

# 2019-20 School Plan for Student Achievement

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Beresford/Meadow Heights  
Borel MS/Bayside K-8

September 19, 2019

# Goals for this Time

Shared understanding of

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

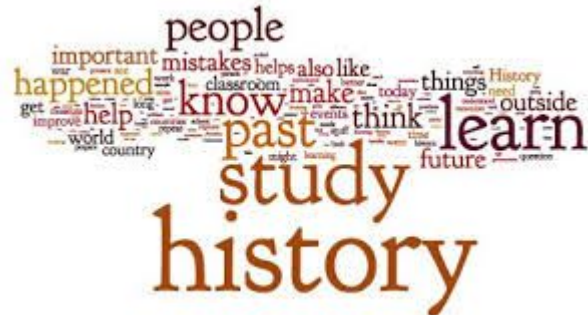
Recommend these SPSAs for Board approval

# 19-20 SPSA Overview

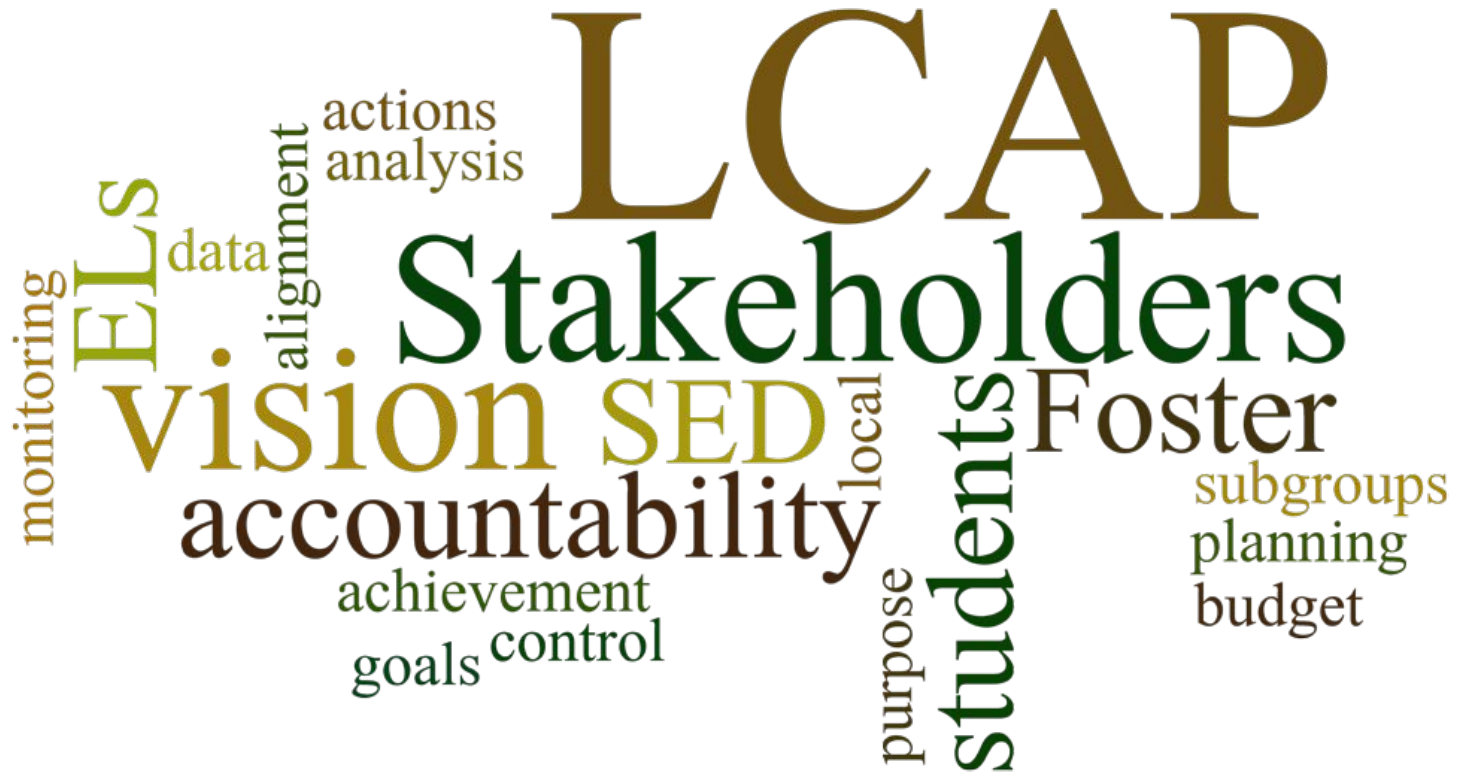
# SPSA: The School Plan for Student Achievement



