

A photograph of a graduation ceremony at sunset. In the foreground, there are several large stacks of white diplomas on a red carpet. In the middle ground, two graduates in black gowns and caps are shaking hands, silhouetted against the bright sun. To the right, an American flag flies on a tall pole. In the background, other graduates and a large crowd are visible. The sky is a mix of blue and orange from the setting sun.

Principal Report: Montgomery High School

2019-2020



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



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.

Montgomery Values

VALUES

WE

ASK

ACCEPT

CARE

THINK

KNOW

COMMUNICATE

BALANCE

RISK

REFLECT



MONTGOMERY HIGH SCHOOL VIKINGS

As VIKINGS, we:

Understand the following as our ideals and expectations for continually creating and maintaining a positive and professional learning environment for all students and staff.

All settings throughout the school

BE RESPECTFUL

Maintain appropriate language registers

Asks before taking or touching

Hold high expectations for civilized and professional conduct

Support others' right to learn

BE SAFE

Look out for each other

Talk to an adult regarding any questions or concern

Practice positive citizenship

Think before acting

BE COMPASSIONATE

Smile at people you don't know

Practice random acts of kindness

Be kind and considerate of others

Be empathetic

BE RESPONSIBLE

Clean up after self

Be productive

Be prepared for class and instruction

Respond reasonably to requests or redirects



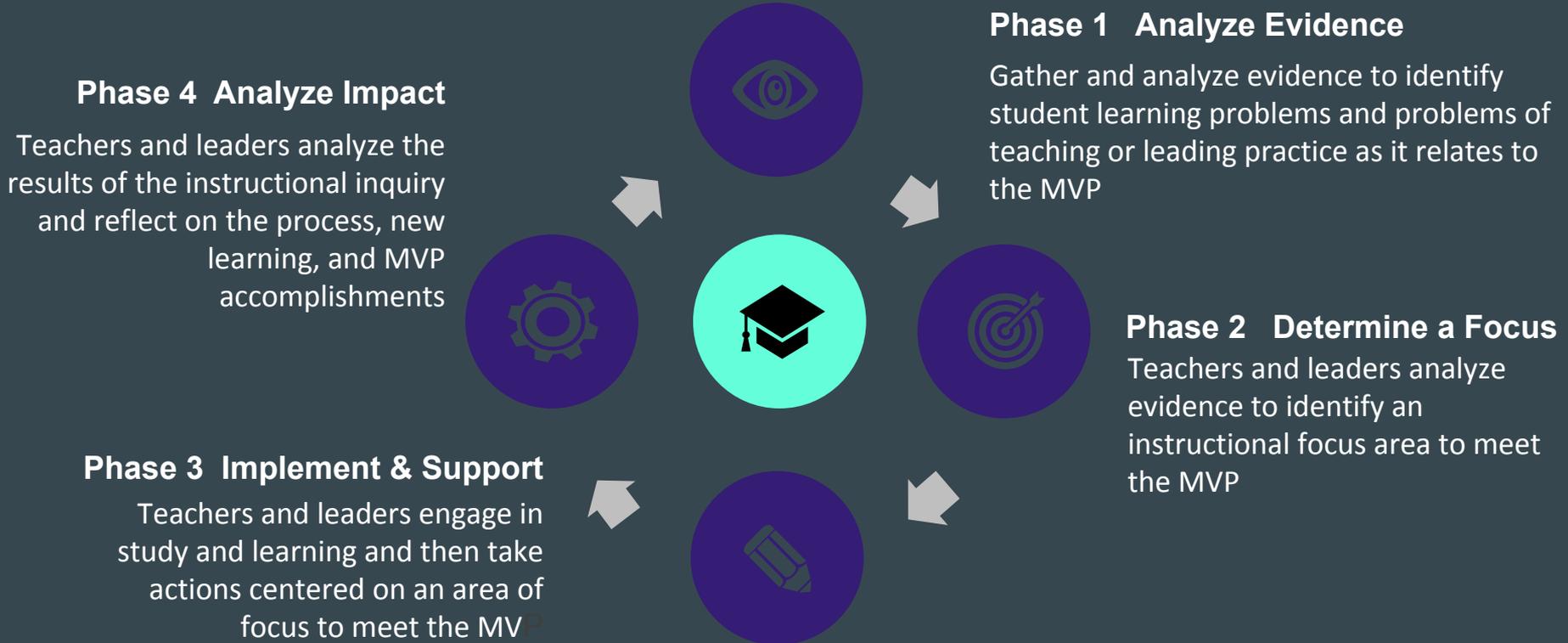
Viking Family Values:

Ask, Accept, Care, Respect, Think, Know, Communicate, Balance, Risk and Reflect.

