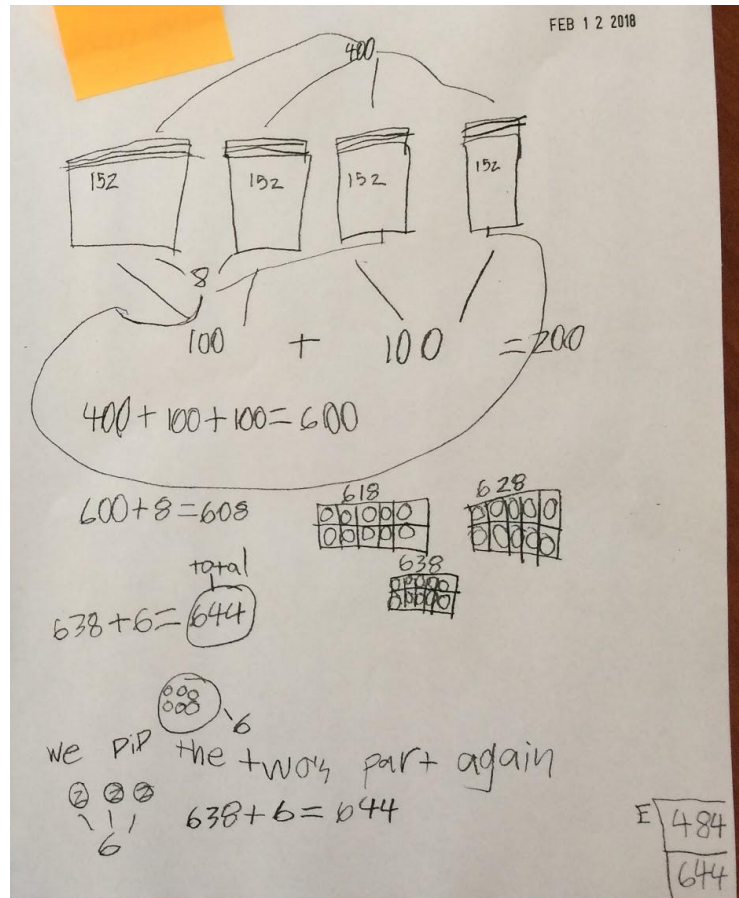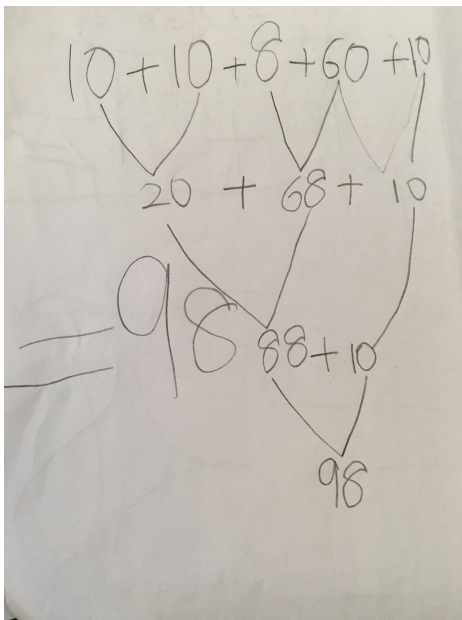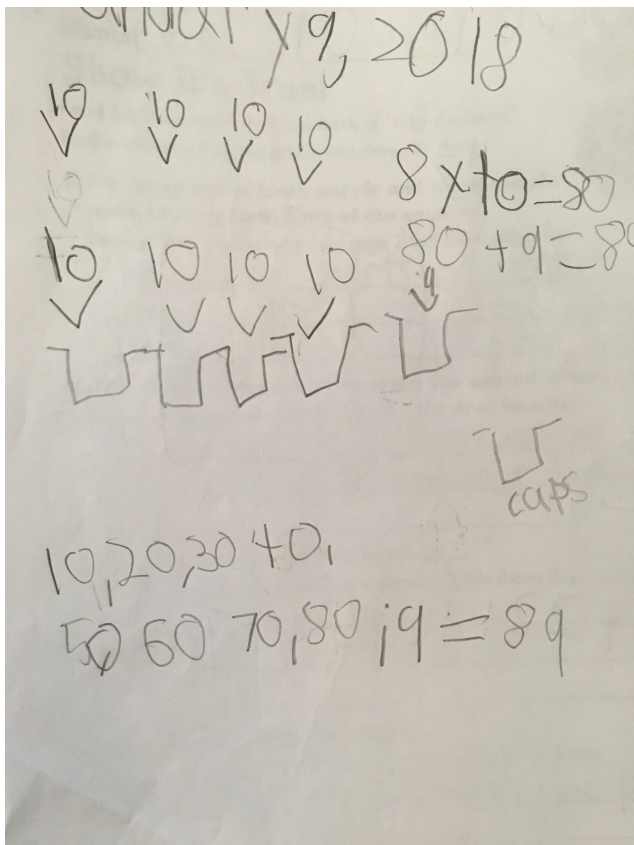
Math Foundations 4th & 5th

