



# **SBCSC and NEA-SB** *Redesign* **Collaboration**

February 22, 2021

# SBCSC ILEARN Proficiency- ELA & Math

<b>School</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>
Marquette	5.9%	0%	34.8%
Muessel	1.6%	2.9%	4.2%
Dickinson	1.6%	4.5%	11.4%
Edison	4.9%	3.9%	11.5%
Jackson	2.2%	2.6%	13.2%
<i>SBCSC Average</i>	<i>6.0%</i>	<i>10.5%</i>	<i>31.4%</i>



# The Why

- Although the state has paused state accountability, we can no longer be content with our students attending failing schools as measured by state accountability models.
- We must innovate and/or engage in collaborative redesign efforts to improve our schools and make the changes that will improve academic achievement for all students.
- Innovation or school turnaround is not about dismantling a school; it is an opportunity to identify specific reasons for low performance, put in place and/or strengthen instructional strategies through flexibility and autonomy, and monitor progress.
- Make a Fundamental Change in how we educate African-American children. Take steps to improve using Best Practices. Continue to improve Code of Conduct and Suspension and Expulsion data. Improve Diversity Training Training for teachers to support families and motivate student to excel and acclimate students to a system who loves and wants them to thrive.
- Opportunity for a *baseline reset* of school grades through the IDOE accountability model.



# Why Redesign

- Both of these schools educate students who deserve a high quality education
- These schools have had consecutive years of failing grades as measured by the IDOE accountability structure
- *Redesign* is not an attempt to implement “innovative” and new strategies; it is an opportunity to put systems and structures in place to ensure that the research- and evidence-based strategies of highly performing schools are in both schools:
  - Professional Learning (job-embedded and data driven)
  - Coaching
  - Continuous Cycles of Improvement and feedback
  - Collaboration
  - Parent involvement, input, and supports
  - MTSS that is student-centered
  - SEL, PBIS, Responsive Classroom, Restorative Justice



# Marquette

- **Marquette will remain a Montessori magnet school.** “Changing curriculum and Instruction ...” means strengthening Montessori instruction, not eliminating Montessori from Marquette.
- Students who are currently attending the school can continue with no action needed
- Comprehensive Needs Assessment conducted by Learning Sciences Institute (LSI) to support the work and inform the specific plan and strategies moving forward
- Current staff who are Montessori-certified need to opt-in and commit to ongoing professional learning and additional expectations for at least a three-year period
- Staff who are not Montessori-certified will be surplus but can interview and (if selected) opt-in to the same expectations plus a commitment to pursue certification
- Parent Montessori Education courses made available for parents to increase their understanding of the Montessori approach to education.



# Marquette AMS Accreditation

- Requires Montessori certification for the grade being taught for 100% of staff
- Montessori certification for teachers can be completed in a one year time frame, within a window of two years
- Ensure non-classroom teachers have a clear understanding of the Montessori philosophy
- Growing partnership with Trine University to support ongoing advancement of the Marquette Montessori Program
- Currently working with AMS to collaborate on the road to full accreditation



# Muessel

- We will conduct a School Quality Review to identify areas that need to be improved
- We will differentiate pay through additional stipends for teachers for additional required professional learning, expectations, and a three-year commitment
- Support services will be strengthened for families and students
- Additional social worker, academic, and emotional supports will be added
- We will engage an external partner to facilitate job-embedded professional learning specific to the needs of Muessel
- We will identify community partners to support the redesign efforts and meets the Board's priority statement goals
- The learning day will be extended



# Muessel

- National search is being conducted for the leadership of the school to ensure we have a leader that understands the idea of asset thinking in regard to students and staff. A leader who has experience and/or deeply understands school turnaround work
- Currently researching several school models, including Community school options as a way to support students
- Leveraging partnerships with Learning Sciences Institute to develop long-term professional learning plan to support the work moving forward





# Collaboration

## *SBCSC and NEA-SB*

Through discussions with NEA-SB, we believe there is a path to turnaround that provides autonomy to aggressively address the two schools' needs while providing meaningful collaboration upon which to build sustainable change.

- SBCSC has reached out to the IDOE for guidance on our turnaround efforts
- Initial conversation with the union occurred on February 12, 2021
- We continue to work collaboratively with NEA-SB in an effort to come to an understanding regarding the expectations we have for our turnaround efforts regarding Muessel and Marquette



# Collaboration Focus

## *Differentiated Pay*

**Differentiated Pay/Retention Stipends.** We will offer differentiated pay and retention stipends to teachers at both schools. This will be in addition to the retention bonuses already outlined in the collective bargaining agreement and memorialized via an MOU with NEA-SB.

- **Muessel**
  - \$5,000/year stipend for at least the next three years
  - paid on a prorated basis over the course of the year
  - Teachers who complete three consecutive years at Muessel will receive a one-time retention bonus of \$3,000
- **Marquette**
  - \$5,000/year stipend for at least the next three years for Montessori-certified teachers, payable on a prorated basis over the course of the year
  - \$3,500 annual stipend for non-Montessori-certified teachers who complete training required to advance Montessori certification, payable at the end of the year
  - Teachers who complete three consecutive years at Marquette and are Montessori-certified or complete their certification during the three years will receive a one-time bonus of \$3,000.



