# Redwood High School
# Support Plan

**Purpose**

At Redwood High School, we believe all students are able to learn at high levels.  This plan outlines academic, behavioral and attendance activities supporting high levels of learning for all students.

**Beliefs**

- All students are able to learn at high levels.
- All students must have access to grade level or higher curriculum and instruction to achieve grade level proficiency or higher.
- Some students will need support in the classroom to learn at high levels.
- Some students will need support outside the classroom to learn at high levels.
- Some students will need emotional and behavioral support to learn at high levels.
- All students must be engaged in their learning and attendance is critical to that engagement and learning at high levels.
- Support should be targeted, timely, directive, systematic, provided by highly-trained staff and research-based.

**Strategic Priorities**

- Develop a system of intervention to support the academic and behavioral success of all students
- Provide all students with access to an established guaranteed and viable curriculum
- Guarantee student access to rigorous, relevant, and engaging courses
- Develop and use quality assessments that align to proficiency scales and guide instruction in all courses
- Develop a routine approach to collectively review and respond to student performance while enhancing the district's organizational culture and climate
- Support each student's emotional and social growth and work towards a community where all students feel safe and valued

## Academic

| Goal A1: Increase the number of students who show proficiency and growth from original instruction in the classroom. | | | | |
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| Support Activity | Related Activities | Timeline | Resources Needed | Responsible |
| A1.a: Continue to work in PLCs to inform practice that best supports student learning. | • Refine program goals and proficiency scales.<br>• Implement an assessment plan that includes pre-assessments; ongoing formative assessments and summative assessments.<br>• Share data that measure growth and proficiency.<br>• Utilize results and teacher learning in the PLC process to improve teaching and learning outcomes. | • Continuing<br><br>• Continuing<br><br><br><br>• Continuing<br><br>• Continuing | • Protocols for data sharing and discussion.<br>• Systems for keeping records and collecting data.<br>• Time for teachers to gather data and PLCs to meet for collaboration and sharing data.<br>• Professional development as needed to create multiple forms of assessment. | • Teachers<br>• TLs<br>• Admin |
| A1.b: Define, explore and utilize teaching practices focused on engaging students in deep learning. | • Select focus for school and provide professional development on instructional-strategies. Possibilities include:<br>  o Project-based learning<br>  o Integrated curricula<br>  o Expanding the classroom boundaries using technology.<br>  o Inquiry-based instruction.<br>  o Standards-based grading practices. | • 2014-15, 2015-16, 2016-17 | • Professional development time to share, learn and implement new practices.<br>• Trainers/experts (internal and external) to assist with professional development. | • Teachers<br>• TLs<br>• Admin |
| A1.c: Ensure that all students have access to grade-level learning. | • Provide proper supports (tutoring, subject-specific support class, SMART period support) to ensure that students learn successfully in grade-level classes.<br>• Move all students from below grade level classes to grade level classes with supports necessary for success. | • Continuing<br><br><br><br><br>• Continuing | • Measures to identify students for placement and support.<br>• Subject-specific Academic Workshop<br>• Targeted SMART period support<br>• Tutors (adult volunteers, peers) | • Admin<br>• TLs |

| Goal A2: Increase number of students who show proficiency and growth with targeted support outside of the classroom, when needed. | | | | |
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| Support Activity | Related Activities | Timeline | Resources Needed | Responsible |
| A2.a: Refine Academic Workshop | • Streamline and clarify identification process that includes using data to target individual student needs.<br>• Implement general and subject-specific sections based on identified needs.<br>• Improve communication between AW teachers, subject teachers and parents.<br>• Provide opportunities for students to enter and exit Academic Workshop as needed. | • Continuing<br><br>• Continuing<br><br>• Continuing<br><br>• 2014-15 | • Measures to identify students for placement.<br>• Master schedule that accommodates general and subject-specific sections as well as the opportunity to exit and enter AW.<br>• Improved methods for communication between AW teachers, subject teachers and parents<br>• Online resources for communication. | • Admin<br>• Counselors<br>• AW Teachers<br>• TLs<br>• Teachers |
| A2.b: Reconfigure SPED AW to facilitate support. | • Divide Resource AWs into grade-level groups.<br>• Improve process for communication between general education and special education teachers. | • 2014-15<br><br>• 2014-15, 2015-16, 2016-17 | • Master schedule to support grade level configuration. | • Admin<br>• SpEd TL<br>• SpEd Teachers |
| A2.c: Refine SMART period | • 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.<br>• More directive use of SMART.<br>• Explore ways to increase support time. | • 2014-15<br><br><br><br><br>• 2015-16<br>• 2015-16 | • System for monitoring and assigning SMART periods that allows for targeted support, as needed.<br>• Teacher/Department commitments to define SMART supports.<br>• Use students as peer tutors and adult volunteers in SMART<br>• Way to balance competing needs of students. | • Teachers<br>• TLs<br>• Admin |
| A2.d: Refine Case Review Team | • Create a structured referral system and pathways for academic issues that include teachers in the process.<br>• Create a more flexible CRT team based on needs of students. | • 2014-15<br><br><br>• 2014-15 | • Codified system for referrals and flow chart for process.<br>• Time for team to meet. | • Admin<br>• Counselors<br>• Psychologists<br>• Teachers |

