What is MCS currently doing well? What should we continue to do? What should we expand/grow?

- Supporting professionals who want to succeed
- VBI (Verbal Behavior Intervention)/Transitions
- Autism programs
- High school pathways
- Sports opportunities
- Clubs
- PALs (Peer Assisted Learning)
- Challenge athletics
- One Community Outreach Ghost (aka Mrs. Frizzle)
- Pura Vida
- Compliance
  - SEIS (Special Education Information System) lab
- Doing well:
  - Reducing suspensions K-6
  - Increasing attendance K-6
  - Slight increase academically K-6
  - Increase exposure to technology districtwide
  - Provide strategic professional development
  - Curriculum maps and rubrics
  - Common benchmark assessments K-6
- Expand:
  - DIBELS (Dynamic Indicators of Basic Early Literacy)
  - More collaboration time embedded in work day
  - Accountability and expectations paired with professional development
Replicating successes and highlighting effective systems or structures

- What’s working:
  - Great people
  - Culture of helping one another/team
  - Professional development opportunities
  - Character recognition – students and staff
  - Providing curriculum and resources

- Nutrition Services – amount of food pushed out to so many students, organized productivity, payment, quality of food, scope

- Teacher PD (Professional Development) with high quantity, quality

- Maintenance & Operations – do what they can

- 1:1 devices implementation is solid

- Continue and expand PBIS (Positive Behavioral Interventions & Supports), mental health support has risen in past years

- Glows:
  - Professional development opportunities
  - Focus on general ed. supports (at some sites), SST (Student Study Team), intervention programs, preformal
  - Pathways and opportunities at high schools which allows choice for students

- Grows:
  - Standard resources at every site
  - Inclusion of all children
  - Inclusive school community preformal – high school
  - Building relationships with all stakeholders
  - Increase instructional minutes day
  - Bridging the transition between PK-6, 7-8, 9-12
  - Engage “non-motivated” students
  - Vocational/trade training

- To grow, we should expand our Child Development Programs to include infants, toddlers and preschool children to build culture in our schools with continuity of care so families and children are in MCS from an early age and grow with us.

- Motivated students can get a quality education which will allow them to get into some of the most prestigious universities in the country

- Advanced the availability of technology hardware – infrastructure and support of hardware is work in progress

- ASES (After School Education & Safety) program

- Doing well:
- Scripted programs/intervention research based
  - PD for teachers: programs, Big Idea workshops
- **Continue:**
  - PLC (Professional Learning Community) process
  - School culture
  - PBIS
- **Expand:**
  - Instruction
  - Trust
  - Consistency
  - Analyzing data
- **Doing well:**
  - Scripted intervention programs
  - Specific/targeted programs that are research based
- **Continue:**
  - Implementation of PBIS and explicitly teaching behavior expectations
  - Opportunities for ongoing PD: Big Idea workshops, # talks wonders refreshing
- **Expand/grow:**
  - Instruction (GIFT – Great Instruction Firs Time)
  - Trust building between (MCS & MTA – Modesto Teachers Association)
  - Effective PLC teams: collecting data, analyzing data, making decisions based on +/-data
- **Continue/expand:** targeted/specific interventions school-wide
- **Expand/grow PLC**
- **Continue/grow/expand PBIS explicit – teaching behavioral expectations**
- **Opportunities for PD – instruction**
- **Doing well:**
  - Specific targeted interventions (research based)
  - Positive admin collaboration – relationships
  - Professional development opportunities
  - Recognition systems
  - IT (Information Technology) support
- **Continue:**
  - Positive culture
  - PBIS
  - Behavior expectations
- **Expand/grow:**
  - PLCs
Administration stability

- Doing well:
  - PD for teachers
  - Interventions
- Expand/grow:
  - Specific targeted interventions (research based)
  - PLC implementation
  - Culture
  - Instruction
  - PBIS

