



REDWOOD HIGH SCHOOL MID-CYCLE PROGRESS REPORT

**395 Doherty Drive
Larkspur, CA 94939**

Tamalpais Union High School District

March 6, 2018

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

➔ *Note: Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)*

GENERAL DESCRIPTION

Redwood High School, one of three comprehensive high schools in the Tamalpais Union High School District (TUHSD), opened in 1958, has a solid tradition of academic performance. Redwood serves seven small suburban communities in southern Marin County: Larkspur, Greenbrae, Corte Madera, Tiburon, Belvedere, Kentfield, and Ross. Larkspur and the surrounding communities are marked by expensive real estate prices. The cost of a home in these communities can range from \$700,000 to well over several million dollars. Economic diversity and the challenges it brings to students are sometimes hidden in the apparent affluence of the area.

The Redwood community benefits from high expectations for students, dedicated teachers and staff, and visible parent support. The school has received the California Distinguished School award four times (1990, 1996, 2003 and 2011) and was selected as a National Blue Ribbon School in 2008. Most recently, Redwood was named a 2015 California Gold Ribbon School.

Parents are an integral part of the school community, and they provide input and support in many ways. Parents serve on the Redwood Site Council, a body which focuses on Wellness by promoting empathy, kindness, and respect for oneself and others, fostering a safe environment that values both personal and academic goals, celebrating individuality, and cultivating tolerance and inclusiveness. Our Parent Teacher Student Association (PTSA) hosts student assemblies and events, staff appreciation events, campus beautification and monthly parent education events. Our Parent Advisory Council meets four times a year and consists of both parents and school administration with the purpose of soliciting parent input on a variety of school topics.

Parents actively support sports teams through team booster clubs including Pigskins, Hoops Club, Dugout and Grapplers. The Drama and Music programs have active parent support as well. Parents volunteer in a variety of ways to support our school community, including assisting with our campus tours, ninth grade registration/enrollment, college and career center and attendance office

support, and athletic team support.

Our school also receives support from a number of other parent organizations. The Redwood Foundation has been an outstanding source of financial support over the years. Last year the foundation raised over \$800,000, and the money is distributed to staff and students through grants which fund innovative classroom and school ideas and projects, the Benchwarmers Athletic Booster club, the Fund-a-Need program, scholarships for graduating seniors, and medium to large capital projects such as field renovation, science classroom equipment purchasing, and college and career center upgrades.

The Redwood Alumni Association supports the school community in the areas of scholarship, athletics, arts, and beautification. Our alumni association also provides Redwood students with guest speakers each year.

The School to Career program is a partnership with the Marin County Office of Education (MCOE). The program provides students the opportunity to explore careers in a variety of areas through internships, job shadows and career-focused field trips. Internship opportunities are available to our students three times a year during fall, spring and summer. Typically, students intern for six to eight hours per week for six weeks. Internship partners include Buck Center for Research on Aging, Kaiser Permanente, Marin Independent Journal, Marin Youth Center and The Marine Mammal Center. During the summer, students participate in a career course program.

In January 2016, the Wellness Center opened on campus. Our Wellness Center staff work with the Counseling department to expand existing support services for students. They coordinate and provide health, mental health, sexual health and substance abuse services and programs for Redwood students on campus. They offer direct services as well as prevention and education for students including health and wellness classroom presentations and school wide health education events. In addition, they facilitate and coordinate community partnerships that come on campus to provide direct support to students such as Bay Area Community Resources, Family Works, Huckleberry Youth Programs, Marin City Health and Wellness, The SPAHR Center, UCSF Nursing Interns as well as graduate interns for university partnerships such as UC Berkeley, San Francisco State University, and the Wright Institute.

Another community partner, 10,000 Degrees, is an organization with a specific focus on achieving educational equity and supporting students in need to access and complete higher education so they may positively impact their communities and the world. The organization works with Redwood students to provide college awareness, college preparation and planning advice, and financial

assistance during high school and college.

Dynamic Solutions for Youth is a community organization that utilizes both a prevention and intervention model to address behavioral issues. The organization works with Redwood administration to support students through mentoring, discussion groups, and community service.

College Board Advanced Placement courses are a common part of student learning experiences at Redwood High School. This year, 694 individual students are taking 1219 advanced placement courses. This includes 68% of all 11th and 12th graders taking one or more advanced placement courses and 36% of 10th graders taking AP European History (the only advanced placement course available for 10th graders). Seventeen different advanced placement courses are available at Redwood each year, including the recent additions of AP Capstone and AP Art History. Students in advanced placement courses score a “3” or better more often than is seen across the state and nationally.

Our Career and Technical Education (CTE) program pathways include Architectural Design, Engineering, Computer Programming and Computer Graphics. Each of these programs allow students to engage in relevant, technologically-rich coursework providing career focus skills and content. Approximately 175 students are enrolled in one or more of these CTE courses this year.

Through a partnership with MCOE, a School-to-Career liaison coordinates student job shadows, internships and career exploration. Approximately 100-150 students participate in such career exploration activities each year.

Our Drama program operates as a student-run ensemble theater company in which students, over a number of years, participate in all roles necessary to run a theater company including acting, directing, house and technical management, and publicity. Over 300 students participate in Drama each year. The drama program regularly wins regional and state awards.

Our journalism program is a two to three year program in which students take a preparatory Non-Fiction course followed by one to two years of Advanced Journalism. Our school paper has won numerous national awards for many years. In the last few years, the journalism program has expanded from print journalism to online journalism, incorporating social media to reach a wider audience and better train students for the future of journalism.

VISION, MISSION AND LEARNER OUTCOMES

TUHSD Mission Statement

The Tamalpais Union High School District is dedicated to the development of creative, passionate,

and self-motivated learners. Upon graduation, students will be prepared for engaged citizenship and able to contribute individually and collaboratively in order to address the challenges of a dynamic and diverse world. To these ends, all students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively.

Learner Outcomes from TUHSD Mission:

- creative, passionate, self-motivated learners
- engaged citizens
- able to contribute individually and collaboratively
- able to address the challenges of a dynamic and diverse world
- demonstrate mastery of core competencies
- access and critically analyze information
- pose substantive questions, communicate effectively

LCAP Goals Updated for 2017-2018:

1. Guarantee students' access to rigorous, relevant and engaging curriculum in all content areas. (Common Core State Standards, Pupil Achievement, Course Access, Other Pupil Outcomes)
2. Improve the learning of all students while narrowing the achievement gaps among our student groups. (Common Core State Standards, Pupil Achievement, Course Access, Other Pupil Outcomes)
3. Improve communication and relationship with the community and stakeholder groups. (Parent Involvement, Pupil Engagement)
4. Support each student's emotional and social growth and work towards a community where all students feel safe and valued and develop a system of intervention to support the academic and behavioral success of all students. (Pupil Engagement, School Climate)

Redwood High School Site Goals for 2017-2018:

1. Increase success in grade-level and higher learning for all students.
2. Improve the sense of community, positive student behavior and wellness among staff and students.
3. Decrease number of absences and tardies and the impact of missed class time on teaching and learning.

2014 Critical Learner Needs

1. **Access** - Provide all students opportunity and access to grade level instruction, higher-level course offerings (AP and honors) and college and career options in the 21st Century.
2. **Equity** - Reduce the gap in performance between economically disadvantaged students, students of color and the general population, while raising student achievement for all students.
3. **Math** - Increase student achievement in Mathematics.