- Modeling Big Idea Lessons
  - Conceptual Understand
  - Multiple Methods
  - Structures and Strategies for collaboration and a growth mindset
- Curriculum and Collaboration Support
  - EnVision Curriculum
  - Mars Tasks and SBac Released assessments

2.5 x 4.5
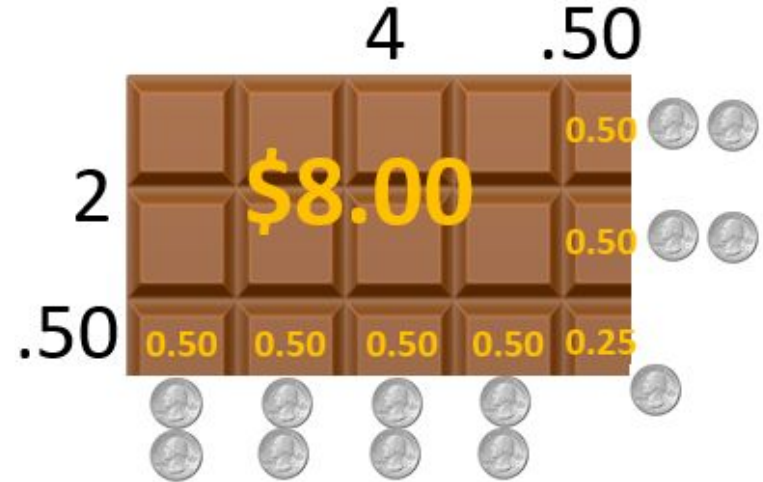
ms evans is so fun and when she teaches us math we get so excited and when we have our test we know what doing a test and when there a proble

I feel good of Ms. Evans math because she represents models to the whole class. I think that is a good idea to visualize. Also the blocks really help to understand the problem.

EnVision and the SMFC Math Collaborative

- Collaborative Workshops
  - Progression of common core mathematics (Grade 3 - 5)
  - Structures and Strategies (growth mindset/powerful math learner)
- In Room Modeling and Support
  - Big idea lessons
  - Coaching and collaboration
  - Observation and feedback
- Small Team and Cross District Support
  - EnVision curriculum.
  - Data responsive resources (MARS, SBac)
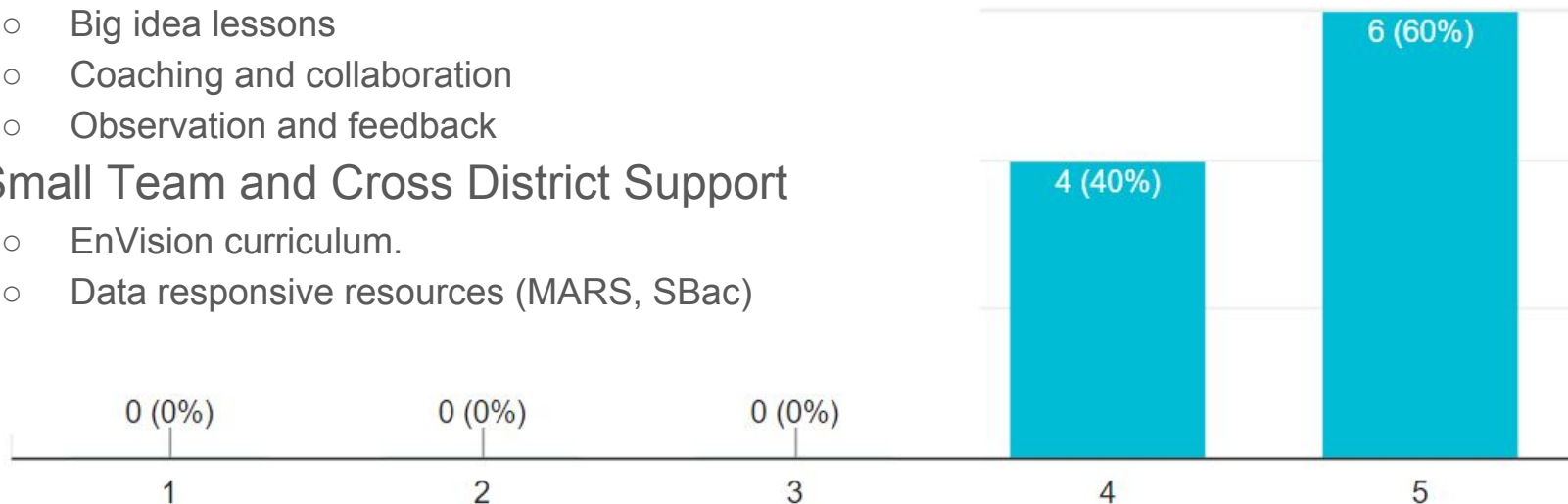
EnVision and the SMFC Math Collaborative

