

Single Plan for Student Achievement

Archie Williams High School 2023-2024



SPSA Purpose

The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in *EC* Section 64000 will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the API. The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

The SPSA serves as the organizer for an individual school's improvement process. The plan should be developed with a deep understanding of root causes of student academic challenges and identify and implement research-based instructional strategies to raise the achievement of students who are not yet proficient by state standards. A well-developed SPSA can ensure that students are better equipped to meet the Common Core State Standards in English and math.

The SPSA is strategically aligned to WASC reports and LCAP goals.

Archie Williams High School

District: Tamalpais Union High School District

County-District School (CDS) Code: 052770

Principal: LaSandra White

Date of this revision May 2023

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	LaSandra White
Position:	Principal
Telephone Number:	415-458-3410
Address:	1327 Sir Francis Drake Blvd San Anselmo CA 94960
E-mail Address:	lwhite@tamdistrict.org

The District Governing Board approved this revision of the SPSA June 2023.

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Overview of Archie Williams High School:

Archie Williams High School, formerly known as Sir Francis Drake High School, is situated on a twenty-one acre campus traversed by two year-round creeks. Archie Williams opened in 1951 becoming the District's second high school. Archie Williams is located in San Anselmo and also serves students living in Fairfax and communities in West Marin. Archie Williams High School has 1322 students enrolled in an academically rigorous and innovative curricular program. Archie Williams High School's demographics include:

# African American	# Asian	# Hispanic	# White	# American Indian	# Filipino	# Pacific Islander	# Multiple	# Other
12	21	174	928	1	7	1	80	0

Furthermore, about 12% of the students are from a lower socio-economic household and emerging multilingual students are 2% of the population.

At Archie Williams High School our vision is to ensure an inclusive, supportive and safe environment so all students, especially those from marginalized groups, achieve at high levels socially and academically. A primary goal at AWHS is that all students engage in challenging, innovative, and relevant learning experiences to prepare them for college, career, and global citizenship. All 9/10 students are enrolled in Small Learning Communities (SLC). In these six SLCs the students share a common English, history and science teacher. When students enter their junior year they have the option of choosing a traditional path towards graduation or they may enroll in a two-year academy -- ComAcad, a communications program combines English, history, and digital media, or SEA-DISC, an environmental studies program which includes classes in chemistry, AP environmental science and history as well as a full year of workplace learning. In the Fall of 2022 a new 11/12 Academy was launched, called TEAM. The TEAM program is an experiential learning model that combines the following: backpacking, hiking, community service internships, wilderness medicine, ropes course leadership, project based learning, core academics and a small learning cohort model. Much of the educational approach involves both integration of curriculum and project-based learning with a school-wide effort to provide a personalized academic and social/emotional approach no matter the class or program.

Archie Williams is also proud to offer other unique programs including a four-year Engineering program and a robust Leadership programs which includes three classes - Peer Resource (a student led, multi-grade level class that educates, supports and mentors all students in physical and mental wellness), AVID, and ASB (Associated Student Body). STAAR (Students Taking Action for Anti-Racism) is a student-led club that provides education and raises awareness about racism, both conscious and

unconscious, to create a safe and accepting community for all AWHHS students. All of the students serve as leaders in advisories across campus and coordinate schoolwide programs/events to improve school culture, bring awareness to important issues like microaggressions and racism, sexual consent, support and education around the school's name change, and celebrations of our BIPOC and LGBTQ+ community.

Beyond the core academic subjects, students have a diverse list of challenging elective courses they are able to take during their four years at Archie Williams. The robust visual and performing arts department offers a wide variety of courses (i.e. drawing and painting, ceramics, photo, art history, drama, performance workshop, stagecraft, jazz band and more). Both engineering (projects and design) and computer (programming, graphics and principles) classes are offered in the applied tech department. The world languages department has classes for learning Spanish and French at all levels including a period of Spanish for Spanish Speakers. The social studies department offers electives in psychology, ethnic studies, the history and appreciation of film and street law. Among its numerous choices of English classes, [The Pitch](#) is a nationally recognized journalism program.

Archie Williams' curriculum emphasizes a college preparatory program but provides for all levels of ability and interest. Course offerings range from [Advanced Placement](#) and Honors classes to academic support for those who need extra help. Fifteen College Board Advanced Placement courses are offered and five honors courses. In 2022, 344 students took 673 AP exams. Of these 344 students, 1 was in 9th grade, 9 were in 10th grade, 179 were in 11th grade and 155 were in 12th grade. Seventeen different exams were administered. Of the AP tests taken in the Spring of 2022 68% of students scored a 3 or higher. At AWHHS, 79% of students are UC/CSU eligible with most students attending a four-year college/university after high school. Post high school plans for the Class of 2022 include 64% of students attending a 4 year college, 20% attending a 2 year college and 16% with other plans.

