

Mill Valley School District
LCAP Goals & Actions – 2017-2018
Draft

Goal 1: Ensure high levels of student learning
Actions:
Action 1) Students experience high levels of learning in all content areas through the implementation of effective teaching practices and the use of standards-aligned curricular materials. Students’ learning and progress is shown through multiple measures, including but not limited to student work, progress reports and report cards, and assessment results, such as CAASPP scores and local assessment measures. We continue to develop and use: <ul style="list-style-type: none">- Standards-aligned, common, formative assessments for language arts and math- District-wide system for assessment data collection- District-wide protocols for administering these assessments- District-wide protocols for interpreting assessment results to inform instruction
Action 2) Students learn in an environment that provides deep-content, inquiry-based learning. They have opportunities to participate in project-based learning that has relevant, real-world applications.
Action 3) Students are provided with differentiated learning in their classroom in which teachers use targeted instructional strategies to address students’ individual academic needs. Students learn in positive classroom environments that support students’ social-emotional well-being and development of strong character.
Action 4) Students are offered innovative blended learning experiences with teachers’ skilled integration of instructional technologies.
Action 5) Students participate in learning opportunities that foster global perspectives/awareness and world languages. We continue to develop our plan to embed world language instruction at the elementary schools.
Action 6) We provide regular, two-way communication with our school communities through a variety of tools, which are updated with current, relevant information.

Goal 2: Offer effective intervention programs to meet the needs of all students
Actions:
Action 1) We provide a variety of support systems, ranging from school-wide efforts to individualized plans, to address students’ social-emotional and behavioral needs. We continue to maintain counseling staffing across our schools. We will adjust staffing as appropriate. School-based counseling enhances the social-emotional support we offer students and increases students’ feeling of connectedness to school. Counselors also communicate with parents about outside services that may help support families. The middle school continues to use the Restorative Justice program to address student disciplinary issues. The middle school administrative team examines student discipline data to determine the program’s effectiveness.
Action 2) We offer support systems at all schools to address the academic needs of students working below grade level. We address the achievement gap that exists between student groups by implementing differentiated instructional practices based on student need. We offer academic intervention programs, such as Language Arts & Math Program (LAMP) at the elementary schools as well as supported math classes and targeted reading intervention classes at the middle school. We continue to maintain the staffing for these academic interventions at all schools. We will adjust staffing as appropriate. Intervention teachers are provided with and use high-quality, research-based intervention materials. They are also offered opportunities to attend intervention trainings and participate in pertinent professional development provided by the district.

Action 3) We offer intervention/homework programs before or after school that target students needing additional support with homework and/or classroom learning.

Action 4) We continue to build our English Language Development (ELD) program. ELD teachers use high-quality ELD curricular materials, are provided with relevant professional development opportunities, and implement research-based strategies in order to best serve EL students. We continue to maintain ELD staffing across the district. We will adjust staffing as appropriate.

We continue to strengthen parent involvement and communication. Schools are exploring different modes of communication to ensure information accessibility to parents of EL students. This includes the development of an ELD page on the district website. Resources for parents of EL students will be made available for use at home.

To monitor EL students' progress with language acquisition, ELD teachers administer the CELDT/ELPAC in the fall and other reading assessments each trimester. For Redesignated Fluent English Proficient students, we monitor their academic progress after reclassification through the use of a clear process and a data collection system developed by the ELD team.

Goal 3: Attract, develop, and retain excellent staff

Actions:

Action 1) We continue to target staff total compensation (salary, health benefits and welfare) in top quartile of comparable districts.

Action 2) We offer standards-based teacher autonomy and academic freedom so teachers are able to creatively develop their academic programs and embed innovative teaching strategies in service of grade level/content standards. Teachers have access to high-quality resources, including technology tools, to most effectively do their work. These practices strengthen the caliber of teaching and the depth of learning that takes place in our classrooms, as well as the work environment of all staff.

Action 3) Our teachers are provided a well-developed, comprehensive, and differentiated professional development plan in which they have opportunities to learn from outside trainers as well as share their expertise with each other. This plan also includes grade level/department collaboration, peer observations and feedback through Learning Walks, and regular collegial planning and collaboration time. This emphasis on professional development builds capacity in the staff and gives teachers the opportunity to continually improve their practice.

The primary areas of focus for professional development at the elementary sites are the Next Generation Science Standards (NGSS) and inquiry-based learning, instructional technology, and social-emotional well-being/character education. The primary areas of focus for professional development at the middle school are instructional technology, standards-based work, and social-emotional well-being.

We offer classified staff relevant training that is specific to job duties, responsibilities and meeting student needs. Job-alike teams work with supervisors to determine their training needs. In addition, classified staff are provided with feedback as a means of supporting their professional growth.