

# Bayside Complex Meeting, January 30, 2019

## LITERACY GROUP

	Prioritized Strategies suggested by Participants (got "dot votes **)	District Feedback and Possible Actions in Response to Prioritized Strategies	Other Suggested Strategies that were not Prioritized by Participants (no "dot" votes)
<b>Instruction</b>	Push-in and support in classroom during that subject time	Reading Specialists will support teams and teachers and/or work with groups of struggling readers across grade levels. The District will consider RSP push-in for mainstreaming.	Instead of having individual correction of undisciplined kids, have a special time with yoga mindfulness for refocus in the classroom in order to handle "energetic" kids
	Teacher Support	Teachers will have access to training, teaming, and coaching to build knowledge/skill in supporting struggling students with universal and targeted supports. Reading specialists will provide targeted and intensive supports as called for in each school's SPSA.	Stop doing intensive where pulling indivi. students out and where can only assist 6 kids per term.
	Add back enrichment to school day (Wed shorter day)	LCAP may support the development of core academic enrichment activities. Schools would have to identify these in their SPSAs.	Offer reading opportunities as parts of other learning areas
	Continue the GATE program!	Identified gifted students will continue to have opportunities to learn in the GATE program.	Afterschool homework help/literacy help
	Instead of pulling kids out and interrupting their learning, provide early or after school whole period for intervention	The District will identify additional opportunities for lower performing students to access extended day learning.	Support for teachers to spend more time with smaller groups - outside school hour. After easier than before or maybe offer both. Who run? staff? volunteer? at every school?
	Breakouts to small groups, smaller class sizes	Teachers will differentiate instruction through small group instruction. Class size is determined through the contract negotiation process, not the LCAP process.	Continue computer/technology specialist@schools (CP/Mr. Gifford is great!)
	Fundraising District wide	District will explore ways, in collaboration with the Ed Foundation, to raise funds for all schools.	Sneak peek meetings for kids graduating to middle school on sample work
	Opportunities for teachers to collaborate at same grades at different schools	Teachers will have the opportunity to collaborate across schools in grade level/subject matter PLCs	offer free afterschool opportunities for students learning/ enrichment
	More use of computer technology. Kids who need extra help can get a lot of practice in a short period.	District will increase the number of available chromebooks as part of Basic Services goal area in the LCAP. District will support use of instructional technology as part of the Student Achievement goal area.	Continue range of programming options to support variations in interests among students & families (Mandarin, Spanish, GATE, Montessori etc.)
	Stop inconsistency among schools re: programming, funding & communication among schools	District will create protocols for: programming, funding and communication.	Volunteers from community Seniors (grandparents) reading with kids
	District-wide foundation needs to be stronger- individual school/program efforts lead to more inconsistency with funding	District will explore ways, in collaboration with the Ed Foundation, to raise funds for all schools.	Funding to aid instruction - get funding from all families - assess a fee "semi private"
	Bring back Wednesday enrichment options at schools	LCAP may support the development of core academic enrichment activities. Schools would have to identify these in their SPSAs.	Parent participation - create "points" for school bonus based on parent participation from groups such as parents of EL, SED, etc.
	Literacy interventions - provide support before or after school instead of during class time - provide priority access to Annex through scholarships or priority for enrollment	The District will identify additional opportunities for lower performing students to access extended day learning.	Strategy - more parent involvement, volunteers in classroom
			Sharing between schools. Homework tips, etc. @District level
			What educational companies are in San Mateo? Can we get "sponsorships"?
			Start intensive support before/after school rather than during class
			Accept many vendors for afterschool programs, not only "not for profit"