Important Questions

How can TUHSD meet the unique needs of a wide range of learners, increase opportunity and open access for all students, so that more students are UC/CSU eligible upon graduation, more students are achieving at higher levels in Mathematics and a gap no longer exists between economically disadvantaged students, students of color, and the general population?

Specifically:

Access:

- How can TUHSD ensure all students have access to grade level instruction?
- How can TUHSD increase student access to higher-level courses, including electives, honors and Advanced Placement courses?
- How can TUHSD increase college and career options and pathways so more graduates are UC/CSU eligible?
- How can TUHSD increase participation rates of low SES students and students of color in SAT, ACT and AP tests?

Equity:

- How can TUHSD address student achievement and opportunity gaps so race and economic status are no longer a predictor of academic success or failure in a range of identified areas?
- How can TUHSD address the needs of subgroups who have plateaued (not shown growth), even though they may trend higher than county and state averages?

Mathematics:

- How can TUHSD increase student achievement in mathematics, specifically in Algebra, Geometry and Advanced Algebra content, so there is no longer a gap between how students perform in mathematics as compared to other subject areas?

DEMOGRAPHIC DATA**Student Enrollment - 2013-2018**

Year	Total	Low SES	EL	Spec Ed	504	Afr Amr	Asian	Hispanic	White	Amr Ind	Filipino	Other
2015-16	1776	4%	1%	8%	2%	2%	7%	10%	76%	0%	1%	3%
2016-17	1799	4%	2%	9%	2%	1%	7%	11%	74%	0%	1%	4%
2017-18	1851	8%	2%	8%	3%	1%	7%	13%	73%	0%	1%	4%

Enrollment growth has continued over the last three years and is projected to continue for another 3-4 years before slowly declining to approximately 1975 in the mid-2020s. Our Hispanic and Low-SES populations have increased over the last three years while our other ethnicities have seen little change.

Certificated Staff Demographics – 2017-18

Total Staff	Male	Female	African American	American Indian	Asian	Filipino	Hisp	PI	White	Unknown
110	40%	60%	1%	0%	1%	0%	11%	0%	75%	12%
Total Staff	National Board Certified	Teaching outside Credential	Advanced Degrees	Over 20 y Teaching Experience	Over 10 y Teaching Experience	CLAD Certified	BTSA	New Teacher Induction		
110	5%	0%	44%	33%	72%	99%	3%	13%		

Our staff demographics are very close to our student demographics for White, African-American and Hispanic races but lower than that for Asian students.

STUDENT ACHIEVEMENT DATA**CAASPP - ELA : % At or Above Standard**

	% At or Above Standard			# Students Tested		
	2015	2016	2017	2015	2016	2017
African American	N/A	N/A	N/A	2	1	4
Asian	88%	86%	91%	16	22	22
Hispanic	78%	62%	54%	38	34	41
White	85%	78%	82%	270	259	304
High SES	86%	78%	84%	348	331	368
Low SES	47%	60%	39%	17	10	26
All Students	84%	77%	81%	365	341	394

CAASPP - Mathematics: % At or Above Standard

	% At or Above Standard			# Students Tested		
	2015	2016	2017	2015	2016	2017
African American	N/A	N/A	N/A	3	1	4
Asian	79%	82%	82%	24	23	22
Hispanic	59%	40%	38%	32	30	42
White	72%	67%	68%	255	254	296
High SES	73%	68%	69%	322	324	362
Low SES	22%	10%	27%	18	10	14
All Students	70%	67%	66%	340	334	376

Percent of Students with one or more “D” or “F”

	2014-15	2015-16	2016-17
High SES	19%	17%	16%
Low SES	64%	58%	64%
All Students	21%	19%	19%

Grade Distributions - 2017

Ethnicity	A	B	C	D	F
American Indian or Alaska Native	55%	33%	7%	3%	2%
Asian	65%	23%	9%	2%	1%
Black or African American	35%	24%	28%	8%	6%
Filipino	56%	24%	12%	5%	2%
Hispanic	42%	30%	19%	6%	3%
Pacific Islander	55%	32%	8%	0%	5%
Unknown/Declined	62%	27%	9%	2%	1%
White	58%	28%	11%	2%	1%

Grade Point Average (GPA)

	2014-15	2015-16	2016-17
Asian	3.62	3.64	3.64
Black or African American	2.27	2.52	2.55
Hispanic	2.86	2.97	2.95
White	3.40	3.42	3.43
All Students	3.33	3.38	3.38

Grade Point Average (GPA) by Department

	2014-15	2015-16	2016-17
Physical Education	3.69	3.82	3.85
Fine Arts	3.80	3.81	3.72
Applied Technology	3.81	3.67	3.70
World Language	3.35	3.40	3.48
English	3.22	3.30	3.34
Social Studies	3.14	3.19	3.19
Science	3.08	3.19	3.21
Mathematics	2.89	3.02	3.04

Met UC/CSU "a-g" Requirements

	Class of 2015	Class of 2016	Class of 2017
Asian	92%	93%	97%
Black	40%	40%	67%
Hispanic	70%	74%	68%
Other	67%	43%	100%
White	86%	86%	88%
High SES	85%	86%	88%
Low SES	42%	42%	38%

Participation in ACT

Ethnicity	2014	2015	2016
African American	27%	33%	60%
Asian	50%	79%	63%
Hispanic	37%	34%	44%
Other	38%	33%	57%
White	59%	57%	66%
All Students	55%	55%	63%
High SES	56%	56%	64%
Low SES	38%	28%	37%

Average ACT Composite Score

Ethnicity	2014	2015	2016
African American	18	21	23
Asian	29	27	29
Hispanic	23	23	25
Other	27	23	24
White	27	27	28
All Students	27	27	27
High SES	27	27	28
Low SES	21	20	23

Advanced Placement (AP) Exam Participation Rates

Ethnicity	2015	2016	2017
African American	8.1%	9.1%	26%
Asian	34.9%	49.6%	55%
Hispanic or Latino	21.6%	25.5%	22%
Other	23.7%	38.2%	46.9%
White	32.5%	40.9%	43.5%
All Students	30.8%	39.3%	41.9%
Number of Tests Taken	1,247	1,301	1,427

Advanced Placement (AP) Exam Passing Rates

Ethnicity	2015	2016	2017
African American	60%	50%	86%
Asian	87%	94%	93%
Hispanic or Latino	79%	79%	74%
Other	81%	90%	87%
White	85%	87%	88%
All Students	84%	88%	88%

Suspensions by Ethnicity (% of all suspensions)

Ethnicity	2014-15	2015-16	2016-17
American Indian or Alaska Native	0%	3%	0%
Asian	7%	0%	2%
Pacific Islander	0%	0%	4%
Filipino	0%	3%	6%
Hispanic or Latino	21%	11%	18%
Black or African American	0%	17%	12%
White	71%	63%	57%
Decline to state	0%	3%	0%
All Students (% of students suspended)	--	2%	3%

Attendance (number of total periods absent per student)

Ethnicity	2015	2016	2017
African American	134.1	133.5	117.0
Asian	58.0	58.1	58.8
Hispanic or Latino	92.5	82.9	75.8
Other	66.5	65.8	64.5
White	75.3	70.8	70.1
All Students	76.7	71.9	70.2

The Chronic Absenteeism Rate, as reported by California State Department of Education for 2016-17 was 8.4%, the lowest of the comprehensive high schools in Marin County.

Staff and the Site Council reviewed student achievement data in the fall of 2017.