**Single Plan for Student Achievement**



# 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-Fairfield County School District (SMFCSD) is a brown, jagged, starburst-like shape. The text "SMFCSD" is written in white, bold, sans-serif capital letters in the center of the shape.

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	3.0 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

# Beresford & Meadow Heights Elementary Schools



**BERESFORD  
ELEMENTARY  
SCHOOL**



**MEADOW HEIGHTS**  
**ELEMENTARY SCHOOL**  
SAN MATEO - FOSTER CITY SCHOOL DISTRICT

**Teams Predict Improvement:** The collaborative work of administrators allows us to think, plan and engage in meaningful conversations about our sites and support each other in the work we do at our individual sites.

We are combining our work that is the same and will share each of our individual data for our sites.

# Beresford and Meadow Heights High-Leverage SPSA Strategy:

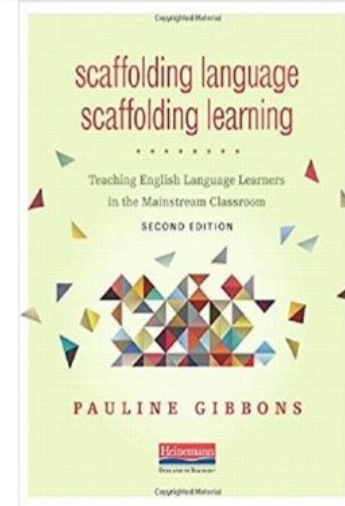


*A sustained focus on our English Learner population.*

## How it Impacts Teachers:

**Year-long professional development** is designed from research-based best practices for English Learners, as part of **a three-year plan** for professional learning. This is year two of that work. Teachers have time set aside during their contracted day to design lessons based on new learning. Teacher progress will be measured annually through the **English Learner Review of Services**.

PDF Scaffolding Language, Scaffolding Learning, Second Edition: Teaching English Language Learners in the Mainstream Classroom | Online





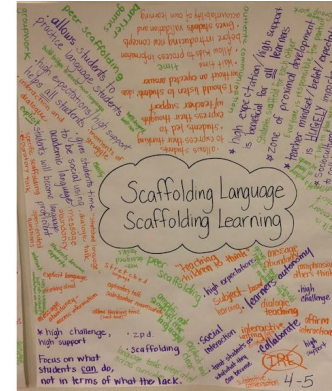
# Beresford and Meadow Heights High-Leverage SPSA Strategy:



MEADOW HEIGHTS  
ELEMENTARY SCHOOL  
SAN MATEO - FOSTER CITY SCHOOL DISTRICT

## How it Impacts Students:

Students are more deeply engaged in the **Benchmark Curriculum** and teachers are using the **SMFC ELL Signature Strategies** on a regular basis.



Benchmark  
EDUCATION<sup>®</sup>

# Beresford High-Leverage SPSA Strategy:



*A sustained focus on our English Learner population.*

## How we are Accessing Central Supports:

A **half-time counselor** and a part-time **Math TOSA** were added this year using LCAP and Low Performing Student Block Grant funds to ensure that all teachers have sufficient support to provide high-quality Tier 1 instruction to all learners.

Teachers will participate in their 2nd year of grade level **Benchmark training** to dive deeper into the curriculum.





# Meadow Heights High Leverage SPSA Strategy:

*A sustained focus on our English Learner population.*

## How we are Accessing Central Supports:

An **additional .5 Reading Specialist** and a **part-time Math TOSA** have been added this year using LCAP and Low Performing School Block Grant funds to ensure that teachers have sufficient support to provide high-quality Tier 1 instruction to all learners.

