



SAUSALITO MARIN CITY SCHOOL DISTRICT STRATEGIC PLAN



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smcsd.org



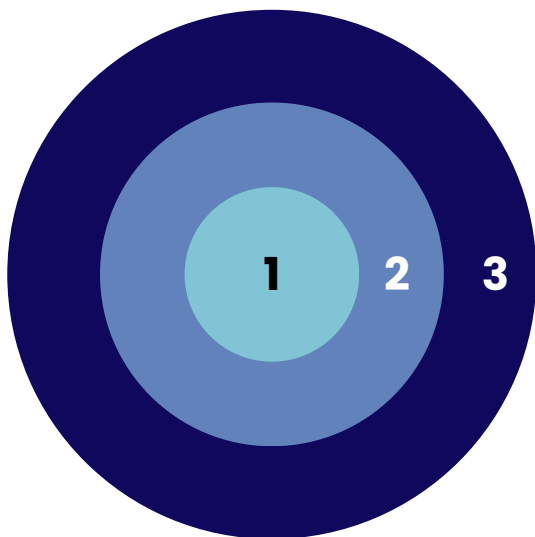
Student Learning

The mission of the Sausalito Marin City School District is to support and teach every student to achieve at high levels academically and reach high potential.

We exist to:

Instill a love of learning in our children and support them to be curious and flexible thinkers, confident in their individuality, their community, and their ability to create a safer and more just world.

Students First | Belonging | Accountability



Circle #1

STUDENT LEARNING

- Equity Statement
- Our Mission, Vision, Core Values
- Portrait of a Graduate
- Goals & Measures of Student Success
- Performance Benchmarks



Graduate Profile Characteristics



GOALS AND MEASURES OF SUCCESS

Goal 1: Success in the Early Years

- Early Learners Reading at Grade level by 3rd Grade
- Early Learners Meeting Standards in Mathematics by 3rd Grade
- Early Learners Develop Social Emotional and Cognitive Development

Goal 2: Improved Middle School Outcomes: Rigorous and Equitable Teaching and Learning for HS, College, and Career Readiness

- Students Demonstrate Mastery of Core Academic Subjects
- Middle School Students are prepared for High school

Goal 3: Whole Child: Healthy, Safe, Challenged and Supported

- Students Attend School Every Day
- Students and Families are Connected and Have a Sense of Belonging
 - Schools are Inclusive of all students
 - Students have access to clean facilities
 - Students have access to nutritious meals

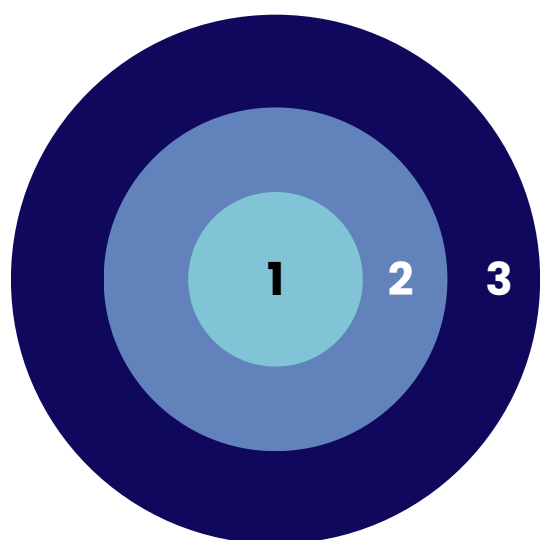
Goal 4: Elimination of Disproportionalities

- Black and Latinx students are reading at grade level
- Black and Latinx students are meeting/exceeding grade level standards in mathematics
 - English Learners are gaining English Proficiency
 - Students w/disabilities are increasing in ELA/Math

Goal 5: Our staff are high-quality and stable

- Staff report overall wellness and satisfaction
 - Attract and retain diverse staff
- Support professional development of all staff
- Provide mentoring, coaching and other support to develop and retain staff

