

Mill Valley School District
Local Control and Accountability Plan (LCAP) – 2016-2017
Draft Goals, Actions & Expected Outcomes
Updated June 10, 2016

Goal 1: Attract, develop, and retain excellent staff
Actions:
Action 1) We will target total staff compensation in top quartile of comparable districts.
<p>Action 2) We will offer a quality, differentiated professional development program for all staff that includes a combination of grade level/department collaboration, peer observations, feedback, and implementation. We will provide more opportunities for internal collegial collaboration and teacher-led presentations.</p> <p>The primary areas of focus for professional development at the elementary sites will be on Next Generation Science Standards (NGSS) and inquiry-based learning, instructional technology, and peer observation/feedback through learning walks. The primary areas of focus for professional development at the middle school will be instructional technology, peer observation/feedback through learning walks, and department-based work.</p> <p>To maintain our strong emphasis on professional development, we will offer relevant training to staff that is specific to job duties and responsibilities. For classified staff (e.g. Administrative Assistants, Special Education aides, maintenance and custodial staff), job-alike teams will work with supervisors to determine their training needs. In addition, we will provide regular feedback to staff members to support their professional growth.</p>
<p>Action 3) We will implement curriculum and instruction embedding Common Core State Standards in language arts, math, and science. We will use multiple measures to assess our students’ learning and progress, including the Smarter Balanced Assessment. We will develop and use:</p> <ul style="list-style-type: none"> - Standards-aligned, common formative assessments for designated content areas and levels - District-wide protocols for administering assessments for designated content areas and levels - District-wide protocols for interpreting results to inform instruction for designated content areas and levels - District-wide system for assessment data collection for designated content areas and levels
Action 4) Teachers will integrate specific strategies to differentiate instruction and offer blended learning, including multiple technologies as an instructional tool.
Expected Annual Measurable Outcomes:
<ul style="list-style-type: none"> - We will make progress towards all staff being in the upper quartile of total compensation of comparable districts as reflected in an annual comparability study and ensure that all staff are highly qualified and appropriately assigned. - Staff professional development goals will reinforce the “Profile of a Successful Mill Valley Student.” (Attributes include critical thinking and problem solving, collaboration across networks and leading by influence, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, ability to access and analyze information, curiosity and imagination, develop integrity, empathy and humility, and digital citizenship. - Staff will reflect on learning from district-developed professional development and grade level collaboration through real-time survey results and other forms of genuine staff feedback. - We will ensure that all teachers and students have access to curricula aligned with Common Core State Standards in language arts and math, as measured by teacher report on inventory of materials. - Based on information gathered from 2015 CAASPP testing results, we have set the following baseline target for student achievement on this year’s test: 80% of students meeting or exceeding standards in language arts and math on the Smarter Balanced Assessment. - Common, local benchmark assessments and protocols will be created for designated content areas and levels. - 80% of students will meet grade level expectations on common, local benchmark assessments for designated content areas and levels. - We will establish a district-wide system for collecting common, local benchmark assessment data, and we will start to gather data. - Instructional technology coaching will continue to be provided for all staff to enhance the infusion of technology across all subject areas in all schools. - Teachers will offer differentiated instruction, including the use of technology (e.g. blended learning opportunities) across most subject areas, as measured by growth against the report card and teacher survey results, which includes language arts, math, science, social studies, visual arts, music, and world languages. - 35% of EL students will be reclassified as Fluent English Proficient. - 65% of EL students will show progress on the California English Language Development Test (CELDT), or other designated measure.

Goal 2: Ensure high levels of student learning
Actions:
Action 1) Students will demonstrate high levels of learning based upon Common Core State Standards and through the use of standards-aligned instructional materials. Their learning will be evidenced through student work, progress reports and report cards, and assessment results, including CAASPP scores and local assessment measures.
Action 2) Students will learn in an environment that provides deep content and inquiry-based learning through projects and differentiated instruction.
Action 3) Students will participate in 21 st century learning opportunities that foster global perspectives and awareness, and world languages. We will collect data on the events and opportunities each school offers that foster students' global awareness. We will establish a research committee to start exploring world language instruction at elementary schools.
Action 4) Students will be offered quality teaching with the use of innovative 21 st century instructional technologies through blended and differentiated learning.
Action 5) We will continue to provide diversified communication with our school communities through a variety of tools including district, school, and teacher websites, which are updated regularly with current, relevant information.
Expected Annual Measurable Outcomes:
<ul style="list-style-type: none"> - Teachers will provide all students with a broad course of study, which includes language arts, math, science, social studies, visual and performing arts, music, and physical education, as determined by student schedules. - Teachers will incorporate current, research-based instructional resources and best practices based on Common Core State Standards into their academic programs, and all students will have access to standards-aligned materials, as measured by materials inventory and teacher/administrator feedback. - Based on information gathered from 2015 CAASPP testing results, we have set the following baseline target for student achievement on this year's test: 80% of students meeting or exceeding standards in language arts and math on the Smarter Balanced Assessment. - We will disaggregate CAASPP data so that we can examine "unduplicated" student population achievement, and we will use this analysis to determine our next steps to best serve their academic needs. - We will develop common benchmark assessments and protocols for designated content areas and levels to track student progress in language arts and math. - 80% of students will meet grade level expectations on common, local benchmark assessments for designated content areas and levels. - 35% of EL students will be reclassified as Fluent English Proficient. - 65% of EL students will show progress on the California English Language Development Test (CELDT), or other designated measure. - All students will be provided the opportunity to participate in project/inquiry-based learning experiences, as measured by qualitative, non-evaluative data using observation protocols during classroom walk-throughs, providing a feedback loop of application of learning into classroom instruction. - All 7th and 8th grade students at Mill Valley Middle School will have the opportunity to participate in globally focused learning experiences, such as World Savvy Club and Global Teacher Inquiry Project. 725 students participated in these programs during the 2015-2016 school year. - All 7th and 8th grade students at Mill Valley Middle School will participate in the 1:1 iPad program across all subject areas. - All students will have access to new technology tools and strategies for learning with these devices. - Quantitative survey data from teachers and/or students will be used measure the use of technology in blended and differentiated learning. - All students will participate in opportunities to demonstrate the attributes of the "Profile of a Successful Mill Valley Student," as measured by qualitative, non-evaluative data using observation protocols during classroom walk-throughs. - Higher student engagement will result in a reduction or maintenance of the number of students who are chronically absent, in addition to maintaining an attendance rate of at least 95%. - We will maintain a focus on the attributes of a successful Mill Valley student by making it part of commonly used language across sites, as measured by student reflection on how they personally exemplify the traits. - District, school and teacher websites will be updated regularly, as recommended by District Technology Advisory Committee, with current and relevant information for families.