Teachers will participate in their 2nd year of grade level **Benchmark training** to dive deeper into the curriculum.



# Beresford High-Leverage SPSA Strategy:



*A sustained focus on our English Learner population.*

## 2017-2018 SBAC DATA 3rd-5th Graders

- **ELA %**
  - 13.4 Rise Overall
  - 15.3 Rise SED
  - 14.7 Rise EL's
- **Mathematics %**
  - 16.4 Rise Overall
  - 16.5 Rise SED
  - 23.8 Rise EL

## 2018-2019 FOUNTAS & PINNELL DATA: Met Target T3

5th grade- 61%  
4th grade- 77%  
3rd grade- 65%  
2nd grade- 68%  
1st grade- 80%  
Kinder- 78%



# Meadow Heights High-Leverage Strategy

## 2017-2018 SBAC DATA 3rd-5th Graders

- **ELA %**

- 16.2 Rise Overall
- 17.2 Rise SED
- 46.7 Rise SWD
- 15.3 Rise 3rd Grade
- 8.6 Decrease EL's



- **Mathematics %**

- 14 Rise Overall
- 45.6 Rise SWD
- 17.8 Rise 3rd Grade
- 4.4 Decrease EL's



## 2018-2019 FOUNTAS & PINNELL DATA: Met Target T3

- K 66%
- 1st 65%
- 2nd 75%
- 3rd 72%
- 4th 81%
- 5th 71%





# Our work

We will continue to monitor students and work on strategic planning, collaboration and best practices for our students.

**English Language Development**

**Mathematics**

**English Language Arts**

**Social Emotional Development**

# Borel Middle School



# Borel Middle School-Leverage SPSA Strategy:

*Quality "First" instruction across the content areas through professional learning teams.*

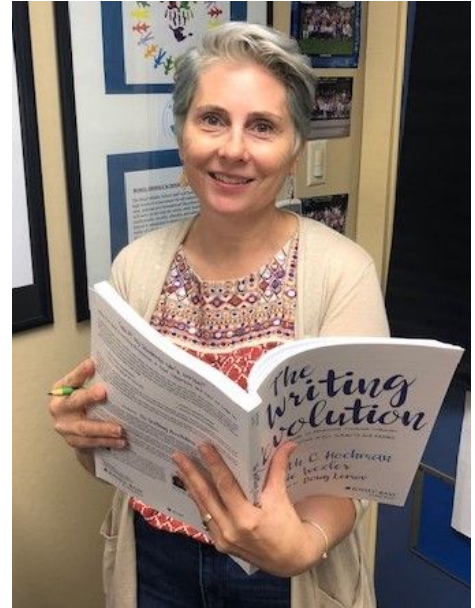
**How we are working with Teachers/Staff to implement this strategy:**

**All** general and special education teachers and counselors are engaging in a Professional Learning Team this year:

- Writing (11 staff)
- AVID (8 staff)
- Restorative Management (12 staff)
- Google Classrooms (13 staff)
- Math Lesson Study (3 staff)

Teachers will participate in **10 Tuesday Staff Meetings** related to their Professional Learning Team.

Each team has a **Teacher Leader** who plans and facilitates each session





# Borel Middle School-Leverage SPSA Strategy:

*Quality "First" instruction across the content areas through professional learning teams.*

## How the Strategy Impacts Students/Families - One example from the Writing Team that reflects the 3 Shifts:

- Identify comprehension gaps when students reflect on what they are learning.
- Writing in response to critical thinking and collaboration around complex text.
- Explicit instruction on organization and conventions
- Systematic approach to writing throughout the grades

3/26/2019  
Notes + Summary Sentence

Source	Unbelievable	date	3/26
Who/What	Maple leaf tempura <small>the way type of leaf that is edible</small> Setsuke Hissai		
What/Will do What	<small>- get leaves that have been for 400 years, salt them and leave them for a year - tastes sweet (add sugar)</small>		
Where	Minoh, Japan		
When	1300 <small>shop is 80 years</small>		
Why	happy when she hears how delicious it is		
How	<small>- salts leaves and leaves them for a year - dig them in tempura batter &amp; fry them</small>		