Archie Williams also offers numerous ways for students to get academic support. There are two general education Academic Workshops (AW) which provide struggling students with time management skills, AVID literacy skills and self advocacy skills, and individualized academic support. There are Resource Specialist Program (RSP), Counseling Enriched Classroom (CEC) and Special Day (SDC) classes available for both special day students and resource students. An English Language Development (ELD) class is offered for students learning the English language. There is also strong paraeducator support in RSP, CEC, SDC, and ELD programs. Additionally, after school peer tutoring is available multiple times a week throughout the school year.

Archie Williams is fortunate to have strong parent and community support. The [Falcon Foundation](#) is a volunteer organization that works to enhance the high school

experience for all students. They fund academics, arts, athletics, student activities, family education and community-building events, wellness programs, staff appreciation and school facility needs with support from families and local businesses. Caregivers also participate in [Site Council](#) and Familias en Acción. There are also many parent information events provided by our counseling team, administration, small learning community teachers and the Falcon Foundation Parent Education Program.

At Archie Williams we believe in a strong connection between a student's activities/athletics program and a student's academic success. Athletic teams for girls and boys include soccer, volleyball, football, tennis, water polo, cross-country, basketball, wrestling, track and field, softball, baseball, swimming and diving, field hockey, golf, lacrosse and mountain biking. There is a Certified Athletic Trainer on campus daily after school to help keep athletes healthy and safe. We also have a dance team which adds to the great spirit at Archie Williams. An active student government provides a variety of student programs and activities as well as service to the community. Students pursue individual interests in many [organized clubs](#) and internships.

Our School to Career program is a partnership with the Marin County Office of Education. This program provides students with the opportunity to explore careers in a variety of areas through internships, job shadows and career-focused field trips. Another community partner is 10,000 Degrees, an organization with a specific focus on achieving educational equity and supporting students, with need, to access and complete their higher education to positively impact their communities and the world. This organization works with Archie Williams students to provide college information and awareness, college preparation and planning tools and financial aid assistance and support.

[Dynamic Solutions for Youth](#) is a community organization that utilizes both a prevention and intervention model to address behavioral and attendance issues for students who are at-risk and are low SES, in danger of not graduating, or performing below grade level in English or Math (Title I TAS). This organization supports students through mentoring, discussion groups, community service and conflict mediation.

Our Wellness Center provides students with a safe space and coordinates mental health, sexual health and substance abuse services and programs for students on campus. Both direct services, prevention and education for all students including health and wellness classroom presentations, school wide health education events and a monthly sexual health clinic.

Access to technology is plentiful on campus for staff and students. We have transitioned from a full 1:1 program to Chromebooks being available for students to check out during

the school day and also available for students to check out for the school year if needed.

TUHSD Mission Statement ([new mission statement](#))

TUHSD LCAP Goals

Goal 1: Guarantee students have access to rigorous, relevant and engaging curriculum in all content areas in clean, well functioning facilities.

Goal 2: Improve the learning outcomes of all students while narrowing the opportunity gaps among our student groups.

Goal 3: Improve communication and relationship with the community and stakeholder groups.

Goal 4: Cultivate resilience, independence and social-emotional growth in all students through a comprehensive system of intervention focused on building a community where trauma is met with compassion and each individual feels safe, valued and known.

Goal 5: Eliminate the predictability of current outcomes of our students of color, ELL, and socioeconomically disadvantaged students by removing the opportunity gaps in our system.

Form A: Planned Improvements in Student Performance

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:

WASC Critical Learner Needs

Archie Williams High School Schoolwide Plan for Student Achievement 2021-2027 Action Plan

Goal #1: All students, especially our BIPOC and low SES, will feel safe and connected (social-emotional learning) to their school and classroom environments through inclusive, equitable instruction and restorative practices.

Goal #2: All learners will receive timely feedback on assignments/assessments that are common and measurable of the content and skills delivered in a course. The grading practices used for feedback will be clear and useful for both the teacher and the student. The feedback will articulate where the student is in their learning and what they need to do to progress to proficiency/mastery of the content/skills. Students' grades will accurately reflect what they know about the content and the skills they've acquired in a course.

Goal #3: Archie Williams High School will implement the district's Tam4ward Multi-Tiered System of Support (MTSS) Plan to intentionally and strategically use evidence to support students academically, social-emotionally, and behaviorally and to improve the UC A-G eligibility rates of BIPOC and Low SES students.