- Doing well:
  - Specific targeted interventions (focused)
  - PLC
  - Professional development for teachers/administrators
  - Recognition systems
  - Student support
  - Programs
- Continue:
  - PLC
  - Promoting a positive culture
  - Behavior expectations
- Expand/grow:
  - PLC
  - Promoting a positive culture
  - Behavior expectations
  - Instruction – GIFT, accountability
  - Data driven instruction

- Doing well:
  - Specific targeted intervention focus K-6 research based
  - Promoting positive culture – PBIS – explicitly teaching expected behaviors
  - Opportunities for PD within district for teachers
  - PLC process
  - Data analysis
- Continue:
  - Promoting positive culture (PBIS)
  - PD opportunities within district for teachers

- Doing well:
  - Specific targeted interventions reinforcement/focus
  - PLCs – data driven
  - Positive culture
  - PD for teachers in District
• Continue:
  o Interventions
  o PLCs
    o Promote a positive culture

• Expand/grow:
  o Interventions
  o PLCs
    o Promote a positive culture
  o PD for teachers in District
  o Instruction
    o Trust

• Professional development, such as PLC conference, has been beneficial in developing shared leadership – Big Idea, guest speakers, intervention, SRC (Student Records Clerk) & admin

• A variety of AP (Advanced Placement) and IB (International Baccalaureate) programs at the high school level. Expand to include additional programs at the elementary level (STEAM/STEM) (Science Technology Engineering Arts Math/Science Technology Engineering Math).

• Enrichment activities such as music, fine arts, outdoor education (expand these items)

• Student recognition/celebration programs at all levels, continue these with social media and expand these programs

• Elementary computer literacy, 21st Century technology skills

• SRC and admin assistant meetings that occur on a regular basis

• Intradistrict transfers – school of choice – programs by school for “unique offerings”

• Healthy Start

• Behavioral Health Services (SAS – Student Assistant Specialists)

• AVID (Advancement Via Individual Determination)

• Remediation opportunities

• Graduation pathways (transportation must grow to support programs: G230 (Credit recovery program), etc.)

• Instructional coaches/DIF (District Instructional Facilitator)

• Comprehensive extra-curricular programs

• Doing well:
  o Increasing social/emotional support
    ▪ SAS
    ▪ Intervention centers
    ▪ PBIS
    ▪ Restorative practices
  o Technology
- 1:1 devices
- Increase in tech support
- Available devices

- Continue:
  - Specialized programs/CTE (Career Technical Education) at each site
  - Inservice between schools/departments
  - Communicate with parents and community

- Expand/grow:
  - More tech training time
  - More inservice time
  - Parent involvement opportunities
  - Specialized programs at junior high level – feed into high schools
  - More social/emotional supports

- Expand/grow:
  - Expand program offerings to be more inclusive of different student groups
  - Purposeful collaboration time

- Tech training
  - Increase parent involvement with proactive and macro supports (ED (Emotionally Disturbed), career, parenting)
  - CTE options and more clearly defined pathways
    - Feeder programs at junior highs
  - Increase student and teacher accountability for academic achievement in elementary and junior high schools

- Doing well:
  - School site autonomy
  - On top of our game with IT (product support)
  - CTE programs/offering (ROP – Regional Occupational Program/academies/pathways)
  - Peer/job alike meetings (admin, etc.) (collaboration)
  - Analyzing the district for opportunity to grow
  - Updating web
  - Targeting counseling
  - Past focus primarily has been a-g
  - Disconnect with safety processes