Summary Sentence: Shut  
Maple leaf tempura is a traditional Japanese snack that originated in the 1300s, is made by Setsuke who takes leaves from the ground and leaves them in salt for a year, then fries them in tempura batter. Why? When?

name: Rachel Ramirez class #: 1

# Borel Middle School-Leverage SPSA Strategy:

*Quality “First” instruction across the content areas through professional learning teams.*

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

Supplemental funds are being used to pay the **Teacher Leaders** to prepare to lead the Professional Learning Team Meetings.



# Borel Middle School-Leverage SPSA Strategy:

*Quality “First” instruction across the content areas through professional learning teams.*

## How we are Measuring our Impact:

### *Teacher Practice*

- Teacher Surveys
- Teachers engage in Lesson Study or Inquiry Cycles to discuss and share student work

### *Student achievement*

- Continue to see growth in “All Student” group
- Increase status and growth in Student Groups (SED, SWD, EL)

In participating in my Professional Learning Strand, I have learned new information and/or strategies that have/will improve my practice.

41 responses





# Bayside Academy

# Bayside's High-Leverage SPSA Strategy:

*A Focus on Language & Literacy Across the Content Areas*

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

Teachers will receive support from the L&L TOSAs in cycles of learning:

- Team inquiry in all grade levels
- Observation and feedback
- Tuesday staff meeting professional development
- Lesson Study cycles



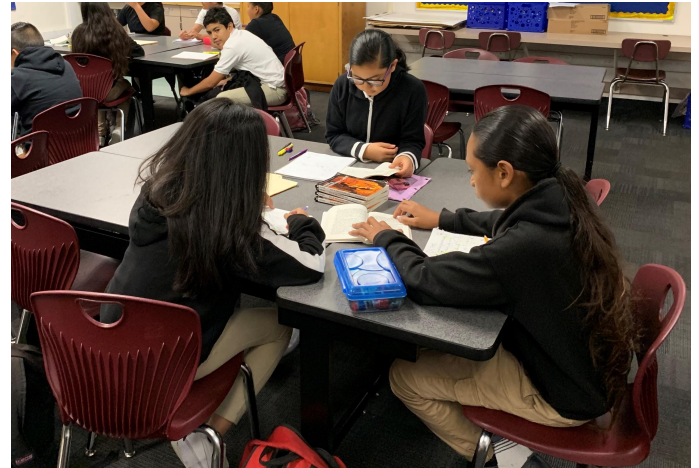
# Bayside's High-Leverage SPSA Strategy:

*A Focus on Language & Literacy Across the Content Areas*

## How the Strategy Impacts Students/Families:

All students will be more deeply engaged across the content areas.

Additional support for students who are Newcomers and who are Long Term English Learners (LTELs)



# Bayside's High-Leverage SPSA Strategy:

## *A Focus on Language & Literacy Across the Content Areas*

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

An additional L&L TOSA will be providing support for grades 4-8.

LTEL Curriculum is being piloted in middle school.



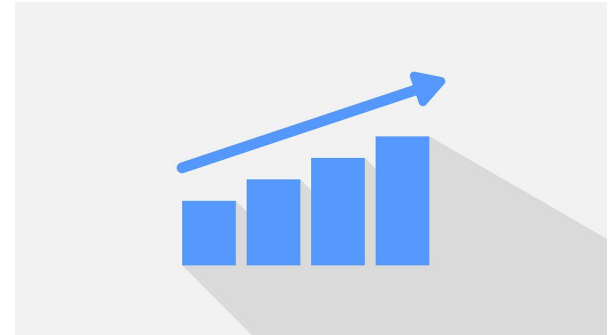
# Bayside's High-Leverage SPSA Strategy:

*A Focus on Language & Literacy Across the Content Areas*

## How we are Measuring our Impact:

We will be using the following data to measure our work:

- ELPAC
- F&P (K-5)
- Reading INventory (6-8)
- Galileo (3-8)
- CAASPP Data (4-8)





# Recommendation for Approval

## Questions?