

2019-20

School Plan for Student Achievement

Foster City/George Hall/
Highlands/Laurel

September 5, 2019

Goals for this Time

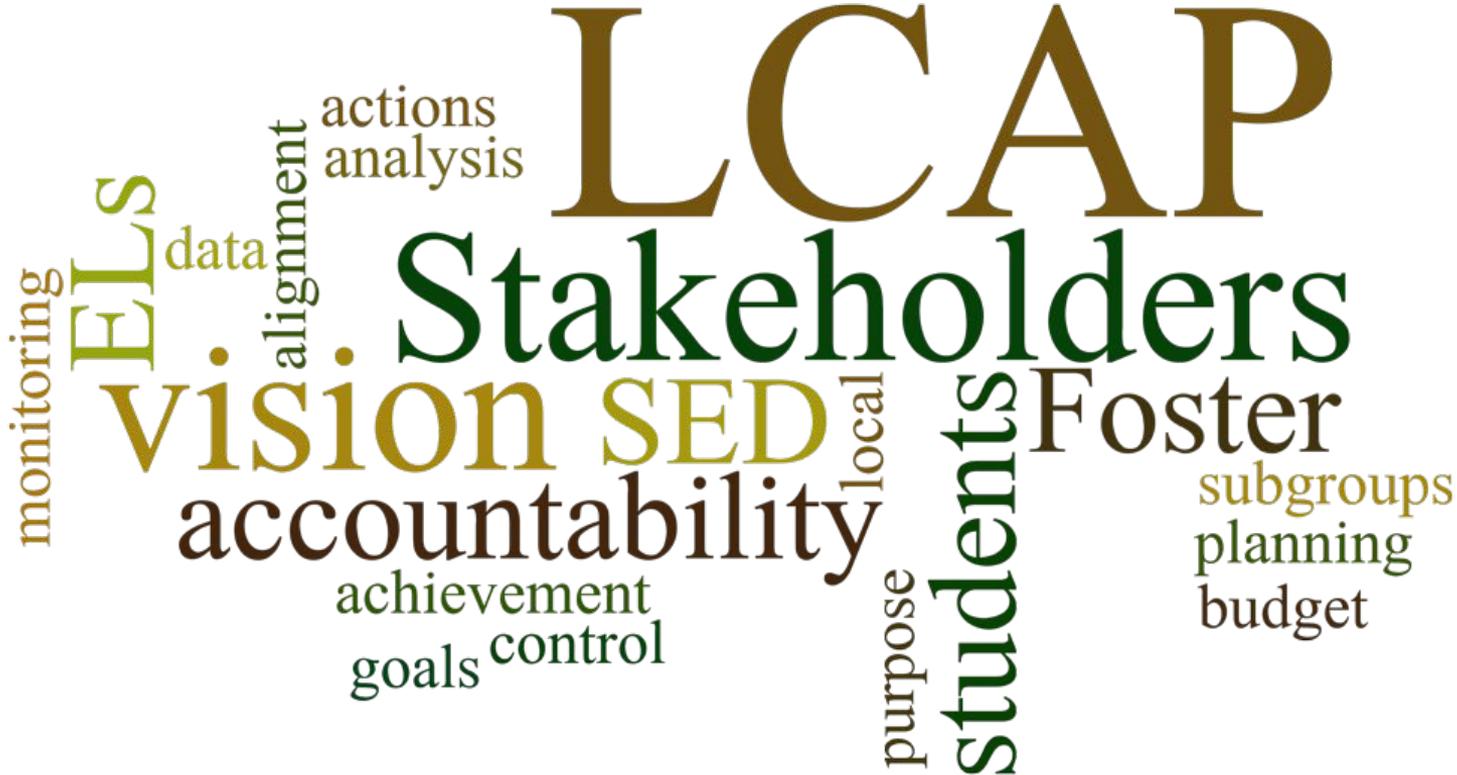
Shared understanding of

- 19-20 SPSA process & key features;
- SPSAs of 4 Elementary Schools, by focusing on key strategy & actions

Recommend these SPSAs for Board approval

19-20 SPSA Overview

Align with the District's Local Control Accountability Plan ...



Steps to the SPSAs (February to Now)

Collaborative Inquiry & Planning



1. How are we doing? *(Literacy, Math, Wellness, Family Engagement)*

Understand Our Data

2. Why are we performing this way?

Brainstorm “Causes”

3. What do we continue doing?

Do differently? Start or stop doing?

