

PINER HIGH SCHOOL

HOME OF THE MIGHTY PROSPECTORS

Principal Report 2019

Stacy Desideri
Principal



LCAP Goals, 2019-2020

Goal 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

Goal 2: Increase student and family wellness and engagement through the full service community school model.

SRCS Theory of Action

If we improve the quality of practice through the continuous development of Leadership capacity to:

- A. Assure warm, safe, dry schools and facilities
- C. Confront and address issues of equity and access
- E. Engage in problem-solving through an inquiry cycle for growth**
- F. Facilitate the development of a sense of purpose
- L. Lead and guide focused professional learning
- P. Provide and strengthen social and emotional supports**
- R. Recognize and implement quality instruction**
- T. Target and align resources
- U. Utilize data to inform the inquiry cycle for growth**



Then, we have much work to do as a district. No longer will student outcomes be predicted based on race, gender, differently abled, socioeconomic status, and/or the language spoken at home.

Santa Rosa City Schools Strategic Plan 2019-2024

Vision: SRCS will send students into the world who are empowered to work together, find purpose, think critically, embrace diversity, adapt to our changing planet, and live healthy and fulfilling lives.

Mission: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

Santa Rosa City Schools Strategic Plan Priorities 2019-2024

Priority 1- Life Ready Learners

Priority 2- Balanced Education

Priority 3- High Quality Staff

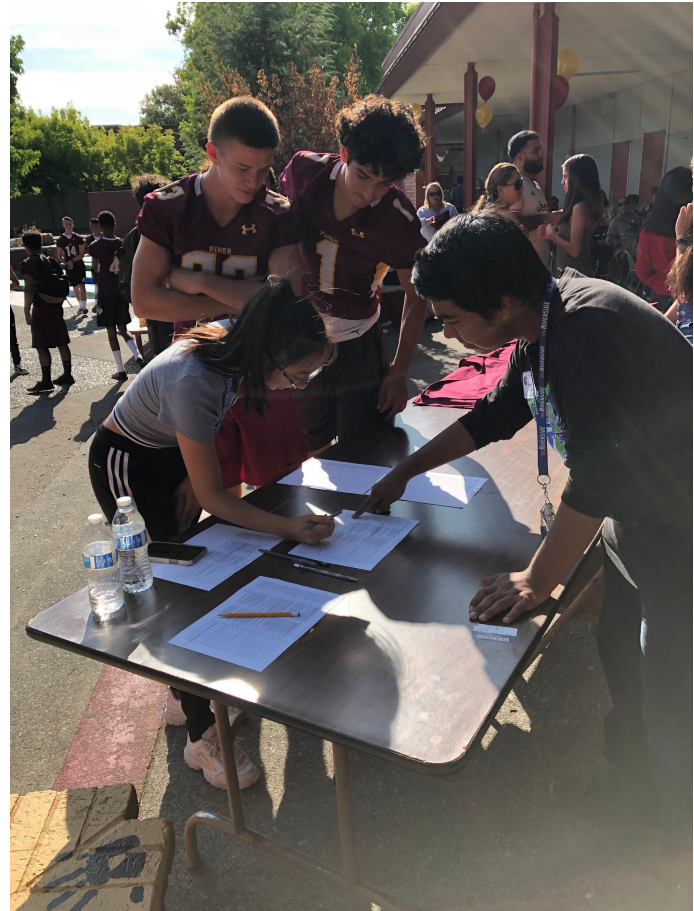
Priority 4- Teaching and Learning Environment and Resources

Priority 5- Equity and Excellence

Priority 6- Family Engagement and Community Partnerships

Priority 7- Sustainable Funding

Piner Pride



Piner Pride



Piner Pride



Piner Single Plan for Student Achievement

Goal 1: Aligned with the district LCAP goal of coherent, rigorous and relevant teaching and learning, Piner will implement common rubrics across campus and common writing tasks among all subject areas, with a continued emphasis on viable argument writing.

Goal 2: Aligned with the district goal of increasing student engagement, and using a Multi-Tiered System of Support, Piner will increase the number of students successfully completing A-G courses with a C or better in all grade levels, with a special emphasis on 9th and 10th graders.