Observations related to our identified critical learner needs included:

- Steady overall achievement at a high level for our school.
- Increased student participation in higher-level course offerings such as UC “a-g” courses and AP/Honors courses for all student groups except Hispanic and Low-SES.
- Low-SES, Black or African-American and Hispanic/Latino students’ achievement consistently lag behind White and Asian students.
- Some student achievement improvement for Low-SES, Black or African-American and Hispanic/Latino students in the last three years in the following areas:
 - GPA
 - Meeting UC/CSU a-g requirements (African American only)
 - Participation in ACT (except Low-SES)
 - Average ACT Composite Score

- Participation in AP Exams (African American, Asian, Other and White)
- Passing Rates in AP Exams (African American, Asian, Other, White)
- Slight decrease in CAASPP Math and ELA scores overall.
- Larger decrease in CAASPP ELA performance for Hispanic and Low-SES students.
- Larger decrease in CAASPP Math performance for Hispanic students.
- Increase in CAASPP Math performance for Low-SES students.
- Math GPA lower than other departments.
- Increase in Math GPA over the last three years.

Implications

The major implications of the student achievement data include:

- We have made some progress in each of our critical learner needs over the last three years.
- We need to continue efforts to improve the student participation and achievement for Low-SES, Black or African-American and Hispanic/Latino students as these students continue to participate and achieve at lower levels than other students.
- We need to continue to improve student achievement in math.

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

Significant Changes

In the three years since our self-study in 2014, we have had a number of changes including:

- New Superintendent in 2015
- Two New Assistant Superintendents in 2015 and 2016
- Two new Board of Trustees Members elected in 2016
- Two new Assistant Principals in 2016 and a third in 2017
- 24 (22%) new teachers/counselors
- 6 new teacher leaders (out of 8)
- Over half of our clerical staff has changed positions or retired
- All three campus assistants are new
- Continued enrollment growth (13% in last three years, 28% in last 5 years)
- Addition of portable classrooms to house our increased number of students.
- Addition of a site ELD Coordinator, ELD paraeducator and an ELD support class.
- Addition of a Wellness Center to our Student Support Services which has expanded community partnerships and providers on campus, resulting in more direct services for students..
- Addition of new classes and programs including AP Capstone, AP Art History, 9th grade integration of English/Social Studies, Sustainable Agriculture, SAGE (Sustainable Agriculture and Government/Economics integration in 12th grade), Advancement Via Individual Determination (AVID), Spanish for Spanish Speakers and Choir
- Addition of an Advisory period once a week connect students and adults and provide more student support.
- Addition of hundreds of Chromebooks into classrooms to bring us close to 1:1 student:digital device ratio.

Implications of Significant Changes

The changes listed above have been significant but have not altered our school-wide goals or focus of our improvement efforts. Our focus remains consistent and support from our district office, with their expertise in equity and teacher efficacy, has been very supportive to our school.

While precious time has been necessary to manage both the impacts of personnel turnover and increased enrollment, we have still been able to work towards our goals. Additionally, our staff has become more diverse and balanced across ethnicities, experience and age. Increased morale has also resulted from some of the turnover above as significant friction between staff and district administration has subsided.

The addition of our Wellness Center has allowed us to expand existing social/emotional support to more students. The Wellness Center, with Marin Community Clinic, runs a confidential, sexual health clinic on campus. This increased accessibility means not only are more students able to access support, it also reduces time students are off campus and missing class for essential mental health or sexual health services.. We are hopeful our upcoming Healthy Kids Survey results will indicate improvement in these areas because of the addition of our Wellness Center.

The addition of our integrated programs (9th grade English/Social Studies and 12th grade SAGE) have helped students see the connections between academic disciplines and have begun to address the interdisciplinary critical area for improvement identified by the visiting committee three years ago.

The addition of AP Art History and AP Capstone have increased our AP offerings. Both of these courses are interdisciplinary in nature which also addresses one of the critical areas for improvement identified by the visiting committee three years ago. One of the goals of the AP Capstone courses is to have student enrollment in the courses be representative of the student body at large. In its second year, AP Capstone enrollment has been very close to our school's racial demographics addressing the access and equity critical areas for improvement.

Our new AVID program is providing an additional support strategy for students who need the extra support to meet high expectations. We plan to expand this program from 10th grade this year to include 9th and 11th grades next year.

Two years ago we implemented an Advisory period for students in an attempt to build new peer-peer and student-adult relationships as well as consolidate "homeroom" and grade level announcements to reduce class-time interruptions. Our staff will be making a decision this spring whether or not to continue this Advisory period.

The addition of hundreds of Chromebooks and the use of GoogleApps in our classrooms has allowed us to access technology when and where students need it. It also allows us to address the technology critical area for improvement from our last self-study.

III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**
- **Describe the process used to prepare the progress report.**

In the fall of 2017, school data was shared during regularly scheduled meetings with teacher leaders, our school staff and our site council. Our site council represents all school stakeholders as it is composed of teachers, classified staff, administrators, students and parents. Each time school shareholders were able to ask questions and provide feedback about the data orally during the meetings and after the meetings by email.

The schoolwide action plan is monitored by the school administration, shared with our entire staff and school community, and reviewed/revised each year as part of our Single Plan for Student Achievement (SPSA) annual submission. As part of this process, the SPSA is approved by our site council and our Board of Trustees each year before submission to the state to assure input from all school stakeholder groups.

This report was written in the fall of 2017 by school administration and reviewed by our teacher leaders, school staff and site council. The entire school staff and site council were asked for change suggestions and most recommendations were incorporated into this report. This report was approved by the Board of Trustees on January 23, 2018.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
- If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

➔ **Note:** *The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

In addition to analytical comments, below are:

1. The 2014 Critical Areas for Follow-Up recommendations from our visiting team.
2. The 2014 WASC Action Plan Accomplishments listing our action plan goals, objectives and action steps (in white cells) and the incorporation of the critical areas for follow-up recommendations and progress made to-date (red cells).

Most of the critical areas for follow-up recommendations are incorporated into our Academic Goals (A1 - Increase the number of students who show proficiency and growth from original instruction in the classroom and A2 - Increase the number of students who show proficiency and growth with targeted support outside of the classroom as needed). Our behavioral and attendance goals are foundational to the success of the academic goals. Students need to be in class and on-task to achieve the learning goals we have established. The academic goal section of the action plan below includes the related critical area for follow-up and progress made to date (see red cells). The behavior and attendance goals include progress made to-date (see red cells).

2014 Critical Areas for Follow-Up

1. Explore options for restructuring PLCs from subject matter groups to interdisciplinary collaborative groups in order to facilitate dialogue across subject/content areas.
2. Continue working on ways school program goals and proficiency scales can be further aligned to the California Common Core Standards
3. Explore ways to use the PLCs as a vehicle to support the deeper interdisciplinary professional conversations that use data to inform instruction
4. Explore ways to deliver curriculum so that students "see" themselves in the curriculum and thereby become excited and want to attend, participate and extend the curriculum.
5. Explore the use of technology to not only deliver traditional instruction but also to differentiate and enrich instruction to support deeper inquiry and creativity needed to develop 21st century skills
6. Ensure the success of ALL students by researching and offering professional development opportunities which focus on issues of equity and access for students of color and/or low socio-economic backgrounds.
7. Ensure that ALL students, especially African American and Hispanic students, have full access to UC/CSU a-g classes and Advanced Placement classes
8. Explore ways of reducing the opportunity gap of students and becoming more inclusive of

parent diversity, perhaps with the creation of community liaisons who would outreach and mitigate the cultural divide

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| 9. Explore ways to expand student access to alternative career pathways: i.e., Career Technical Education(CTE)/Regional Occupational Program (ROP) |
|--|

2014 WASC Action Plan Accomplishments

Academic

Goal A: Increase the number of students who show proficiency and growth from original instruction in the classroom (A1), and with targeted support outside of the classroom as needed (A2).