- Collaborative Workshops
- In Room Modeling and Support
- Small Team and Cross District Support

I'm game for just about whatever! I want my students to feel empowered and successful.

Fractions can be confusing for me so I would love to feel stronger with this subject matter. I really enjoyed the meeting and the engaging activities.

I appreciate your language and stamps that make me feel like I can grow my brain!

the day was very valuable and thank you!

Implications for future work

- ELMI - Continue partnership which includes more teacher training and coaching
- SMFC Math Collaborative - replicate work at LEAD to more schools

# College Preparatory Mathematics (CPM) Implementation
Bayside Middle School

Dana Pede, Laura Evans, Julie Mamis, John Cosmos

COLLEGE PREPARATORY MATHEMATICS

CPM®

CPM Implementation

- Contextual approach to math instruction and learning
- Problem-solving
- Critical thinking
- Structured collaboration
- Lots of language production in all math classrooms
- Higher level of engagement since implementation of CPM
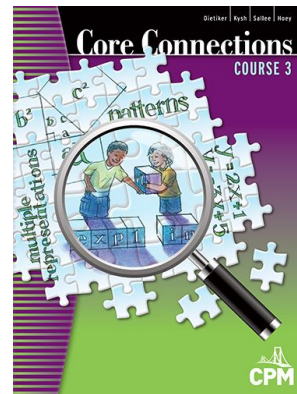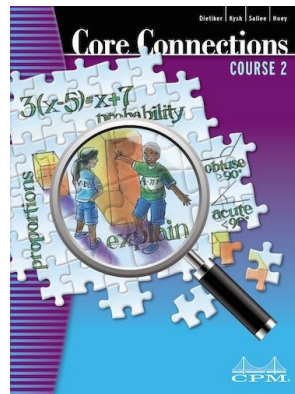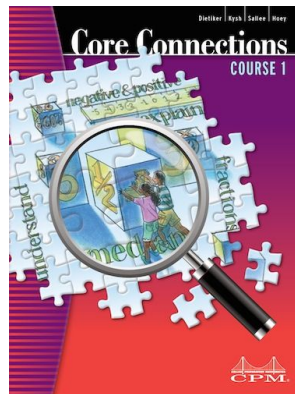
CPM allows students to…

- Access content through **conceptual understanding**
- Build a **toolkit of strategies**
- Become **critical thinkers and problem solvers**
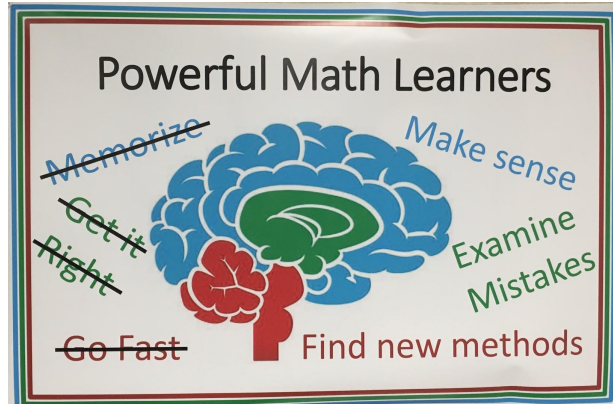
At Bayside, we implement this by…

- Building **powerful math learners**
- Linking **behaviors to learning** gains
- Teaching for a **growth mindset**
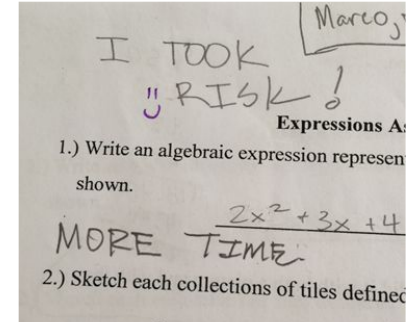
We support each other as a department by…