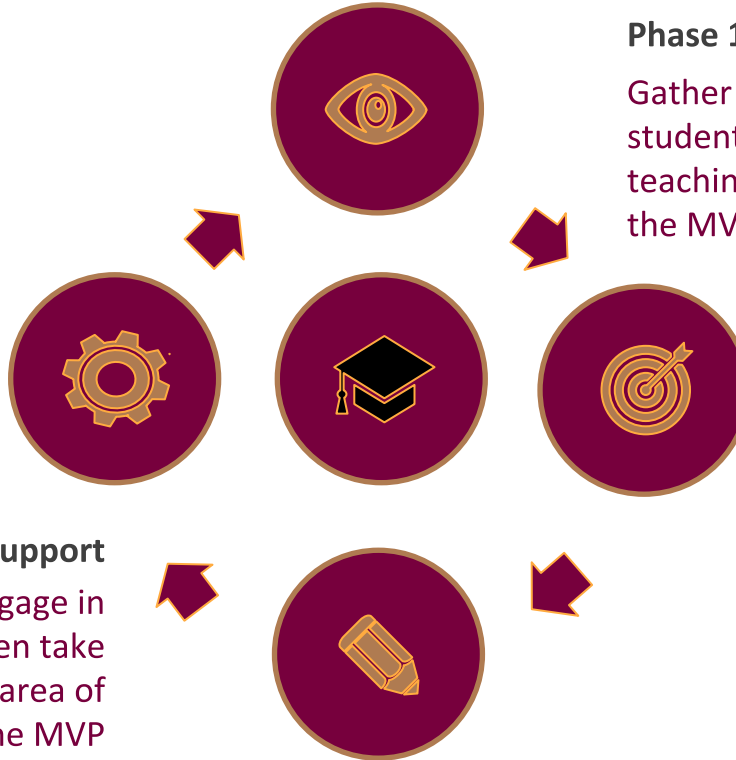
Inquiry Cycle

Instructional Leadership and the MVP



Phase 4 Analyze Impact
Teachers and leaders analyze the results of the instructional inquiry and reflect on the process, new learning, and MVP accomplishments

Phase 3 Implement & Support
Teachers and leaders engage in study and learning and then take actions centered on an area of focus to meet the MVP



Phase 1 Analyze Evidence

Gather and analyze evidence to identify student learning problems and problems of teaching or leading practice as it relates to the MVP

Phase 2 Determine a Focus

Teachers and leaders analyze evidence to identify an instructional focus area to meet the MVP

Determine a Focus:

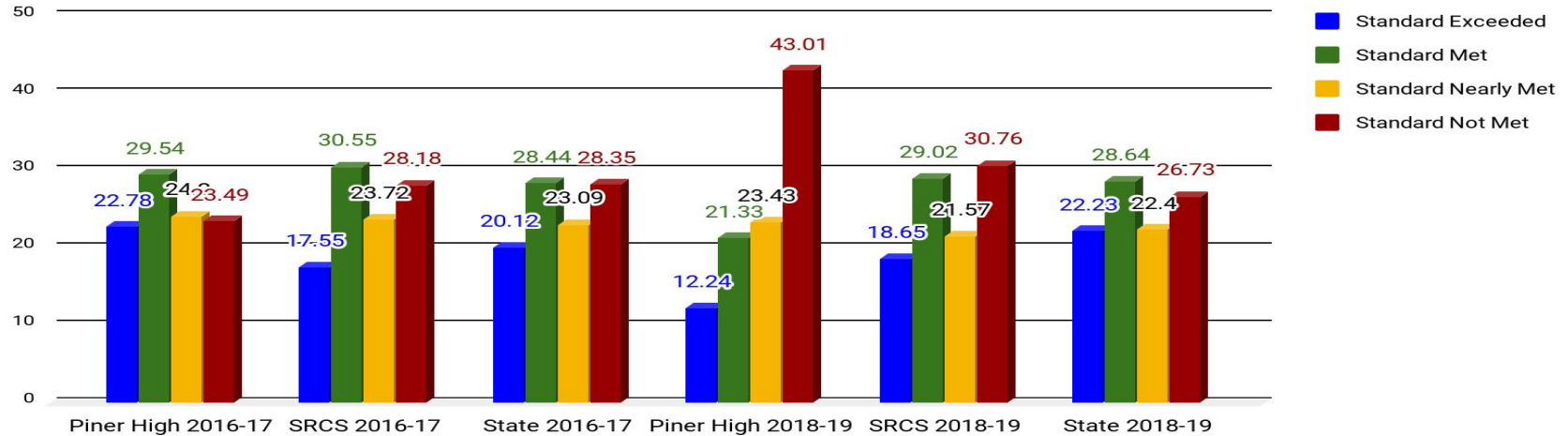
Through collaborative focus groups, Piner staff finalized our WASC cycle of self study, and identified the areas of focus for our attention. Voices at the table included:

- Certificated and classified staff
- Students
- Parents
- Community members and advisory councils

Through our inquiry cycle, Piner a variety of data including:

Phase 1 - Analyze Evidence

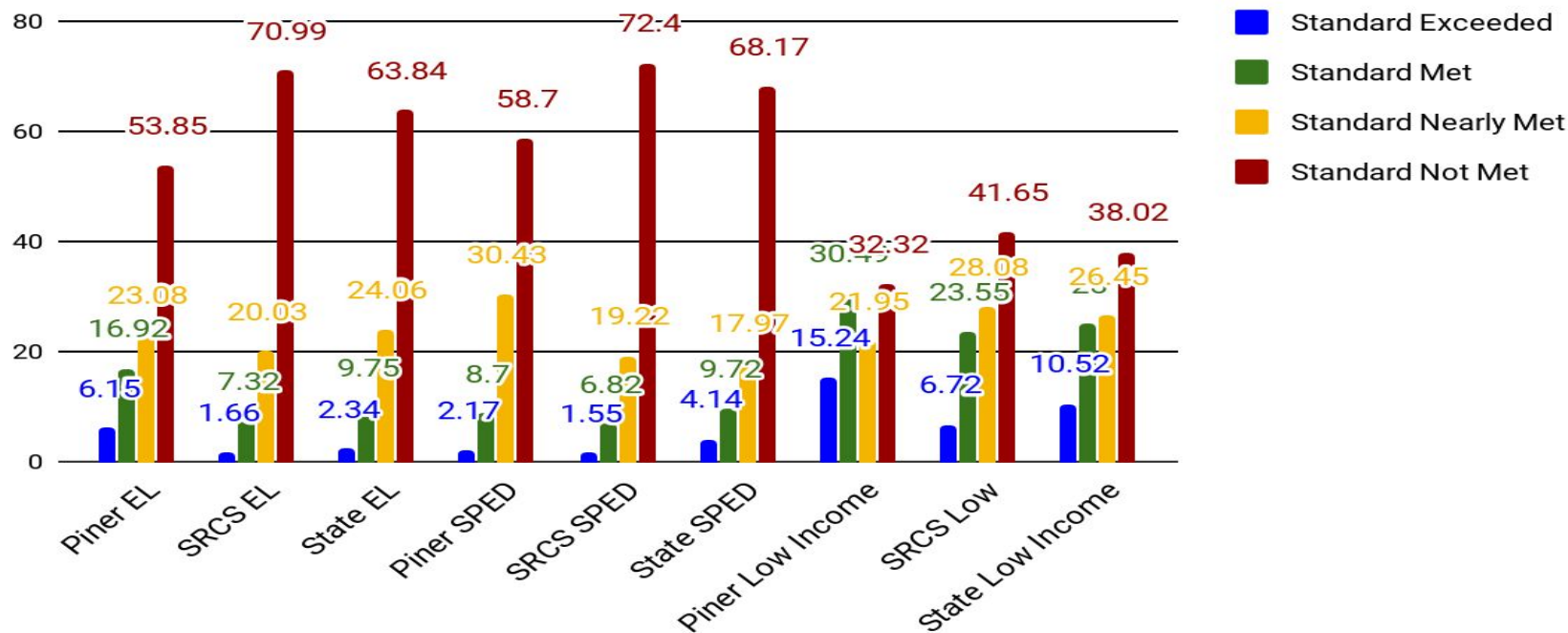
SBAC ELA 2017 and 2019 comparison



	Piner High 2016-17	SRCS 2016-17	State 2016-17	Piner High 2018-19	SRCS 2018-19	State 2018-19
Standard Exceeded	22.78	17.55	20.12	12.24	18.65	22.23
Standard Met	29.54	30.55	28.44	21.33	29.02	28.64
Standard Nearly Met	24.2	23.72	23.09	23.43	21.57	22.4
Standard Not Met	23.49	28.18	28.35	43.01	30.76	26.73