Chapter 5 - AWHs Schoolwide Plan for Student Achievement 2022-2027

Action Plan

<p>Goal 1: All students, especially our BIPOC and low SES, will feel safe and connected (social-emotional learning) to their school and classroom environments through inclusive, equitable instruction and restorative practices.</p>	
<p>Measurable Outcomes</p>	<ul style="list-style-type: none"> ● AWHs student reports of caring relationships and school connectedness will exceed 90% on the California Healthy Kids Survey (CHKS). ● AWHs student reports on the Youth Truth Survey, specifically the summary measure that describes the degree to which students feel they receive support and personal attention from their teachers, will exceed the 50th percentile. ● AWHs student reports of drug or alcohol abuse, feelings of sadness or hopelessness, and harassment or bullying will be 10% below state averages on the CHKS and local measures. ● AWHs student reports of attendance will improve and tardies will decrease. ● All departments' aligned student learner outcomes will include specific language and action items that highlight inclusive and equitable instruction.
<p>Rationale</p>	<p>Almost all of our data shows a consistent gap in the educational experience and outcomes between BIPOC and low SES students and White students.</p>
<p>Student Learning Outcomes Addressed</p>	<p>TUHSD Graduate Profile:</p> <ol style="list-style-type: none"> 1. Collaboration: <ul style="list-style-type: none"> ● Use interpersonal skills to build positive relationships and promote collaborative learning. 3. Cultural Competence: <ul style="list-style-type: none"> ● Understand, value and respect a variety of cultures, backgrounds,

<p>communities, and identities.</p> <ul style="list-style-type: none"> • Learn to understand and value multiple perspectives and experiences while acknowledging personal bias. • Question the status quo and advocate for equity. <p>4. Communication:</p> <ul style="list-style-type: none"> • Listen intently to decipher meaning, values, attitudes and intentions. • Engage in discussion and ask questions to gain and demonstrate understanding. <p>5. Creative and Independent Learning:</p> <ul style="list-style-type: none"> • Understand & nurture a growth mindset. • Successfully navigate the learning process, recognizing both accomplishments and challenges. • Seek different ways to gain knowledge. • Embrace curiosity to ensure continuous improvement and life-long learning. <p>6. Character:</p> <ul style="list-style-type: none"> • Develop emotional intelligence and self awareness. • Be empathetic and show compassion for others. • Model confidence and resilience.
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Objective and LCAP alignment:	Action Item with Timeline	Responsible Persons	Means to Monitor Progress	Resources	Budget
Build relationships with each student to best identify and meet their social-emotional and academic needs. LCAP #1 LCAP #2	<p>Ongoing work:</p> <ul style="list-style-type: none"> • Continue relationship building focus in every class with every student. • Continue to grow collaboration and alignment between our student leadership programs (AVID, STAAR, ASB & Peer Resource - ASAP) in order to create a more inclusive campus for students. • Create more access and opportunities for involvement and extracurricular activities for our BIPOC and low-SES students. • School staff and student leadership 	Admin Staff/ Teachers Wellness Counselors Student Leadership Programs	CA Healthy Kids Survey Youth Truth Survey SLC Survey	Data gathered from student input in surveys Professional development workshops. -Learning partnerships -Antiracist teaching -Teaching while	School Site Budget

LCAP #5	<p>programs foster a welcoming culture that emphasizes diverse cultures, races/ethnicities, abilities, and identities.</p> <ul style="list-style-type: none"> • Provide mentoring and coaching to at-risk students (Title I, TAS students) who are socio-economically disadvantaged, below grade level, or at risk for not graduating. <p>Targeted for Year 1:</p> <ul style="list-style-type: none"> • Provide professional learning opportunities on building relationships in class to create a meaningful and connected learning environment for all students. <ul style="list-style-type: none"> ◦ Emphasis on culturally responsive relationship building strategies. • Evaluate our current bell schedule to investigate if it best meets the social-emotional and academic needs of our students. • Identify barriers to learning. Provide intervention resources as needed (See WASC CSLN #3) • Recognizing students who need class time for practice and direct support from the teacher and provide instruction as needed. (See WASC CSLN #3) • Identify students <u>early</u>, then set them up with the resources/ interventions they need to succeed. This will include articulation with feeder middle schools. (See WASC CSLN #3) <p>Aspirational:</p> <ul style="list-style-type: none"> • Hire a district social worker who will team with the Wellness Center to coordinate a safety net of services for targeted students and their families. TBD - District, funding 	(ASAP) District Admin	Student Senate Monthly check-in with provider	White -CircleUp Antiracist Plan Dynamic Solutions for Youth	Title I (\$36,000)
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<p>Using high impact instructional practices (HIIP), teachers will increase academic success and student safety and connectivity in the classroom.</p> <p>LCAP #1 LCAP #2 LCAP #5</p>	<p>Ongoing work:</p> <ul style="list-style-type: none"> Analyze student work and student experience as a regular part of data analysis during collaborative inquiry. <p>Targeted for Year 1:</p> <ul style="list-style-type: none"> Create a clear definition with specific details and examples of what is “equitable instruction” and provide feedback to teachers to this understanding in their practice. Identification and training in (HIIP) for all teachers. <ul style="list-style-type: none"> Specific to content area. Use of antiracist instructional practices in all classes. Use of student feedback data to ensure engagement and connectivity. <p>Targeted for Year 2:</p> <ul style="list-style-type: none"> Use of HIIP in all classes to implement Tier 1 instruction. Use of the TUHSD anti-racist instructional walk-through tool for feedback Targeted use of HIIP with students identified needing tier one support. Monitoring of students to engage other HIIP to support learning if needed. 	<p>Instructional Coaches</p>	<p>Professional Development</p> <p>Department Meetings</p> <p>SLC/Academy Meeting</p> <p>Instructional Coaches</p> <p>Learning Cohorts with Instructional Coaches</p>	<p>Tier One Instructional Tool Kit (See Tam 4ward MTSS Goal 3)</p> <p>Monitoring of students academic improvement (grades)</p> <p>Monitoring of student engagement and connectivity data.</p> <p>Professional development workshops. -Collaborative Learning Team norms and working outcomes development. -HIIP Instruction -Antiracist teaching -Teaching while White</p>	<p>School site Budget</p>
<p>Align curriculum to support antiracism, student access, and relevance to student lives.</p>	<p>Targeted for Year 1:</p> <ul style="list-style-type: none"> Collaboration to update and align curriculum across course alike. <ul style="list-style-type: none"> Identify essential learning outcomes and proficiency scales for each course. 	<p>District Task Forces</p> <p>All department</p>	<p>The Task Force published curriculum guides and courses of</p>	<p>Staff Resources: Task Force facilitators (Senior Director of Curriculum</p>	

