

# Classified Staff Meeting, March 12, 2019

## MATH/LITERACY GROUP (combined)

	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>	Consistency across the district need to be in place: minimum days, days off, disciplinary issues	The District will work with classified and school leaders to identify inconsistencies in school schedules and minutes that impact instruction. The District will continue to support implementation of PBIS practices across all schools to ensure consistent and equitable supports for students and teachers.	Have more staff on hand to help students that need the extra one on one
	Math support staff and parents should be trained on the methods that they know already to discover why it work and then branch into other common core strategies in order to connect how multiple methods work. Thus making it easier to assist children.	Classified instructional staff will have access to math professional learning opportunities to build and align their expertise with teachers in the delivery of Common Core math instruction to students. As identified in their SPSAs, schools will include classified instructional staff in site-based training, teaming and coaching in mathematics.	Have time to talk to teachers on how they are teaching the subjects
	Support staff needs more training to develop tools to interact with a wide variety of disabilities and needs.	Classified instructional staff will have access to language & literacy and math professional learning opportunities to build and align their expertise with teachers in the delivery of Common Core instruction to the variety of students with disabilities (SwD). As identified in their SPSAs, schools will include classified instructional staff in site-based training, teaming and coaching in serving the needs of SwD.	Maintain classroom size to 32 or less for best learning opportunities
			Fully staffed to include subs for afterschool program
			A SPED student with a disability needs to have the teacher (RSP, Speech, OT, Behaviorist, etc) involved with the student right away. A student cannot function without
<b>Wellness</b>	Continue to provide small group instruction in order for student to continue thriving	The District and schools, through their SPSAs, will continue to focus on small group instruction to address the different needs of learners.	Students gain confidence in small group instruction
	When a student speaks a different language having an aide (or someone speaking the same language) to be there for the student during a part of day to help make the student feel comfortable	The District and schools, through their SPSAs, will identify additional bilingual resources to support student learning.	Some students need interpreter/translators. Having translators available will give students a positive attitude
			Develop a student strength, recognize it and continue to build on it - PBIS both at school and afterschool settings reinforces the students understanding what is expected of them.

<b>Family Engagement</b>	Continue to make learning events accessible to families	Schools may identify in their SPSAs family engagement strategies that bring families into the classrooms as teaching resources (e.g., as guest speakers) to address the specific needs of EL students. Schools will continue to provide transportation to support family participation in school activities.		Encourage students/families to look at reading in a new way: Chose topics of interest, audio tape, shared reading, reading to a child
	Provide annex/parents with learning possibilities on how to help their students			
<b>WELLNESS 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>Wellness</b>	Provide incentives for teachers to lead or champion clubs	The District and schools, through their SPSAs, may identify resources needed to lead clubs and other activities that engage students.		Wellness club or leadership club
	Teaming of ALL middle school to provide school safety and connectedness	The District will continue to support middle school leaders to collaborate in the implementation of strategies, across all middle schools, that help students feel connected and safe in school.		Leadership group of students to support new students or leadership class
	After school support/safe group for students (counseling) - girls group & boys group	The District will identify district and community resources to provide boys & girls counseling outside the school day.		Team/quad of teachers & students to support regular meeting, support from Admin
	Counseling group for girls or boys meetings after schools=wellness	The District will identify district and community resources to provide boys & girls counseling outside the school day.		Looping students - 7th to 8th same teachers
	Start Doing: more & constant work on acceptable behavior. Zero tolerance on destructive behavior	The District will continue to support implementation of PBIS practices across all schools to ensure consistent and equitable supports for students and teachers.		Start Doing: administration need to model the behavior they want. meaning treating all students with respect & love of family. Increase student family events. Administration need to make sure teachers feel supported, valued so they can then have the energy to pass that on to students. When kids see their teachers at schools events that normally wouldn't require teacher attendance it suggests to students that teachers value them the event & school
	Provide counselors at ALL middle schools and elementary including NSV	The District will explore options for increasing access to counseling support at the sites.		Transition from elementary to middle school (support)
	Surveying more grades (CHKS) or exit interview in 8th grade	District and schools will engage in "student voice" strategies (e.g., surveying, empathy interviews & focus groups) to understand how to improve instruction.		
	K-8 schools (like Bayside). Older students behave better when younger student on campus?			
	8th Grade exit interview or survey from student to compare data for connectedness & school safety	District and schools will engage in "student voice" strategies (e.g., surveying, empathy interviews & focus groups) to understand how to improve instruction.		

	Support for newcomer students or connections for families to support health with mental, support conenct to schools services	The District will identify additional resources to provide social emotional, health, and case management supports to Newcomers and their families.		
	Certified PE teachers at ALL elementary school	The District will ensure that a certificated PE instructor oversees the PE program at each school site.		
<b>Family Engagement</b>	School meetings/event: childcare, food, transportation and translation	The District and schools, through their SPSAs, will continue to allocate resources for childcare, food, transportation, and translation at school meetings/events.		Utilize school messenger for specific language messages
	Bus/transportation for students to school and parents to events	The District and schools, through their SPSAs, will continue to allocate resources for childcare, food, transportation, and translation at school meetings/events.		Sexual health all in Spanish night to engage families
	Transportation, childcare, food for parents and include student participation	The District and schools, through their SPSAs, will continue to allocate resources for childcare, food, transportation, and translation at school meetings/events.		Improving attendance: Provide transportation and for Parent ed nights, childcare & food
	Focus groups for families of students of low performing subgroups to find out their opinions on what may help	District and schools will engage in "family voice" strategies (e.g., surveying, empathy interviews & focus groups) to understand how to improve instruction and supports for their students.		Flexible evening options for parent/teacher conferences