Identify & plan SPSA Strategies/Actions/Budget

SPSA Goals aligned to LCAP Goal Areas

Academic Achievement

Language & Literacy/Mathematics



Wellness



Family Engagement

SPSA Indicators & Targets aligned to LCAP Indicators & Targets

STATE

Measurable Outcomes

Baseline/Actual Outcome

- 17-18 for Summative Indicators (e.g., SBAC)
- 18-19 for Leading Indicators (Galileo, RI, F&P)

Expected Outcome

- 18-19 targets for Summative Indicators (e.g., SBAC)
- 19-20 targets for Leading Indicators (Galileo, RI, F&P)

SBAC ALL Students Status	10.1 points above	10 points above proficient
SBAC ALL Students Growth	13.4 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-24.9	0 points above proficient
SBAC SED Students Growth	15.3	15 points rise in average distance from proficient
SBAC EL Students Growth	14.7	15 points rise in average distance from proficient
SBAC SwD Growth	n/a	15 points rise in average distance from proficient

SPSA Indicators & Targets aligned to LCAP Indicators & Targets

The logo for San Mateo County Office of Education (SMFCSD) is a brown, jagged, starburst shape with the text "SMFCSD" in white, bold, sans-serif font centered within it.

SMFCSD

Galileo All Students Status	35%	65% of students meet or exceed grade level expectations
Galileo All Students Growth	39%	80% of students make Expected Growth
Galileo "Sub-group" Growth	Determine baseline in 2019-2020	80% of students make Expected Growth
Elementary: F&P All Students Status	49% Met Grade Level Benchmark	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	47% Met Expected Growth	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	Determine baseline in 2019-2020	80% of students make Expected Growth

SPSA Strategies aligned to LCAP Strategies

Strategy

Teachers teach ELD standards within the district adopted curricula through integrated whole group lessons and designated ELD lessons four times a week to leveled English Learner groups

Strategy

Teachers provide high rigor/high engagement tasks at a variety of depth of knowledge to ensure rigor and providing continuous communication about the expectation to students using I can content language objectives

Strategy

Teachers utilize LIFESKILLS, Responsive Classroom, and the systems of PBIS with students to support high levels of school engagement and positive social emotional relationships with students and adults.

A Strategy: What we want Teachers/Staff to do with students/families to support students and accelerate their learning

SPSA Actions (the implementation details)

Teachers will engage in on going PD in staff meetings.	No additional cost to site.		0
Teacher will engage in grade level collaboration in teams -	Extra time and/or subs. No additional costs to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
Language & Literacy TOSAs to work on coaching teachers and working with students	30 Language & Literacy TOSA	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	251,619.00
		1000-1999: Certificated Personnel Salaries District Title I	118,696.00
Principal & Language and Literacy TOSA observations and feedback and monitoring of teachers	No additional cost to site		0

Actions: What Leaders/Teachers/ Staff do to ensure the implemented strategy is high quality in all “spaces”

SPSA Budget aligned to LCAP Budget

Teachers will engage in on going PD in staff meetings.	No additional cost to site.		0
Teacher will engage in grade level collaboration in teams -	Extra time and/or subs. No additional costs to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
Language & Literacy TOSAs to work on coaching teachers and working with students	3.0 Language & Literacy ToSA	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	251,619.00
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SPSAs

Foster City Elementary School

Foster City School High-Leverage SPSA

Strategy:

Increased Inclusion of Special Day Class students in General Education Classrooms

Impact on Staff

- Common agreement and commitment to inclusion.
- Time and resources dedicated to professional learning.
- Schedules and class configurations to support students and teachers.
- Early relationship-building between SDC and General Education teachers.



FCS School High-Leverage SPSA Strategy:

Increased Inclusion of Special Day Class students in General Education Classrooms

Impact on Students/Families:

- SDC Students access or exposure to grade-level content and skills
- All Students develop friendships and empathy
- SDC Students and families more connected to FCS community



FCS School High-Leverage SPSA Strategy:

Increased Inclusion of Special Day Class students in General Education Classrooms

What Site & Central Resources are we using to support this strategy?

