

San Mateo-Foster City USD

Strategic Planning Session 5

Thursday, December 16, 2021



LIVE • LEAD • LEARN

# AGENDA

Welcome & Overview

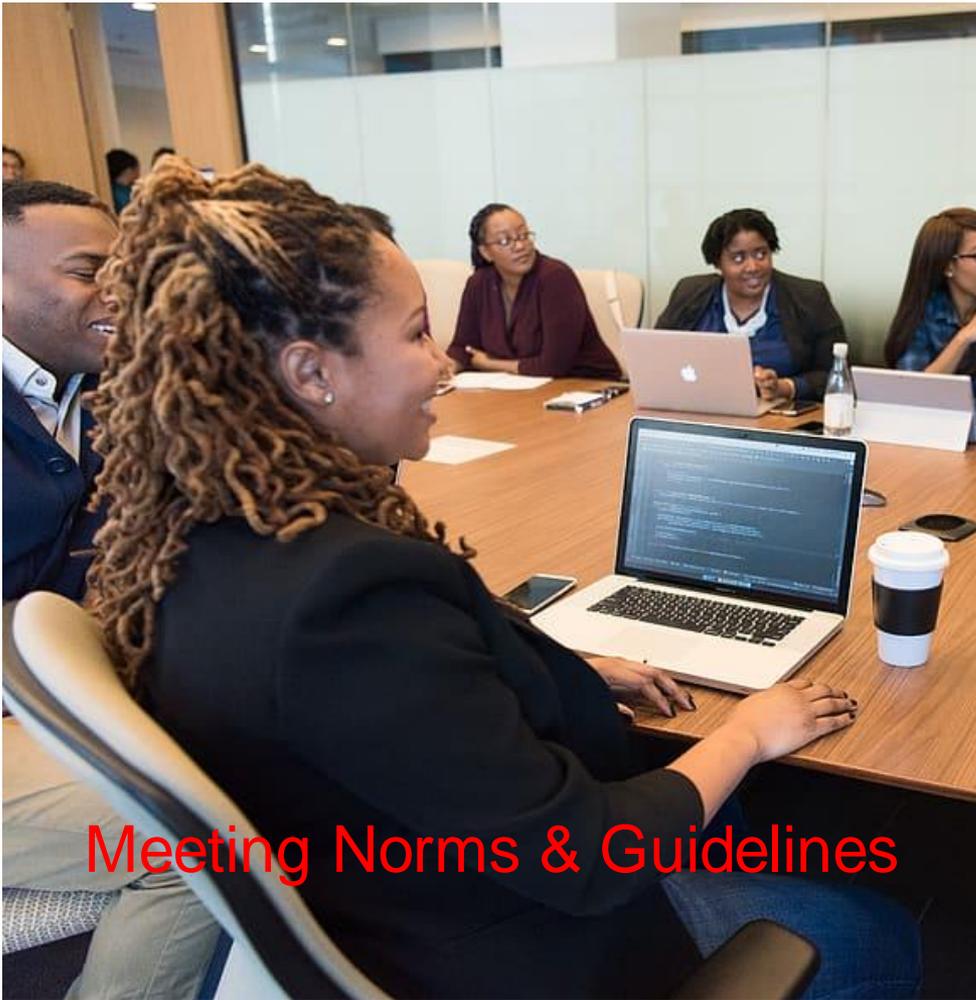
Meeting Guidelines & Norms

Our greatest Strengths & Areas of Need: 2 Ps for discussion

Development of Recommendations to the Board of Trustees

Physical Environment: Facilities

Partnerships



## Meeting Norms & Guidelines

We will keep our focus on the best interest of our students.\*\*\*\*\*

We will stay focused on our goals and avoid getting sidetracked.\*

We will communicate openly and honestly with each other.\*\*\*\*\*

We will respect differences./We will show respect – never dismiss or devalue others.\*\*\*

