

# Teacher (Baywood) Meeting, February 11, 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>	Restorative practices at all school plus implicit bias PD (eg. extend work by Arriaga)	Social Emotional Learning: Teachers will have access to additional PD to learn how to implement mindfulness and restorative practices as part of the instructional day.	More guidance on planning from district to align across sites
	More Literacy Coaching (vs. pull-out support)	As described in school SPSAs, classroom teachers may receive push-in support from Reading Specialists.	More Benchmark/balanced Literacy PD - especially re: differentiation
	Set of culturally pedagogy curriculum books for all classroom	District will support schools to purchase materials that reflect the cultural and linguistic backgrounds of their students	
	Basic skills curriculum to support newcomers in the classroom	District will Pilot materials for ELLs by Typology, including LTELs and Newcomers. For example, RIGOR, materials from Stanford, etc.	
	PD to support teachers who have newcomers in the classroom set at the beginning of the year	Teachers will have access to training, teaming, and coaching that builds their capacity to support the needs of Newcomers in their elementary classrooms.	
	PD for teachers that have students performing far below the LCAP Goals	Teachers will have access to training on how to identify, provide targeted intervention, and on-going acceleration for students with significant academic needs.	
<b>Wellness</b>	Restorative practices at all school plus implicit bias PD (eg. extend work by Arriaga)	Social Emotional Learning: Teachers will have access to additional PD to learn how to implement mindfulness and restorative practices as part of the instructional day.	Create rubrics to do regular evaluation of the implementation of PBIS on site
			Positive feedback
			Ask feedback from parents and students to get more buy-in
<b>Family Engagement</b>	Offer English Language classes to our EL parents	District will coordinate with community partners who offer English language instruction to adults.	Ask parents to assist with some classroom activities
	Parent Education Nights	District and schools will provide parent education opportunities that enhance parent support for their child's language & literacy learning.	On site ELAC meetings

			Offer interpreter or translation in different languages
			Offer 2nd language instruction to teachers/staff so we can communicate with families in other languages
<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>	K-2 assessment for math with district support/time	District will identify and implement common benchmark assessments for early mathematics.	Leverage interventions (both classes & technology)
	Assessment for primary	District will identify and implement common benchmark assessments for primary and secondary mathematics.	Word walls for Math
	Continue to promote & support ELMI collaboration and SVMl lesson study	District will support Counting Collections in all schools in early grades. SVMl strategy for lesson study will be a supported model for professional learning.	More resources in classrooms, technology, manipulatives, collections
	Bring back Jo Boler	District will continue work to support positive student mindset in mathematics.	Focus on academic language=training and inservice
	Better assessments, more MARS vs. less Galileo	District will implement a complete assessment plan with all levels of assessment covered and supported.	Designated ELD around Math language - ELD strategies across district (GLAD, etc.)
	Smaller class size	District will implement the contract. Provide PL to support teachers in small group instruction. Explore push-in strategies with additional resources. District will review classroom environment conditions and size of room/class relationships.	Counting Collections - primary grades
	Leverage EL strategies in all curriculum areas, i.e. MATH!	Teachers will have access to PL that focuses on the language learning demands of Math Tasks (content language objectives).	Counting Collections in all primary classrooms, and possible 3-5 grades
	Math specialists at the elementary schools for: coaching teachers, intervention program	Math content specialists will support teacher teams for professional learning (lesson study) and strategies and planning for in-class interventions.	Differentiating instruction - different levels of math booklets within curriculum
	Math Intervention	Teachers will have access to PL in small group instruction to meet the different needs of students. They will identify Tier 2, intervention, push-in strategies with additional resources.	Early Math Intervention

	Math interventions in early elementary school	Teachers will have access to PL in small group instruction to meet the different needs of students. They will identify Tier 2, intervention, push-in strategies with additional resources.	Targeted small group instruction on vocab. /math concept
	Small group math support	Teachers will have access to PL in small group instruction to meet the different needs of students. They will identify Tier 2, intervention, push-in strategies with additional resources.	Math intervention at school sites. "Math Recovery"
		The District will explore the use of ST Math at ES and strengthen use at the MS level. Use data to be clear about math learner "typologies".	Blended learning opportunities
		The District will explore the concept of teacher teams creating curriculum guidance development in the context of lesson study.	Have teachers develop units of study that incorporate our current curriculum and other resources and best practices
			Stop Galileo and find another tool that would help teachers inform their instruction, concept by concept when taught. Also more aligned to SBAC type of questions
			Collect & share multiple data points
			Stop spending valuable/limited funds on Geometry classes
			Investigate how we group students
			Explore ways to get more time for math
			small class size
			Scaffolding
			Discourse rich classrooms
			Support for teachers & resources - 3 read strategy, counting collections
<b>Wellness</b>	Structure support classes in a way that doesn't take away electives	The District will identify additional opportunities for lower performing students to access extended day learning so that they have greater access during the day to engaging electives.	Cultivate growth mindset
			Direct instruction around growth midset(SEL curriculum?)
			Worried about students getting pulled from activities that might engage them in school for more math
			Re-energize the focus on math (but don't let go of literacy!).

<b>Family Engagement</b>	More family engagement nights/events/workshops	Schools will identify in their SPSAs family engagement strategies that address the specific needs of struggling math students and how their families can support their learning at home.	Math classes/workshops for families about counting collections
			Homework Clubs
<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>Instruction</b>	More consistent language district wide SE "Stuff"	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	Crosscurricular arts training or PD
	Training for consistency of discipline practices	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	District TOSA for VAPA/Integration
	Teacher guidelines for what can and cannot be done in discipline	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	
<b>Wellness</b>	Allow elective over "doubling up" academic for groups	The District will identify additional opportunities for lower performing students to access extended day learning so that they have greater access during the day to engaging electives.	Teacher wellness education - socio emotional learning curriculums
	Counseling plus more support for students with behaviors or at risk for suspension	(Mental Health) Assign specialists to address Tier 2 needs for at risk students to prevent suspensions and inappropriate behaviors.	EVS and outcomes of survey (action plan) worked
	6 Seconds SEL Training (curriculum)	District will provide district SEL curriculum and support (ie Mindfulness).	Consistency of staff
	Every school should have a full time counselor	(Mental Health) District will explore options for increasing access to counseling services at school sites.	Counseling accessibility for students who are not English proficient
	Consistency clear guidelines for counselor roles	(Mental Health) Counseling services will be organized in a centralized and cohesive manner.	Counselor support - what are their options? Do they have a mentor? Do all schools have YSP?
	Having consistent counselors at each site	(Mental Health) District will explore options for increasing access to counseling services at school sites.	Needs equity across schools

			Portion of LCAP going towards Arts, Wellness
			Grief consultant help for teachers, plan for student/sibling death
<b>Family Engagement</b>	Explicit communication to families (Back to School Night?) on significance of absences	Schools will identify in their SPSAs family engagement strategies that address the specific needs of chronically absent students and their families.	