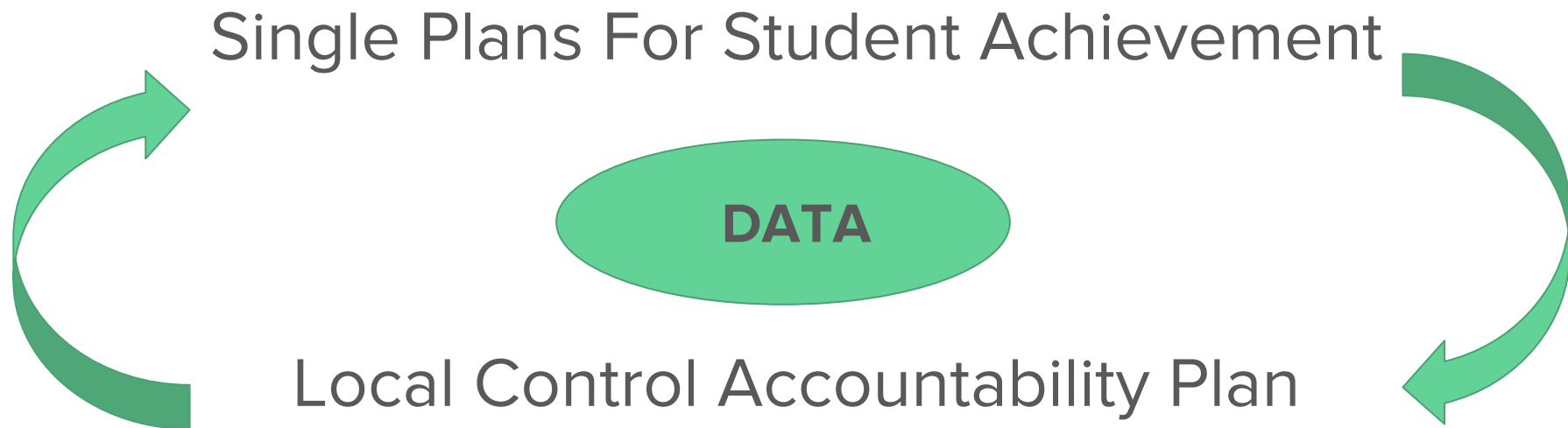


San Rafael City Schools

Single Plans for Student Achievement
2017-2018

Aligning Our Decision Making



Single Plans For Student Achievement

Purpose

- Use data to plan for the school year
- Be strategic and focused in the work
- Foster school community alignment and actions
- Student need drives site budget expenditures
- Categorical compliance
- Inform the LCAP

Terra Linda High School

Greatest Progress:

- ★ Terra Linda showed an overall growth of 8% for students who met or exceeded standards in English Language Arts on the Smarter Balanced Assessment.
- ★ Terra Linda continues to prioritize Student Culture by adopting four new initiatives - No Place for Hate, Be Body Positive, Student Voice, and Youth Leadership Institute.

Greatest Need:

- The percentage of students who met or exceeded in math was only 27%; decreasing 4% since 2016.
- The graduation rate for our EL students is 61%; declining approximately 14%

Terra Linda High School

Action and Goals

- ❑ College and Career Readiness: Increase the number of students taking concurrent enrollment through College of Marin, as well as satellite course offerings at TLHS
- ❑ Professional Development: Working in our third year as a Professional Development Team and Instructional Leadership Team, all school-wide faculty time will focus on common instructional practices centered around student engagement and the use of assessments to inform instructional practices.
- ❑ Student Engagement and School Climate: Maximize our restorative justice program (Peer Court or Restorative Circles) to support positive behaviors and choices, provide students with an equitable discipline process, and increase scholastic achievement.