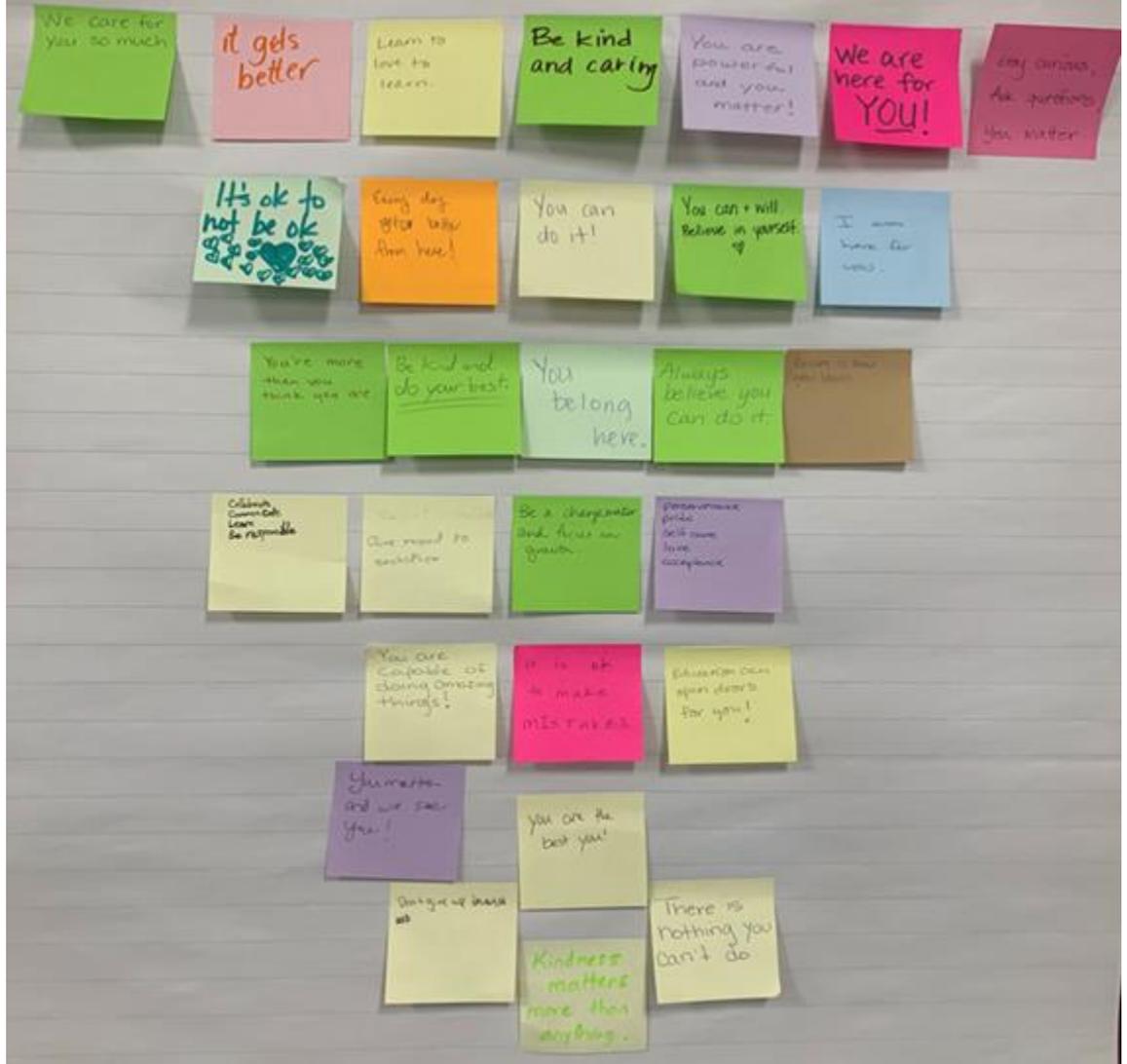
Everyone's opinions count./We will be open to ideas of others.