<p>LCAP #1 LCAP #2 LCAP #4 LCAP #5 LCAP #6</p>	<ul style="list-style-type: none"> Update all curriculum to include an active antiracist perspective in all classes that includes voices from the intersections of minoritized people including LGBTQ+, BIPOC, abilities, and gender. Include local and relevant context to curriculum to ensure all students to feel connected to content and to see applicability in their lives. <p>Targeted for Year 2:</p> <ul style="list-style-type: none"> Collaboration to update and align curriculum across course alike. <ul style="list-style-type: none"> Development of common assessments and data monitored for all students. Use an equity audit to monitor curriculum alignment and equity principles of curriculum development. Develop common assessments and pre-assessments to be used by all teachers with students in all classes. Data to be used in professional learning communities for both instructional inquiry and curriculum alignment across classrooms. Align curriculum across all SLCs. Critically examine and strive to unlearn assumptions about curriculum and instructional practices to create pedagogy and restorative practices that build equity-minded and culturally responsive approaches for an inclusive classroom experience. Develop curriculum in course-alikes that critically examine and remove colonial, racist, and oppressive content to empower and uplift historically minoritized voices. Knowing, understanding and differentiating between multicultural 	<p>ts at the site</p>	<p>study.</p> <p>Department course guides shared with all teachers in the district and AWHs shared Google Drive.</p> <p>Departments' aligned learning outcomes</p> <p>SLC and Academy aligned learning outcomes</p>	<p>and Instruction and Senior Director of Inclusion, Instruction, and Intervention)</p> <p>Reading Resources: e.g. Culturally Responsive Teaching and the Brain by Zaretta Hammond</p> <p>Antiracist Plan</p> <p>The Task Force on a new 9th Grade Seminar Course (incorporating ethnic studies, geography and social issues) will finish their work and the class will launch in the fall of 2023.</p> <p>Departments working on a curriculum audit should be ongoing</p> <p>Curriculum Council</p> <p>District and Site</p>	
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	<p>education, social justice education and culturally responsive education.</p> <ul style="list-style-type: none"> • Create content in multiple subject areas for building awareness of bias and the impact of racism and antisemitism of our communities and our country. The lessons will include understanding bias and how it is formed and the impact it can have on decision making, recognizing and addressing racism and antisemitism, learning to be an upstander and not a bystander. <p>Targeted for Year 3:</p> <ul style="list-style-type: none"> • Bi-annual collaboration meeting with main middle school partners to align curriculum vertically. Improve A-G eligibility by fostering opportunities in feeder middle schools (e.g. stronger foundations in language classes) 			<p>Equity Teams</p> <p>Racial Justice Task Force.</p>	
<p>Development of a school-wide culture built on restorative practices that continues to foster trust, respect, equity, inclusion, and restorative justice.</p> <p>LCAP #1 LCAP #2 LCAP #5</p>	<p>Ongoing work:</p> <ul style="list-style-type: none"> • Continue to implement “Discussion Circles” for certain staff meetings designed to create relationships, trust and equal voice. • Ensure all staff members are trained in “Restorative Practices.” • Integrate activities to build trust, respect, and inclusion in all “Day One” activities to open the school year and continue with that theme in CREW activities throughout the school year. • Have each teacher create relationship building goals for their classroom each school year. Monitor student data to build relationship strategies as needed. • Fully implement a Restorative Justice program on campus, including: <ul style="list-style-type: none"> ○ The use of the Solution Matrix for office level disciplinary incidents. ○ Restorative approaches to 	<p>Admin</p> <p>Wellness Staff</p> <p>Peer Resource & STAAR programs</p> <p>CircleUp</p> <p>Deborah McKnight</p> <p>Dr. Lori Watson</p> <p>Director of Student Services</p>	<p>CA Healthy Kids Survey</p> <p>Youth Truth Survey</p> <p>Staff Survey Data</p> <p>Day One Agendas</p> <p>Synergy Discipline logs</p> <p>Racist</p>	<p>Ongoing CREW Activities</p> <p>Ongoing additions to resources in the Solution Matrix.</p> <p>PD for staff from CircleUp</p>	<p>School site budget</p>