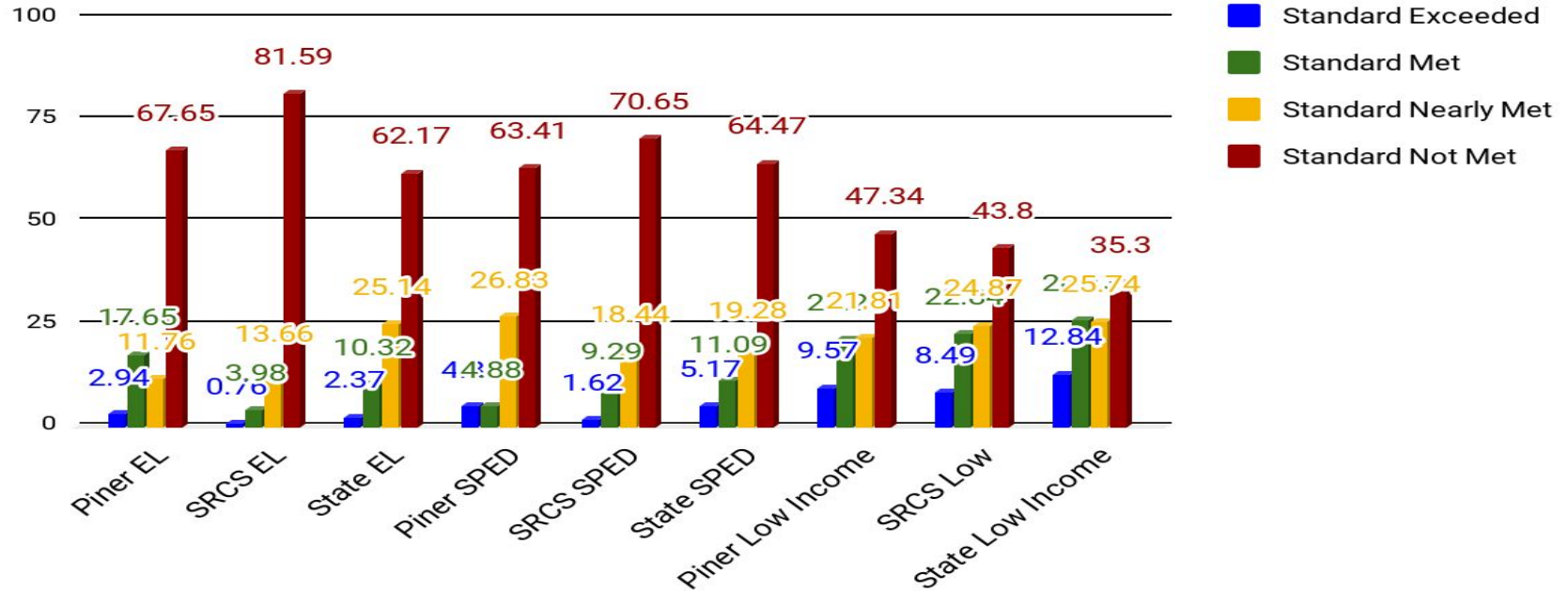
Sub-Groups Analyze Evidence

SBAC ELA 2017 EL-SPED-Low Income



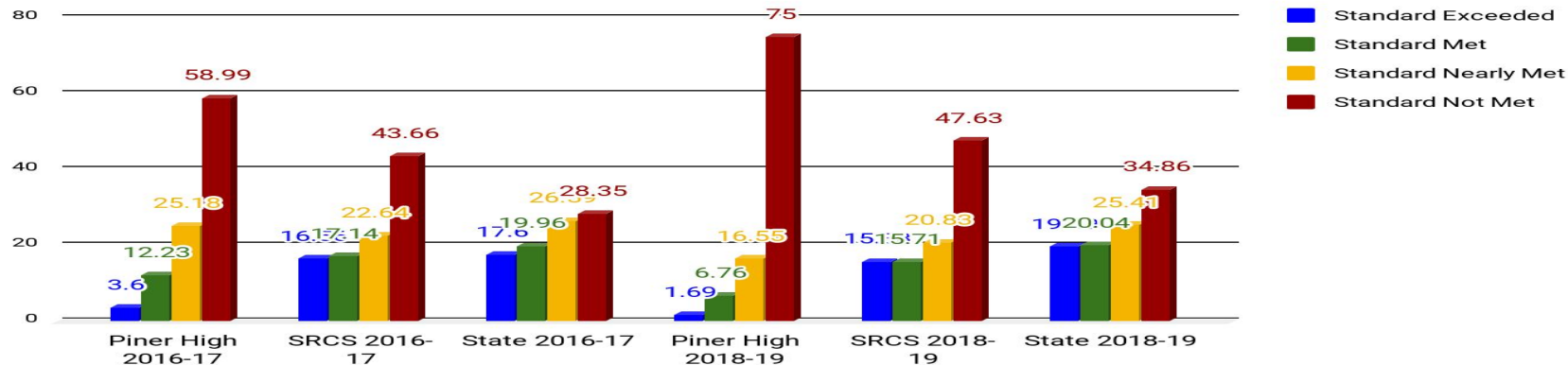
Sub-Groups Analyze Evidence

SBAC ELA 2019 EL-SPED-Low Income



Phase 1 - Analyze Evidence

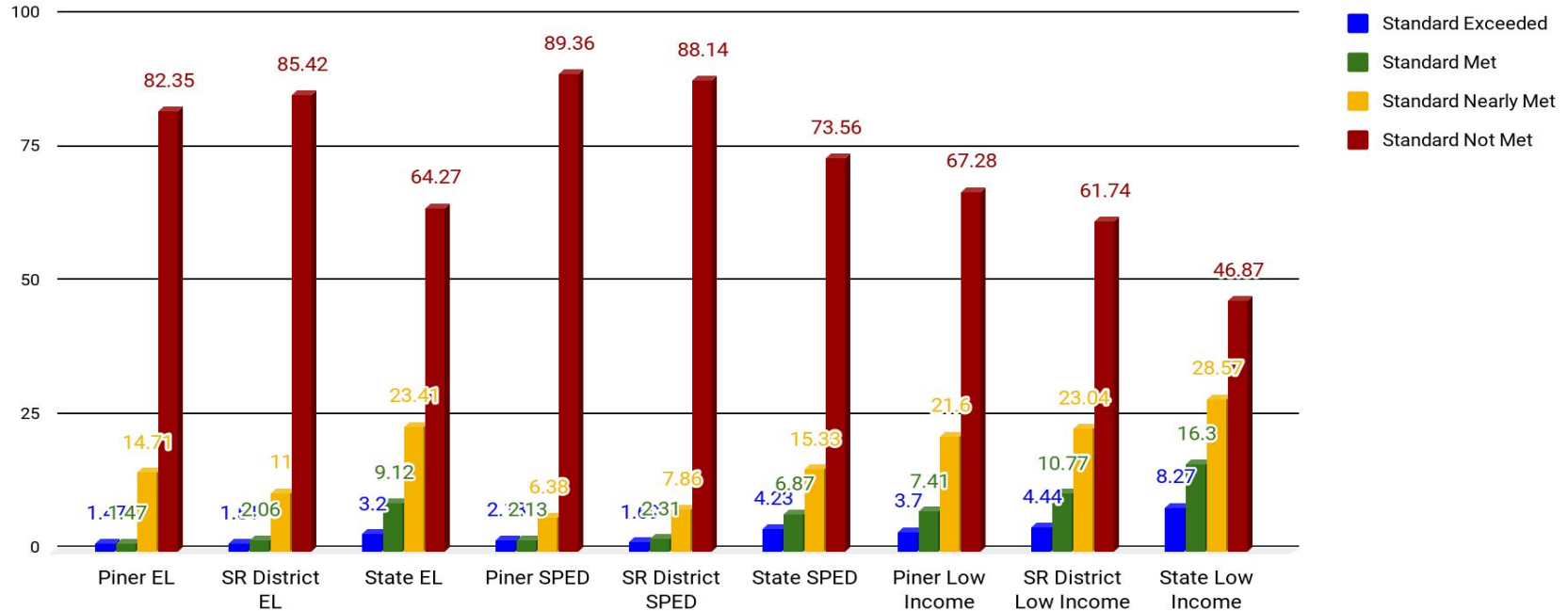
SBAC Math 2017 and 2019 comparison



	Piner High 2016-17	SRCS 2016-17	State 2016-17	Piner High 2018-19	SRCS 2018-19	State 2018-19
Standard Exceeded	3.6	16.56	17.6	1.69	15.83	19.69
Standard Met	12.23	17.14	19.96	6.76	15.71	20.04
Standard Nearly Met	25.18	22.64	26.59	16.55	20.83	25.41
Standard Not Met	58.99	43.66	28.35	75	47.63	34.86