We will respect team meeting times: start on time, return from breaks promptly, avoid unnecessary interruptions.

Each team member will take responsibility for the work of the team./We will each be responsible for the success of the meeting – participate equally– address concerns.

We will work toward the future – learning from the past.

# Six Words Or Less





Synchr



**“School Improvement Is A  
Highly Emotionally  
Charged Process...”**

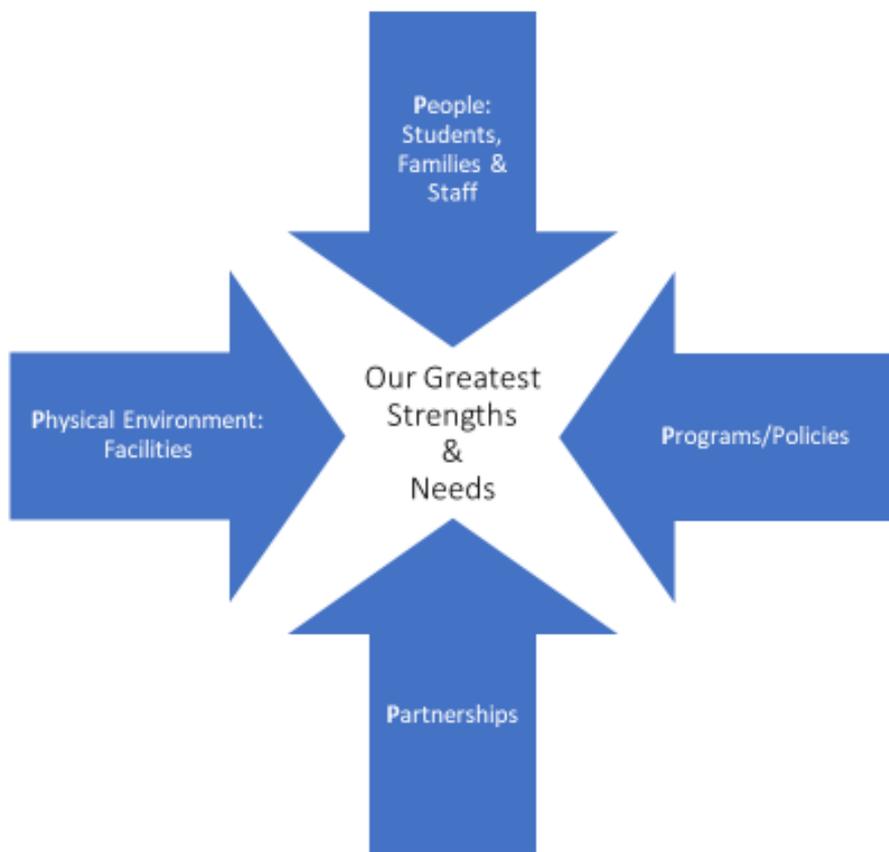
- Belinda Harris



# Building Blocks Framework for Professional Practices



# The 4 Ps



# Subgroup Perspective Activity

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Gather with colleagues from your department and begin to discuss your district's greatest strengths and needs. Based on your conversations, chart the main points your group identified for each of the 4 Ps:

## I. Strengths

**People** (Students, Families & Staff)

**Programs**

**Partnerships**

**Physical Environment**

## II. Needs

**People** (Students, Families & Staff)

**Programs**

**Partnerships**

**Physical Environment**

# Classified Staff

## Strengths

### People (Students, Family & Staff)

- Students: Resilient, helpful, supportive, cooperative & adaptive (Culture)
- Families: Supportive, more flexible, more in tune with schools
- Staff: Step up to help each other, mutual respect (teachers, classified & Admin.)