Objective	Critical Learner Need	Action Steps	Critical Area for Follow-Up	Accomplishments (<i>Evidence</i>)
A1.a: Continue to work in PLCs to inform practice that best supports student learning.	<ul style="list-style-type: none"> Equity Math 	<ul style="list-style-type: none"> Refine program goals and proficiency scales. Implement an assessment plan that includes pre-assessments; ongoing formative assessments and summative assessments. Share data that measure growth and proficiency. Utilize results and teacher learning in the PLC process to improve teaching and learning outcomes. Explore increasing time for teacher collaboration. 	<ol style="list-style-type: none"> Explore options for restructuring PLCs from subject matter groups to interdisciplinary collaborative groups in order to facilitate dialog across subject/content areas. Explore ways to use the PLCs as a vehicle to support the deeper interdisciplinary professional conversations that use data to inform instruction 	<ul style="list-style-type: none"> PLCs and Instructional Teams have continued and have adjusted their focus on instructional strategies with many teams working in interdisciplinary groups. (<i>PLC descriptors, group notes</i>) Pre-assessment and a formative follow-up assessment have been formalized to assure 9th grade math students are in the appropriate math class. (<i>Informational documents, placement results</i>) Math teachers share student performance evidence to collaborate on instruction and curriculum. (<i>PLC notes</i>) We are examining our bell schedule this spring and some of the proposed bell schedules include increased time for teacher collaboration. (<i>Bell Schedule proposals</i>)

<p>A1.b: Define, explore and utilize curriculum and teaching practices focused on engaging students in deep learning.</p>	<ul style="list-style-type: none"> • Access • Equity • Math 	<ul style="list-style-type: none"> • Provide professional development on instructional strategies and curriculum development. • Possibilities include: <ul style="list-style-type: none"> ○ Project-based learning ○ Integrated curricula ○ Expanding the classroom boundaries using technology. ○ Inquiry-based instruction. ○ Standards-based grading practices. ○ Technology and 21st century skills integration ○ Curriculum development focused on student interest and increasing course variety. 	<p>2. Continue working on ways school program goals and proficiency scales can be further aligned to the California Common Core Standards</p> <p>4. Explore ways to deliver curriculum so that students “see” themselves in the curriculum and thereby become excited and want to attend, participate and extend the curriculum.</p> <p>5. Explore the use of technology to not only deliver traditional instruction but also to differentiate and enrich instruction to support deeper inquiry and creativity needed to develop 21st century skills.</p> <p>6. Ensure the success of ALL students by researching and offering professional development opportunities which focus on issues of equity and access for students of color and/or low socio-economic backgrounds.</p> <p>9. Explore ways to expand student access to alternative career pathways: i.e., Career Technical Education(CTE)/Regional Occupational Program (ROP)</p>	<ul style="list-style-type: none"> • Teachers have been involved in a variety of professional development including a math differentiation workshop, sessions on equity and culturally responsive texts in English, subject-area and instructional strategies workshops and conferences, Google Apps, project-based learning and integrated curriculum workshops. (<i>Staff Development records</i>) • Teachers have been involved in Beyond Diversity training to improve the staff’s equity and access awareness. (<i>Staff Development records</i>) • NGSS science courses redesign, AP Capstone and 9th grade Humanitas programs are rooted in inquiry and student interest. (<i>Curricular materials for each course</i>) • Engineering pathway improved and formalized to include a 3-year sequence including introduction, design and fabrication. (<i>Curricular materials</i>) • Task force of social studies teachers convened to work on implementation of the new California Social Studies Framework that encourages curricular design that involves historical thinking.
<p>A1.c: Ensure that all students</p>	<ul style="list-style-type: none"> • Access • Equity 	<ul style="list-style-type: none"> • Provide proper supports (tutoring, subject-specific 	<p>7. Ensure that ALL students, in particular African American and</p>	<ul style="list-style-type: none"> • Intermediate Algebra added as UC a-g course so all math courses meet UC a-

have access to grade-level learning.	<ul style="list-style-type: none"> Math 	<p>support class, SMART period support, flexible class-sizes, paraeducators) to ensure that students learn successfully in grade-level classes.</p> <ul style="list-style-type: none"> Explore offering off-semester (out of sequence) courses. Move all students from below grade level classes to grade level classes by the time they graduate with supports necessary for success. Partner EL students with staff and students who share their language and culture. Improve communication with low-SES families and families of color to better involve them in the success of their students. 	<p>Hispanic students, have full access to UC/CSU a-g classes and Advanced Placement classes</p> <p>8. Explore ways of reducing the opportunity gap of students and becoming more inclusive of parent diversity, perhaps with the creation of community liaisons who would outreach and mitigate the cultural divide</p>	<p>g requirements except Pre-Algebra. (UC a-g list)</p> <ul style="list-style-type: none"> Geometry A added to help students meet math requirement. Added Math Academic Workshop course to assist students needing extra assistance in 15-16 and 16-17. (Master Schedule) Offered math tutoring by math teachers after school. Added a support period, paraeducator and peer tutors to our ELD program (Personnel records, student schedules). Students with IEPs have been clustered to increase effective communication between teachers and case managers and, thereby, support for students. (Master Schedule) Added AVID program to build student academic skills (Master Schedule) Added AP Capstone with no prerequisites and intention of enrollment matching school demographics. (Master Schedule)
A1.d: Explore scheduling 9th and 10th graders into cohorts (small learning communities) of teachers	<ul style="list-style-type: none"> Equity Math 	<ul style="list-style-type: none"> Explore benefits and drawbacks of grouping students into cohorts. Examine ways to group 9th and 10th grade students into “houses” or small learning communities. Pilot cohorts with teachers 	<p>1. Explore options for restructuring PLCs from subject matter groups to interdisciplinary collaborative groups in order to facilitate dialog across subject/content areas.</p> <p>4. Explore ways to deliver curriculum so that students “see” themselves in the</p>	<ul style="list-style-type: none"> Added 9th grade Humanitas program with 10th grade program scheduled for 2018-19. (Master Schedule) Clustered 9th and 10th grade Special Ed, ELD and students of color with groups of teachers and ELD students with a counselor. (Master Schedule) Added Advisory and clustered

		who are interested.	curriculum and thereby become excited and want to attend, participate and extend the curriculum.	students into four “houses.” (<i>Advisory documents</i>)
A2.a: Increase diagnostic screening and assessment	<ul style="list-style-type: none"> • Access • Equity • Math 	<ul style="list-style-type: none"> • Identify priority subjects for administering diagnostics • Identify needed diagnostics to identify students needing extra support 	<p>5 Explore the use of technology to not only deliver traditional instruction but also to differentiate and enrich instruction to support deeper inquiry and creativity needed to develop 21st century skills.</p> <p>7. Ensure that ALL students, in particular African American and Hispanic students, have full access to UC/CSU a-g classes and Advanced Placement classes.</p>	<ul style="list-style-type: none"> • Created and implemented incoming 9th grade diagnostic pre-screening to ensure appropriate math placement. (<i>Math placement documents</i>) • Math department looked at several online programs to deliver instruction - adopting new textbooks with online lessons and practice. (<i>Math department notes</i>) • Math department trainings in online programs such as Desmos to engage and instruct students. (<i>Math department plans</i>)
A2.b: Refine Academic Workshop	<ul style="list-style-type: none"> • Equity • Access • Math 	<ul style="list-style-type: none"> • Streamline and clarify identification process that includes using data to target individual student needs. • Implement general and subject-specific sections based on identified needs. • Improve communication between AW teachers, subject teachers and parents. • Provide opportunities for students to enter and exit Academic Workshop as needed. 		<ul style="list-style-type: none"> • Formalized criteria for selecting students for Academic Workshop. (<i>Counseling Documents</i>) • Scheduled multiple Academic Workshop sections in same period with teachers from a variety of academic departments to provide subject-specific support, as needed. (<i>Master Schedule</i>). • Scheduled most Academic Workshop sections during last period of the day so students could enter and exit more easily. (<i>Master Schedule</i>) • Added an ELD Academic Workshop section. (<i>Master Schedule</i>) • Piloted an AVID class for 10th graders (<i>Master Schedule</i>)
A2.c:	<ul style="list-style-type: none"> • Equity 	<ul style="list-style-type: none"> • Improve process for 	3. Explore ways to use the PLCs as a	<ul style="list-style-type: none"> • Adjusted general education teachers’

