



Santa Rosa Middle School

Jason Matlon, Principal

4/10/19

Santa Rosa Middle School Overview

542 students

13% English Language Learners

47% Low socioeconomic status



SRMS School Site Council Members

Kristi Harris - President

Jason Matlon - Principal

Laura White - Secretary

Jackie Crow - Teacher

Natasha Whitfield - Teacher

Melissa Stewart - Parent

Julie Molinar - Parent

Hannah Averbuck - Student

Chelle Servais - Student

Rose Williams - Student

DELAC Rep & ELAC President

Silvia Zavala

SRCS LCAP Goals & SRMS SPSA Goals

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

SPSA Goal 1: Our students will leave SRMS prepared for high school and beyond through the following means: Students will have equitable access to opportunities to master critical thinking, communication skills, collaboration and problem solving. The students will have equitable access to a district and state standards based curriculum.

SRCS LCAP Goals & SRMS SPSA Goals

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

SPSA Goal 2: Levels of support will be available to SRMS students. Students not meeting minimum goals will be supported by a multi-tiered system of support.



Day 1 Challenges:

- Improve response to discipline.
- Improve school climate.
- Improve communication with teachers, parents and community.
- Track and support students that struggle academically and socio-emotionally.
- Target and align financial resources.



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, differently abled, socioeconomic status, and/or the language spoken at home.

Inquiry Cycle

›Instructional Leadership

Phase 4 Analyze Impact

Teachers and leaders analyze the results of the instructional inquiry and reflect on the process and new learning



Phase 3 Implement & Support

Teachers and leaders engage in study and learning and then take actions centered on an area of focus



Phase 1 Analyze Evidence

Gather and analyze evidence to identify student learning problems and problems of teaching or leading practice



Phase 2 Determine a Focus

Teachers and leaders analyze evidence to identify an instructional focus area



Cycle of Inquiry Focus

GOAL: Increase academic achievement* by decreasing behavior incidents through clarifying, refining, and implementing behavior procedures and instituting a school climate program.

*as measured by # of D's and F's, suspension data, attendance data, and CAASPP test scores.

Data Used to Identify Inquiry Focus

2017-18 D's & F's:

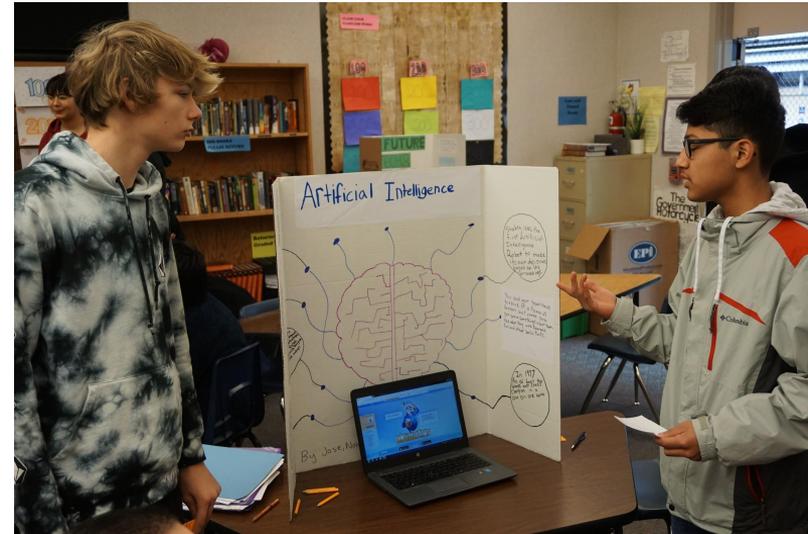
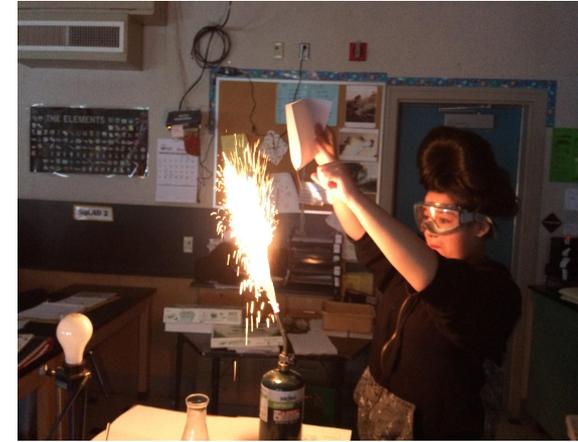
- 7th Grade: Q1 = 176; Q2 = 192.
- 8th Grade: Q1 = 205; Q2 = 503.

2017-18 First Semester Suspensions: 47

2017-18 Annual Attendance Rate: 93.8%

SBAC Data: Met or Exceeded Standard

	2016	2017
ELA	41%	40%
MATH	29%	28%



Theory of Action in Action for SRMS

Improving school climate:

- Cougar Code.
- Positive Postcards.
- Daily Announcements.



Improved response to discipline:

- Communication with teachers.
- Expansion of Restorative Practices.
- Behavior agreements and tardy sweeps.



Theory of Action in Action for SRMS

Improved communication with parents and greater community:

- New website.
- More frequent direct communications.
- Parent education nights.

Track and support students that struggle:

- CARE Team & Students of Concern.
- Positive Attendance Support Program.

Target and align financial resources:

- Schoolwide Title I Program certification.



Evidence of Impact



7th Grade D's & F's: 14% increase.

Q1: 172 D's & F's from 37 students. 62% Free & Reduced, 27% EL.

Q2: 261 D's & F's from 132 students. 65% Free & Reduced, 16% EL.

8th Grade D's & F's: 2% reduction.

Q1: 264 D's & F's from 61 students. 48% Free & Reduced, 21% EL.

Q2: 239 D's & F's from 111 students. 46% Free & Reduced, 19% EL.

Suspension Data: 43 (8.5% reduction)

Rate for males is 76.2%, total male pop. is 50%; Rate for low SED is 86%, total low SED pop. is 54.4%.

Attendance: 94.18% Attendance Rate (.4% reduction)

of SARTS held: 111.

Pos Attendance Support Program: 23.4% to 20.7% absence rate.

Coherence

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

SRMS SPSA Goal 2: Levels of support will be available to SRMS students. Students not meeting minimum goals will be supported by a multi-tiered system of support.

Inquiry Focus: Improve academic achievement through improved school climate.

Central TOA: Engage in problem-solving through an inquiry cycle for growth; confront and address issues of equity and access; provide and strengthen social and emotional supports; target and align resources.

Data: D's & F's; suspension #'s; attendance data.

Evidence of Impact: CARE Team; Cougar Code; Positive Attendance Support Program; Website; Revised SPSA & Schoolwide Title I Program.

Looking Ahead . . .

College & Career Readiness CTE Lab.

School Safety.

Increased parent outreach.

Title I Schoolwide Program benefits.

Data review.

Inquiry Cycle . . .