- **Collaboratively planning** units and lessons
- **Reflecting** about pedagogical strategies and classroom management
- Exploring the **evolution of content strands** across the grade levels to best support students

Math Foundations

- Program goal
  - Build flexibility with number and operations on whole numbers, fractions, and decimals
- Growing math learners
  - Powerful Math Learner behaviors linked to learning
  - Assessment is performance-based and incorporates growth, work habits, and taking on personal challenge
  - Students feel more empowered in grade-level math classes
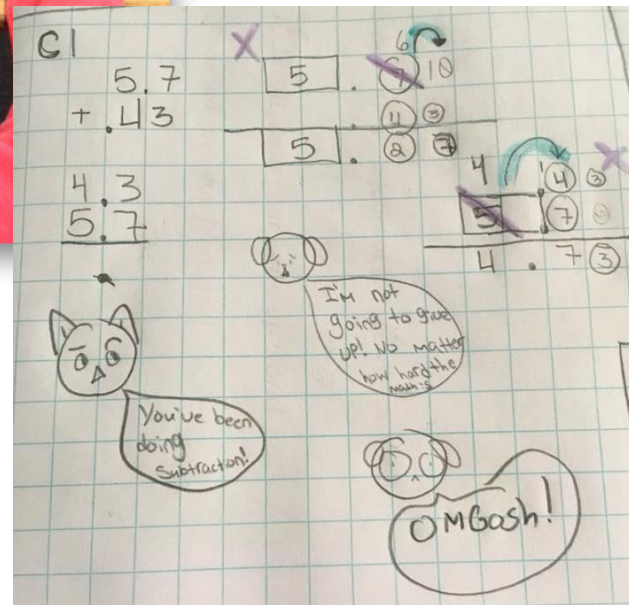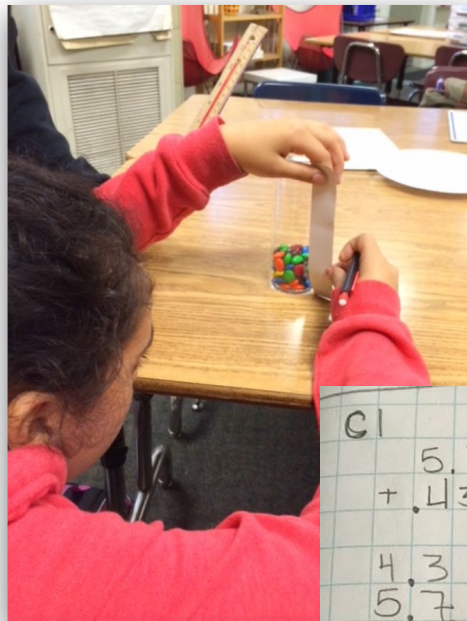
Reading Intervention
Meadow Heights Elementary School

Stephanie Fraumeni, Leslie Naber, Juliana Horigan, Meagan Andrews

Reading Recovery®

2015-2016-Initial Planning-Opportunity

- New Principal and new Reading Specialist

- First Grade Teachers new to Meadow Heights

- Planned how we envisioned our first grade reading and intervention program

- Met with teachers to share vision and expectations

- Provided professional development from reading specialist and Julie Kugler

- Demo and observation of guided reading lessons

- Provided PD at staff meetings and on Wednesday throughout the year

- Ongoing collaboration with Principal and Reading Specialist

Teacher Instruction

What this looks like in the classroom and what the impact was on students

- F&P Data
  - Students assessed 3 times/year to help form small groups, monitor student progress, and to analyze student reading behaviors to inform instruction.
- Reading Specialist and Principal collaboration
- Partnering with teachers and grade levels (meeting, collaboration, demos, student work analysis)
  - Data Meetings
  - Frequent check ins with classroom teachers and Reading Specialist, especially in 1st grade.
  - Demo lessons/PD with Reading Specialist and Julie Kugler
- Targeted Small Group Instruction
  - Groups formed using analysis from F&P Data
  - Meet with students at grade level and below 4-5 times a week for 12-15 minutes
  - Meet with students above grade level 1-3 times a week for 12-15 minutes
  - Double dip for students who are in Reading Recovery or small group intervention.
- Student Impact
  - Based on data from F&P, informal running records, and teacher observation, teachers analyze to determine what students need next in order to move forward. As a result, students demonstrated growth in reading as determined by the F&P assessment.