Instructional Effectiveness



Circle #2

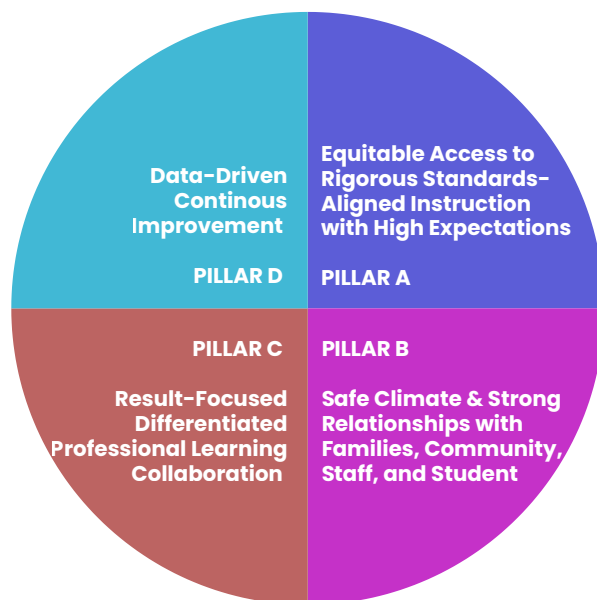
INSTRUCTIONAL EFFECTIVENESS

- “Four Pillars” (Building Blocks)
- Professional Practices for Effectiveness
- Strengthening Equitable Access to the Instructional Core

Sausalito Marin City USD

FOUR PILLARS

Our **Four Pillars** describe the capabilities we need to develop to accomplish our Goals for student success. They are the building blocks for action and decision-making, and provide a durable frame for organizing and focusing our work.





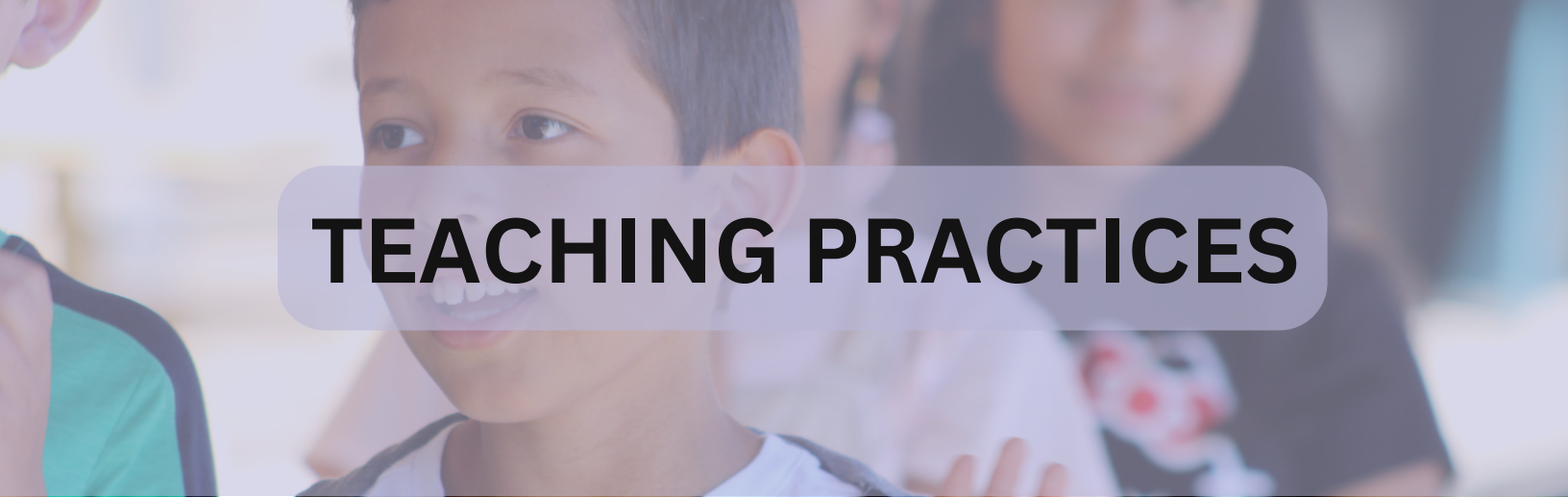
THE FOUR PILLARS

**EQUITABLE ACCESS TO
RIGOROUS, STANDARDS-
ALIGNED INSTRUCTION
WITH HIGH EXPECTATIONS
FOR ALL**

**SAFE CLIMATE AND
STRONG RELATIONSHIPS
WITH FAMILIES,
COMMUNITY, STAFF AND
STUDENTS**

**RESULTS-FOCUSED,
DIFFERENTIATED
PROFESSIONAL LEARNING
& COLLABORATION;
EFFECTIVE TEACHER FOR
EVERY STUDENT, EFFECTIVE
LEADER FOR EVERY
SCHOOL**

