2017-2018 School Success Plan

SCHOOL GOALS: SEMESTER 1

As an organization, we know that our primary goal is to prepare students academically for success in college and for their future careers. However, there are many other factors that contribute to academic success other than understanding the content being taught and ability to demonstrate academic mastery. For that reason, we have staff members who focus on those other elements that are so crucial to student success. The 2016-2017 school year came with many challenges behaviorally, including cursing at staff members, disrespect to teachers, staff, and administration, attendance issues, frequent student conflicts, and lack of ownership/responsibility in students for their own education. Staff members were also very weary and concerned about their students and the lack of academic progress last year. All stakeholders reported in surveys that they wanted to feel more connected to the school and they wanted to experience more ownership in the success of the school. Everyone wanted their voices to be heard and to implement systems, structures, and events that would make them proud of their school. During the summer of 2017, our leadership analyzed this survey data, academic data, and behavioral data and we came up with a plan to address the needs of the school.

Below are our notes from our discussion during the summer:

General Comments:
- Parents survey- needs to be separated from BCCS
  - Should have the parents complete the survey on their own.
- Parents are very involved; parents would like more communication and communication connected to academics and classroom efforts.
- Communication tends to be last minute
  - Keep events at the scheduled time as much as possible
  - Difficulties with co-location
  - Tier I for the committee: results were lower because there was less communication with parents than desired.
- Records: the same schools are difficult to get records from
  - Admin support pushes the schools to react more quickly.
    - A lot of turnover with the records dept at schools near MORCS
  - PARS need to be collected
- MAPs:

- - Mean RIT progressed over the year for math and for reading
- SBAC/Grades:
  - 40% (approx) Ds in 7th ELA; this is not our goal, but it matches SBAC outcomes
- Over 20% student placement in honors courses
- Students indicated that 8th grade classes are rigorous
- Need to clarify: when to fill out an ODR.
- How and when should we provide a refresher course of ODRs?
- Academics:
  - EL reclassification
  - % Met/Exceeded (math and English)
- Attendance:
- Disrespect:
  - Peer to Peer
  - Bullying
  - Student to staff

Strengths	Areas of Growth

- Parent engagement and attendance at events - Grades align with SBAC results - Data collection - Rigor in 8th grade- **need to build on this!**	➔ Communication (staff survey, parent survey)
	➔ Feedback and support
	   ◆ Alignment with SBG
	   ◆ Interventions for 6th grade
	➔ Focus on school culture:
	   ◆ 8 Keys of Excellence
	   ◆ Behavior
	   ◆ Partnerships with Parents
	   ◆ Managing classroom behaviors
	   ◆ Follow up with ODRs
	   ◆ School culture and relationships with peers
	   ◆ School safety

We felt that we had a great teacher support plan and professional support plan in place and we had the resources our teachers and students need to be successful. The team determined that school culture and stakeholder support were areas that, if improved, would have an impact on our academic outcomes. Our primary goals for the first semester were to improve feedback and support for all stakeholders and to improve overall school culture (for students, parents, and staff). Even though we have team members whose primary roles focus on parents or instruction, we felt that those areas of focus could be addressed by all staff members to help improve our school outcomes.

REFLECTION ON FIRST SEMESTER

During the first semester, we put many systems and efforts in place to meet our goals. Below are some explanations of efforts we put in place to meet our goals (improved culture and improved support/feedback for all stakeholders):

Parent and Student Voice: School Advisory Council

To support our parents and to give them more voice, we modified the School Advisory Council to meet the needs of all of our federal (ESSA) and state (LCAP) guidelines in regards to parental and community engagement. Parents on the council also represent EL and Title 1 students. This council includes community members, school staff, parents, and students; the council works collaboratively to provide feedback to the Executive Administrator and to help catalyze improvement in all school areas. This council meets monthly to ensure students, parents and community members all have a voice.

Parent Advisory Council:

In addition to our School Advisory Council that has a mixed group of stakeholders, we have also formalized our Parent Leadership Council/Advisory. The group continues to meet monthly, and we held elections for officers to put more ownership and responsibility into the hands of the parents (as required in the ESSA and Title I guidelines). These officers help to plan and lead the meetings each month.