We are an International Baccalaureate school and hold the above values and expectations as paramount.

Inquiry Cycle

Instructional Leadership and the MVP



SRCS LCAP Goals

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.

School SPSA Goals

Goal 1: 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.

Goal 2: Montgomery thrives to have a safe, welcoming and inclusive climate for all students and families so that all students are in their classes and ready to learn.

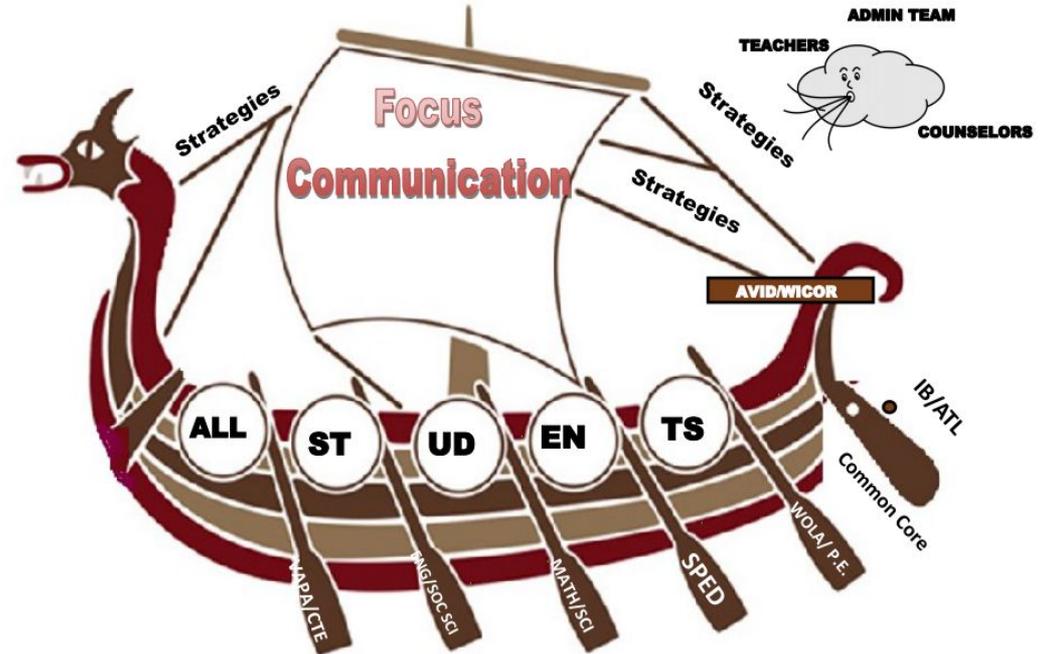


Determine a Focus

1. Instructional Framework
2. Attendance/Behavior



2019 – 20 School Year



Implement and Support:

Instructional Framework Staff Reflections

- We need an instructional focus for the school: The Focus was on Communication
- We are not the same staff as we were last year, or two years before, or will be two years from now - new staff need to know our framework and culture and how we operate so that they can more easily assimilate
- We need to show how our programs work together rather than compete with one another
- We need to encourage everyone to reach for greater complexity of task and depth of inquiry within our instructional program, across subjects, in order to better prepare our students for the real-world problem-solving in which they will be able to expected to engage once they leave high school

Instructional Framework



- INQUIRERS
- KNOWLEDGEABLE
- THINKERS
- COMMUNICATORS
- PRINCIPLED
- OPEN-MINDED
- CARING
- RISK-TAKERS
- BALANCED
- REFLECTIVE

Advancement Via Individual Determination--AVID

- FOSTER A SAFE LEARNING ENVIRONMENT
- OPEN CULTURE
- HIGH EXPECTATIONS
- INQUIRY AND COLLABORATION



Questions We Asked to Support our SPSA Goals and Instructional Focus

- How can Montgomery High School deepen learning through supporting IB and A-G for all students, while simultaneously continuing our AVID program school wide? What are the ways we can bridge IB and AVID? (SPSA Goal 1)
- How do we target and provide supports for students to attend and be engaged in school? (SPSA Goal 2)
- What does our recent WASC visit mean for our work moving forward?