Reconfigure SPED AW to facilitate support.	<ul style="list-style-type: none"> • Math 	<p>communication between general education and special education teachers.</p> <ul style="list-style-type: none"> • Utilize para-educators more strategically to support students in general education classes. 	vehicle to support the deeper interdisciplinary professional conversations that use data to inform instruction.	<p>assignments to cluster Special Education Academic Workshop sections for 9th and 10th graders, reducing the number of teacher contacts for general education and special education teachers. (<i>Master Schedule</i>)</p> <ul style="list-style-type: none"> • Added electronic-access for teachers to IEP profiles. (<i>Special Ed communications</i>) • Paraeducators support all math support classes. (<i>Paraeducator schedules</i>) • Paraeducators support modified students in Science and Social Studies. (<i>Paraeducator schedules</i>) • Para-educators support any classes with more than 5 Special Education students. (<i>Paraeducator schedules</i>) • Special Education has articulated with math and science departments to explore best ways to help special education students. (<i>Department meeting notes</i>)
A2.d: Refine SMART period	<ul style="list-style-type: none"> • Equity • Math 	<ul style="list-style-type: none"> • Offer specific supports during SMART (e.g., program goal re-learning, subject-specific locations, group/individual spaces, quiet/collaborative spaces) to better target students' needs. • More directive use of SMART. 		<ul style="list-style-type: none"> • We are currently considering bell schedules that include doubling the frequency and duration of SMART period. (<i>Bell Schedule</i>) • Peer tutoring in math classes during SMART period (<i>Math teacher reflections</i>)

		<ul style="list-style-type: none"> • Explore increasing SMART period time. 		
A2.e: Refine Case Review Team	<ul style="list-style-type: none"> • Equity • Math 	<ul style="list-style-type: none"> • Create a structured referral system and pathways for academic issues that include teachers in the process. • Create a more flexible CRT team based on needs of students. 		<ul style="list-style-type: none"> • Adjusted membership of case-review team to be more efficient while providing a variety of viewpoints and feedback more specific to student needs. (<i>Case Review Team documents</i>) • Codified system for referrals and flow chart for process. (<i>Case Review Team documents</i>)
A2.f: Provide new learning opportunities for students who do not meet program goals by the semester's end	<ul style="list-style-type: none"> • Equity • Math 	<ul style="list-style-type: none"> • AW/Independent Study for finishing incompletes and remediation. • Beginning of semester SMART centers for finishing Incompletes. • Use computer-based or online courses for credit redemption. • Examine on-site credit redemption options • Summer transition program to help at-risk students transition into Redwood during summer before 9th grade • Summer-intensive and/or intersession workshop/boot-camp support to accelerate students lacking foundational skills/content knowledge 	<p>5. Explore the use of technology to not only deliver traditional instruction but also to differentiate and enrich instruction to support deeper inquiry and creativity needed to develop 21st century skills.</p> <p>7. Ensure that ALL students, in particular African American and Hispanic students, have full access to UC/CSU a-g classes and Advanced Placement classes</p>	<ul style="list-style-type: none"> • Increased the use of Independent Study to make up incompletes. (<i>Independent Study records</i>) • Exploring the use of Acellus as an online, technology-based credit redemption tool. (<i>Exploration documents</i>) • Math department articulating with middle schools. (<i>Math department notes</i>) • Special Education students are using Acellus for credit completion. (<i>Special Education department notes</i>)

		<ul style="list-style-type: none"> • Increase articulation with feeder schools to improve student content knowledge and skills preparation 		
A2.g: Provide tutoring and individual assistance through the use of volunteers, trained peer tutors and teachers	<ul style="list-style-type: none"> • Access • Equity • Math 	<ul style="list-style-type: none"> • Coordinate with Marin County School Volunteers and other community partners to train and schedule volunteers into classes where needed. • Provide tutoring by college students and pre-service teacher candidates. • Provide school service credit for student peer tutors within the class. • Provide adult tutoring when students can take advantage of it. Target participation as needed. • Explore creation of a math center before school, during lunch and after school. 		<ul style="list-style-type: none"> • Peer tutors and adult volunteers used in lower-level math classes and AVID class. (<i>Student schedules and personnel records</i>) • We are continuing attempts to attract volunteers through local colleges and organizations but have had difficulty filling our need. (<i>Personnel records</i>) • Math Tutoring Center provides math support for students after school. (<i>Math Center documents</i>) • Many math teachers provide student support before school, during lunch and after school. (<i>Math teachers' reflections</i>)

Impact on Student Achievement – Goal A - Academic Goals

As indicated in Section I, the actions listed in the table above are not yet having the significant effect that we hope will occur moving forward. Overall, we are seeing continued steady success for most students at Redwood, but we are not yet seeing significant improvement across the board for students of color and low-SES students. Given the significant history and complexity of the challenge of closing the opportunity and achievement gaps, it is not surprising that it will take more time and work to see a significant indication of improved student learning for all students.

Some hopeful signs do include the increase in GPAs for students of color. Also, the percent of black students that have met UC a-g requirements (indicating some improvement in access), taken AP courses/exams and passed AP exams have increased as have black students' average ACT scores. Hispanic/Latino students have also seen an increase in ACT participation and average ACT scores.

Our mixed data in mathematics (higher departmental GPA and lower standardized test scores) may indicate improvement and that more time is needed to adjust to the new math standards and CAASPP exam as well as more work is necessary to address the needs of students of color and low-SES students (as is true with other departments).

Our professional development work around equity has been received well and we are hopeful this will affect teacher practices and student learning as more staff receive equity trainings. We have also seen an increase in interest in integration across disciplines, inquiry-based learning, project-based learning, a focus on students connecting their learning to their own lives and student choice to increase student engagement and enthusiasm for learning.

As the number of ELD students has increased, so has our support of EL students. We are seeing a stronger EL community and hope this extra support and increased spirit of working together will result in improved learning for our EL students.

Behavioral

Goal B: Decrease the amount of time students spend out of class for behavioral problems (B1), and create a culture that balances academic achievement and well-being for students and staff (B2).