Student Leadership:

Our student leadership class has always been a huge component of our school culture. Traditionally we have had a teacher serve as our leadership teacher/advisory. This teacher would work with a group of approximately 30 students who would plan bi-monthly events and activities for the student body, including lunchtime competitions, dances, movie nights, and spirit weeks. This is a tremendous amount of work and we have always wanted to provide these leadership opportunities to more students. This year we have a small leadership council that meets after school 3 days per week to plan monthly events, but we also have a leadership class as one of our electives for 8th grade. The teacher and after school leadership advisor work collaborative to plan events, but they also work on

Youth Advisory Board:

We are fortunate to receive funding from UnidosUS each year for the CASA Service Learning Project. One component of this grant is to have a Youth Advisory Board (YAB) that helps to provide student leadership and student voice for the service projects. Additionally, the YAB members learn how to manage funds, as they are responsible for $2000 of the overall funding. With support from school administration and their YAB Advisor, the students review requests from funding from school staff and award mini-grants as they see fit. This leadership opportunity is a wonderful growth and extracurricular opportunity for a group of our kids.

Parent and Student Voice: Surveys

This year we will be conducting our parents survey twice to gather more feedback, and we will continue to use the Youth Truth Survey Data to gather feedback from our students and staff. The survey data is vital for providing stakeholders with voice and to help the leadership team determine the success of school initiatives.

Academic Tutoring and Support Team:

Our academic team provides support to some of our most struggling students. In the past we utilized tutors through class/teacher assignment. Our tutors would support one teacher throughout the day and students would receive support as they rotated through the classrooms. This year, our tutors have a caseload of students who were identified based on academic benchmark data and teacher recommendation. These students are on the MORCS "Hotlist" and they receive support through push-in and pull-out support from our tutors, much like a special education program. Each of these students improved by at least 5 RIT points on our Winter MAPs benchmark; this growth is significant as students are only expected to grow between 2 and 6 points for the entire school year (depending on content and grade).

Teacher Support Meetings:

Throughout the first semester, Mr. Myers and Mr. Zepeda held regular meetings with teachers to provide one-on-one support to teachers. These meetings included discussions about data, student progress, instructional strategies, and planning support. During the meetings the teachers set goals for their upcoming instruction and would then report back on those goals in subsequent meetings. The meetings provided time for teachers to discuss best practices with experienced admin/teachers and also created accountability for student outcomes for all teachers.

Tuning Protocols:
Our professional development time is used to discuss and learn about best practices in education and instruction. We believe that our teachers are the experts in their classroom and that our collective experiences are more impactful that just the experience of our leadership team. We provide time regularly for Critical Friends Groups (NSRF Protocol) to allow our teachers and staff to provide feedback to each other and to help calibrate our efforts. Additionally, our teachers have time during critical friends groups to share ideas and strategies that they feel may support their colleagues. Teachers value this time and express that it helps them to grow as professionals and as educators.

Increased Walk Throughs and Observations:
Our admin team has increased the number of walk throughs and observations, but we would like to formalize this practice for the second semester. In addition, we will re-introduce our practice of teacher instructional rounds in the second semester.

Exhibitions:
We held several exhibitions during the fall semester with the goal of making student learning more meaningful. In October we held our Maker Madness Family Engineering night to get the entire family involved in engineering practices. We also participated in the DTLA Mini Maker Faire where our students presented a video gaming system they had created using their understanding of the conductive properties of electricity. We also started our service learning presentations in collaboration with Unidos US and the CASA service learning project.s When students apply their knowledge and share their learning with others, their learning has more purpose than simply regurgitating their knowledge on a test.

Celebrations for Growth:

Along with our goals, we put in intentional times during the semester to celebrate student growth. These celebrations included assemblies, trips, nacho parties, throwing water balloons at staff and teachers, and certificates/buttons.

Were We Successful?

We have grown a lot during the first semester. Many of the undesired student behaviors have decreased and we are able to focus more on instruction in the classrooms. Teachers and staff express that they feel supported and that they are growing professionally, and they feel that the team works very well together. They also state the the school feels more positive and that we have developed a strong growth mindset this year. While many factors contribute to a school's success, one of the major indicators of success in all areas is increased proficiency on academic assessments. After our benchmark assessment (the first benchmark of the year) in December, 288 of our students had improved at least 5 points on their assessment. We also had strong growth in the number of students who scored at a met or exceeded level on the benchmark.