| A2.e: Provide new learning opportunities for students who do not meet program goals by the semester's end | • AW/Independent Study for finishing incompletes.<br>• Beginning of semester SMART centers for finishing Incompletes.<br>• Use computer-based or online courses for credit redemption.<br>• Examine on-site credit redemption options | • 2015-16<br><br>• 2015-16<br><br>• 2015-16<br><br>• 2015-16 | • Computer-based, independent study training.<br>• Computers<br>• Staffing and scheduling to accommodate time and personnel needed. | • Admin<br>• Counselors<br>• Teachers |
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| A2.f: Provide tutoring and individual assistance through the use of volunteers and trained peer tutors | • Coordinate with Marin County School Volunteers to train and schedule volunteers into classes where needed.<br>• Provide school service credit for student peer tutors within the class.<br>• Provide adult tutoring when students can take advantage of it. Target participation as needed. | • Continuing<br><br><br><br>• 2014-15<br><br>• Continuing | • Trained adult volunteers/retired teachers.<br>• Trained peer tutors.<br>• Program coordination. | • Admin |

## Behavioral

| Goal B1: Decrease the amount of time students spend out of class for behavioral problems. | | | | |
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| Support Activity | Related Activities | Timeline | Resources Needed | Responsible |
| B1.a: Implement an Individualized Discipline Plan for students as needed. | • Reduce suspensions and serve suspensions in house for all infractions that don't create safety concerns.<br>• Partner with outside resources as needed.<br>• Use restorative circle or similar restorative justice practices. | • Continuing<br><br><br><br>• Continuing<br>• 2015-16 | • Ongoing support from campus assistants and AP secretaries.<br>• Laptops to complete school work.<br>• Ongoing contracts with partner support providers (e.g, BACR, DSY).<br>• Training in use of restorative practices. | • Admin |
| B1.b: Support teachers with specific referral process for behavior issues. | • Create a structured referral system and pathways for behavioral issues that include Case Review Team, as needed (see A2.d above). | • 2014-15 | • Codified system for referrals and flow chart for process.<br>• Individual teacher support as needed for implementing successful classroom strategies that limit behavior issues. | • Admin<br>• TLs<br>• Teachers<br>• Campus Assts. |

| Goal B2: Create a more positive culture that balances academic achievement and well-being for students and staff. | | | | |
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| Support Activity | Related Activities | Timeline | Resources Needed | Responsible |
| B2.a: Increase on-campus activities designed to build a more cohesive RHS community. | • Coordinate and expand activities with Leadership, Link Crew and Peer resources that focus on opportunities for ALL students to feel more involved in school.<br>• Provide opportunities for exercise, meditation, etc. for students and staff. | • Continuing<br><br><br><br>• 2015-16 | • Coordination for all programs (through AP office).<br>• Funding for guest speakers, other programs as needed (PTSA, Foundation, etc.).<br>• Student involvement/input | • Admin<br>• Leadership, Link Crew, Peer Resource Teachers<br>• Site Council<br>• Teachers |
| B2.b: Promote wellness and balance within the school community. | • Plan and implement Wellness Center<br>• Parent education (e.g., alcohol and drugs intervention/prevention); anti-bullying; academic/social balance).<br>• Continue to build and support Friday Night Live (FNL) program. | • 2014-15<br>• Continuing<br><br><br>• Continuing | • Coordination between Wellness Director and school staff, students, parents and partner organizations.<br>• Continued coordination between Leadership, Link Crew, Peer Resource, PTSA, Foundation, FNL Advisor and Site Council to support special programs. | • Admin<br>• Counselors<br>• Site Council<br>• Teachers<br>• Students<br>• Parents |

## Attendance

**Goal C1: Decrease number of absences out of class and the impact of absences on the teaching and learning of students.**

| Support Activity | Related Activities | Timeline | Resources Needed | Responsible |
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| C1.a: Strengthen pre-SARB and SARB strategies | • Determine cause of chronic absences for individual students.<br>• Communicate and uphold the policy about doctor's notes for illness.<br>• Teachers sharing successful student-engagement practices.<br>• Improve pre-SARB activities (improve communication with parents, guardians, daily tracking, refer to CRT)<br>• Use outside resources such as probation, DSY and other services to support attendance, as needed. | • Continuing<br><br>• Continuing<br><br><br>• 2014-15<br><br><br>• 2014-15<br>• 2014-15<br><br><br>• 2014-15 | • Time to create and implement a flow chart for absences and referrals. See A2.d above. | • Admin<br>• Case Review Team |
| C1.b: Create a more systematic way for students to make up missed work. | • Clarify student responsibilities when returning from absences.<br>• Use SMART period for making up missed work.<br>• Use online/computer courses for making up program goals for long-term absences.<br>• Utilize technology to facilitate communication of assignments and possible alternative paths for learning after missing class time.<br>• Increase subject area expertise of Home/Hospital instructors. | • 2014-15<br><br>• 2014-15<br><br>• 2015-16<br><br><br>• 2014-15<br><br><br>• 2015-16 | • Time for teachers to create alternative assignments.<br>• Online/computer courses licenses.<br>• Time and training to use technology as needed. | • Admin<br>• Teachers |