### Programs

Parent Resources (remote); Free food for kids; Concentric Testing; Vaccination Partnership; Annex; Academic Centers/Clubs; Vibe/Parks & Rec.; Art in Action; After School Sports; Musicals/Plays; PD Bike Safety; Anti Tobacco/Vape Program

## Needs

### People (Students, Family & Staff)

- Students: Mental health, social skills, accountability, attention span, patience, E.L. language regression, early basic skills
- Family: Security, SPED services met, parenting skills/resources
- Staff: Classified training pertaining to jobs, (elementary IMS), understaffed

### Programs

Parent resources (tech); Support classes at all sites for low performing students; district support for low performing students in high performing schools; Shelter/food pantry – pick up of extra food; Therapist – staff related mental health support/Mental Health Days

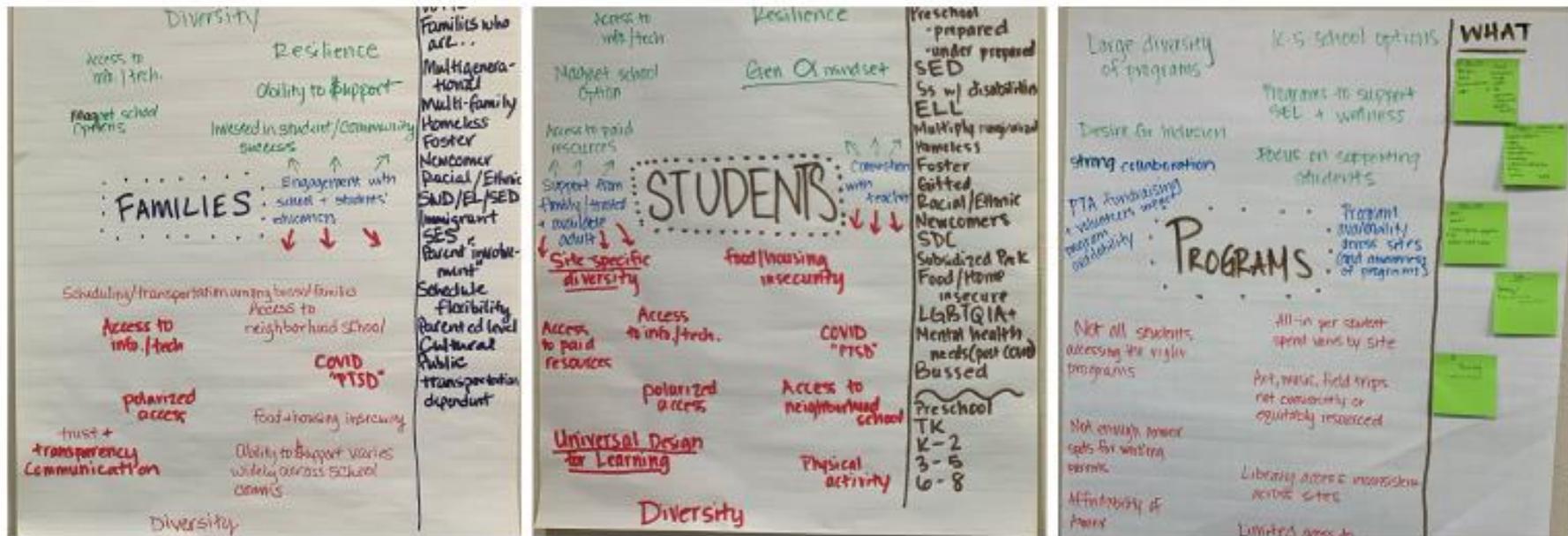
# Certificated Staff Feedback (pt. 1)

Students	
Strengths	Needs
Diversity; curious; resilient; committed; more supported	Trauma informed support; mental health; student-centered training; clear scope/sequence; autonomy; diversity support; ELL support; time; option on student placement; universal preschool

Families	
Strengths	Needs
PTA; Financial support; resources to support school; fundraisers; majority value education; volunteers	Mental health; support for families from all ethnic backgrounds; streamlined support; streamlined guides pertaining to programs and resources; build trust; more parent education; time