Objective	Critical Learner Need	Action Steps	Accomplishments/Evidence
B1.a: Implement an Individualized Discipline Plan for students as needed.	•Equity	<ul style="list-style-type: none"> • Reduce suspensions and serve suspensions in-school for all infractions that don't create safety concerns. • Partner with outside resources as needed. • Explore the use of restorative circle or similar restorative justice practices. 	<ul style="list-style-type: none"> • Individual discipline plans created for students as needed. (<i>Discipline records</i>) • The vast majority of suspensions are served in-house to assure students are using suspension time to work on school-work and receiving social/emotional support through counselors, wellness center and partner support providers. (<i>Suspension records, counseling records</i>) • Increased utilization of restorative practices to teach students about the impact of their behavior and repair the harm they have caused. • Codified system for behavioral referrals and added email and phone referrals for teachers. (<i>Discipline documents</i>) • Provided individual teacher support, as needed, for implementing successful classroom strategies that limit behavior issues. (<i>Asst. Principals' records</i>)
B1.b: Support teachers with specific referral process for behavior issues.	•Equity	<ul style="list-style-type: none"> • Create a structured referral system and pathways for behavioral issues that include Case Review Team, as needed (see A2.d above). 	<ul style="list-style-type: none"> • Provided teachers with referral process information and added the ability to submit referral by email and phone. (<i>Assistant Principals' records, Case Review Team records</i>)
B2.a: Increase on-campus activities designed to build a more cohesive RHS community.	<ul style="list-style-type: none"> •Equity •Access 	<ul style="list-style-type: none"> • Coordinate and expand activities with Leadership, Link Crew and Peer Resource that focus on opportunities for ALL students to feel more involved in school. • Implement a mindfulness 	<ul style="list-style-type: none"> • Link Crew, Leadership, Peer Resource and Wellness Center coordinating activities on campus. (<i>Student Activities records</i>) • Staff has been introduced to Mindfulness and some teachers are using mindfulness in their practice and with their students. (<i>Staff Development records, Teacher Lesson Plans</i>) • Parent donated the Whil App (well being and mindfulness) to all staff and students at RHS.

		program and provide opportunities for exercise, meditation, etc. for students and staff	<ul style="list-style-type: none"> • Implemented Advisory period to build community on campus (<i>Advisory records</i>)
B2.b: Promote wellness and balance within the school community.	<ul style="list-style-type: none"> •Equity •Access 	<ul style="list-style-type: none"> • Plan and implement Wellness Center • Parent education (e.g., alcohol and drugs intervention/prevention); anti-bullying; academic/social balance. • Continue to build and support Friday Night Live (FNL) program. 	<ul style="list-style-type: none"> • Implemented a Wellness Center addition to our counseling services. (<i>Wellness Center records</i>) • PTSA has conducted parent education events covering drugs and alcohol, bullying, academic/social balance. (<i>PTSA records</i>) • FNL increasing student awareness of safe and healthy community activities using hallway posters. (<i>FNL hallway posters</i>)

Impact on Student Achievement – Goal B – Behavior Goals

Our suspension rate has remained low even as our enrollment has increased, and we believe that our in-house suspensions and restorative practices are helping minimize recidivism and allowing students to be academically successful even when they make behavioral mistakes. Our Wellness Center has increased the level of social/emotional support we have been able to provide and has provided significant support to the PTSA and many teachers as they incorporate mindfulness, health and developmental topics in their parent and student programs. Our Leadership, Link Crew and Peer Resource programs have coordinated efforts to make Redwood feel like a community even as we continue to grow.

Attendance

Goal C1: Decrease number of absences and tardies and the impact of missed class time on teaching and learning.			
Objective	Critical Learner Need	Action Steps	Accomplishments/Evidence
C1.a: Strengthen pre-SARB and SARB strategies	•Equity	<ul style="list-style-type: none"> • Create, review and revise attendance procedures and policies • Determine cause of chronic absences and tardies for individual students to create plans to address those causes more directly. • Teachers sharing successful student-engagement practices. • Improve pre-SARB and SARB activities (improve communication with parents, guardians, daily tracking, refer to CRT) to support attendance more quickly and effectively • Use outside resources such as probation, DSY and other services to support attendance, as needed. 	<ul style="list-style-type: none"> • District attendance committee has made recommendations to adjust Board policies regarding attendance. (<i>Attendance Committee notes, Board Policy revision draft</i>) • Assistant Principals sharing chronic absences causes and strategies. (<i>Assistant Principals' records</i>) • Teachers have done some sharing of successful student-engagement and attendance strategies (<i>Instructional Teams notes, Staff Development records</i>) • Increased communication to students and parents about the importance of good attendance. (<i>Newsletters, school emails to parents</i>) • Changes in pre-SARB activities include weekly email notification to all students and parents about unexcused and excused absences, more regular administrator check-ins with students and communications with parents. (<i>Administrator records</i>) • Dynamic Solutions for Youth (DSY) has worked with students having attendance issues. (<i>DSY records/notes</i>)
C1.b: Create a more systematic way for	•Equity	<ul style="list-style-type: none"> • Clarify student responsibilities when returning from absences. 	<ul style="list-style-type: none"> • SMART period being used by students to make up missed work and seek assistance, as needed.

students to make up missed work.		<ul style="list-style-type: none"> • Use SMART period to make up missed work. • Use online/computer courses for making up program goals for long-term absences. • Utilize technology to facilitate communication of assignments and possible alternative paths for learning after missing class time. • Increase subject area expertise of Home/Hospital instructors by using teachers on staff when possible. 	<p><i>(Teacher/Student reports)</i></p> <ul style="list-style-type: none"> • Exploring the use of online computer tools for makeup work for students returning from absences. <i>(Assistant Principals' notes)</i> • Increased number of teachers posting assignments online <i>(Teacher/Student reports)</i> • Teachers on staff used for Home/Hospital whenever possible <i>(Home Hospital records)</i>
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Impact on Student Achievement – Goal C – Attendance Goal

Raising parent and student awareness of the importance of attendance as well as closer monitoring of student attendance appear to be reducing student attendance challenges. We are encouraged by the decrease in absences over the last three years and encouraged that we have the lowest chronic absenteeism rate in the county; however, we would like to see even lower absenteeism.

We are hopeful that this improvement will continue with further work by teachers in the classroom and by communicating with parents, as well as further work by administration, increasing student and parent awareness of the importance of attendance, the status of students' absences and additional intervention strategies for students with attendance challenges.

Critical Areas Not Yet Addressed

One critical area for improvement in which we have not yet been successful has been effectively engaging with parents of color and low-SES parents to increase their involvement in student and school-related activities. Our PTSA had hoped to take on this challenge but with a number of PTSA personnel changes in the past three years, we need to investigate and implement new strategies for improvement to see significant work in this area.

V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

Refinements to the action plan

Our action plan over the last three years has mostly remained the same with only a few changes as our school-wide priorities have not changed, and we have made a conscious effort to focus on these important goals and objectives. New action steps and action steps deleted or changed from our original action plan (due to accomplishment of the action steps described) include:

Additions

- Review successes and challenges of Humanitas 9th grade small learning community.
 - After implementing Humanitas (9th grade English/Social Studies integrated small learning community), we will now monitor and evaluate for successes and improvements needed.
- Implement AVID courses and strategies.
 - In reviewing our Academic Workshop support classes, we are implementing AVID this year as a more structured form of support class.
- Review successes and challenges of Advisory period.
 - After implementing an Advisory period once a week, we are monitoring and evaluating for successes, improvements needed and deciding whether to continue Advisory after this year.
- Explore impact of bell schedule on student wellness and academic achievement.
 - We are examining our current bell schedule this year for possible changes.

Deletions

- Explore SMART period testing center for student makeup testing and retakes.
 - Departments decided this was not as effective as having students make up missed exams and retake exams with their own teacher.
- Support teachers with specific referral process for behavior issues.
 - The referral process was clarified and is being communicated annually.
- Plan and implement Wellness Center.
 - The Wellness Center was implemented in fall 2015.