Goal 3: Offer effective intervention programs to meet the needs of all students

Actions:

Action 1) The district will support school-wide efforts that address students' social, emotional, and behavioral needs.

We will maintain our counseling FTE, evaluate its effectiveness, and increase as needed. This continues to enhance the emotional support we offer students and increase students' feeling of connectedness to school. Counselors will continue to provide support to students, and communicate with families in need about outside services in order to promote families accessing these resources.

As part of Mill Valley Middle School's use of Restorative Justice to address student disciplinary issues, we will look at data to determine its effectiveness and implementation.

Action 2) We will maintain and evaluate the effectiveness of our current FTE for academic interventions at the middle school and for RAMP at our elementary sites.

To address students' academic needs, Mill Valley Middle School will offer support during the school day through Panther Time, supported math courses, and targeted reading intervention. The staff will explore ways to enhance Panther Time so that it is a quiet environment that is conducive to learning.

The RAMP intervention program will be provided with and use high-quality, research-based intervention materials, and professional development targeting intervention instruction. RAMP teachers will also be offered the opportunity to attend district professional development.

We will conduct teacher-created assessments to monitor the progress of students participating in these interventions.

Action 3) We will address the achievement gap between student subgroups by differentiating instructional practices based on student need.

Action 4) We will offer and before- and after-school intervention and homework programs that target students needing additional support in order to help them understand their homework and access their classroom learning. We will continue to offer the programs at the elementary level and explore implementing them at the middle school level.

We will conduct teacher-created assessments to monitor the progress of students participating in these interventions.

Action 5) We will continue to build our English Language Development (ELD) program. We will maintain EL support across the district, evaluate the program's effectiveness, and increase ELD staffing as appropriate.

We will use Common Core State Standards and ELA/ELD Standards to develop and enhance our ELD program and to determine how we serve our EL students.

ELD teachers will be provided with relevant professional development opportunities. The ELD Team will investigate, identify, and implement high-quality, research-based ELA/ELD intervention instructional resources and practices.

We will strengthen communication to and involvement of parents of EL students. Schools will explore different modes of communication to ensure accessibility to all parents of EL students. This will include the development of ELD page on the district website.

Action 6) For Redesignated Fluent English Proficient students, we will monitor the academic progress of students after reclassification. We will develop a system to better monitor the academic progress of reclassified EL students.

We will select and administer ELD benchmark assessments to monitor our students' progress acquiring English.

Expected Annual Measurable Outcomes:

- The 2016 Smarter Balanced Assessment results will show high levels of student performance district-wide.
- At least 50% of students participating in intervention programs will make progress towards performing at grade level on designated local assessments.
- Staff will utilize results from common assessments inform student placement in services/intervention programming.
- Using student/counseling ratio as a guide, student contact hours with counseling staff will be maintained, and we will determine whether additional FTE can be added.
- Students' access to 1:1 and group counseling will be maintained.
- At the middle school, criteria will be used to identify the students with persistent behavioral challenges and multiple behavioral referrals to inform intervention programming, and we will continue to use a process to monitor the progress of

these students.

- We will reduce or maintain the behavior incidences at all schools. Baseline data at the middle school level is as follows: Suspension rate - 1%; Expulsion rate: - 0%; Behavior referrals: - 8% (96 behavioral referrals and 153 behavior instances)
- We will continue to maintain or increase in student participation in middle school clubs. Through the counseling/administrative staff, we will continue to inform and provide opportunities for students in need to participate in clubs or student support groups.
- We will continue to reduce the number of students who are chronically absent, and maintain an attendance rate of at least 95%.
- We will maintain opportunities for families to access referrals to services.
- We will determine the strengths and weaknesses of the RAMP based upon student performance on reading benchmark assessments. The RAMP Intervention Team will continue to explore high-quality, research-based math intervention instructional resources and practices.
- We will determine the strengths and weaknesses of the ELD program and identify next steps based upon student outcome data. The ELD Team will to investigate, identify, and implement high-quality, research-based ELA/ELD intervention instructional resources and practices.
- 35% of EL students will be reclassified as Fluent English Proficient.
- 65% of EL students will show progress on the California English Language Development Test (CELDT), or other designated measure.