MORCS Math								
	6th		7th		8th		All	
	#	%	#	%	#	%	#	%
Fall MAP	10	9%	5	5%	13	10%	28	9%
Winter MAP	15	13%	12	12%	31	26%	58	17%
GROWTH	5	4%	7	7%	18	16%	30	8%

MORCS Reading								
	6th		7th		8th		All	
	#	%	#	%	#	%	#	%
Fall MAP	16	14%	16	16%	25	21%	57	17%
Winter MAP	26	22%	26	22%	45	38%	97	29%
GROWTH	10	8%	10	6%	20	17%	40	12%

Each cohort of students showed growth, and our school as a whole grew significantly! We had an overall 8% increase (30 students) in students who score a met or exceeded in math; we had an overall 12% increase (40 students) who scored a met or exceeded in reading. This is wonderful growth as a school and we look forward to continued growth in the second semester.

SCHOOL GOALS AND ACTIONS:
SEMESTER 2

Our goals for the second semester will not change, but we will be working to tighten up our systems and expectations to ensure that our school culture, our feedback and support, and our academic outcomes continue to improve. Here are the action items we will be putting in place to push our growth during the second semester.

ACTION ITEMS

Instruction		
Item	**Lead**	**Indicator/Evidence**
Clear data goals shared with students PD Need: Time to analyze data and set goals; create action plan and timeline for sharing and discussing data	Zepeda	Data goals posted on classroom walls Student goal setting sheets and reflections Increased grades in classes Increased MAP scores Increased SBAC scores
Focus on at risk students PD Need: Training on at risk populations (EL, SPED, Low Income, Homeless, Foster Care) and their needs in the classroom PD Need: SDAIE, Explicit vocabulary instruction, collaborative practices, opportunities to respond	Zepeda, Rodman	Service goal setting and tracking sheets (tutors) PD on at risk students and their needs Clear supports in classrooms Use of collaborative practices Classroom opportunities to respond TPS Increased grades in classes Increased MAP scores Increased SBAC scores

SFA Across the Content Areas PD Need: Check in on strategy use	Zepeda	TPS Group work and roles (with role cards) Use of rubrics to improve student responses Language Goals
Improved Standards-Based Grading and Release of Responsibility Practices PD Need: Strategies for release of control Tuning protocol and calibration (including connection to CCSS)	Zepeda	Observation notes Recorded Lessons
Observational Rounds PD Need: expectations and systems for observational rounds	Zepeda	Obs rounds checklists and notes Obs round schedule Obs round feedback from colleagues and staff
Improved systems for data analysis and teacher reflection/calibration PD Need: Time to watch lessons/reflection/calibrate	Zepeda/Myers	Recorded lessons Teacher reflections based on recorded lessons
Academic competitions	Academic Team (Myers, Zepeda, Castillo, Duran)	Student participation Advertising and promoting of competitions Increase scores in target programs
Improved tracking of resource minutes and all IEPs up to date	Ballard, Myers, Nutt	Welligent
CASA Implementation	Zepeda, ELA Teachers	Classroom walls Regular CASA Check Ins Lesson Plans

		Service Project completion
		Reflection Event at the end of the year
		School Activities
Gathering feedback	Zepeda	Evaluations for PD sessions will be collected weekly.

Culture		
Item	**Lead**	**Indicator/Evidence**
Tier 1: Improved routines in classrooms and for class transitions	Castillo	Less Tardies Less chaos during transitions Improved efficiency in the classrooms (observations/notes)
Tier 1: Implement Suicide and Bullying Prevention Programs	Castillo, Aquino	Assemblies Presentations Documentation PPT presentations
Tier 1: One event per week from student leadership	Archer, Castillo	Events happen; students complete reflections after events.
Tier 1: Increased More Store Opportunities	Castillo	More Store available every other week on Fridays
Tier 2 and 3: Clear progression for consequences along with consistent use of Ripple Effects	Castillo	Increased consequences if students repeat similar behaviors.
Tier 1: Better planning and calendaring for field trips and fun fridays	Castillo, Aquino, Leads, Zepeda	Clarified expectations with staff (during PD) Field trips and Fun Fridays all on the calendar ahead of time Planning documentation for all field trips
Retreat Committee	Castillo, Long	Retreat Planning Documents and Execution

