

Rincon Valley Middle School Ed Navarro – Principal

2019-20

A dark blue, diagonal graphic element that starts from the bottom left corner and extends towards the top right, creating a sense of movement and depth.

Rincon Valley Middle School Overview

820 Students

- 2.5 % African American
- 12.4% Asian
- 11% English Language Learners
- 24% LatinX or Hispanic
- 29.5% Socioeconomically Disadvantaged
- 9% Special Education
- 5% Two or more races

74 Families impacted by the Tubbs fire

42 Teacher

2 Counselors

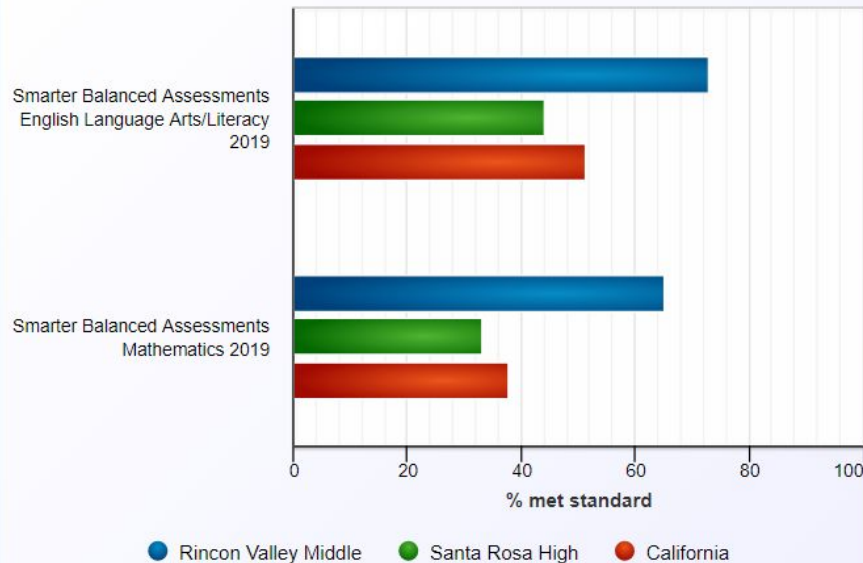
1 Assistant Principal



Smarter Balanced Assessment Data

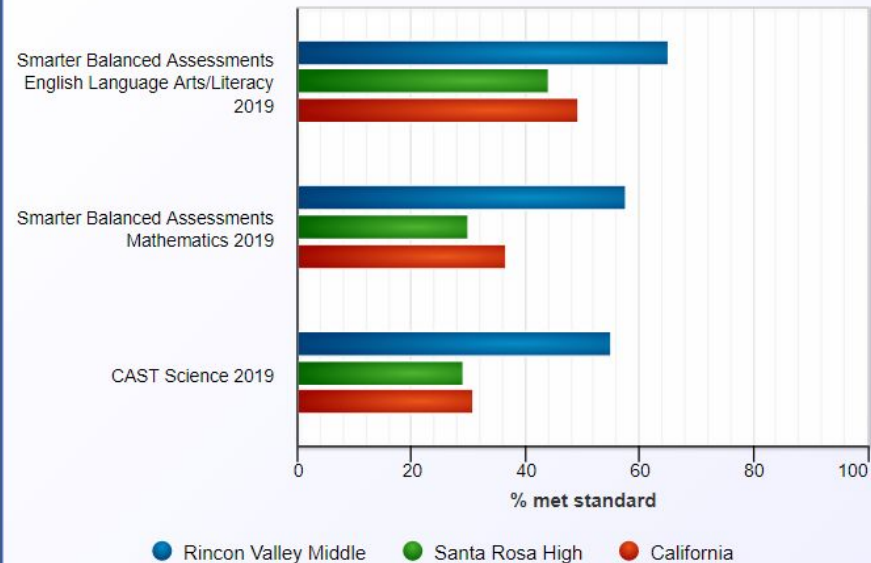
2018-19

7th Grade



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8th Grade



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RVMS School Site Council Members