- Middle College
- AVID
- AP
- IB
- Language Institute
- CTE courses
- Special Ed
- DLA (Dual Language Academy)
- PIO assisting with media and publicity
- Technology
  - Access
  - Training
  - Staff assistance and support
  - Increase in tech and training within the past five years
- Parent involvement opportunity
  - Celebrations, awards
- PD
  - Admin, teacher
- Increased district communication to sites
- Student awards at board meetings
- Employee awards at board meetings
- PBIS
  - Alternatives to suspension
  - IC (Intervention Center) teacher
  - SAS
- Large variety of special programs with a transfer process that supports movement
- Shift from in-school suspension to Intervention Center
- AP/IB/AVID programs
- Mental health counseling but expand SAS counseling
- Expand/grow CTE
- Professional development (technology) options for teachers
- PBIS, RP (Restorative Practives), SAS, Mental Health Clinicians (wraparound services)
- Professional development opportunities
- PLC mechanism is in place (continue to capitalize on process)
- SPIE (Stanislaus Partners In Education) – mentor programs for students
- Organized structures – documents standardized and easy to find – ease of use could be improved
- Standards-based report cards – good information for teachers and parents and students – ES (Essential Standards) already selected
- Campus security - Campus Assistant
- ASES
- Collaborative administrative team 9-12 level – peer and supervisor relationships
- Clearly defined roles
• Opportunities for credit recovery and remediation (TOPS – Turnaround Opportunity School, G230, Elliott)
• Professional development support (when sub coverage is available)
• Technology hardware (expand TVs)
• Instructional technology
• Site specific programs and ROP/CTE
• Expand social-emotional support

Not all students are reaching their potential in MCS. Where are the gaps? What should we consider doing differently? What should we add to our system?

• Attendance
• Over identification
• Compliance with timelines
• Consisting with fidelity in terms of instruction
• Technology – SEIS streamlined
• Transportation
• Customer service
• Bias
• Pre-determining
• Control
• Late afternoon bussing
• PLC deliver structure
• Elementary clubs/activities/sports after school
• High expectations with accountability for quality instruction
• Celebrate effective teachers
• More efficient and effective evaluation process for temp and probationary teachers
• Laser like focus for administrators
• Parent participation/increase opportunities
• Stop being reactive
• Accurate perception of effective instruction
• Re-evaluating effectiveness of district walkthroughs
• EL (English Learner) achievement and language development
• High expectations and accountability/systems to ensure effective instruction
- Teacher/student relationships
- Staff attendance
- Increase in directors
- VPs (Vice Principals) at all elementary sites
- System to empower the most effective teachers
- After School Programs using the time for academic interventions
- End of the year planning and goal setting for the next year
- Standard resources at every school site
- Math intervention programs at K-6 and others?
- Technology to be 1:1
- School counselors don’t have time to be proactive with students and parents; they are consumed with paperwork
- CDP (Child Development Programs) not recognized at sites or their importance for families and children
- We need to add early education to our whole system to think globally for young children prior to them entering our K-12 sites
- Literacy intervention support – too many kids who can’t read are leaving 3rd grade
- 22 different plans for improving literacy/student outcomes
- Some sites don’t have the admin/VP support needed
- Hiring is too slow – other districts beat us to the best teachers – always hiring after school year starts
- Instructional day is too short
- Elementary prep time is wasting instructional time
- Career tech/vocational ed. programs
- Late afternoon transportation
- Program offerings/enrichment opportunities at K-6 are too limited
- Equality with support with instruction across high school/elementary
- Accountability for high levels of instruction
- Mental health services – more intensive support
- Flow chart of supports
- Gaps:
  - Equality of services (mental health services) in program offerings
  - Accountability for high levels of instruction
- MTSS (Multi-Tiered System of Support)
  - Admin support (Principal, VP, Admin Assistant); special programs need for admin
  - Provide supports based on site needs
- Do differently:
  - DIF/IC at every site full time
  - Parent participation (provide food)
  - Specialized schools
- Gaps:
  - Accountability for high levels of instruction
  - Mental health services
  - Parent participation
- Consider being different:
  - DIF/coaches at every site
- Gaps:
  - Strong foundations
  - GIFT to full day kinder
  - Equality in programs
  - Consistency
  - Accountability for GIFT – high levels of instruction
  - Increase services – mental
  - Admin support
  - Parent participation
  - Magnet schools
- Do differently:
  - DIF at every site – full time
- Add:
  - Admin support
  - Determination of needed supports
  - Equal ratios of 1-2 VPs by number of students
- Data analysis
- Trust
- Equality services K-6, 7-8, 9-12
- Mental health services
- Accountability for high levels of instruction
- Prescribed MTSS
- DIF/instructional coach
• Gaps:
  o Equality between elementary and secondary
  o Consistency
  o GIFT – accountability
  o Trust
  o Mental health services (increase)
  o Tier II and Tier III supports
  o Parent participation
  o Magnet schools
  o Equitable athletic facilities
  o Expanding ASES
  o Increase instructional time
  o Full day kinder
  o K-6 math intervention
  o K-6 1:1 devices