	<p>conflicts in the classrooms.</p> <ul style="list-style-type: none"> ○ Train staff members to be conflict mediators in facilitating “mindful meetings” when conflict occurs. ○ Create a more restorative approach, outside of SARB, for students with truancy issues. <p>Targeted for Year 1:</p> <ul style="list-style-type: none"> ● Ensure “Restorative Circles” are occurring in the classrooms. ● Create a transparent process for reporting and addressing racist incidents that occur on campus. ● Increase student involvement in using restorative practices by involving the STAAR and Peer Resource programs in both design and implementation of the Restorative Justice program building on student mentoring. <p>Targeted for Year 2:</p> <ul style="list-style-type: none"> ● Provide antiracism training for all students in leadership programs. Create circle topics for all students, facilitated in Crew. ● Engage parents and community in the antiracist work, so if disciplinary action is required, they are included in our work to become more anti-racist as a school and larger community. 		incidents reporting		
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Goal 2: All learners will receive timely feedback on assignments/assessments that are common and measurable of the content and skills delivered in a course. The grading practices used for feedback will be clear and useful for both the teacher and the student. The feedback will articulate where the student is in their learning and what they need to do to progress to proficiency/mastery of the content/skills. Students’ grades will accurately reflect what they know about the content and the skills they’ve acquired in a course.

<p>Measurable Outcomes</p>	<ul style="list-style-type: none"> ● Improvement in stakeholders beliefs regarding feedback, clarity of grading practices across the school system, usefulness of grading alignment, and accuracy of learning reflected in grades. ● Departments articulate and agree on learning outcomes and assess students' abilities to reach proficiency using common proficiency scales. ● Common assessments will be used to calibrate student achievement and to structure interventions for those not reaching proficiency. ● Improvement in grade analysis at the beginning of each semester with pre-assessments and formative assessments during the grading period will reflect student learning in grades at the summation of S1 and S2. ● Teacher's use of feedback is noted in classroom walk-throughs and teacher observations.
<p>Rationale</p>	<p>In previous WASC self-studies and most of the recent “soft” data we’ve collected from our students shows a consistent frustration and confusion about the various grading practices used at AWHS. Student survey data has indicated that receiving timely and measurable feedback is inconsistent from class-to-class. While there is evidence that some departments and Small Learning Communities have collaborated on grading pedagogy and practices, the majority of teachers have not had the opportunity to do this in a number of years.</p>
<p>Student Learning Outcomes Addressed</p>	<p>TUHSD Graduate Profile:</p> <ol style="list-style-type: none"> 1. Collaboration: <ul style="list-style-type: none"> ● Work creatively and effectively towards common goals. 2. Critical Thinking: <ul style="list-style-type: none"> ● Identify, define, and solve authentic problems. ● Pose substantive questions. ● Reason effectively and argue from evidence. ● Make sound judgments and decisions. ● Reflect critically on learning experiences, processes and solutions. 4. Communication: <ul style="list-style-type: none"> ● Engage in discussion and ask questions to gain and demonstrate

- understanding.
- Use multiple mediums to communicate and express ideas creatively.

Objective and LCAP alignment	Action Item with Timeline	Responsible Persons	Means to Monitor Progress	Resources	Budget
Develop, collect, and use data on teacher, student, and parent perceptions of grades and grading.	<p>Targeted for Year 1:</p> <ul style="list-style-type: none"> Use current surveys (when possible) to create a baseline of perceptions regarding grading from three stakeholder groups to determine and implement effective and aligned grading practices across departments, SLC's and the school. Current S1 and S2 grade study and analysis to compare with grades as work is being developed. <p>Targeted for Year 2:</p> <ul style="list-style-type: none"> Use survey throughout the process to monitor perceptions and growth toward stated goal. 	Admin Leadership Team	Analysis of survey results	Circle-up Grading Survey Youth Truth Survey CHKS	Educational Services Budget Educational Services Budget
Provide learning opportunities and staff development, with a focus on learning growth, for grading, feedback, and assessment practices LCAP #1 LCAP #2 LCAP #5	<p>Targeted for Year 1:</p> <ul style="list-style-type: none"> Professional development, with an equity based lens, on grading practices including: <ul style="list-style-type: none"> ungrading mastery learning standards based grading feedback Staff discussion circles and learning opportunities on: <ul style="list-style-type: none"> what a grade means relationship between agency vs. proficiency of standards in determining a grade. using feedback for motivation and growth 	Administration Staff Department Teams SLC/Academy Teams Study Teams	Staff meeting agendas Professional Development opportunities TUHSD August district PD EdCamp Agendas	Senior Director of Inclusion, Instruction, and Intervention Senior Director of Curriculum and Instruction Outside and internal expert consultants EdCamps	