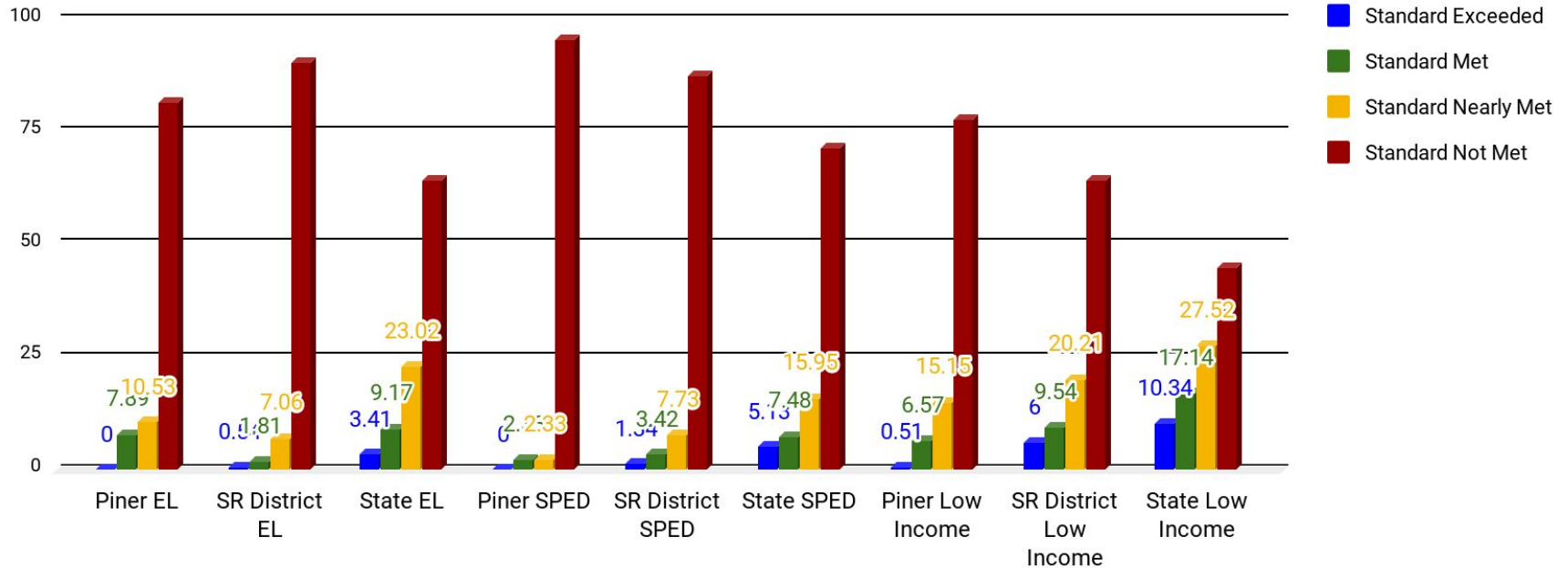
Sub-Groups Analyze Evidence

SBAC Math 2017 EL-SPED-Low Income



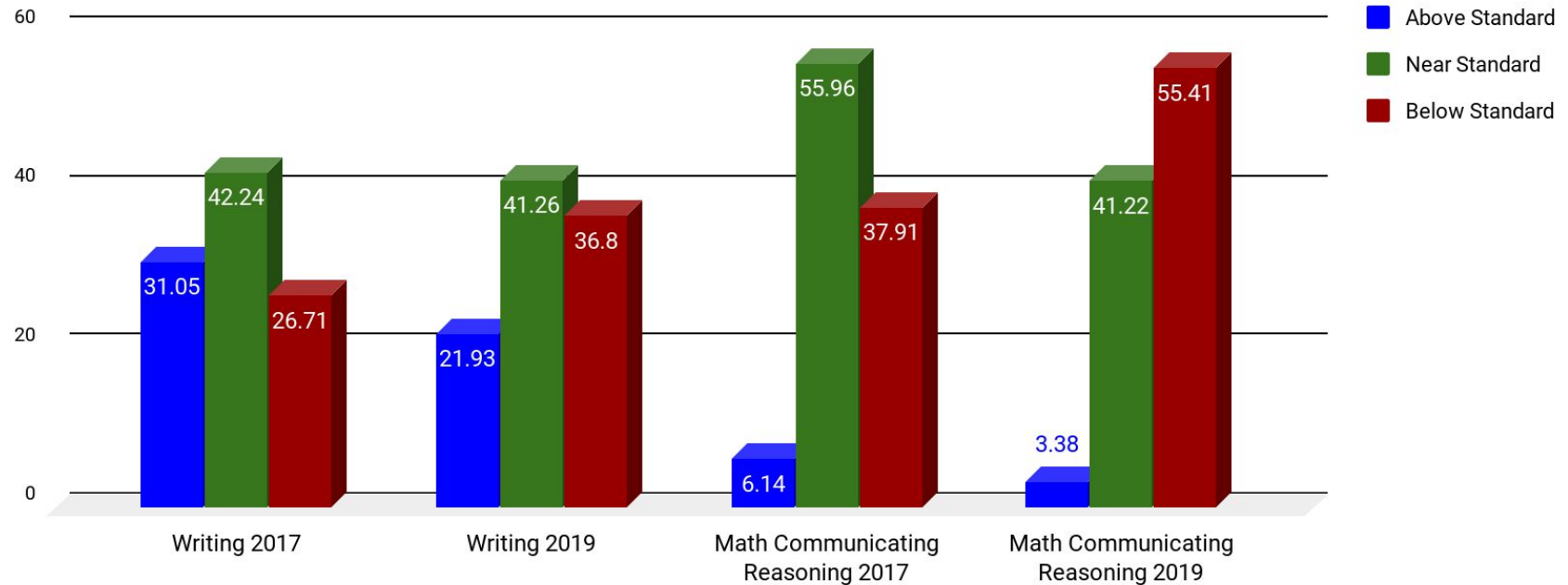
Sub-Groups Analyze Evidence

