

Borel Complex Meeting, February 20, 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)
Instruction	More reading groups by reading level	Teachers will have access to training on how to identify and provide targeted intervention, including differentiated reading groups, to meet the needs of struggling readers.	Middle school homework club or study hall
	More aides in classrooms	The District will ensure that struggling readers are supported by our most highly qualified adults. Teachers will have access to training on how to identify and provide targeted intervention, including differentiated reading groups, to meet the needs of struggling readers.	Early interventions
	Compile inter-classroom grade-level student groups for subjects like reading and math, to group kids together with similar abilities and keep them challenged with targeted exercises and assignments to push students to their potential	Teachers will have access to training, teaming, and coaching that enhances their skill/knowledge in working with struggling readers. Middle schools will have reading specialists who can provide targeted supports to struggling readers. As identified in their SPSAs, schools will devise daily schedules to maximize supports for students with different learning needs, including strategies for flexible grouping.	Intervention block - time to differentiate for all levels, small group, etc.
	Reduced class sizes	The District will implement class sizes according to the contract.	Middle school training to support EL & SWD in a particular subject adopted curriculum (targeted training)
	Pre-K instead of T/K to target at need groups and boost them	The District will ensure that, for each grade span starting with PreK, teachers will have access to training, teaming, and coaching that enhances their skill/knowledge in working with struggling readers.	Address ESL students in some sort of group to accelerate learning
	Eliminate TK and allocate those resources toward English language development for Pre-K EL students	State funding resources cannot be used as suggested.	Provide and accelerated program for EL student their first 2 years of school to teach at a level and pace that will best accelerate their language development while addressing the curriculum
	Keep the 120 minute PE flip to support small learning groups	The District will continue to fund PE as a strategy to support differentiated, small group learning.	Keep PE at 120 hrs/week. PE flips are very helpful to support small group instruction
Wellness	Mental Health - role of counselors	(Mental Health)The District will explore options for increasing access to counseling support at school sites.	SEL & Tier 1 (beyond PBIS)
	Middle School Scheduling (fast paced-short periods)	MS may explore the implementation of block scheduling.	Messaging around School Loop
			Homework - amount, purpose
			More aides in classrooms
Family Engagement	Provide and send homework in home language so parents can understand and support	The District and schools will explore how to provide homework guidance in home languages.	Provide additional communication between parents and teachers - have teachers communicate what kids are learning
	Clear expectations and guidelines for communicating with all families	The District and schools will strengthen family communication expectations and resources to ensure more consistent, high quality communication with families.	School wide email collections for class communication ahead of school start
MATH 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)
Instruction	Support to learn addition, subtraction and multiplication	Standards on automaticity and precision: Counting Collections should lead to the number sense that support students to develop this automaticity. Support students to use different models and mathematical tools for this content.	Two grades teaming up to help each other

	Additional resources (math homework help after school) Math support for those not proficient	Teachers will have access to PL in small group instruction to meet the different needs of students, identify Tier 2 intervention and push-in and extended-day strategies with additional resources.		Different worksheets for different kids, additional work for high performers and proficient kids, math games, not just worksheets designed for different groups
	Math "breakouts" - kids go for an hour to level-appropriate/cadenced class (elementary)	Teachers will have access to PL in small group instruction to meet the different needs of students, identify Tier 2 intervention and push-in and extended-day strategies with additional resources.		Have children go on YouTKube in Spanish to practice multiplication i Spanish then translate thos answers into English
	Small group breakouts based on math proficiency. Combine them by grade/diff classes?, lesson planning, curriculum, innovative ways to learn math	Teachers will have access to PL in small group instruction to meet the different needs of students, identify Tier 2 intervention and push-in and extended-day strategies with additional resources.		Students helping teaching each other similar to "reading buddies" for math
	Small Group instruction	Teachers will have access to PL in small group instruction to meet the different needs of students, identify Tier 2 intervention and push-in and extended-day strategies with additional resources.		Test children on lesson plan before you dive in and different homework/curriculum based on it?
	Summer school math programs	District will provide struggling students with summer learning opportunities in math.		Earlier "math support" programs for elementary
	Instead of TK - have we thought about class for EL's for that pre-kinder year	State funding resources cannot be used as suggested.		What are the STEM/STEAM schools offering in math/sci, that others aren't getting? (elementary)
				Early math literacy (preschool)
Wellness				What is the STEAM/STEM doing that they can learn from? How to incorporate music and math?
Family Engagement	Math support for teacher on how to teach different student at their levels	Teachers will have access to PL in small group instruction to meet the different needs of students, identify Tier 2 intervention and push-in and extended-day strategies with additional resources.		Capitalize on family strategies for problem solving not "my family doesn't do it the same way" or it's wrong", but celebrate ANOTHER way!
	Engage parents periodically and regularly to highlight (+) and (-) on math proficiency with a clear, actionable plan	The District will support schools with resources to implement student-led conferences in mathematics.		Homework help if parents can't or don't have time to help
				District licensed software tools that can be accessed at home to let student do additional learning at home (elementary)
WELLNESS 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)
Instruction	Makerspace and opportunities for creativity	LCAP may support the development of core academic enrichment activities, that build student engagement in school. Schools would have to identify these in their SPSAs.		Unstructured learning (e.g. flexible)
	Having difference learning experiences to support different types of learning	LCAP may support the development of core academic enrichment activities, that build student engagement in school. Schools would have to identify these in their SPSAs.		Create community through music
	Increase feelings of connectedness by giving students to explore their diverse talents in areas such as art and music	Social Emotional Learning: Teachers will learn strategies to include visual and performing arts to build connectedness to school		More play time and opportunities for healthy peer interactions
	Team-based and collaborative learning	Social Emotional Learning: Teachers will have access to PD to learn how to implement student collaboration activities.		legos/tactile learning - pride
				play-based and active learning
				flexible seating for students

			provide teachers more tool around classroom management
			students need more ways to build confidence/feel successful(e.g. art)
Wellness	Unity through the arts/music (VAPA)	Social Emotional Learning: Teachers will learn strategies to include visual and performing arts to build connectedness to school	Have arts programs to support creativity
	Universal screening on mental health of students		Creating sense of community in play areas
	In middle school have one teacher follow student/group of students through the grades(6-8). Hillsdale Model?	Middle Schools may explore block scheduling and teacher looping strategies.	Teachers complete form that helps identify at-risk students - mental and social emotional health
	SEL programs funded by district (not all PTA's can fund the school)	Social Emotional Learning: Teachers will have access to PD to learn how to implement mindfulness and PBIS life skills as part of the instructional day	Change rates for annex/before or after school care
	We need more counselors (full-time in all our schools)	(Mental Health) The District will explore options for increasing access to counseling support at school sites.	
Family Engagement			Open House, PTAs Participation, School Events
			Consistent adviser for students in middle school which also allows for consistent contact for parents
			Evening Parent Education Bi-lingual (more)
			Video Chat or texting engagement points - school board, PTA, etc.