- Early recruitment and hiring of highly skilled and experienced SDC teachers and Paraprofessionals
- Financial support for professional development (SPSA)
- Timely placement of students before school year began
- Enrollment office in the loop of co-enrolled students



FCS School High-Leverage SPSA Strategy:

Increased Inclusion of Special Day Class students in General Education Classrooms

How we are Measuring our Impact:

- Improvement on CAASPP, Galileo and F&P assessments
- Qualitative data (self-efficacy, learning behaviors, social behaviors)





A Kind and Inclusive School Community

George Hall's High-Leverage SPSA Strategy:



A focus on Inclusion for ALL our Students



How we are working with Teachers/Staff to implement this strategy:

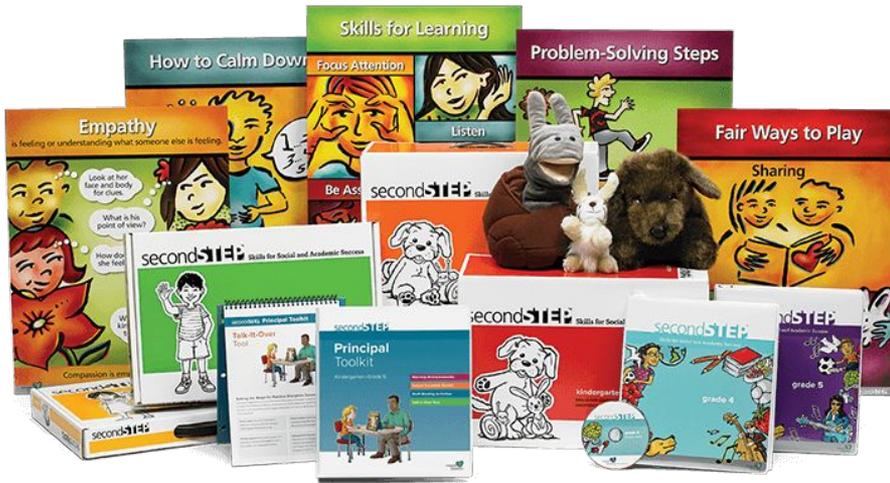
During Tuesday Staff Meetings and our Professional Development Day

- Create Access & Success for ALL Students
- Explore Differentiated Instruction
- Implement MTSS, RTI, PBIS
- Collaboratively Plan & Problem Solve
- Plan Mainstreaming with an Inclusive Approach
- Examine Data and Trends
- Set Goals for ALL Students

George Hall's High-Leverage SPSA Strategy:



A focus on Inclusion for ALL our Students



How the Strategy Impacts Students/ Families:

At George Hall, our **Care Team** meets to implement systems that support all students with their academic, social, and emotional needs. All students are supported with the purchase of new SEL curriculum, the Implementation of Peace Corners, and Restorative Practices. Our Art Therapist, Counselor and School Psychologist are able to provide Tier I, II and III supports as well as respond to crisis intervention.

George Hall's High-Leverage SPSA Strategy:



A focus on Inclusion for ALL our Students



What Site & Central Resources are we using to support this strategy?

District departments have supported our efforts to be a *Kind and Inclusive Environment*:

- Special ed Paras are now contracted for full days;
- Student Enrollment takes mainstreaming from SDC into consideration;
- Playworks supports all students with physical, social and emotional supports during unstructured time

George Hall's High-Leverage SPSA Strategy:



A focus on Inclusion for ALL our Students



How we are Measuring our Impact:

We meet 4 times a year in grade level teams to analyze mid-cycle data, plan and adjust Tier 1 instruction, monitor progress of students on IEPs, and develop Tiers II and Tier III supports using various data:

- SWISS
- F&P
- CAASPP
- CHKS
- MARS tasks
- Benchmark & Galileo

Highlands Elementary School

Highlands Elementary School

High-Leverage SPSA Strategy:

Continued focus on supporting students with tier 1 instruction

How it impacts teachers:

- Staff team meetings, twice monthly, to discuss and analyze data, share best practices, and decide supports and professional development for differentiated instruction
- Grade level team Data Meetings to tailor balanced literacy instruction with the help of our Reading Intervention TOSA's
- Unpack key vocabulary in academic subjects to provide a better understanding of content.



Highlands Elementary School

High-Leverage SPSA Strategy:

Continued focus on supporting students with tier 1 instruction

How the Strategy Impacts Students:

- More engaged in the Benchmark curriculum and benefit from the targeted reading strategies.
- Additional focus on unpacking key math vocabulary
- Target EL and SED students with growing library of books in Spanish, English and on MP3 players (families may also engage in learning at home in both languages).
- Provide tools at parent meetings to give parents the supports needed to guide their children and teach them about our tier 1 strategies used in the classroom. Builds deeper connection to their child's academic success and our school.