# Collaboration Focus

## *Staffing and Certification*

- **Surplussing of School Staff**. All certified staff (including building leadership) at both buildings will be surplussed except for Montessori-certified teachers at Marquette. Surplussed staff who want to stay at their school will have to reapply for their positions.
- **Additional Certification**. At Marquette, Montessori training and certification will be required of all teaching staff. SBCSC will pay for training for teachers seeking certification. In exchange, those teachers would commit to serve at Marquette for (at least) three years following completion of the training.



# Collaboration Focus

## *Work Day and Professional Learning*

- **Extended workday.** The teacher workday at both schools may be lengthened, depending upon findings and recommendations from the School Quality Review and Comprehensive Needs Assessment.
- **Professional learning.**
  - Extended school year. Teachers will participate in an additional ten days per year of professional learning. Five would occur prior to the start of the school year.
  - Additional professional learning. Teachers will participate in collaboration, data meetings, and job-embedded professional-learning opportunities throughout the contractual day.
  - Specific learning opportunities. Teachers will participate in anti-racism, restorative-justice, social-emotional learning, and all other required trainings.



# Collaboration Focus

## *Supports and Governance*

- **Stipends for MTSS team.** Teachers serving on Multi-tiered Systems and Supports teams at each school will receive stipends of \$2,750 paid on a prorated basis over the course of the year.
- **Teacher Leadership Teams.**
  - Teacher Leadership Teams will be established at each school through a similar hybrid principal-selection and teacher-election process similar to that being established at other SBCSC schools.
  - TLTs at Marquette and Muessel will be consulted and collaborate on various school-based issues, including curriculum development and revision, selection of curricular materials, and teaching methods, as well as other issues relating to redesign and innovation at these schools.



# Collaboration Focus

## *Bargaining and Discussion*

- **Bargainable Items.** Stipend amounts and other bargainable items for teachers at these two schools will be memorialized in an MOU, which NEA-SB will ratify and the Board will consider within the next month as part of the redesign process.
- **Discussion.**
  - Formal discussion between SBCSC and NEA-SB for items pertaining to these schools will occur separately from district-level discussion four times a year.
  - Certain topics will be generally excluded from formal discussion to allow for increased autonomy and flexibility at these buildings, including curriculum development and revision, selection of curricular materials, teaching methods, and hiring and assignment of certificated employees.



# Non-Classroom Certified Staff

- Special Education teachers and staff working outside of a self-contained environment will be surplus and asked to commit to Montessori training and all other professional learning that is applicable to their position.
- Self-contained Special Education teachers will not be surplus. The program is a Special Education program housed in the building.
- Itinerant staff including the following will not be included in the displacement/surplus staff
  - Speech Language Pathologist
  - OT/PT
  - School Psychologist



# Non-Certified Staff

- Non-certified staff not involved in providing instruction (food service, custodial, engineer, etc.) that do not directly support learning would be asked to commit to engaging in required professional learning, extended learning and building usage. Professional learning includes:
  - Restorative Justice
  - PBIS
  - Responsive Classroom
  - Anti-racism PL
- Instructional paraprofessionals and aides would be displaced. They will have to interview for positions in the two buildings and will be asked to commit to the same professional learning expectations.
- The district believes that all members of the community need to understand the efforts and expectations of school turnaround.
- If any non-certified staff chooses to not return to the innovated schools, they will follow the staffing processes used at Hay and Tarkington.







**Questions?**

# Secondary Transition to Reopening

Grades	Timeline	Attendance
Board Vote To begin pilot process of secondary timeline for re-entry	March 1, 2021	Students currently on hybrid, CTE 4 days a week
Grades 8th and 12th Pilot Edison Jefferson Riley Adams	March 15-19, 2021	4 days a week schedule: <b>Monday, Tuesday, Thursday, Friday, (Wednesday would continue to be a eLearning Day for all students)</b> Students wishing to remain on remote learning will continue to have the option through the remainder of the 2020-2021 school year.
Grades 8th and 12th districtwide Pilot 6th through 12th Edison Jefferson Riley Adams)	March 22-26, 2021	4 days a week schedule: <b>Monday, Tuesday, Thursday, Friday (Wednesday would continue to be an eLearning Day for all students)</b> Students wishing to remain on remote learning will continue to have the option through the remainder of the 2020-2021 school year.
Board Vote Return to 4 days a week for PK- 12th	March 29, 2021	
Grades PK-12th	April 12, 2021	4 days a week schedule: <b>Monday, Tuesday, Thursday, Friday (Wednesday would continue to be an eLearning Day for all students)</b> Students wishing to remain on remote learning will continue to have the option through the remainder of the 2020-2021 school year.