Future work

- Continue to work closely with lower grades

- Use data meetings for needs assessment

- Provide opportunities for more observations for effective reading instruction

- Need to find ways to extend this to upper grades and provide them training

- Continue to learn from Benchmark rollout and connect to F&P data

Special Education and General Education George Hall Elementary School

Devon Zaky, Amy Wong, Kristen Ugrin

Program at George Hall

- Four Special Day Classes: Preschool, K-1, 2nd-3rd, 4th-5th

- Teachers Collaborate - integrate all students into programs, mainstream, and monitor growth

- Independence is the goal - paraprofessionals fade support

- IEP team - all members participate and contribute to the plan

- Classroom environment is flexible and incorporates multiple ways of learning - movement, visual, auditory, hands on, breaks, structure, schedule, and transitions

Considerations- Supporting All Students

- Integration is beneficial for students in general education and special education
  - Builds compassion, empathy, range of personalities
  - More like real world and community all people are integrated
- Leadership opportunities for all students, builds self esteem
  - Student goes to volunteer in preschool classroom.
  - Fifth grade student who mainstreams for science, pair with new comer
- Teacher collaboration - preschool teacher working with social skills group of first graders and SDC teachers help with behavior and intervention

Future Work to Support Integration

- Our school community supports mainstreaming and integration of students with disabilities which creates a diverse learning experience for **all** students

- Project Based Learning units of study- special education and general education teachers collaborating to create an engaging experience for all students.

- Collaboration and coaching between teachers to support social emotional learning of all students.

- Look at other programs in our County or Bay Area as a model for moving towards more integration and team teaching

AVID Implementation Borel Middle School

Matt Smith, Pam Bartfield

AVID Overview

Advancement Via Individual Determination

- Global nonprofit organization established in 1980
- Professional learning for educators to use proven, best practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education
- Annual training in methodologies that develop students' critical thinking, literacy, and math skills across all content areas, throughout the entire school community

AVID's Guiding Principle
Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge.


W
Writing
Inquiry
Collaboration
Organization
Reading
R
O
C
I

AVID's Mission
Close the achievement gap by preparing all students for college readiness and success in a global society.

AVID Implementation at Borel

- 2 Elective Classes

- Teachers from each content area counselor and administrators attended 2017 AVID Summer Institute Training (3-English Language Arts, 1-Science, 1-Social Studies, 1-Spanish, 1-Math)

- Site 2017-2018 goal is to implement AVID strategies across the content areas (i.e. Cornell Notes)
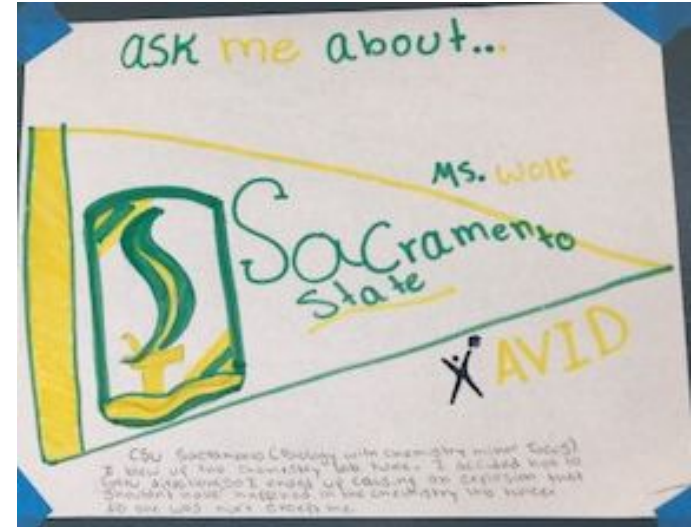
AVID in the Classroom

Quotes from Current AVID 8th Graders at Borel

"AVID helps keep my binder organized and simple to look back at. I'm glad we can help each other during tutorial."

"I get along more with my classmates than in other classes because of our community circles. AVID helped me improve in other classes and made me want to get higher grades and go to college."

"I'm thinking of joining AVID in high school. AVID means a lot to me because it helped me to stay on task and focus more."

"This class is the most encouraging because you watch cool videos and go on trips."

"This class improved my understanding of problems I get stuck with."

Future work

- Foster a school-wide culture of college and career
- Provide supports to identify and develop consistent instructional strategies that leverage student learning (collaboration/professional learning)
- Support student mastery of core content areas
- Interrupt perceptions of underrepresented students to close the achievement _and_ opportunity gap

Board of Trustee Discussion