Bahia Vista Elementary School

Greatest Progress:

- ★ $\frac{2}{3}$ of our students in grades 2-5 made at least one year's worth of growth in reading as measured by F&P
- ★ 90% of parents surveyed report that their child feels safe, respected, and welcome at Bahia Vista. 91% report that their child feels safe and has a strong sense of belonging at school

Greatest Need:

- With 11% of students in grades 3-5 meeting/exceeding grade level standard as measured by SBAC, ELA instruction continues to be a key area of focus

Bahia Vista Elementary School

Actions and Goals

- ❑ College and Career Readiness: Students not meeting expected growth in reading as measured by F&P will receive reading intervention through LLI with a credentialed teacher
- ❑ Professional Development: With the support of instructional coaches, teacher teams will use data to implement and refine differentiated small group reading instruction through balanced literacy strategies
- ❑ Student Engagement and School Climate: The Bahia Vista Family Center funded through MCF's P3 Grant will continue to connect families to resources and provide support to close the opportunity gap

Coleman Elementary School

Greatest Progress:

- ★ According to the California Healthy Kids Survey, 100% of participants report having a caring adult in school who believes in high student expectations
- ★ During the 2016-17 school year, 50% of our student population (1-5) grew four or more reading levels (F/P) and 30% grew two or three reading levels.

Greatest Need:

- In writing on SBAC, 83% of students were not meeting standard

Coleman Elementary School

Actions and Goals

- ❑ College and Career Readiness: Through a school-wide focus on multi-tiered systems of support, students identified through data analysis will receive academic intervention support
- ❑ Professional Development: Based on our data, we are partnering with West Coast Literacy Project and being supported by our instructional coach in implementing Writing Workshop using Units of Study
- ❑ Student Engagement and School Climate: Coleman is focusing on supporting students in having regular attendance through monitoring and personal conversations and supports for families of targeted students.

Glenwood Elementary School

Greatest Progress:

- ★ Last year on the 2016-2017 SBAC test, 76.61% of our students 3-5th grade met/exceeded standards in ELA and 73.13% in Mathematics.
- ★ When looking at the end of the year Scholastic Reading Inventory (SRI) scores, 85% of our students were on grade level or above.

Greatest Need:

- Although there was significant growth for ELs, they are still scoring low in ELA (44% are at standards not met). This gap is our primary area of focus.

Glenwood Elementary School

Actions and Goals

- ❑ College and Career Readiness: In order to eliminate the achievement gap between English language learners and English Only students, we are beginning our **SEAL** implementation (kindergarten and first grade) and redesigning our **designated ELD program**
- ❑ Professional Development: Providing targeted professional growth through the “**Passport**” program and refinement of our **PLC** model using data to drive instruction
- ❑ Student Engagement and School Climate: To strengthen inclusion and build community, we are expanding the PBIS **Positive Eagle Program Nests**

Laurel Dell Elementary School

Greatest Progress:

- ★ English Learners increased in the percentage of students who have met and exceeded ELA standards by 5%
- ★ English Learners increased in the percentage of students who have met and exceeded Math standards by 7%

Greatest Need:

- 79% in Language Arts and 71% in Math did not meet or exceed the SBAC

Laurel Dell Elementary School

Actions and Goals

- ❑ College and Career Readiness: We are adding a 20% Intervention teacher to administer LLI Reading Intervention
- ❑ Professional Development: With the support of instructional coaches, teacher teams will use data to implement and refine differentiated small group reading instruction through balanced literacy strategies
- ❑ Student Engagement and School Climate: We continue to fund an additional 40% Community Liaison out of site funds to increase family engagement and awareness

Short Elementary School

Greatest Progress:

- ★ In reading comprehension, there was a 20% gain in the number of students reading on grade level going from 9% on grade level at the beginning of the year to 29% on grade level on the last administration of SRI in May/June 2017.
- ★ In mathematics, **89%** of reclassified students in 5th grade met or exceeded standards.
- ★ In ELA the 4th Grade cohort that took the SBAC in 2016, as 5th Graders increased from **31%** meeting and exceeding standards to **47%** meeting and exceeding standards, an increase of **16%**.