	<ul style="list-style-type: none"> ○ cultivating a growth mindset 				
<p>Ensure school-wide alignment in feedback and assessment practices.</p> <p>LCAP #1 LCAP #2 LCAP #5</p>	<p>Targeted for Year 2:</p> <ul style="list-style-type: none"> ● Staff consensus process to come to agreement on assessment and feedback practices. ● Design and implementation of common assessments for course alike within departments and SLC/Academy programs. <ul style="list-style-type: none"> ○ use of proficiency scales aligned with learning growth towards outcomes ○ aligned use of assessments to monitor student learning for tier one intervention support ● Use of Professional Learning Communities to: <ul style="list-style-type: none"> ○ use assessment data to monitor student learning growth. ○ share student work to gain consistency in the use of proficiency scales / rubrics. ○ identify tier one high impact instructional practices (HIIP) for learning support 	<p>Administration Staff</p> <p>Department Teams</p> <p>SLC/Academy Teams</p>	<p>Developed proficiency scales & rubrics</p> <p>SLC/Academy Team agendas</p> <p>PLC Agendas</p> <p>Department Agendas</p>	<p>Senior Director of Inclusion, Instruction, and Intervention</p> <p>Senior Director of Curriculum and Instruction</p> <p>Outside and internal expert consultants</p> <p>EdCamps</p>	<p>School site budget</p>
<p>Provide clarity and timely feedback to students around grading and assessment.</p> <p>LCAP #1 LCAP #2 LCAP #5</p>	<p>Targeted for Year 1:</p> <ul style="list-style-type: none"> ● Professional learning in departments to: <ul style="list-style-type: none"> ○ Agree on how to provide more clarity on assessment criteria. ○ Discuss and agree on what “timely feedback” and “feedback” looks like and the purpose it serves in the learning process. ● Professional learning with full staff 	<p>Admin Staff</p> <p>Department Teams</p> <p>SLC and Academy Teams</p>	<p>SLC/Academy Team agendas</p> <p>PLC Agendas</p> <p>Department Agendas</p>	<p>Senior Director of Inclusion, Instruction, and Intervention</p> <p>Senior Director of Curriculum and Instruction</p> <p>Outside and internal expert consultants</p>	

	<p>to work on:</p> <ul style="list-style-type: none"> ○ Setting agreements on using Canvas (Learning Management System) as a tool to provide feedback to students. ○ Agree on consistent ways, class-to-class, students will receive feedback from each teacher. 			EdCamps	
<p>Provide learning opportunities for parents/ caregivers and school community around grading and assessment practices</p> <p>LCAP #1 LCAP #2 LCAP #5</p>	<p>Targeted for Year 1:</p> <ul style="list-style-type: none"> ● Host annual assessment/grading parent education nights. ● Include assessment/grading information on parent nights, such as frosh parent orientation night and incoming 8th grade information night and Back to School Night and Open House. ● Set staff agreements to include parent education/ information on grading criteria: <ul style="list-style-type: none"> ○ in the syllabi ○ Back-to-School Night ○ Program Nights (SLC & Academies) <p>Targeted for Year 3:</p> <ul style="list-style-type: none"> ● Articulation with middle school administration and staff around grading practices feedback and assessments to aid with alignment across school systems. <ul style="list-style-type: none"> ○ departmental articulation on grading ○ incoming parent/ caregiver information 	<p>Admin Staff Department Teams SLC and Academy Teams</p>	<p>Parent event agendas and SlideDecks Course Syllabi Parent Equity Agendas Families in Action</p>	Teachers (annually)	

Goal 3: Archie Williams High School will implement the district’s Multi-Tiered System of Support (MTSS) Plan to intentionally and strategically use evidence to support students academically, social-emotionally, and behaviorally and to improve the UC A-G eligibility rates of BIPOC and Low SES students.

