

French Gulch-Whiskeytown School District Federal Addendum

PG1- FGWS, a micro small one school district of 25-30 students, has an active system of providing and promoting professional growth and improvement opportunities for teachers, the superintendent/principal, classified staff, board members and other school leaders. Needs are based on a variety of things from analysis of student data, both state and local measures, staff individual goals, administrative judgment of school and community needs, state initiatives, to changing state content standards. Ongoing review of local measures, standardized measures and state testing coupled with stakeholder input from parent, staff and student surveys, LCAP Advisory Board meetings, Parents Club and Board of Trustees monthly meetings all help to inform and keep professional growth needs current and relevant. PG2- The district employs a superintendent/principal who currently has a 41 day contract but works hours well beyond that contractual agreement. She attends monthly Shasta County Office of Education (SCOE) superintendent meetings always followed by a small school co-op meeting. These two meetings are a form of professional development in and off themselves by providing current legal updates, core curriculum adoption information, rollout of evolving core curricular standards, new instructional strategies as well as professional development calendars on a variety of topics both general and grade and curriculum specific. These in turn are shared with the staff at weekly meetings. Teachers are informed of and encouraged to attend a variety of trainings- some in response to personal interests, some in response to student needs and some to improve on skill sets. SCOE offers a monthly PD calendar, which is shared with the staff. Some offerings are specifically pointed out to one or both of the two teachers employed by the district as promising opportunities. Through networking with teachers at other small schools, FGWS teachers do find inservice training opportunities outside of the scope of SCOE's offerings and make requests to attend. Grants are actively pursued by the certificated/administrative staff, which also offer professional growth and networking opportunities so vital to small rural, multi graded classroom districts in order to stay current with trends, new techniques and new knowledge bases. Classified staff is encouraged to attend trainings to improve and increase their skills as well. SCOE does offer a number of PD opportunities for classroom aides, as well as kitchen and office staff (a combined position at our site). Specific topics are sometimes requested and sometimes suggested. The Board of Trustees (and staff) are advised of trainings by SCOE and CSBA on matters of board governance such as the Brown Act. SCOE's trainings are generally held in the evening. The superintendent/principal often offers the board either printed articles or email addresses regarding issues that may be of interest to board members. PG3 FGWS strongly believes that for a school community to be cohesive there need to be a shared philosophical base in some areas such as staff/student interaction. Some professional growth training therefor needs to encompass all staff. The entire staff attended a Love and Logic retreat in Breckenridge, CO as FGWS began using Love and Logic as a school wide behavior management approach. SCOE, through a regional Title IV grant, offered Fred Jones Tools for Teaching, Capturing Kids Hearts and Peaceful Playground workshops all of which were attended by both certificated and classified staff. The school works to have a seamless approach in some areas that can only be provided by everyone receiving the same training. A meeting held before the school year began featured best practices for working with trauma affected students- the entire staff attended. Weekly meetings with our two teachers (classified joins certificated staff monthly) are used to debrief, strategize and move forward with a plan to maintain what is working well and strategize ways to make improvements. Because of the size of the student body (25 kids) it is possible to discuss