Changes

- After refining Case Review Team (CRT), we are now working on improving the referral system and reviewing the effectiveness of the refined CRT.
- We changed implementing a math help center to math tutoring provided by math teachers before school, during lunch and after school as teachers felt it would be more effective for students to receive extra support from their own teacher.

2017-18 Single Schoolwide Action Plan

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>Goal A: Increase the number of students who show proficiency and growth from original instruction in the classroom (A1), and with targeted support outside of the classroom as needed (A2).</p> <p>By June, 2018:</p> <ul style="list-style-type: none"> • There will be a 5% increase in the percentage of students showing proficiency in identified learning outcomes as indicated by course semester grades. • There will be a 5% increase in the percentage of students showing proficiency in grade level and 4-year college preparatory courses. • There will be a 5% increase in the percentage of students of color and low-income students showing proficiency in 4-year college-preparatory and honors/AP courses. 	
<p>Rationale for Goal:</p> <p>Not all Redwood High School students are showing proficiency and growth in all subject areas. We have a persistent opportunity/achievement gap as identified by data highlighted in Chapter 1.</p>	<p>Rationale Evidence:</p> <ul style="list-style-type: none"> • Number of students on D, F, I list and/or having to repeat courses. • Student grade distribution. • Standardized test scores – CCSS, AP. • Not all students are 4-year college-ready.
<p>Evidence of Success:</p> <ul style="list-style-type: none"> • Reduced numbers of students earning a D, F, or I in any class, and reducing the number of students having to repeat courses. • Increased number of students passing all classes with a grade of C or better. • Increased standardized test scores. • Decreased numbers of students enrolled in semester-long Academic Workshop classes. • Increased proportion of students four-year college-ready by graduation 	<p>Means to Monitor Progress:</p> <ul style="list-style-type: none"> • Case Review Team monitors individual students in their progress in all classes. • Admin team and counselors monitor D, F, I list at every marking period and creates action plans as needed. • PLC teams review of ongoing progress and semester grades. • Staff review of standardized test scores in department teams.

Objective	Critical Learner Need or LCAP Goal	Action Steps	Resources Needed	Responsible
A1.a: Continue to work in PLCs to inform practice that best supports student learning.	<ul style="list-style-type: none"> Equity Math 	<ul style="list-style-type: none"> Refine learning outcomes and criteria for proficiency. Implement an assessment plan that includes pre-assessments; ongoing formative assessments and summative assessments. Share data that measure growth and proficiency. Utilize results and teacher learning in the PLC process to improve teaching and learning outcomes. Explore increasing time for teacher collaboration. Explore options to utilize interdisciplinary PLCs. 	<ul style="list-style-type: none"> Protocols for data sharing and discussion. Systems for keeping records and collecting data. Time for teachers to gather data and PLCs to meet for collaboration and sharing data. Professional development as needed to create multiple forms of assessment. 	<ul style="list-style-type: none"> Teachers TLs Admin
A1.b: Define, explore and utilize curriculum and teaching practices focused on engaging students in deep learning.	<ul style="list-style-type: none"> Access Equity Math 	<ul style="list-style-type: none"> Provide a coherent plan of professional development on instructional strategies and curriculum development. <p>Possibilities include:</p> <ul style="list-style-type: none"> Project-based learning Integrated curricula Next Generation Science Standards (NGSS) instructional methodologies Expanding the classroom boundaries using technology. Inquiry-based instruction. Standards-based grading practices. Technology and 21st century skills 	<ul style="list-style-type: none"> Professional development time to share, learn and implement new practices. Trainers/experts (internal and external) to assist with professional development. 	<ul style="list-style-type: none"> Teachers TLs Admin

		integration <ul style="list-style-type: none"> ○ Curriculum development focused on student interest and increasing course variety. ○ Equity/access for students of color, low socioeconomic status 		
A1.c: Ensure that all students have access to grade-level learning.	<ul style="list-style-type: none"> • Access • Equity • Math 	<ul style="list-style-type: none"> • Provide proper supports (tutoring, subject-specific support class, SMART period support, flexible class-sizes, paraeducators) to ensure that students learn successfully in grade-level classes. • Explore offering off-semester (out of sequence) courses. • Move all students from below grade level classes to grade level classes by the time they graduate with supports necessary for success. • Explore providing technology for students who can't afford their own devices/access. • Partner EL students with staff and students who share their language and culture. • Improve communication with low-SES families and families of color to better involve them in the success of their students. • Explore extending Library hours 	<ul style="list-style-type: none"> • Measures to identify students for placement and support. • Subject-specific Academic Workshop • Targeted SMART period support • Tutors (adult volunteers, peers) • Paraeducators 	<ul style="list-style-type: none"> • Admin • TLs
A1.d: Explore scheduling 9 th / 10 th graders into cohorts (small learning communities)	<ul style="list-style-type: none"> • Equity • Math 	<ul style="list-style-type: none"> • Explore benefits and drawbacks of grouping students into cohorts. • Review successes and challenges of Humanitas 9th grade small learning community. 	<ul style="list-style-type: none"> • Models of possible cohorts • Research on effectiveness of 9th and 10th grade cohort grouping • Other schools using cohort groupings to examine benefits and drawbacks 	<ul style="list-style-type: none"> • Admin • Teachers • Counselors
A2.a: Increase diagnostic screening	<ul style="list-style-type: none"> • Access • Equity 	<ul style="list-style-type: none"> • Identify priority subjects for administering diagnostics 	<ul style="list-style-type: none"> • Diagnostic Tools 	<ul style="list-style-type: none"> • Admin • Teachers

and assessment	<ul style="list-style-type: none"> • Math 	<ul style="list-style-type: none"> • Identify needed diagnostics to identify students needing extra support 		
A2.b: Refine Academic Workshop	<ul style="list-style-type: none"> • Equity • Access • Math 	<ul style="list-style-type: none"> • Streamline and clarify identification process that includes using data to target individual student needs. • Implement general and subject-specific sections based on identified needs. • Improve communication between AW teachers, subject teachers and parents. • Provide opportunities for students to enter and exit Academic Workshop as needed. • Implement AVID course and strategies. 	<ul style="list-style-type: none"> • Measures to identify students for placement. • Master schedule that accommodates general and subject-specific sections as well as the opportunity to exit and enter AW. • Improved methods for communication between AW teachers, subject teachers and parents • Online resources for communication. • AVID training and time for AVID team to meet. 	<ul style="list-style-type: none"> • Admin • Counselors • AW Teachers • TLs • Teachers
A2.d: Refine SMART period	<ul style="list-style-type: none"> • Equity • Math 	<ul style="list-style-type: none"> • Offer specific supports during SMART (e.g., learning outcomes re-learning, subject-specific locations, group/individual spaces, quiet/collaborative spaces) to better target students' needs. • More directive use of SMART. • Explore increasing SMART period time. • Explore SMART Period Testing Center for student makeup testing and test retakes. 	<ul style="list-style-type: none"> • System for monitoring and assigning SMART periods that allows for targeted support, as needed. • Teacher/Department commitments to define SMART supports. • Students as peer tutors and adult volunteers in SMART • Way to balance competing needs of students. 	<ul style="list-style-type: none"> • Teachers • TLs • Admin
A2.e: Refine Case Review Team	<ul style="list-style-type: none"> • Equity • Math 	<ul style="list-style-type: none"> • Improve referral system and pathways for academic issues that include teachers in the process. • Review effectiveness of more flexible CRT team based on needs of students. 	<ul style="list-style-type: none"> • Codified system for referrals and flow chart for process. • Time for team to meet. 	<ul style="list-style-type: none"> • Admin • Counselors • Psychologist • Teachers
A2.f: Provide new learning opportunities for students who do not meet learning	<ul style="list-style-type: none"> • Equity • Math 	<ul style="list-style-type: none"> • AW/Independent Study for finishing incompletes and remediation. • Beginning of semester SMART centers for finishing Incompletes. 	<ul style="list-style-type: none"> • Computer-based, independent study training. • Computers • Staffing and scheduling to 	<ul style="list-style-type: none"> • Admin • Counselors • Teachers