SBAC Math 2019 EL-SPED-Low Income



Analyze Evidence

SBAC Writing and Math Scale Scores



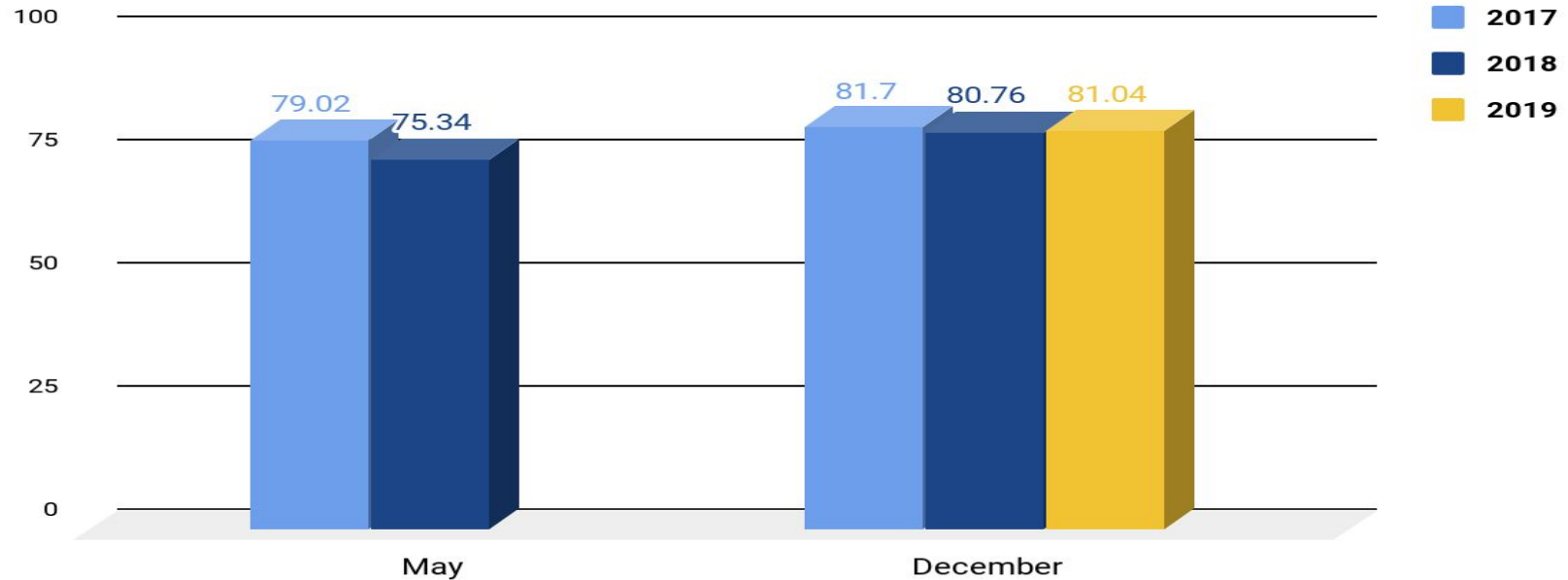
Common Rubrics

Viable Argument Multi-Paragraph Writing Rubric (DRAFT)