<b>Wellness</b>	Provide mindful/stress management support in class	District will provide SEL curriculum and support (ie Mindfulness)		Continue funding food/support for kids
	Availability/access to services, normalizing use, removing stigma, district "wellness fair?"	District will provide access to wellness services		Instead of having many aids in one classroom, maybe have a separate section of the classroom for special support
	Create a better recycle ED across the board to deal with climate change	District will increase recycling efforts working with the Maintenance and Facilities Division to determine how this could be enacted.		Support for GATE kids
<b>Family Engagement</b>	Buddy program after school? Older kids helping younger, especially when need community service hours. Still question of who leads.	District will provide PD for teachers on how to effectively implement "buddy systems"		Access to books at home, donate?, corp./sponsor donation
	Let student interact with multiple grade levels "buddies" older/younger.	District will provide PD for teachers on how to effectively implement "buddy systems"		
<b>MATH GROUP</b>				
	<b>Prioritized Strategies suggested by Participants (got "dot votes **)</b>	<b>District Feedback and Possible Actions in Response to Prioritized Strategies</b>		<b>Other Suggested Strategies that were not Prioritized by Participants (no "dot" votes)</b>
<b>Instruction</b>	More activities, including computer/online, that students can work on in the class, so it can be easier to split the class into more groups. Leverage technology	District will increase the number of available chromebooks as part of the Basic Services goal area in the LCAP. District will support use of instructional technology, particularly in small group differentiation, as part of the Student Achievement goal area.		Hire floating aides that go where needed across the district.
	Add teaching aides for smaller group instruction	District will ensure that struggling learners work with our most highly qualified staff. Teachers will have access to training, teaming, and coaching to build their knowledge/skill in supporting struggling students with universal and targeted supports, including small group instruction.		When differentiating, know that there are different areas of strengths; e.g. a student in the "poor performer arithmetic" group might be in the "high achiever geometry" group
	Project-based math to make the math more relevant. Instead of "do these 30 questions," say "do the math needed to build this bookshelf". Then actually build the bookshelf, students will be responsible if it does/doesn't work out.	District will provide professional learning that focuses on conceptual understanding of mathematics, not simply procedural fluency.		
	Hire additional aides to help struggling students with confidence and understanding.	District will focus on growth mindsets in mathematics. District will ensure that struggling learners work with our most highly qualified staff.		Parent Involvement in classroom small group instruction was successful in my son's 5th grade classroom
	Contextualize to real life/student interests	Professional learning will include project-based, real-world problems to understand mathematical concepts.		
	Project Based Learning	Professional learning will include project-based, real-world problems to understand mathematical concepts.		
	"Buddy system" for help from another student? or assigned study groups?	District will support peer tutoring as part of the AVID program in the middle schools		
	Need to provide early intervention to ensure gaps in math understanding do not compound as kids advance	District will expand Counting Collections training to K-3.		
	External visits from diverse experts (diff. backgrounds, genders) to engage kids	District will support schools in Family Math Nights that honor the Cognitive Guided Instruction framework: Everyone comes with math knowledge, and we will leverage positive input from all families		
	Teacher on Special Assignment working with each teacher (coaching) is more effective than PD (training)	District will expand math coaches supporting teachers and teams through the Block Grant.		
	Professional Development available to train teachers to teach in a common methodology as students transition from grade to grade	Teachers will have access to district and site-based training, teaming, and coaching on standards and math practices, using instructional strategies that meet the needs of different learners.		After school computer access at SM Libraries
<b>Wellness</b>				

Family Engagement			
WELLNESS GROUP			
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<b>Instruction</b>	Use of visual and performing arts to increase student connectedness to schools	Social Emotional Learning: Teachers will have access to strategies to include visual and performing arts to build connectedness to school	Teachers keep classrooms open during lunch as safe, supervised spaces for students
	Increasing visibility of the cultures of under performing student groups by representation in visual and performing arts courses	Social Emotional Learning: Staff will take an asset-based approach to students and leverage students' home culture in visual and performing arts	Offer bridges to include classified staff into becoming certificated teachers, advertise programs that are available
	Full Time Specialist: counselors, PE, Art, Music, Language	Counseling Services: Highly impacted school sites will continue to receive counseling services across content areas and expand to high needs student groups	Lower cost loans to teachers - more opportunities for more diversified staff (housing/education)
	Affordability of housing for staff - attract a diverse staff	District will pursue a variety of strategies to attract and retain a highly qualified, diverse teaching staff	
	Teachers need more time/prep (planning time) so they can be more connected with students	Safe & Inclusive environments: Teachers are provided with additional collaboration time focused on meeting the needs of students who require additional in class supports for behavior	Art/PE are helpful - more PE could help connectedness with the younger grades (my 1st grader likes PE days best)
<b>Wellness</b>	Positive groups for high risk students to provide support (anger management)	Social Emotional Learning: Teachers will have access to additional PD to learn how to implement mindfulness and PBIS life skills as part of the instructional day	
	"Boys group" similar to girls groups	Mental Health: Counseling interns will be asked to set up a boys group to target the specific issues that arise with boys. Then assure that these groups are integrated across content and gender.	
	Access to after school program (transportation)	Safe and Inclusive environments: Expand after school programs and ensure transportation services for students so that they can access the after school programs	
<b>Family Engagement</b>	Parent education provided by PTA to help parents support kids	Social Emotional Learning: District and schools will provide parent education opportunities that enhance parent support for their child's social emotional learning.	Existing parental involvement has helped, but more could help more:)
	Increased and timely communication with parents (eg. academic or social concern)	Schools will provide increased and timely communication to parents regarding academic or social-emotional concerns for their student.	