- Jay Meyer - President
- Paul Gaudreau -Teacher
- Jenny Candelaria - Teacher
- Stacey Fong -Teacher
- Tammi Leggins - Classified Staff
- Ed Navarro - Principal
- Satchel Knerr-Archambeau - Student
- Ricardo Bolanos-Lopez - Student
- Alli Krillich - Student

SRCS LCAP Goals and RVMS SPSA Goals

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

RVMS Goal 1: All students will have equitable access to a district and common core based curriculum with comprehensive instructional strategies which support college and career readiness.

SRCS LCAP Goals and RVMS SPSA Goals

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

RVMS Goal 2: Increase student and family engagement to build a stronger school community

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

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

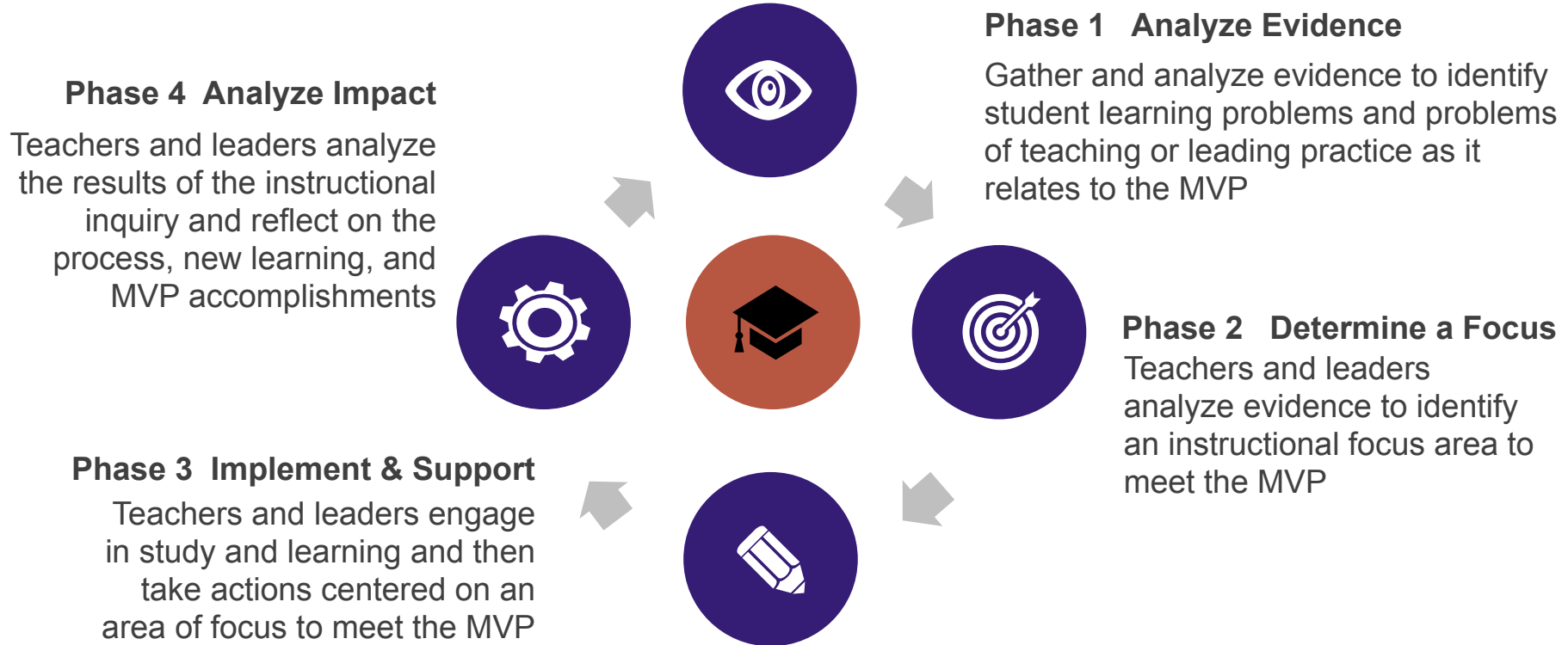
Priority 5- Equity and Excellence

Priority 6- Family Engagement and Community Partnerships

Priority 7- Sustainable Funding

Inquiry Cycle

Instructional Leadership and the MVP



Phase 1 – Analyze Evidence



- Familiarize staff with the MVP and Priorities - First Staff meeting of the year.
- Recognizing a change in our school culture and climate and addressing staff concerns
- Unpacking the Priorities using an equity and access lens and choosing Priority 5 - Equity and Excellence

Gathering Data



Listening to staff - listing observations and concerns about changing school climate and culture

Who are our students?

What are the student obstacles/barriers keeping them from successes?

What are our (staff) obstacles/barriers keeping them from successes?

How can we meet them where they are? In the classroom, at lunch/breaks, and in the halls?

I wonder...

Phase 2 – Determine a Focus