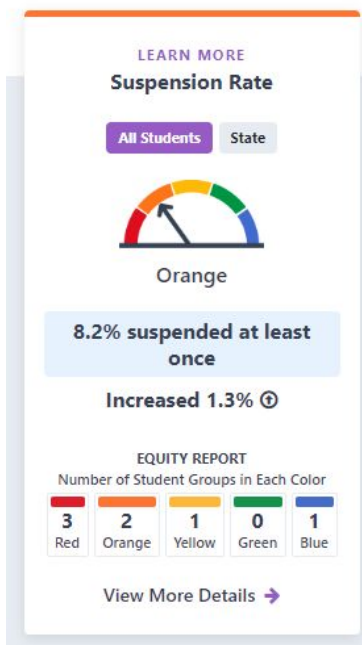
	3 (Proficient or Higher)	2 (Developing)	1 (Inadequate)
Precise Claim and Counter	<ul style="list-style-type: none"> -Claim is valid, arguable, and takes a clear and relevant position -Claim is distinguishable from valid counterclaim 	<ul style="list-style-type: none"> -Claim is arguable and takes a vague position -Claim is indistinguishable from counterclaim and/or counterclaim lacks validity 	<ul style="list-style-type: none"> -Claim is missing, off topic, and/or fails to take a position -Counterclaim is missing
Evidence	<ul style="list-style-type: none"> -Evidence is supplied fairly (equitably) for both the claim and counterclaim -Utilization of relevant evidence to develop a claim, <u>a counterclaim</u>, and a rebuttal) -Includes rebuttal to reaffirm the claim 	<ul style="list-style-type: none"> -Evidence is supplied fairly (equitably) for both the claim and counterclaim -Utilization of some evidence to develop a claim, <u>a counterclaim</u>, and a rebuttal -Includes ineffective rebuttal to reaffirm the claim 	<ul style="list-style-type: none"> -Evidence is supplied fairly (equitably) for both the claim and counterclaim -Lackin and/or irrelevant evidence to develop a claim, <u>a counterclaim</u>, and a rebuttal. -Lacking rebuttal to reaffirm the claim
Reasoning (Analysis)	<ul style="list-style-type: none"> -Reasoning clearly points out strenoths and limitations for 	<ul style="list-style-type: none"> -Reasoning attempts to point out strenoths and limitations 	<ul style="list-style-type: none"> -Reasoning does not point out strenoths and limitations for all