Measurable Outcomes	<ul style="list-style-type: none"> ● Reduction in D, F, and I grades in R3 and R6. ● Students report the use of tier one supports in all classes. ● More students A-G eligible without remediation. ● Students report higher rates of positive socio-emotional health in CHKS and other survey data such as the Youth Truth survey. ● Students repeating coursework for graduation ● Graduation rates among minoritized students. ● Transfer rates to alternative programs.
Rationale	Data shows that many of our students that are struggling will benefit from targeted Tier 1, Tier 2 and Tier 3 interventions. These students tend to be over-represented in Emerging Language Learners, Special Education, and students of color.
Student Learning Outcomes Addressed	TUHSD Graduate Profile: 1. Collaboration: <ul style="list-style-type: none"> ● Use interpersonal skills to build positive relationships and promote collaborative learning.

	<p>3. Cultural Competence:</p> <ul style="list-style-type: none"> ● Understand, value and respect a variety of cultures, backgrounds, communities, and identities. ● Learn to understand and value multiple perspectives and experiences while acknowledging personal bias. ● Question the status quo and advocate for equity. <p>4. Communication:</p> <ul style="list-style-type: none"> ● Listen intently to decipher meaning, values, attitudes and intentions. ● Engage in discussion and ask questions to gain and demonstrate understanding. <p>5. Creative and Independent Learning:</p> <ul style="list-style-type: none"> ● Understand & nurture a growth mindset. ● Successfully navigate the learning process, recognizing both accomplishments and challenges. ● Seek different ways to gain knowledge. ● Embrace curiosity to ensure continuous improvement and life-long learning. <p>6. Character:</p> <ul style="list-style-type: none"> ● Develop emotional intelligence and self awareness. ● Be empathetic and show compassion for others. ● Model confidence and resilience.
<p>Evidence of Success:</p> <ul style="list-style-type: none"> ● Reduction in D, F, and I grades in R3 and R6 ● Students report the use of Tier 1 supports in all classes. ● More students A-G eligible without remediation. ● Students report higher rates of positive socio-emotional health in CHKS and other survey data. ● Notes in Synergy (Student Contact Log) are used and support Tier 1 interventions ● Student-reported reflections on supports indicate improvement ● Evaluation of newly adopted interventions are showing student support improvements. ● Report of A-G requirements being met. 	

Archie Williams School will implement the [Tam 4ward Multi Tiered System of Support District Plan](#). In the implementation of the Tam 4ward MTSS plan, there will be specific processes taken at Archie High School to ensure

this goal is met, measured, and students are improving in the indicators identified above. This third goal is a district-wide critical student learner need. The plan is still under development and will be implemented in the 2022-23 school year.

OVERALL WASC IMPLEMENTATION PLAN

- Upon completion of the Focus on Learning self-study, the WASC Leadership Team will continue to meet monthly throughout the remainder of the 2021-2022 school year to create a professional development plan. Beginning in the fall of 2022, responsibility for overseeing the implementation of the action plan will shift to the new Leadership Team (administration, Teacher Leaders, Counselor Leader, AVID Coordinator, ELD Coordinator, Instructional Coaches and the Intervention Coordinator), as well as Site Leadership.
- Professional development time throughout the year will keep these goals as a top priority.
- Various staff teams (department, SLCs, academies) will take ownership of their part in meeting these goals and will meet as needed to address items in the action plan.
- Implementation will be monitored through the annual update and Board approval of the Single Plan for Student Achievement and LCAP.

[AWHS Action Plan 2015-2021](#)

TAMALPAIS UNION HIGH SCHOOL DISTRICT 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.

November 13, 2013

STRATEGIC PRIORITIES

Curriculum & Assessment System

- ✓ Establish district wide curriculum that is coherent from the learner's perspective using the Understanding by Design frameworks
- ✓ Identify what each student should know and be able to do in each department or program and create courses or series of courses that align with established program goals
- ✓ Provide all students with access to an established guaranteed and viable curriculum
- ✓ Develop and use quality assessments that align to proficiency scales and guide instruction in all courses
- ✓ Support the development of cornerstone assessments that measures each student's understanding & transfer of knowledge within and across disciplines
- ✓ Ensure student mastery of 21st century skills
- ✓ Create accurate and consistent grading and reporting practices across TUHSD to support all learners in developing content and 21st century skill proficiency
- ✓ Strategically evaluate current and future course offerings to ensure alignment with the mission

Instructional Programs & Practices

- ✓ Develop a system of intervention to support the academic and behavioral success of all students
- ✓ Develop a routine approach to collectively review and respond to student performance while enhancing the district's organizational culture and climate
- ✓ Utilize SMART goals to create short- and long-term system, site, and team plans
- ✓ Support each student's emotional and social growth and work towards a community where all students feel safe and valued
- ✓ Guarantee student access to rigorous, relevant, and engaging courses
- ✓ Develop inclusive special education model that meets the needs of identified students

