

Mill Valley School District
LCAP Goals & Actions – 2018-2019

Goal 1: Balanced Learners

All students will learn in an environment that fosters social emotional well-being, equity, global perspectives and awareness through inquiry and project based instruction.

Actions

Action 1 – Social-Emotional Wellness

Students will learn in positive classroom environments that support their social-emotional well-being and foster development of strong character.

Action 1.1) We will integrate social-emotional learning, such as Kimochis, Zones of Regulation, and mindfulness, into classrooms, as evidenced by implementation of programs across grade levels.

Action 1.2) We will embed the attributes of the Mill Valley School District Learner Profile (balanced, collaborative, communicator, courageous, critical thinker, empathetic, inquirer, knowledgeable, open-minded, perseverant, principled, reflective) into the curriculum. Students will demonstrate these attributes across all grade levels. Learner Profile grade level expectations will be developed.

Action 1.3) Appropriate levels of counseling support for students across the district will be determined and provided, as measured by counselor-student contacts and number of behavioral incidents across all student groups.

Action 1.4) The middle school will continue to use restorative practices to address student disciplinary issues, as measured by suspension rates across student groups.

Action 2 – Academic Achievement

All students will reach high levels of achievement in all content areas, as evidenced by an increased performance on standardized and authentic performance assessments across all student groups.

Action 2.1) All students will be supported through high-quality instruction in all content areas with the implementation of CA State Standards across all subject areas (language arts, math, science, social studies, world languages, visual and performing arts, music, and physical education), as evidenced by student schedules and subject-specific authentic assessment measures.

Action 2.2) Teachers will continue to employ effective teaching practices and use standards-based materials, as determined by multiple measures, including progress reports and report cards, and assessment results, such as CAASPP scores and local assessment measures. Our target for CAASPP testing is for 80% of students to meet or exceed standards in English Language Arts and Mathematics.

Action 2.3) We will develop and use standards-aligned, common, formative assessments for reading and math. We will utilize a district-wide system for assessment data collection, along with common protocols for administering the assessments and interpreting the results.

Action 3 – Differentiation

In an effort to increase proficiency for all students, ensure all students make progress towards standards, and close the achievement gap between student groups, we will differentiate instruction to reach all learners.

Action 3.1) Students will be provided with differentiated learning in which teachers use targeted instructional strategies and curricular materials to address students' individual academic needs, supporting both gifted learners and/or struggling learners, as evidenced by growth across all student groups, including a minimum of 10% annual increase on CAASPP language arts and math scores in these student groups: African American students, Latino students, English Learners, low-income students

Action 3.3) Reading And Math Program (RAMP) will be provided at all schools to students needing additional academic support. Students participating in RAMP will receive high-quality intervention from instructors who are provided with professional development opportunities and use research-based intervention materials in their programs, as measured by student growth towards benchmark assessments and grade level expectations.

Action 3.4) We will continue to offer an after-school homework program at the middle school to support students needing help with work, as measured by student attendance.

Action 4 – Technology

Technology is used to enhance instruction.

Action 4.1) Students will be offered innovative blended learning experiences with teachers’ skilled integration of instructional technologies, as measured by effective online research, communication with teachers/peers, collaboration with peers on schoolwork, and use of creative digital tools.

Action 5 – Global Studies

Students will participate in learning opportunities that foster global mindedness and turning knowledge into action.

Action 5.1) Students will have opportunities to participate in trans-disciplinary learning experiences that include perspective taking, investigating the world, communicating effectively, and taking action/engaging in service learning projects, as evidenced by teacher use of a global studies framework as a guide for developing curriculum and instruction.

Action 5.2) Students will have opportunities for world language instruction/exposure in middle school and at the elementary level with the kindergarten pilot in 2018-2019, as measured by student schedules.

Action 5.3) Students will learn in an environment that provides inquiry-based learning, with opportunities to participate in project-based learning that has relevant, real-world applications, as evidenced by student work and classroom visits.

Action 6 – Parent & Family Engagement

We will maintain high levels of parent/family engagement in our school communities, where all parents are welcomed and have opportunities to be engaged in their child’s education.

Action 6.1) We will provide regular, two-way communication with our school communities through a variety of tools, which are updated with current, relevant information, as evidenced by websites, newsletters, focus groups, and other communication vehicles.

Action 6.2) We will generate active engagement between all parents/families and schools to promote student learning and success, as evidenced by parent participation representative of all student groups in school activities, including parent meetings and parent education opportunities. We will be forming a District Equity Committee in 2018-2019 to help engage a broader spectrum of parents and to support our equity work.

Action 7 – English Language Development

We will continue to build our English Language Development (ELD) program.

Action 7.1) ELD staff will use high-quality ELD curricular materials, be provided with relevant professional development opportunities, and implement research-based strategies in order to best serve English Learners.

Action 7.2) We will continue to strengthen parent involvement and communication with parents of English Learners, as evidenced by different modes of communication and development of an ELD page on the district website.

Action 7.3) We will monitor EL student progress with language acquisition through annual administration of the English Language Proficiency Assessment in CA (ELPAC) and other language/reading assessments each trimester.

Goal 2: Supported Staff

Attract, develop, and retain excellent staff in a quality work environment

Actions**Action 1 – Extensive Support for Staff**

We will provide strong support to staff through excellent compensation, extensive professional development, encouragement for innovation, and relevant feedback.

Action 1.1) We will target staff total compensation (salary, health and welfare, and benefits) in top quartile of comparable districts, as evidenced by total compensation comparisons produced as needed for the purpose of bridging possible gaps in moving towards the top quartile.

Action 1.2) We will implement a staff wellness plan that includes mindfulness training and support, community and morale building, and other opportunities that support staff health and wellness, as evidenced by staff feedback gathered through focus groups, surveys, or other means.

Action 1.3) We will provide high-quality professional development that increases the staff's capacity to collaborate, design, and implement innovative curriculum. We will incorporate staff input when planning professional development.

Action 1.4) We will support teachers in their pursuits of innovation in the classroom, as measured by implementation of innovative practices during classroom visits and Learning Walks, along with teachers making use of district-provided opportunities for training, collaboration, and grants.

Action 1.5) Site and district administrators will help all staff reach their potential by prioritizing formal and informal classroom visits followed by constructive and supportive feedback, as measured by classroom visits.