Attendance rates 2017- present

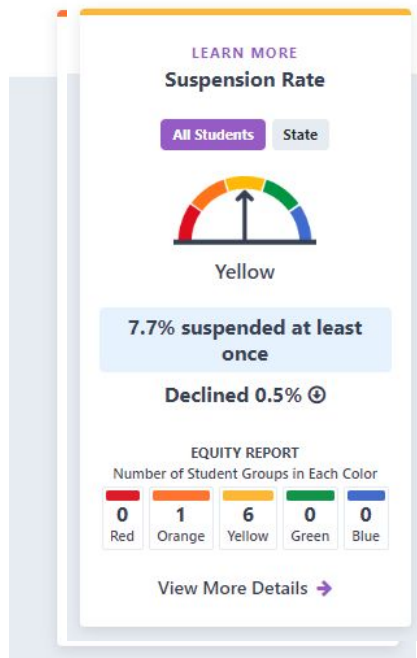
Attendance rate EOY 2017-present



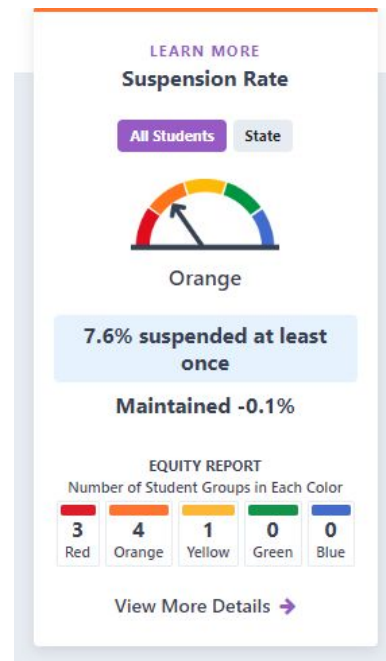
Suspension over time



2016-17



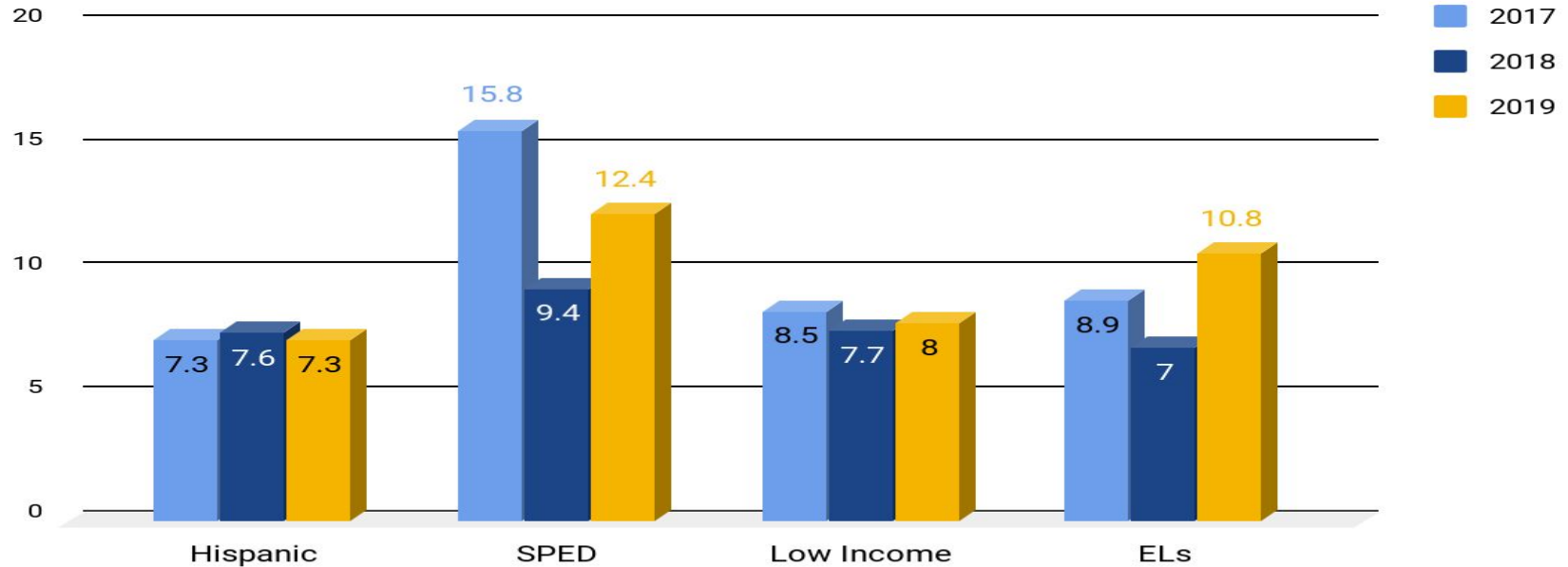
2017-18



2018-19

Sub-Group Suspension Analysis

Suspension rate sub groups 2017-2019



Reflection and Learning

Collaborative Learning: Through the self study process, Piner realized collaborative thought into action, and we put that reflection into work with a limited number of site goals aligned tightly with the district LCAP goals.

We now are spending some time to refine our SPSA and WASC goals to ensure focused attention on our areas of growth.

Piner High School Self Study Goals

Though analysis of our self study, we have identified 4 goals, aligned with our SPSA and LCAP.

With our goal of developing a rigorous curriculum, Piner will:

Goal 1: Strengthen and build upon the current STEM program to foster more inclusivity amount all student sub groups, grade levels and content areas

Goal 2: Increase staff PD in research-based instructional strategies to support student learning with attention to our English Learners, Students served by IEP, and students reaching for their promise

Goal 3: Continue to develop and expand the school-wide writing focus

Aligned with our goal of increasing student and family engagement, Piner will:

Goal 4: Build upon improvements of culture and climate by fostering greater sense of school community to support learning, looking to bridge to our community

Implementation and Support

After working through our Self Study, Piner has begun:

- Writing prompt and rubric refinement
- Data mining STEM Participation across demographics and grades
- MTSS development with focus on wrap support for freshmen through community programs such as Link Crew and Safe School Ambassadors
- Focus groups discussing strategies to support ELL, students served with IEPs and students at promise

Reflection and Learning

My learning as a leader: Piner is a highly focused, collaborative team. Our students feel supported and valued, and are willing to be active advocates for their own learning.

My learning and leadership to accomplish the MVP: Piner's programs are diverse, supporting real world, relevant opportunities that promote the values demonstrated in our district MVP, and measured by the College and Career Indicators. We are taking the time to refine our goals and align them tightly with our SPSA and LCAP priorities, to ensure deep attention to our most needy students.

What's Next?

Next Steps:

Explore bell schedules to maximize instructional impact and collaboration

Refine our WASC and SPSA goals to ensure tight alignment and calibration through all staff collaboration

Further fiscally responsible budgeting to support goals and all students and staff

Continue and evolve our community outreach

Piner Pride