Human Resources

- ✓ Recruit a diverse applicant pool through innovative methods; assess effectiveness of earlier efforts, adjust planning and actions as necessary
- ✓ Improve HR department communications with all stakeholders; focus on two-way communication and soliciting input
- ✓ Promote and ensure a culture of appreciation, support, and understanding in which all staff members feel valued
- ✓ Collaborate with Educational Services department to support implementation of staff development plans

Leadership Development

- ✓ Actively recruit and hire teachers with leadership capacity and values aligned with the district mission
- ✓ Provide sustained and mission-focused coaching, professional, and leadership development for staff
- ✓ Continue to train and support Teacher Leaders as they work to facilitate the review and response to student data in collaborative groups
- ✓ Utilize Teacher Leader evaluation system to ensure growth and accountability of each leader
- ✓ Provide targeted training and support to develop the capacity of individual administrators at all levels and functions

Governance

- ✓ Provide direction and support for the superintendent and administrative team
- ✓ Continue to educate stakeholders regarding the role and work of the governance team
- ✓ Support mission-driven programs and practices through allocation of adequate resources
- ✓ Explore, develop, and implement appropriate opportunities for two-way communication and engagement with stakeholders
- ✓ Ensure smooth transition of the governance team as new members are elected and seated on the Board of Trustees

Community Relations

- ✓ Utilize the most effective means of communication with the district's internal and external stakeholders including websites and social media
- ✓ Develop understanding of the school district in all aspects of its operations by providing an honest, consistent, and comprehensive flow of information about policies, programs, and progress of the schools
- ✓ Actively seek information from the community regarding expectations and aspirations for our schools
- ✓ Bring about community understanding of the need for continuous improvement and what must be done to facilitate that improvement

Finance & Facilities

- ✓ Ensure long-term fiscal health of the district and maintain a balanced budget
- ✓ Continue active leadership role in the county and state to advocate for adequate school funding
- ✓ Develop short-term and long-term plans for the operational impact of increasing enrollment
- ✓ Maximize the remaining bond funds by developing and implementing a plan for the completion of the modernization program
- ✓ Develop and implement a comprehensive post-modernization maintenance plan to ensure safe school environments
- ✓ Develop agreements among school and community organizations for sharing resources and increasing efficiency
- ✓ Develop and implement a process to ensure community and staff awareness of the financial condition of the district

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: These centralized services are intended to support all site goals.

Actions to be Taken to Reach This Goal[1] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date[2] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Support the professional development of teachers in the areas of curriculum, instruction and assessment, aligned to state and national standards, in order to support the goals of WASC and LCAP.	2023-2024	Conferences and Trainings Teacher Collaboration and Task Force Work Books and Reference Materials	\$48,000 \$5,000 \$2000	General Fund

Ensure proper supports for English Language Learners, in order to support the goals of WASC and LCAP	2023-2024	Technology to support translation services for parents (Language Line & headsets)	\$5000	General Fund
		ELD Curriculum	\$14,900	
		Conferences and Trainings for EL teachers	\$8,300	

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program’s funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school’s allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <https://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>

Of the four following options, please select the one that describes this school site:

This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).

This site operates a SWP but does not consolidate its funds as part of operating a SWP.

This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.

This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$ N/A	
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$ N/A	
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$ N/A	
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$ N/A	

Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$ N/A	
Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$ N/A	
School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$ N/A	
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$ N/A	
Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$ N/A	
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$ N/A	
Total amount of state categorical funds allocated to this school	\$ N/A	
Federal Programs	Allocation	Consolidated in the SWP

<p>Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)</p>		\$ 36,000.00
<p>Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).</p>	\$	
<p>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)</p>	\$	
<p>Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals</p>	\$	

<p>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards</p>	<p>\$ In Form B as a Central Service</p>	<p>Title III funds may not be consolidated as part of a SWP[3]</p>
<p>Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs</p>	<p>\$</p>	
<p>For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement</p>	<p>\$</p>	
<p>Other federal funds (list and describe)</p>	<p>\$</p>	
<p>Other federal funds (list and describe)</p>	<p>\$</p>	
<p>Other federal funds (list and describe)</p>	<p>\$</p>	
<p>Total amount of federal categorical funds allocated to this school</p>	<p>\$ 36,000</p>	
<p>Total amount of state and federal categorical funds allocated to this school</p>	<p>\$72,000</p>	

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
LaSandra White	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dan Freeman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steve Bluestone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
William Skieresz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Katherine Humphreys	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mike Kelemen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mia Laurence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Neumaier	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gail Koren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Christy Hinkelman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

¹ EC Section 52852

Heather Richer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Lefferts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sophia Nowlen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Anaya Sears	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jack Gross	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jonah Rossiter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lucy Bakowski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	5	2	4	5

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply, delete what does not, add more if needed)**:
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: **5/17/2023**

Attested:

LaSandra White
School Principal

Signature of School Principal

Date

Dan Freeman
SSC Chairperson

Signature of SSC Chairperson

Date