# Certificated Staff Feedback (pt. 2)

Staff	
Strengths	Needs
Motivated & driven; flexible; Above & beyond; invested; learners; intrinsic motivation; highly qualified; many hats; advocate, emotional; supportive; caring; social workers; communicators; union supported; genuine care for students	Communication between elementary and middle schools; cross district communication; more support for teachers core mission; more effective timeline for curriculum implementation; mental health; clear scope and sequence; autonomy; more paraprofessionals, more focused and trained individuals; student teachers; TOSA; restructured pacing; vertical alignment; competitive salary; definition of a "good teacher"; accountability and support from the top down; define success; define support; define priorities; diversity support; help all gain a voice; diversify student placement; class size control; teaching standards instead of curriculum, efficient access to data



# Families/Parents Group

# Administrative Staff Feedback

## Strengths

### **People (Students, Family & Staff)**

Labor Relations; Diverse Students/Families; PTA; Ed Foundation; Counselors; School Nursing Team; Certificated and classified staff; Sanctuary Task Force; Food Service Department; Content Area Experts

### **Programs**

Access to technology; ALAC in middle schools; EL newcomer programs at middle schools; facilities upgrades; staffing for counseling programs; Zearn math program; music for minors

## Needs

### **People (Students, Family & Staff)**

More diverse workforce; Hard to fill positions including: SPED, M + O, Substitutes, Custodians, Para Educators, SLP, OT; Behavior Intervention Staff; Staff with ELD expertise to support language acquisition; Classified Staff Expert Groups for mentoring, coaching and training

### **Programs**

Early Literacy Foundational Skills Program; Districtwide MTSS; Districtwide Assessment for Learning systems; Districtwide professional development; Elementary Newcomer Support; Designated and Integrated ELD fidelity; Coherent district-wide SEL program

# Combining Feedback from Parents/Certificated/Admin/Classified

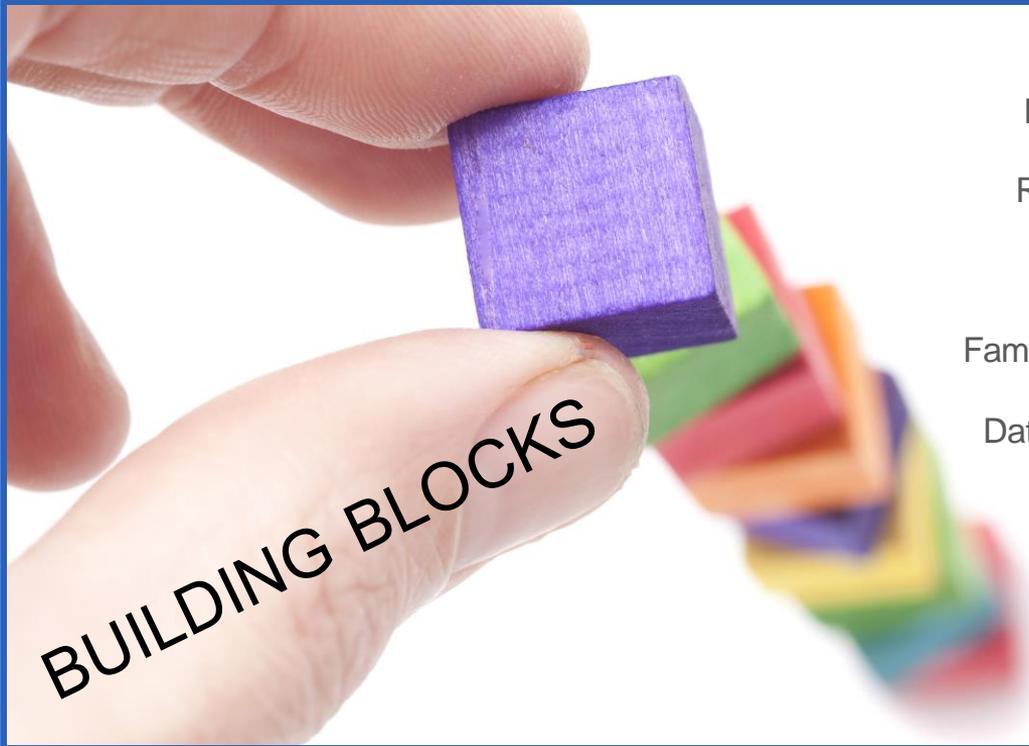
Staff	
Strengths for People & Programs	Needs for People & Programs
<p><u>Students</u>: diverse; curious; committed; kind; resilient;</p> <p><u>Parents</u>: PTA; financial support; resources to support school; fundraisers; majority value education; volunteers</p> <p><u>Certificated staff</u>: Motivated, driven, flexible; invested; highly qualified; supportive; caring; social workers; communicators; union supported; genuine care for students; TOSA; counselors,</p> <p><u>Classified staff</u>: Step up to help each other, mutual respect (teachers, classified &amp; admin); amazing classified team members</p> <p><u>Admin staff</u>: Deeply committed, highly skilled</p>	<p><u>People</u>: Improved communication; neighborhood school access; diverse workforce; strategies to address hard to fill positions; ELD support for staff; Classified Staff Expert Groups for mentoring, coaching and training</p> <p><u>Programs</u>: Equitable access regardless of school site; commitment to equity and diversity; pre-K readiness; Improved curriculum implementation and scope/sequence; early literacy improvement; MTSS; assessment for learning systems; districtwide professional development; elementary Newcomer Support; ELD program fidelity; district-wide SEL program; trauma informed practices training and implementation; competitive compensation; clear definition of priorities and success metrics; accountability and support from district to sites; equitable access to academic centers, after school clubs/music/sports; equitable access to Art in Action;</p>