Data to Inform SPSA Goal 1: Academic Progress (access)

How many students are taking IB/AVID

Student Seats in IB Courses



Number of Students Enrolled in AVID

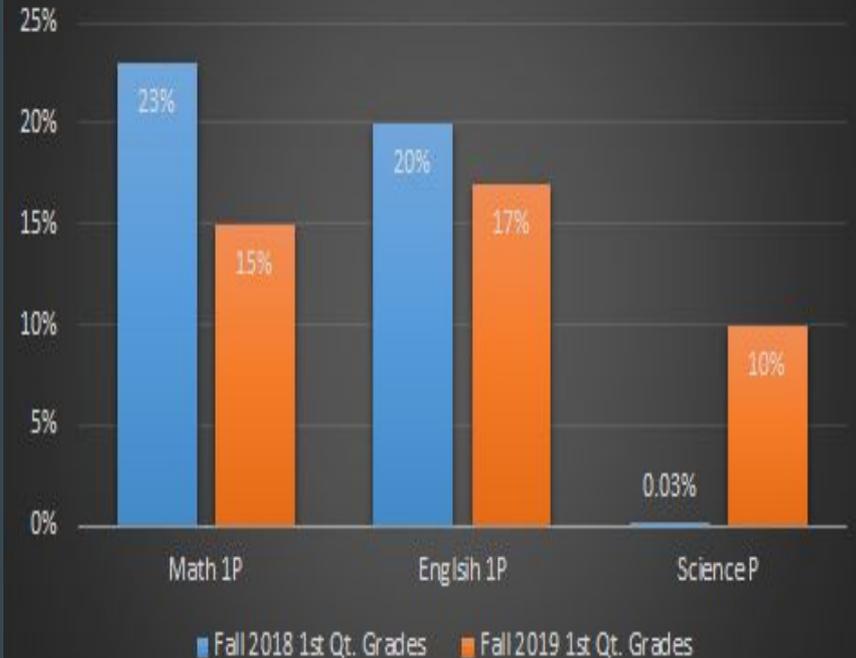


Data to Inform SPSA Goal 1: Academic Progress (D/F rates)

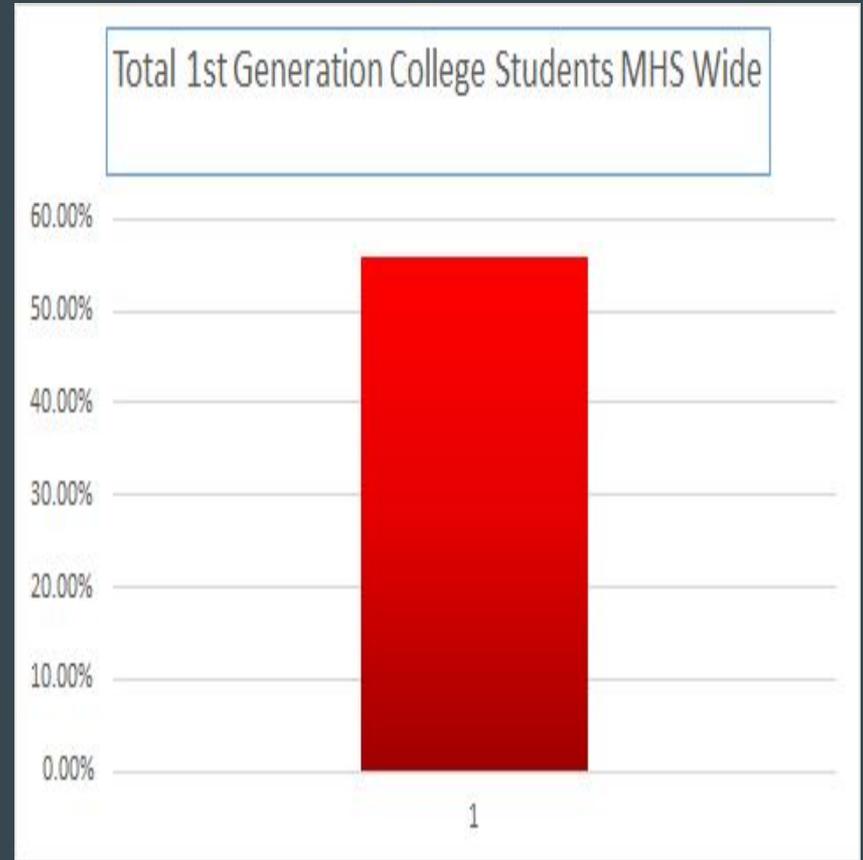
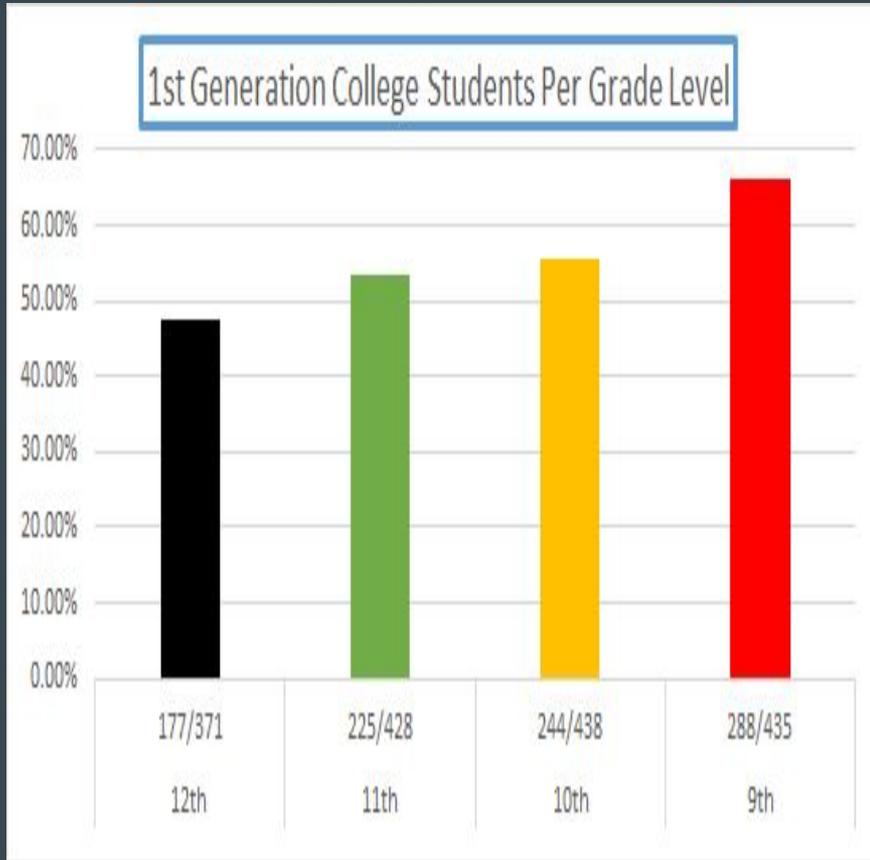
D's and F's Rates for 9th Graders