outcomes by the semester's end		<ul style="list-style-type: none"> • Use computer-based or online courses for credit redemption. • Examine on-site credit redemption options • Explore summer transition program to help at-risk students transition into Redwood during summer before 9th grade • Explore summer-intensive and/or intersession workshop/boot-camp support to accelerate students lacking foundational skills/content knowledge • Increase articulation with feeder schools to improve student content knowledge and skills preparation 	accommodate time and personnel needed.	
A2.g: Provide tutoring and individual assistance through the use of volunteers, trained peer tutors and teachers	<ul style="list-style-type: none"> • Access • Equity • Math 	<ul style="list-style-type: none"> • Coordinate with Marin County School Volunteers and other community partners to train and schedule volunteers into classes where needed. • Provide tutoring by college students and pre-service teacher candidates before, during and after school. • Provide school service credit for student peer tutors within the class. • Provide adult tutoring when students can take advantage of it. Target participation as needed. • Provide math tutoring before school, during lunch and after school. 	<ul style="list-style-type: none"> • Trained adult volunteers/retired teachers. • Trained peer tutors. • Training for willing but untrained volunteers and peer tutors. • Program coordination. 	<ul style="list-style-type: none"> • Admin

<p>Goal B: Decrease the amount of time students spend out of class for behavioral problems (B1), and create a culture that balances academic achievement and well-being for students and staff (B2).</p> <p>By June 2018:</p> <ul style="list-style-type: none"> • There will be a 5% decrease in the amount of time students miss class for behavioral problems. • There will be a 5% increase in the percentage of students and staff who believe academics and well-being are well-balanced. • Students will access our Wellness Center services. 				
<p>Rationales for Goal: Some students are missing class time and opportunities for learning as a result of behavioral consequences. Students and staff are reporting the need to better address student health and wellness issues.</p>			<p>Rationale Evidence:</p> <ul style="list-style-type: none"> • Students missing class/learning opportunities during suspensions or other behavioral consequences • Student and staff feedback regarding health and wellness. 	
<p>Evidence of Success:</p> <ul style="list-style-type: none"> • Reduced days of suspension out of school • Students with discipline incidents show learning success as measured by grades and test scores. • Students and teachers report improved balance between academic success and well-being. 			<p>Means to Monitor Progress:</p> <ul style="list-style-type: none"> • Admin team will track student suspension data • Admin team will track student learning progress for students with discipline incidents. • Admin team and counselors will monitor student and staff perceptions of well-being. 	
Objective	Critical Learner Need	Action Steps	Resources Needed	Responsible
B1.a: Implement an Individualized Discipline Plan for students as needed.	<ul style="list-style-type: none"> • Equity • Community Relations 	<ul style="list-style-type: none"> • Reduce suspensions and serve suspensions in-school for all infractions that don't create safety concerns. • Partner with outside resources, as needed. • Explore the use of restorative circle or similar restorative justice practices. 	<ul style="list-style-type: none"> • Ongoing support from campus assistants and AP secretaries. • Laptops to complete school work. • Ongoing contracts with partner support providers (e.g, BACR, DSY). • Training in use of restorative practices. 	<ul style="list-style-type: none"> • Admin
B2.a: Increase	<ul style="list-style-type: none"> • Equity 	<ul style="list-style-type: none"> • Coordinate and expand activities 	<ul style="list-style-type: none"> • Coordination for all programs (through AP 	<ul style="list-style-type: none"> • Admin

on-campus activities designed to build a more cohesive RHS community.	<ul style="list-style-type: none"> • Access 	<p>with Leadership, Link Crew and Peer Resource that focus on opportunities for ALL students to feel more involved in school.</p> <ul style="list-style-type: none"> • Review successes and challenges of Advisory period. • Implement a mindfulness program and provide opportunities for exercise, meditation, etc. for students and staff • Increase diversity of parent participation 	<p>office).</p> <ul style="list-style-type: none"> • Funding for guest speakers, other programs as needed (PTSA, Foundation, etc.). • Student involvement/input 	<ul style="list-style-type: none"> • Leadership, Link Crew, Peer Resource Teachers • Site Council • Teachers • PTSA
B2.b: Promote wellness and balance within the school community.	<ul style="list-style-type: none"> • Equity • Access • Community Relations 	<ul style="list-style-type: none"> • Parent education (e.g., alcohol and drugs intervention/prevention); anti-bullying; academic/social balance. • Continue to build and support Friday Night Live (FNL) program. • Explore impact of bell schedule on student wellness and academic achievement. 	<ul style="list-style-type: none"> • Coordination between Wellness Director and school staff, students, parents and partner organizations. • Continued coordination between Leadership, Link Crew, Peer Resource, PTSA, Foundation, FNL Advisor and Site Council to support special programs. 	<ul style="list-style-type: none"> • Admin • Counselors • Site Council • Teachers • Students • Parents

Goal C1: Decrease number of absences and tardies and the impact of missed class time on teaching and learning. By June 2018: <ul style="list-style-type: none"> There will be a 10% decrease in the number of student absences and tardies. 				
Rationale for Goal: Absences and tardies negatively impact student learning for some students.			Rationale Evidence: <ul style="list-style-type: none"> Anecdotal reports from students and teachers 	
Evidence of Success: <ul style="list-style-type: none"> Reduced absences and tardies Increased student performance as indicated by <ul style="list-style-type: none"> grades standardized test scores teacher and parent reports 			Means to Monitor Progress: <ul style="list-style-type: none"> Admin team will track absences and tardies Admin team will gather student performance data 	
Objective	Critical Learner Need	Action Steps	Resources Needed	Responsible
C1.a: Strengthen pre-SARB and SARB strategies	<ul style="list-style-type: none"> Equity 	<ul style="list-style-type: none"> Create, review and revise attendance procedures and policies Determine cause of chronic absences and tardies for individual students to create plans to address those causes more directly. Teachers sharing successful student-engagement practices. Improve pre-SARB and SARB activities (improve communication with parents, guardians, daily tracking, refer to CRT) to support attendance more quickly and effectively 	<ul style="list-style-type: none"> Time to create and implement a flow chart for absences and referrals. See A2.d above. 	<ul style="list-style-type: none"> Admin Teachers Case Review Team District Attendance Committee

		<ul style="list-style-type: none"> • Use outside resources such as probation, DSY and other services to support attendance, as needed. 		
C1.b: Create a more systematic way for students to make up missed work.	<ul style="list-style-type: none"> • Equity 	<ul style="list-style-type: none"> • Clarify student responsibilities when returning from absences. • Use SMART period to make up missed work. • Use online/computer courses for making up learning outcomes for long-term absences. • Utilize technology to facilitate communication of assignments and possible alternative paths for learning after missing class time. • Increase subject area expertise of Home/Hospital instructors by using teachers on staff when possible. 	<ul style="list-style-type: none"> • Time for teachers to create alternative assignments. • Online/computer courses licenses. • Time and training to use technology as needed. 	<ul style="list-style-type: none"> • Admin • Teachers