**DATA-DRIVEN
CONTINUOUS
IMPROVEMENT**



TEACHING PRACTICES

PILLAR A	PILLAR B	PILLAR C	PILLAR D
EQUITABLE ACCESS TO RIGOROUS, STANDARDS-ALIGNED INSTRUCTION WITH HIGH EXPECTATIONS	SAFE CLIMATE AND STRONG RELATIONSHIPS WITH FAMILIES, COMMUNITY, STAFF, AND STUDENTS	RESULTS-FOCUSED, DIFFERENTIATED PROFESSIONAL LEARNING & COLLABORATION; EFFECTIVE TEACHERS FOR EVERY STUDENT, EFFECTIVE LEADERS FOR EVERY SCHOOL	DATA-DRIVEN CONTINUOUS IMPROVEMENT
T1: Teachers implement high-leverage teaching practices across all content areas aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. T2: Teachers differentiate instruction for all student groups based on data.	T3: Teachers prioritize building strong relationships with all stakeholders and implement systems that support safe, healthy classroom climates. T4: Teachers engage in consistent communication with families regarding classroom content and activities.	T5: Teachers engage in regular PD to collaboratively assess data and instructional practices for greater teaching and learning outcomes. T6: Teachers engage in ongoing, collaborative professional learning with a focus on data and high impact instructional practices.	T7: Teachers consistently review data to inform and improve their practice in order to increase student outcomes. T8: Teachers comparatively assess student data against academic standards to improve differentiated learning outcomes for all students.



LEADERSHIP PRACTICES

PILLAR A	PILLAR B	PILLAR C	PILLAR D
EQUITABLE ACCESS TO RIGOROUS, STANDARDS-ALIGNED INSTRUCTION WITH HIGH EXPECTATIONS	SAFE CLIMATE AND STRONG RELATIONSHIPS WITH FAMILIES, COMMUNITY, STAFF, AND STUDENTS	RESULTS-FOCUSED, DIFFERENTIATED PROFESSIONAL LEARNING & COLLABORATION; EFFECTIVE TEACHERS FOR EVERY STUDENT, EFFECTIVE LEADERS FOR EVERY SCHOOL	DATA-DRIVEN CONTINUOUS IMPROVEMENT
L1: Principal/Leadership Team observes and provides specific, timely feedback on the implementation of high-leverage teaching practices and standards-aligned tasks and assessments. L2: Principal/Leadership Team shares, monitors and maintains instructional vision and expectations for teaching and learning.	L3: Principal/Leadership Team observes & provides specific, timely feedback on building meaningful relationships with all stakeholders as well as maintaining and creating safe classroom climates L4: Principal/Leadership Team seek to leverage community assets and partnerships as a first line of engagement in building strong relationships with students, families and staff.	L5: Principal/Leadership Team provides and offers opportunities for professional development based on teacher observation and student data consistently throughout the year. L6: Principal/Leadership Team provides time for collaboration, reflection, and implementation planning.	L7: Principal/Leadership Team allocate necessary time for teachers to effectively evaluate and respond to student data throughout the year L8: Principal/Leadership Team uses multiple data points to drive cycles of inquiry to monitor implementation of school-wide continuous improvement plans.