F Rates for 9th Graders



Data to Inform SPSA Goal 2: Serving the students we have



Data to Inform SPSA Goal 2: Creating safe learning environments

<u>Groups</u>	<u>2017-18 Suspension</u>	<u>2016-17 Suspension</u>	<u>Difference</u>
Foster Youth	14.3%	7.1%	(+) 7.1%
Homeless	7.7%	n/a	n/a
EL	6.8%	10.6%	(-) 3.9%
Lation	4.8%	8.0%	(-) 3.3%
Special Education	5.2%	8.2%	(-) 3.0%
Socioeconomically Disadvantaged	5.6%	8.2%	(-) 2.6%

Implement and Support for SPSA Goal 1: Common Strategies for our Instructional Focus

School Year 2018-2019

- Inquiry Focus
 - In the classroom:
 - Focused Note-Taking
 - Interactive Notebooks
 - Socratic Seminars
 - On Site:
 - Changing Guided Study based on evidence
 - WASC Focus Learning Groups
 - IB/AVID Learning Groups

School Year 2019-2020

- Communication Focus
 - In the classroom:
 - Questioning Techniques
 - Socratic Chairs
 - Project Planning/SMART Goals
 - On Site:
 - Week-At-A-Glance
 - EL Learning Groups
 - Administration visible on campus
 - IB/AVID Learning Groups

Implement and Support for SPSA Goal 1: Common Strategies for our Instructional Focus

Additional Staff and Student Supports

- Strategizing Captured Intervention Time
- Strategizing support systems to decrease tardiness and unexcused absences
- Scheduling adequate time for peer lead professional learning opportunities at the site level

Implement and Support for SPSA Goal 2: Attendance

- Targeted Guided Study
- Elevate Academy -Time Management with Administration
- SART (Student Attendance Review Team)
- Link Crew making connections with our 9th graders
- Teachers outside of classrooms greeting our students
- Announcements to parent groups about the impact of tardies and absences