Knowing who our students are, what can we do differently today to start impacting their success?

Connection through content

Phase 3 – Implement and Support



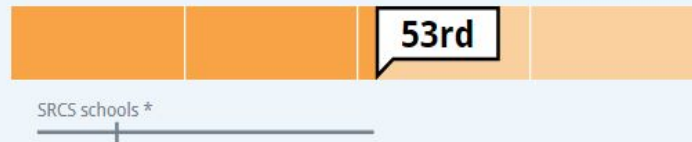
Next steps in unpacking Priority #5

- Staff came up with suggestions on how to improve the school climate and culture through systematic changes, by looking at bell schedules, the use of SSRW, COST (Coordination of Services Team) Team development.
- Staff unpacked what “connection before content” means to them and agreed to take a student under their wing (and not one of the “easy” students).
- Staff reported back at a staff meeting their success and challenges

Phase 4 - Analyze

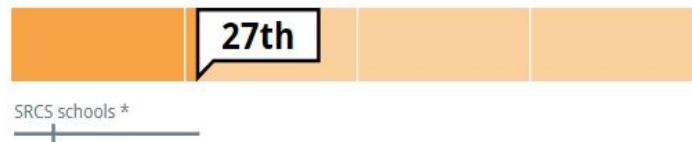
Engagement

3.49



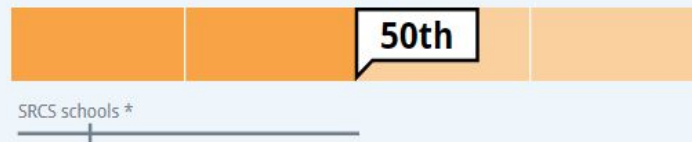
Academic Rigor

3.62



Relationships

3.41



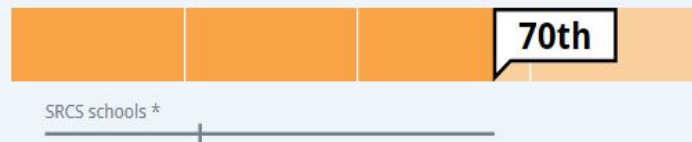
Culture

3.31



Belonging & Peer Collaboration

3.48



Reflection and Learning

The RVMS staff really does want to make the needed changes to ensure access and equity for all student.

When presented with a problem, we rallied to come up with solutions.

As the site leader, I know I can count on the staff to work together to do what they believe to be best for all students.

Our kids are engaged, challenged, and have a sense of belonging. They feel that the curriculum is rigorous and that they have positive relationships with the staff.

Upon reflection I am proud of the work the staff has done to problem solve an issue they found troublesome.

Next Steps and Next Focus Area

We are currently looking at new bell schedules to find better ways to meet the needs of all students.

We will continue to work in our COST team

In the upcoming year, I look forward to working on the SRCS MVP collaboratively with the staff to find a new priority to focus upon.