Greatest Need:

- The greatest need for is for improvement with our current cohort of 4th graders, who in 2017, as 3rd graders, only 12% met standards in ELA

Short Elementary School

Actions and Goals

- ❑ College and Career Readiness: Implementation of rigorous, vertically and horizontally aligned balanced literacy and framework for small group, differentiated reading and writing instruction
- ❑ Professional Development: Focused professional development and coaching in RTI, instructional alignment, and clarity on Tier 1, 2 and 3 practices, given high number of new teachers.
- ❑ Student Engagement and School Climate: Increase parent communication and relevant community meetings pertinent to facilitating parents' understanding and meaningful, leadership-based participation in the school.

San Pedro Elementary School

Greatest Progress:

- ★ In grade 3 math SBAC, we went from 3% meeting standard to 24% meeting standard
- ★ In grade 4 ELA SBAC, we went from 3% meeting standard to 10% meeting standard

Greatest Need:

- While our cohort data in grade 5 shows growth, this continues to be an area of need in ELA based on SBAC data

San Pedro Elementary School

Actions and Goals

- ❑ College and Career Readiness: Newcomer students will receive 1 additional hour of ELD daily from the Newcomer Teacher.
- ❑ Professional Development: Coach from the National Equity Project works with our Instructional Leadership Team (ILT), and Instructional Leadership Support Team (ISLT). The work promotes academically focused, data driven Professional Learning Community meetings aligned with academic focus areas determined by ILT, where the coach also supports shared leadership and decision making.
- ❑ Student Engagement and School Climate: Family Center, funded by MCF's P-3 grant, will support parents in becoming involved in the school and promote parent leadership, in addition to providing school, District and county resources to families in need. Staff will facilitate home/school communication, attend parent meetings as needed within school and beyond and conduct home visits when needed to support families.

Sun Valley Elementary School

Greatest Progress:

- ★ In ELA, the 5th grade cohort of all students increased in meeting and exceeding standards by 8% over three years
- ★ In Math, the 4th grade cohort of all students increased in meeting and exceeding standards by 5% over two years

Greatest Need:

- In ELA, the greatest learning gap exists for English Learners

Sun Valley Elementary School

Actions and Goals

- ❑ College and Career Readiness: A SEAL Coach will provide support for the development and implementation of high leverage SEAL strategies as part of the Balanced Literacy Model. These strategies support all learners including ELL (English Language Learners) and Economically Disadvantaged students to access rigorous curriculum with a focus on academic language.
- ❑ Professional Development: All staff will receive training and implement the year long Every Learner Counts Curriculum.
- ❑ Student Engagement and School Climate: All students and families will continue to use Mindfulness tools to be present to make good choices, feel safe and share a common school/home language.

Venetia Valley School

Greatest Progress:

- ★ In grades 3-5, an average of 47% of all students met/exceeded standard as measured by SBAC
- ★ With a focus on reading in the elementary grades, VV saw students in grades 3-5, including those two or more years behind grade level make significant progress as measured by the Reading Inventory

Greatest Need:

- Growth in reading in all grade levels, specifically in reading comprehension as measured by Reading Inventory and F&P

Venetia Valley School

Actions and Goals

- ❑ College and Career Readiness: The use of text annotation and other comprehension strategies in rigorous, engaging and relevant texts
- ❑ Professional Development: Provide instructional coaching in all grade levels with a school-wide focus of reading comprehension through text annotation and the use of PLCs to inform instruction
- ❑ Student Engagement and School Climate: Provide students and families with multiple tiers of support including monthly character traits and Beyond Differences events, school counseling, and family supports through the Venetia Valley Family Center funded by the MCF P3 Grant.