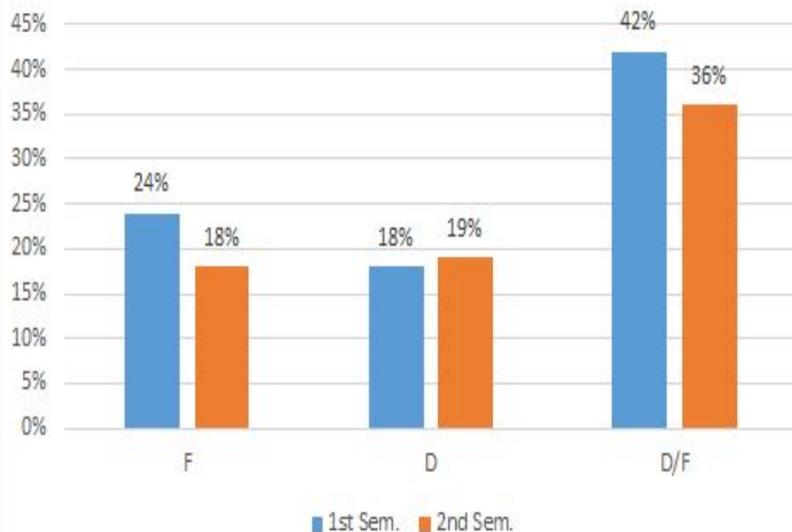
Analyze Impact

- Targeted Guided Study for Math 1P

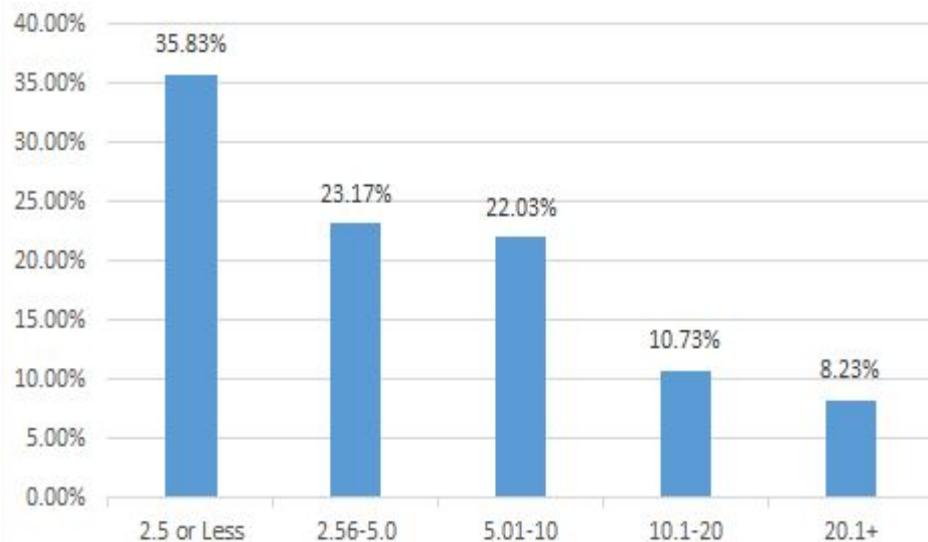
- Attendance Rates



Targeted Guided Study 2018/2019



2018-2019 Chronic Absenteeism



Implement and Support for SPSA Goal 2: Behavior

- Best First Instruction
- Community Building
- Restorative Practices
- Targeted Intervention
- Action Plan (SST Meetings)
- The use of eduCLIMBER for formative methods to help provide extra student support



Reflection and Learning

Collective learning (staff and principal)

Provide opportunities for staff collaboration and professional development. Continue working as a team to support the best interests of students.

My learning as a leader

As a leader, be open-minded, appreciate cultures and personal histories of others. Model for staff and students to be a risk-taker, explore new ideas, and innovative strategies with all. Lastly, be principled, act with integrity, and honesty with staff, families, and students.



Reflection and Learning

Your learning and leadership to accomplish the MVP

The MVP was recently introduced to school staff. We look forward to using it as a guide in the work that we are already doing in supporting student learning.

Barriers and opportunities for students, families, staff, and you

- We need to reach students during the school day for intervention
- 52% of the student body 1st Generation Students, providing advice about post-graduation options
- Recent WASC findings...



Next Steps and Next Focus Area

- Strategize Captured Intervention Time
- Schedule Adequate time for Peer Lead Professional Learning Opportunities at the Site Level
- Implement AVID Strategies schoolwide
- Increase enrollment in IB course offerings
- Support 1st Generation Students
- Support EL Students