• Gaps:
  o Equality of services of K-12
  o Accountability for high levels of instruction K-12
  o Increased admin support
  o DIF/ICs for all sites
  o Relationship between union and admin/District

• Gaps:
  o Accountability for high levels of instruction K-12
  o More intensive supports for Tier 2 and 3

• Do different:
  o Make supports equitable

• Add to our system:
  o Increase admin support (other districts have elementary principal, VP, admin asst and learning center teacher)
  o Increase instructional supports

• Equity amongst sites (SAS-5 days/week, vice principals, DIF, paraprofessionals)
• Equity in technology (TVs, COWS (computers on wheels)/labs)
• Hours – school day (reducing the prep time, increasing the instructional minutes)
• Districtwide focus, with a priority list; each department feels their department deadlines/duties are a priority, which falls on site admin
• Adds: STEM academy, VAPA (Visual And Performing Arts), additional magnet school at the elementary level
• CTE pathways/programs
• Equalize the values of careers/education
• Additional support staff to service programs: administration, counselors, clerical
• Tech implementation/changes (students/staff are beta-testers!!!)
• Literacy
• Mathematics
• Parent support (additional supports)
• Lack of appropriate/effective transportation (3 mile rule?)
• Add CTE programs at junior high level
• Student support – incoming to new school, transition support
• Increased parent (functional) supports
• Gaps:
  o Equitable athletic facilities
  o Pupil Services department
  o Increasing mental health services students and families
  o Alternative site (not just for discipline or down units)
  o Drug awareness and drug counseling for students and to teachers how effect student learning
  o District aligned instructional vision – continuity of PD on focus – PD and follow-up after training
  o Increase instructional minutes
  o Districtwide parent institute – MCS systems, program – increase parent engagement/involvement at sites
  o Student centered/focused decisions with unions and management
  o Streamlining hiring process
  o Trained subs – particularly for skilled classified positions
  o Concurrent and dual enrollment – increase access
  o K-6 support for newcomer
  o ESL for parents
  o Student digital citizenship
High expectations with accountability for instruction
- We need GIFT every minute without pushback from the employee union
- Effective intervention, especially in mathematics
- Often reactive due to a need for a clear, well-defined focus
- Easy access to timely, relevant data
- School resource/police officer on campus
- Growth mindset – belief that all students can achieve at high levels
- Certificated evaluation process
- Add more collaboration time (weekly)
- One program manager and one nurse at each high school
- Add/allow creative leadership on a campus (as opposed to staying confined “in a box”)
- Need to expand community connections, business partnerships, parent outreach
- Marketing/branding of schools and the district
- More comprehensive 4-year plan
- Guidance counselors
- Relationship building between home and school – school-to-home connections, how to connect with disenfranchised parents
- EL supports – strategic
- Teacher connection to the vision of the district – community of staff is very tied to school site and not necessarily MCS
- Expand services in terms of Healthy Start, parent outreach (Student, Parent, Community Support Services)
- More instructional minutes to improve student achievement
- Increased focus on GIFT and mechanisms to ensure it happens
- Frequent instructional monitoring, feedback, monitoring
- Families leaving MCS for neighboring districts
- Magnet schools in K-6, 7-8, special programs
- Safe parking/drop-off
- Interventions for students
- Expand digital citizenship, soft skill, and financial literacy learning opportunities
- Increase teacher driven common formative assessments to drive instruction and interventions
- More frequent data points
- Adjust administrative workload to provide more opportunity for instructional leadership – counselors, site admin
- Expand alternative educational opportunities for students
- Change temp/prob evaluation process
- Improve “Home and Hospital” and LTIS (Long Term Independent Study) process
- Salary and benefits - competitive