individual students. Social emotion health is a weekly topic. Students are still feeling the effects of the CARR Fire; some more than others- our community was ground zero for that horrific event. Trying to address emotional needs is seen as a key for academic success. Weekly, the staff analyzes how they handled specific situations in terms of behavioral intervention and student support. Both self-reflection and peer suggestions are shared in light of our shared trainings. We have a PLC with all staff reading Help for Billy. A workbook was purchased to accompany the book so that staff can be more reflective in thinking and applying concepts and practices addressed in the book. Success is achieved every time a potentially volatile situation with a student is averted. Behavioral data is kept and analyzed to determine if individual students have specific triggers (time of day, struggles with a certain subject, irritation at other student behavior- lots of sibs at this tiny school!). Decreases in behavior incidents indicate successful intervention. FGWS cannot specifically report out progress by grade level on state testing results due to the very small sample size without violating student privacy. In any given year, each grade level may test only one to four students. We test from 12-15 students grades 3-8. For example, it would not take much to identify a sole 3rd grader's test results. FGWS does, however, report out with a chart that lists students as Student 1, Student 2 and so forth. The chart is color coded to coincide with the blue, green, orange and red achievement bands used by the state. The latest testing scores are given for ELA and Math and color coded for achievement bands for each student. That child's previous year's testing score is also indicated, score difference between the two years and points needed to achieve proficiency for the current year or points that exceed it) are included. It's very visual even for a layman to understand. In analyzing it, we are looking for continuous progress by each individual student- even though grade levels cannot be revealed to the board or public in this document. The chart does indicate the overall growth of the school as a whole for parents, board members and other stakeholders with whom it is shared. Unfortunately, the state dashboard does not really indicate this growth to the extent we'd like to see in a public forum. The number of students meeting and exceeding standards continues to grow but unfortunately that does not show up on the Dashboard. Local measures such as Aimsweb, Reach Higher Shasta First 5 and AR are reviewed quarterly. Report cards are benchmarked based so we look at that as another measure of student growth. Continual progress toward meeting standards is one positive measure of growth even if a student has not yet met a standard. In analyzing student work, we look at multiple measures, meet with parents and conference with students. PG4 FGWS provides career based supports from the new to experienced teacher, to classified staff to administrative staff. SCOE offers tremendous support to Shasta County's small districts through monthly superintendent meetings as well as the small schools' co-op program. In most cases because the administration position at FGWS is part time (36-41 days throughout the year) a retiree with a solid experiential base would most likely fill it, however, should a teacher wish to move up to administration, the district would provide Tier 1 and Tier 2 administrative support in addition to coaching services. Teachers new to the campus or new to teaching are provided a site-based mentor. Because The FGWS Board choice to adopt Montessori pedagogy as an instructional approach in 2012, new inductees unfamiliar with Montessori are offered an online course that covers basics philosophical foundations. Certificated staff members are encouraged to be life-long learners by adding course work to their post college units to both advance their knowledge bases as well as advance their placement on the salary schedule. Professional learning opportunities are provided for all employees based on individual interest and growth needs and those identified needs based on all stakeholders' input. PG5 The results of local and state data are used to support continuous improvement assisting staff, parents, students and other stakeholders in identifying areas of relative strength as well as areas that need improvement. The Deming model of "plan do check

(study) and act” provides a framework for an objective evaluation of student progress both academically and behaviorally driving the focus of professional development. Staff training in academic and social emotional approaches of dealing with challenging student behavior is discussed at staff, Parent Club, LCAP Advisory and Board meetings as well as 1:1 parent conferences. Self- reflection is asked when the outcome of a situation is less than desirable. How could this have been handled differently? What actions by the adult escalated the situation? Staff is asked to record both individual academic as well as behavioral incidents in Montessori Compass so that they can be evaluated objectively – for example instead of “this happens all the time” “there were 4 incidents in the past 2 weeks when Johnny had aggressive behavior at recess.” Instead of “Johnny never does his math work in class” “Johnny acted out during math 3 times last week when asked to work on multiplication facts.” Objective data leads to a more focused practice of effective evaluation of “is this approach leading to a positive change: progress toward meeting academic standards?” If not what needs to be changed? “Is this student’s behavior becoming more pro-social?” If not, let’s reassess adult response to the student’s behavior. In all matters, considerations are discussed on how desired outcomes might be better facilitated through improving staff skill sets. SMART Goals are sometimes employed to provide greater focus. At all turns, the collaborative nature of continuous improvement involves all stakeholders. FGWS conducts MTSS’ FIA model of self- evaluating the health, transparency and shared understanding of our one school district’s organizational strength two times a year. Staff, parent, community members and students are surveyed annually to assess where we are, where we need to improve and where we are effectively addressing the 8 state priorities.