ORGANIZATIONAL PRACTICES

PILLAR A	PILLAR B	PILLAR C	PILLAR D
EQUITABLE ACCESS TO RIGOROUS, STANDARDS-ALIGNED INSTRUCTION WITH HIGH EXPECTATIONS	SAFE CLIMATE AND STRONG RELATIONSHIPS WITH FAMILIES, COMMUNITY, STAFF, AND STUDENTS	RESULTS-FOCUSED, DIFFERENTIATED PROFESSIONAL LEARNING & COLLABORATION; EFFECTIVE TEACHERS FOR EVERY STUDENT, EFFECTIVE LEADERS FOR EVERY SCHOOL	DATA-DRIVEN CONTINUOUS IMPROVEMENT
01: District Leadership strengthens practitioner knowledge of standards based instruction, rigorous academic standards and tasks and differentiated instruction via learning walks and Professional Development. 02: District Leadership supports hiring highly-qualified personnel and build capacity to implement research-based practices and curriculum at every grade level.	03: District Leadership builds capacity of practitioner knowledge of facilitating safe school & classroom climate with all stakeholders. 04: District Leadership will provide communication tools and engagement opportunities to and for students and families.	05: District leadership provides necessary resources for ongoing, professional development. 06: District Leadership evaluates and supports site leaders in providing results-focused professional learning and time for teacher collaboration.	07: District leadership strengthens practitioner knowledge as it pertains to analyzing student data while ensuring timely access to the relevant data. 08: District Leadership uses data to identify strengths and needs in order to support site leadership in acquiring applicable programming for district success.

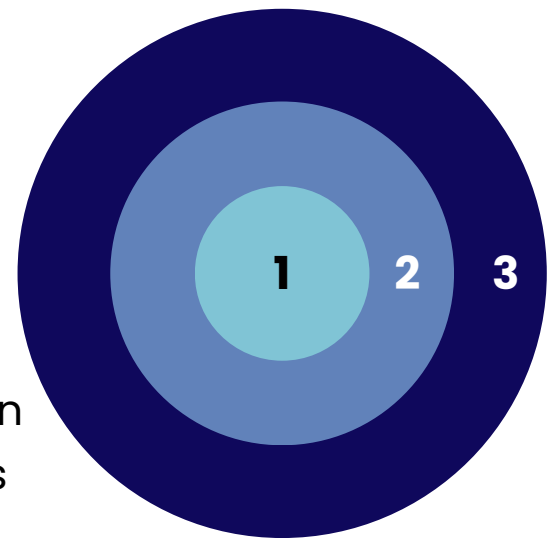
EMPOWERING INFRASTRUCTURE



Circle #3

EMPOWERING INFRASTRUCTURE

- Strategy Map: Strategic Priorities
- Roadmap for Discipline Implementation
- Aligned Resources, Supports & Services
- Leadership Results



The **Strategy Priorities** and the **Key Actions** associated with them are the programs, targeted solutions, structures, and processes that facilitate effective instruction and the accomplishment of the Goals for student success. Together, they constitute the **Strategy Map** – the blueprint for an empowering infrastructure, aligned to the Four Pillars.