Davidson Middle School

Greatest Progress:

- ★ The 8th grade cohort of EL students has increased in meeting/exceeding standards by 5% over three years
- ★ The 7th grade cohort of Reclassified students has increased in meeting/exceeding standards by 5% over three years

Greatest Need:

- Learning/Opportunity gap exists between EL, SED, and Hispanic students and their English speaking peers in both ELA and Math.

Davidson Middle School

Actions and Goals:

- ❑ College and Career Readiness: Tier I - Enhancing the school wide curriculum with enrichment and support (Discovery Education, Marin Theatre Company, 6th Grade Skills Wheel, Schoolwide Binder, 10K Degrees)
- ❑ Professional Development: Professional Development for All Teachers and Support Staff (Coaching, AVID, PLC, Teacher-led PD)
- ❑ Student Engagement and School Climate: Tier 1 prevention and monitoring, Tier 2 supports, and Tier 3 intensive supports for a positive school climate (PBIS, Restorative Justice, WEB/Camp Cougar, Challenge Day, Capturing Kids Hearts, Clubs, School Safety Plan...)

Madrone High School

Greatest Progress:

- ★ According to the California Healthy Kids Survey, 80% of students report having caring adult relationships within the school
- ★ Madrone teaching staff dedicated themselves to working together more closely with each other for the benefit of all students. Professional development was provided in Project-based Learning Strategies through the UC Berkeley History and Social Science Project

Greatest Need:

- Last year, 24 of 26 students tested scored below standard in English Language Arts. Similarly, 25 of 25 students tested scored below standard in math.
- To address these below standard test scores, we set an overall school goal to improve individual raw scores in ELA by 75 points and in Math by 80 points. If these goals are met, 60% of our student population will reach the next standard level in ELA and 40% will achieve the next level for Math

Madrone High School

Action and Goals

- ❑ College and Career Readiness: During the Advisory period, students will learn how to monitor their own grades, attendance and progress towards graduation.
- ❑ Professional Development: Beginning this school year, Team Collaboration time of one hour per week has been implemented into Madrone's daily schedule. Supplemental materials will be purchased to support these units of instruction.
- ❑ Student Engagement and School Climate: The principal and staff will use restorative practices to correct negative behavior and avoid absences due to suspension from school and class.

San Rafael High School

Greatest Progress:

- ★ 58% of SRHS students “exceeded” or “met” the ELA proficiency in 2016-17 compared to 52% in 2015-16, a gain of a point, but a 6% improvement compared to last year’s scores.
- ★ Since 2012, the number of total AP students increased from 103 to 277, an increase of 174 students, a 168% increase. By comparison, the overall student population at SRHS has increased by 39% during the same time period, and for AP students in CA, the increase was 23%.

Greatest Need:

- English Learner Progress. The English Learner Progress rate is “very low” at 51.4%, a decline of 14.1%.
- Graduation Rate. The Graduation rate is “medium” at 81.7%, a decline of 4.3%.

San Rafael High School

Action and Goals

- ❑ College and Career Readiness: SRHS offered Strategic 9, 10, and SDAIE 9 intervention classes to students demonstrating need for support in English language arts and Offer Strategic 9, 10, and SDAIE 9 intervention classes to students demonstrating need for support in English language arts
- ❑ Professional Development: UCBHSSP provided ongoing professional development to teachers in all core subject areas with a specific focus on EL strategies .
- ❑ Student Engagement and School Climate: SRHS teachers will monitor the progress of students in their advisory, and meet with students at-risk for failing classes. The results of the intervention will be documented in Aeries regularly.

Timeline

2017-2018 Approval - October 23, 2017

2018-2019 SPSA Timeline:

- ❖ **February:** '18-'19 budget allocations to sites
- ❖ **April 6:** '18-'19 Preliminary SPSA due
- ❖ **June 11:** '18-'19 LCAP Board Approval
- ❖ **September, 2018:** Final '18-'19 SPSAs due
- ❖ **October, 2018:** Board approval '18-'19 SPSAs