Parents/Community		
Item	**Lead**	**Indicator/Evidence**
Parent Training on Classroom Strategies, Routines, and Expectations (calibration with school culture and instructional efforts)	Myers, Jimenez	PPT Presentations Sign in Sheets Parent Classroom Observation Notes and Reflections
Parent Recruitment Team	Gamez, Jimenez	Creation of team Creation of documents or plan for outreach
SAC Committee	Myers, Jimenez	Meeting minutes Full SAC team at each meeting

Outreach		
Item	**Lead**	**Indicator/Evidence**
Improved Blog and Photo presence (telling our story)	Myers	Active website blog with updates weekly
School visits	Gamez, Myers	School visits calendared School visits completed
New brochure	Myers, Gamez, Ruiz	New, printed brochure
Door to door recruitment	Gamez, Myers	Scheduled date for recruitment, team to walk

To make sure our whole team is on the same page, we will be implementing the following PD schedule for the second semester.

PROFESSIONAL DEVELOPMENT PLAN

PD Date	Timeframe	Item(s)
1/8/18	Full Day	Data Analysis Opportunities to Respond At Risk Students (Trauma)
1/22/18	1st Hour	PD Series Selection (15-20 min) Observation Rounds (20-30 min)
1/22/18	2nd Hour	Committee Meetings
1/29/18	1st Hour	At Risk Populations
1/29/18	2nd Hour	CASA Planning
2/5/18	1st Hour	Reorganization Packet
2/5/18	2nd Hour	Committee Meetings
2/5/18	3rd Hour	Tuning Protocol and Calibration
2/12/18	1st Hour	PD Series: Strategies to Support At Risk Students (Week 1)
2/12/18	2nd Hour	At Risk Populations
2/19/18	1st Hour	Committee Meetings
2/19/18	2nd Hour	PD Series: Strategies to Support At Risk Students (Week 2)
2/26/18	1st Hour	PD Series: Strategies to Support At Risk Students (Week 3)
2/26/18	2nd Hour	
3/5/18	Full Day	Tuning Protocol and Calibration
3/12/18	1st Hour	Committee Meetings
3/12/18	2nd Hour	PD Series Reflection and Share Out
3/19/18	1st Hour	Data Progress Check
3/19/18	2nd Hour	
4/9/18	1st Hour	CASA Event Planning Time
4/9/18	2nd Hour	CASA Event Planning Time

	3rd Hour	Committee Meetings
4/16/18	1st Hour	CASA Event Planning Time
	2nd Hour	SBAC Testing
4/30/18	1st Hour	Committee Meeting
	2nd Hour	SBAC Testing
	3rd Hour	Tuning Protocol and Calibration
5/7/18	1st Hour	SBAC Testing
	2nd Hour	
5/14/18	1st Hour	Committee Meeting
	2nd Hour	
5/21/18	1st Hour	Tuning Protocol and Calibration
	2nd Hour	
5/28/18	1st Hour	Close out procedures, grades
	2nd Hour	Committee Meeting
6/4/18	1st Hour	Celebration and Reflection
	2nd Hour	Time to work on close out items

ACADEMIC GOALS:

As discussed before, the ultimate outcome is that our kids are prepared for college and their careers based on academic mastery. Below are our continuing academic goals for the year and our 5 year SBAC outcome goals:

Program/Assessment	Goal	Baseline	October 2017 Benchmark 1	December 2017 Benchmark 2	March 2018 Benchmark 3	June 2018 Benchmark 4 (Final)
Achieve 3000	40 point lexile growth for each student	Level Set Test- Due by 8/31/17	Student lexile levels constantly adjust as students completed 2 articles and activities per week			Post-Level Set Test
ALEKS	Completion of Grade Level Topics by 4/15/18	All students in RtI course for ALEKS- should be finished in the first 5 weeks of school	Students are constantly working on topics throughout the year. All topics should be completed by 4/15/18			
NWEA Reading	35% Meets or Exceeds Standard on MAPs Assessment	17.07% Meets or Exceeds Standard on MAPs Assessment	N/A	Goal: 24% (2 more kids per cohort achieve met or exceeded on Dec MAPs test)	N/A	35% Meets or Exceeds Standard on MAPs Assessment
NWEA Math	25% Meets or Exceeds Standard on MAPs Assessment	8.54% Meets or Exceeds Standard on MAPs Assessment	N/A	Goal: 15% (2 more kids per cohort achieve met or exceeded on Dec MAPs test)	N/A	25% Meets or Exceeds Standard on MAPs Assessment
8th Grade Science MORCS	80% proficient and advanced	N/A	N/A	N/A	N/A	SBAC: 80% proficient and advanced
Classroom Units	80% mastery on all unit assessments/projects	80% mastery on all unit assessments (i.e. 80% of students will score 3 or 4 based on unit rubrics and outcomes).				
CAASPP/SBAC (Math and Reading)	See NWEA Reading and Math Goals	Tracked using NWEA MAPs: See above				35% (Reading), 22% (Math) Meets or Exceeds Standard on SBAC Assessment
Success for All Reading	80% of students will score 80% or higher on the comprehension portion of their cycle test.	N/A	39% of students will score 80% or higher on the comprehension portion of their cycle test.	50% of students will score 80% or higher on the comprehension portion of their cycle test.	65% of students will score 80% or higher on the comprehension portion of their cycle test.	80% of students will score 80% or higher on the comprehension portion of their cycle test.

	Baseline (16-17 Data)	Year 1 (17-18)	Year 2 (18-19)	Year 3 (19-20)	Year 4 (20-21)	Year 5 (21-22)
Reading	25%	35%	43%	51%	56%	60%
Math	17%	25%	33%	41%	46%	50%
					Renewal Data	

CSD Recommendations:

Governance:
- ❏ Update board meeting info on our school website.
- ❏ Update expulsion policy to indicate that the parent be the bearer of the responsibility to require to give a written request for a public hearing three days prior to the hearing.
- ❏ In the employee handbook:
    - ❏ Provide clarity of due process for school staff.

Student Achievement and Educational Performance:
- ❏ Raise percentage of students who meet/exceed on SBAC: ELA and Math
- ❏ Benchmark (Previously Not Met): "Monsenor Oscar Romero Charter Middle will have a reclassification rate that exceeds the District's rate."
- ❏ Implement a consistent guideline for clear expectations to ensure consistency in standards-based implementation and progress towards mastery.
- ❏ Provide opportunities to improve teacher alignment to CCSS and alignment to current charter benchmarks.
- ❏ Utilize instructional strategies from the SFA program to enhance teaching delivery practices in all other academic periods.
- ❏ Develop systems for data analysis
- ❏ Develop strategies and provide training to support teachers with the influx of EL 1s and support for LTELs
- ❏ Professional Development Plan:
    - ❏ Report indicates that we have only "Partially" implemented a PD plan.
    - ❏ Recommended PD:
        - ❏ Explicit vocabulary instruction
        - ❏ Standards based grading
        - ❏ Advisory
        - ❏ SDAIE
- ❏ Have teachers focus on release of responsibility for students to make cognitive choices on what types of thinking maps work best, based on the task at hand as well as a release of responsibility for students to own their own thought process within their own mapping.
- ❏ Set expectations for specific strategies to support collaborative practices:
    - ❏ Think Pair Share
    - ❏ Group Jobs/roles
- ❏ Improve "Meeting the Needs of All Students"- we received on a partial completion rating:
    - ❏ SPED
    - ❏ EL
    - ❏ LTEL
- ❏ Create a direct protocol for data analysis and for assessment calibration discussions
- ❏ Implement suicide and bullying prevention assemblies and presentations

- ❏ Growth for all admin: create a template for observation that all admin and leaders can use
  - ❏ Have discussions to calibrate observations.
- ❏ Use recordings to calibrate, grow, and share best practices
- ❏ Work on student responses (use SFA rubric):
  - ❏ Restate the question
  - ❏ Complete sentences
  - ❏ Academic language
  - ❏ Routines and structure
  - ❏ TPS, opportunities to respond.