Greatest Strengths & Needs

Partnerships

Physical Environments/Facilities

# Physical Environments/Facilities Greatest Strengths & Needs



Professional Development

Responsible Fiscal Support

Shared Leadership

Family & Community Engagement

Data-Informed Decision Making

# IDENTIFIED NEED CATEGORIES



WELLNESS



TEACHING/LEARNING



ACHIEVEMENT



EQUITY



PRE-K READINESS



INTERVENTIONS

<b><u>Identified Need</u></b>	<b><u>Broad</u></b>	<b><u>Data-Specific</u></b>	<b><u>Longitudinal Outcome</u></b>	<b><u>Strategy-Specific</u></b>
<b><u>WELLNESS</u></b>	High quality social supports for students in grades 6-8	Pupil attendance rates will increase, pupil suspension rates will decrease for all students.	Students will enter high school prepared to exhibit respect and appreciation for themselves and others while engaging in inclusive environments.	Develop and implement PBIS programs to shape self-management, self-awareness, and relationship building skills for all students.
<b><u>TEACHING/LEARNING</u></b>	Believe every child CAN learn and we CAN teach all children			Ensure training in standards, curriculum, research-based strategies, and assessments.
<b><u>ACHIEVEMENT</u></b>	Maximize achievement for ALL students	Pupil achievement will improve for all students on the CAASPP.	Prepare all students to excel in high school and eliminate the achievement gaps.	Implement innovative, research-based program methods to ensure all children learn.
<b><u>PRE-K READINESS</u></b>	Ensure high quality academic and social readiness for all children entering kindergarten.	All students must enter our Kindergarten program at grade-level according to F&P initial assessment.		
<b><u>EQUITY</u></b>	All students will have equitable access to academic programs and resources that will enable each child to achieve his/her full potential.	Eliminate the achievement gap for all subgroups according to the CAASPP.	Our district will accept responsibility for every learner having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning.	Engage in annual equity audits to ensure that all schools are accepting, valuing, respectful, and supportive such that students feel challenged and invested in learning
<b><u>INTERVENTION &amp; ACCELERATION</u></b>	Provide academic and social interventions for all students K-8  Provide high quality academic acceleration for grades 6-8			Develop model MTSS supports based on student assessment systems (Illuminate) tied to explicit interventions

