

Point Arena Schools District Priorities for 2021-2022:

1. Prepare each and every student for college and/or career and raise achievement in Math and English Language Development.
2. Create a safe, orderly, productive, positive, healthy learning environment that cherishes diversity and collaboration for each and every student.
3. Engage parents, guardians and the community in a healthy/collaborative working partnership that supports the growth and success of each and every student.

Annual District Priorities for 2021-2022:

Priority	2021-2022 Sub-Goal	Activities	Metrics	Data Sources ¹
1	A) Ensure equitable access to internet connections and devices for all students and staff, prioritizing low-income students.	<ul style="list-style-type: none"> ● Identify students whose homes lack adequate internet or devices. ● Convene stakeholders including internet service providers, community partners and locally elected officials for input and coordination. ● Develop collaborative and sustainable processes to address connectivity needs for all low income households from Elk to Stewarts Point. 	Assess 100% households with children aged 0 to 20 for connectivity needs.	Self-reported information from parents, teachers and students regarding connectivity.

¹ See reporting calendar for data source timing.

1	B) Assess all students <u>as</u> appropriate for each grade/student, determined by the Point Arena School Testing Plans by Grade and ELL Status, with test data utilized to inform instruction.	Conduct testing using administrative procedures that produce valid and reliable results ² and ensure all teachers have the skills to use results to inform classroom instruction.	<ul style="list-style-type: none"> • Completion of testing as appropriate for each grade/student, determined by the Point Arena School Testing Plans by Grade and ELL Status, with test data utilized to inform instruction. • Teacher participation in training and/or professional development on how to use MAP data to improve student performance. 	Test results; PD rosters and teacher surveys

² Valid and reliable results can be achieved by ensuring that both sites. e.g., 1) use the same week to test across the grades and schools; 2) test at least 90% of students in each grade\class; 3) use the same location to administer the tests, i.e, classrooms, library, cafeteria, etc.

1	C) Instruction and curriculum covers mandated essential standards for students	Determine individual and collective need for professional development and accompanying resources across all teachers.	Teachers who need support will participate in training to learn how to best utilize essential standards in classroom instruction.	Principal reports and PD/training rosters.
1	D) All teachers receive professional development on classroom strategies for all teachers for teaching English Language Learners.	All teachers will participate in at least one professional development activity per month on classroom strategies for teaching English Language learners.	90% of teachers attend the aforementioned professional development once per month.	Professional development attendance data (rosters).
1	E) Improve on-time high school graduation rate.	Monitor, review and discuss graduation/matriculation data.	80% graduation rate.	Graduation/matriculation data.
2	A) Improve attendance to observe trends in engagement.	Collect data and generate reports, including subgroup variation	Monitor ADA/chronic absenteeism data by subgroup (i.e. grade, ELL status etc.)	ADA, chronic absenteeism by month and by subgroup.
2	B) Improve engagement, sense of belonging and well-being among staff, parents and students.	Administer selected sections of Healthy Kids survey; review, and analyze results. Sections to be selected based on recommendations by California Department of Education and WestEd.	Healthy Kids survey is administered with a minimum response rate of 80% for students and staff, 50% for parents.	High level results shared with the Board; more detail shared with administrators and staff.
2	C) Implement evidence-based interventions and/or programs focused on encouraging positive behaviors at all school sites.	Plan for the implementation of evidence-based wellness programs that enhance physical/social/emotional well-being for students and staff	Completion of initial implementation plans by Fall 2022.	Staff and site administrator reports, disciplinary data.

3	A) Ensure schools support maintaining a safe learning environment.	Identification and completion of maintenance projects.	Completion of necessary maintenance and repairs.	Facilities Inspect Tool (FIT)
3	B) Follow current Mendocino County Health Department COVID-19 protocols.	Regular communication with Mendocino County Health Department and review of MCHD COVID-19 protocols.	All guidelines are followed at all school sites.	Superintendent reports on compliance with COVID19 protocols, including COVID test result data, student and/or staff discipline for non-compliance, and shutdown status of any classroom or program.
3	C) Provide access to evidence-based, social emotional support services to all students and staff as needs are identified.	Assess level of need for individual mental health services, prioritize identifying and hiring mental health professionals.	Informed by Healthy Kids survey data.	Report from lead counselors at each school site.