

2020–21 Every Student Succeeds Act Comprehensive Support and Improvement Program

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
LEAD Elementary School

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>SMFCSD planning and support processes used to develop LEAD’s CSI plan (improvement model, frameworks, evidenced-based strategies)</p> <p>As noted above, San Mateo Foster City School District has one school, LEAD Elementary, in CSI, which has and will enable the district to provide direct support to the school in two ways in developing LEAD’s CSI plan.</p> <p>1) The first way is through a district-site CSI Planning Team that meets regularly to conduct and plan site-based CSI planning and implementation activities (data inquiry, root cause analysis, identification of evidence-based strategies, etc.). This team is composed of the Assistant Superintendent of Education Services, the Director of Curriculum & Instruction for Elementary Schools, and the Principal of LEAD Elementary (newly hired in 2019 to guide the school’s improvement work).</p> <p>Even before LEAD was identified for CSI, this group met to analyze key CA Dashboard and district benchmark data, to monitor/adjust LEAD’s School Plan for Student Achievement (SPSA), and to plan the site’s engagement with the School Site Council, staff teams, and families broadly. As part of that work, this group and the LEAD community had clarified the school’s performance challenges, specifically that English Learners and students from Socio-Economically Disadvantaged</p>

(SED) backgrounds were far from grade level performance, across grade levels. Root cause analyses of these challenges had identified: teachers needed more professional and support with the newly-adopted Literacy/Language curriculum; English Language Development instruction was not yet coherent and consistent across all grades; teachers needed more professional learning and support for math instruction; the school needed to set and focus on learning targets at each grade level to help teachers monitor student progress; the social emotional learning needs of students were not being effectively addressed; teachers needed more built-in opportunities for cross-grade level collaboration and vertical alignment; and teachers and staff needed to develop methods to strengthen the school-to-home relationship to enhance academic support. Through the district-site planning group and the SPSA adoption, the district was already supporting implementation of evidence-based strategies from Balanced Literacy, the CA English Learner Roadmap, the Silicon Valley Math Initiative, and Multi-Tiered System of Supports (MTSS) frameworks. These strategies included enhanced supports from the district such as site content coaches; tier two and three language & literacy student interventions through teachers on special assignment; and additional counselors.

With LEAD's entrance into CSI, the district planning group formalized into the district-site CSI Planning Team and has continued the thought-partnership, coaching, and resource allocation to LEAD. The continued work of the CSI Planning team--the additional data analysis, root cause analysis and identification of evidenced-based strategies--has built on the original work described above and informed the following second way that the district has provided direct support to the school in developing LEAD's CSI plan.

2) The district has also supported the principal to form a LEAD CSI Core Planning Team of key teacher leaders and to implement that team's efforts to engage school stakeholders in evidence-based planning and decision making and to build on the SPSA planning and implementation described above. The principal has shared and extended the work of the district-site planning team with the LEAD CSI Core Planning Team, which has in turn worked with the School Site Council, the school English Language Advisory council, teacher and staff teams, and families more generally.

These stakeholders have participated in a review of the data analysis, root cause analysis, and identification of strategies and then been asked to extend the thinking of the planning teams in four specific areas: student achievement, student wellness, family engagement, and operations/human resources. This work has led to the identification of another major improvement workstream (in addition to those outlined above) focused on staff Diversity/Equity/Inclusion (DEI) professional learning that builds staff will, knowledge, and skill to accelerate the learning of historically lower-performing students, through strategies that ameliorate staff implicit bias, build cultural knowledge, and enable their implementation of responsive pedagogy. Also, given our current pandemic circumstances, this work has developed how to push the improvement work forward, while the staff and students are experiencing the unique challenges of distance learning.

The district will continue to support the planning and activities of LEAD CSI Core Planning Team as the school closes out its CSI planning work, finalizes its strategies by December, and continues implementation. In addition to the thought-partnership, coaching, and allocation of resources, the district will focus more intensively on the monitoring and evaluation of LEAD's CSI improvement efforts, as outlined in the following section.

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

SMFCSD will monitor the implementation of LEAD's CSI plan in the following ways: 1) Given the emphasis in LEAD's plan on building staff capacity through professional learning in DEI, language and literacy, mathematics, and social-emotional learning strategies, the district-site team and the site CSI Core Planning Team will gather and analyze evidence of the impact of professional learning activities, including feedback survey data, staff focus groups and interviews, content coach reflections, and analysis of teacher team collaboration documents (agendas, deliverables, etc). 2) Given the emphasis on DEI, social emotional learning, and family engagement strategies, the teams will gather and analyze evidence of the impact of these strategies on students and families by conducting surveys, focus groups, and interviews with them. 3) Given the emphasis on building quality MTSS systems and strategies, the teams will gather and analyze evidence of these systems and strategies through staff and stakeholder surveys, focus groups, interviews, and documentation of the supports and interventions students and families experience. The district-site CSI team and the site CSI Core Planning Team will engage with LEAD's School Site Council, English Language Advisory council, teacher and staff teams, and families more generally, in analysis and implementation adjustments from this data.

SMFCSD will evaluate the effectiveness of LEAD's CSI plan in the following ways: 1) Analysis of improvements in student attendance and engagement data (overall, and by grade and student group), primarily as captured in the district's Aeries student information system and in the CA Dashboard. 2) Analysis of the status and improvement of student academic performance as tracked by the CA Dashboard indicators (ELPAC, CAASPP) and district benchmark assessments (overall, and by grade and student group) for literacy, language, mathematics, and science. 3) Analysis of status and improvement of student, family, and staff satisfaction indicators (re: key improvement priorities such as cultural responsiveness, family engagement, MTSS supports), as collected through regular surveys. The district-site CSI team and the site CSI Core

Planning Team will engage with LEAD's School Site Council, English Language Advisory council, teacher and staff teams, and families more generally, in analysis and evaluation of LEAD's progress based on this data.