Highlands Elementary School

High-Leverage SPSA Strategy:

Continued focus on supporting students with tier 1 instruction

How we are Accessing Central Supports:

- 1.5 FTE reading specialists work with our teachers to focus on new strategies and supports in the classroom.
- 0.5 FTE counselor works with the classroom teachers to provide support and intervention techniques.
- With PTA funded PMT support, and District provided PE/PMT, small group instruction benefits all of our learners, as we target our EL and SED students.



Highlands Elementary School

High-Leverage SPSA Strategy:

Continued focus on supporting students with tier 1 instruction

How we are Measuring our Impact:

- Using F & P data, we will monitor the progress of our students towards grade level proficiency.
- Each trimester, grade level teams will strategize to provide targeted instruction for each student.
- Formative assessments, such as Galileo and CAASPP data will also drive our work.
- Parent engagement, as well as student engagement, will help to determine the needs of our school's direction towards a balanced literacy program, engaging math instruction, and character development. Together we will make a difference.



Laurel School

Home of the Eagles



Laurel Elementary School High-Leverage SPSA Strategy:

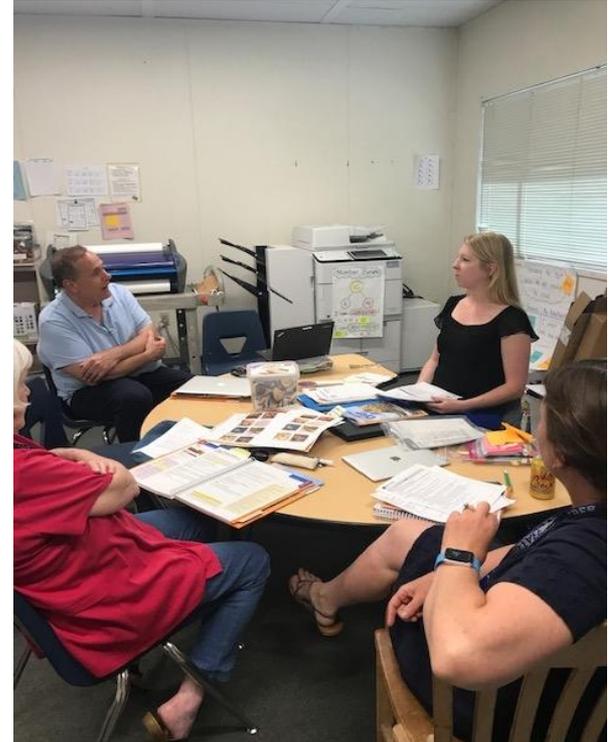
A sustained focus on Tier I instruction & supports

How we are working with Teachers/Staff to implement this strategy:

Teachers will engage in their **second year of three 3-day strands** of Professional Development in the Benchmark Curriculum tailored to their grade level needs.

1.5 Reading Specialists will support new and veteran teachers in grade level teams with implementing Benchmark in a **balanced literacy framework**.

Partnership with **FELI** will increase family participation in classroom learning and school events to support student engagement in academics.



Laurel Elementary School High-Leverage SPSA Strategy:

A sustained focus on Tier I instruction & supports

What Site & Central Resources are we using to support this strategy?

An additional **half-time reading specialist** and **full-time school counselor** were added this year using LCAP funds to ensure that all teachers have sufficient support to provide high-quality Tier 1 instruction to all learners.

Extended partnership with **Benchmark** and **FELI** support the ongoing professional learning of our staff.



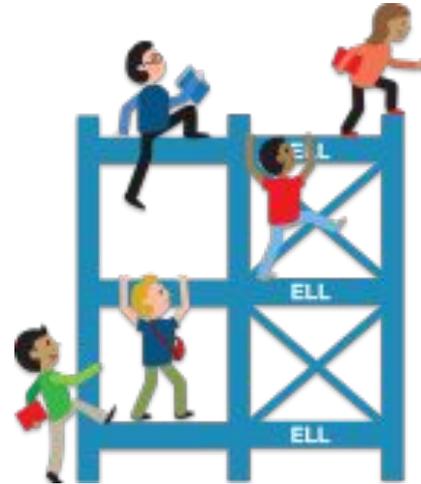
Laurel Elementary School High-Leverage SPSA Strategy:

A sustained focus on Tier I instruction & supports

How we are Measuring our Impact:

Grade level teams meet regularly to review formative assessments and plan instruction as a **PLC team**. We study instructional practices, watch each other teach, and use our assessments to monitor student progress:

- F&P
- Galileo
- CHKS
- School attendance
- Behavior referrals



Recommendation for Approval

Questions?