STRATEGY MAP



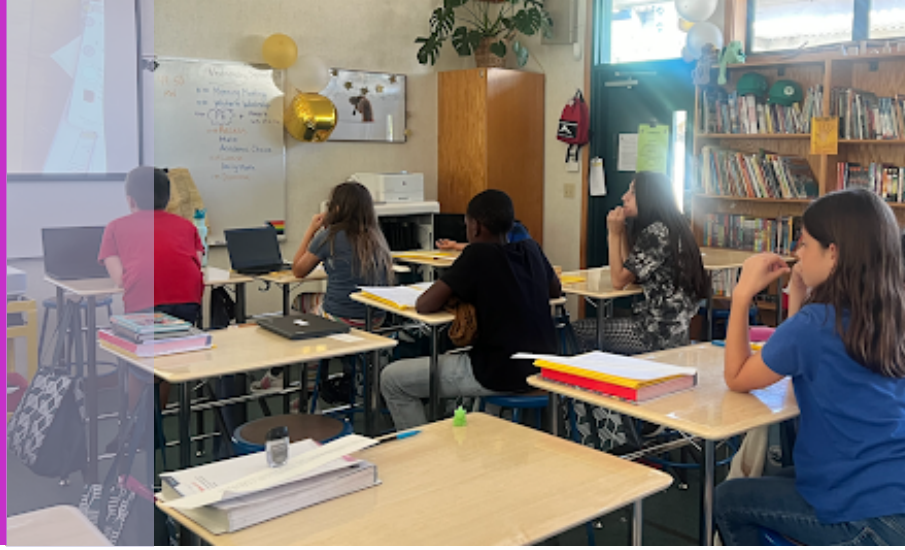
PILLAR A



EQUITABLE ACCESS TO RIGOROUS STANDARDS-ALIGNED INSTRUCTION WITH HIGH EXPECTATIONS FOR ALL

Research based, standards aligned curriculum in all content areas	Targeted academic intervention	Student agency and ownership of learning
A1: Adopt/Implement Comprehensive Curriculum in Literacy/Math with Fidelity	A5: Small Group Instruction (Differentiation & Personalization)	A9: Student Goal Setting
A2: Complex Tasks Implement Task with High DOK Level (Rigor)	A6: MTSS: Tier 1, 2, 3, Supports	A10: Clarity of Learning Students Can Articulate the What and Why of their Learning
A3: Academic Languages (Learning Conversations)	A7: Peer-to-Peer Tutoring (alignment Middle - Elementary School)	A11: Student Connected to Learning
A4: Integrated/Designated ELD	A8: Checking for Understanding (Data Driven Differentiation)	A12: Student Voice & Choice - Intentionally Building Relationships

PILLAR B



SAFE CLIMATE AND STRONG RELATIONSHIPS WITH FAMILIES, COMMUNITY, STAFF AND STUDENTS

Comprehensive Health Services	Multi-Tiered Levels of Student Family and Community Engagement	Social and Emotional Climate
B1: Universal Health Screeners (ie. Dental, Kelvin, Vision, Hearing)	B5: Academic Focused Family Engagement (ie. Literacy Night, Science Fair, Math and Munchies)	B8: SEL Curriculum
B2: Partnership with Local Health Agencies	B6: Capacity Building for Parents and Community (ie. DELAC, DPAC, Parenting Group)	B9: Advisory (Embedded in Schedules)
B3: Healthy Nutritious Food Program	B7: Multi-Tiered Structures (ie. PBIS, COST, RJ)	B9: Multi-tiered Structures (ie. PBIS, COST, RJ, 6-Week C&C Plan)
B4: Staff Wellness		

PILLAR C



RESULTS-FOCUSED, DIFFERENTIATED PROFESSIONAL LEARNING & COLLABORATION; EFFECTIVE TEACHER FOR EVERY STUDENT, EFFECTIVE LEADER FOR EVERY SCHOOL

Research based professional Development	Differentiated Instructional Coaching	Culture of collective responsibility
C1: Cycles of Inquiry	C5: Ongoing Timely Observation and Feedback	C9: Weekly PLC time every Wednesday for teacher teams
C2: Content Specific professional development	C6: Ongoing coaching tailored to the needs of staff	C10: Common vision and north star goals
C3: Differentiated pd led by both specialists and in-house experts	C7: Instructional Coach position	C11: Aligned collaboration time for all staff

PILLAR D



DATA DRIVEN CONTINUOUS IMPROVEMENT

Data Accessibility	Aligned Data and Effective Operational Practices	Culture of Achievement
D1: Student ownership of performance data	D4: Identify and implement a system for data collection and analysis	D7: Administer regular qualitative and quantitative measurements and surveys in regards to the student achievement strategies
D2: Access to Data Systems	D5: Training teams to analyze data	D8: Progress and Achievement
D3: Sharing and Display of District wide data	D6: Cycles of Inquiry	D9: Literacy Assessments

APPRECIATIONS



BOARD MEMBERS

- **Lisa Bennett**, President
- **Caroline Tiziani**, Vice-President
- **Bonnie Hough**
- **Lauren Walters**
- **Alena Maunder**

CABINET

- **LaResha Huffman**, Superintendent
- **Casey Clancy**, Director of M&O
- **Daceia Malone**, Director of Student Service
- **David Finnane**, TK-5 Principal
- **Elizabeth Henry**, Director of Instruction
- **Gina Murphy-Garrett**, CBO
- **Guillaume Pfahl**, Director of Food Services
- **Jamal Graham**, Assistant to the Superintendent
- **Jocelin Guzman**, Administrative Assistant
- **Leslie Wallach**, Administrative Assistant
- **Nixon Diaz**, Director of Communications and IT
- **Phil Logan**, Community School Director

PARENTS AND COMMUNITY

SMCSD TEACHERS AND STAFF

STUDENTS

- **Emelie T.**
- **Mitzi C.**
- **Reginald F.**
- **Walimata T.**