

Marina Village Middle School is part of a dynamic and engaging Ohana (family community) where students are exposed to rigorous instruction using a variety of educational strategies and curriculum. We are committed to addressing the needs of the whole child through providing multiple opportunities for enrichment and support. We have adopted the term “Ohana” to describe the commitment and strength our community has as we pull together to support one another. Our model practice of Multi-Tiered System of Support is a foundational piece of our Ohana mindset and centers on providing strong academic instruction and social-emotional supports both of which use data to drive instruction and intervention. The supports and training that we utilize are in alignment with our district LCAP goals which center around utilizing researched based instructional methodologies and services, supporting students’ socio-emotional needs, and utilizing technology to support learning.

Highlights of our MTSS implementation are as follows:

Marina Village teachers are highly trained and implement a variety of instructional strategies to support all students. Teachers successfully utilize Project Based Learning (PBL), Socratic Seminars, Data Based Questions (DBQ) to deliver a high quality adopted curriculum. This variety of strategies provide for rich conversations, a high level of rigor, and an ability to differentiate instruction to facilitate inclusive instruction for all students. Our staff is passionate about supporting students to be successful in these areas and provide opportunities for students to stretch based on their abilities.

Marina Village is part of an elementary district that recognizes the importance of how technology can support students’ educational development. Marina Village leverages this technology for instruction and to track student progress. Students are able to receive individualized assignments and assessments based on academic need through the available technology. In addition, stakeholders are able to receive immediate feedback on student performance and any needed action plans can be implemented based on student needs. This commitment to technology has enabled Marina Village to offer Project Lead The Way classes for our students. Currently, students are able to take one of five PLTW classes ranging from topics in computer science, robotics, engineering design, flight and space, and energy and the environment.

Marina Village’s instructional practice also include intervention programs for students who are struggling academically. Students are brought into support programs during the school day and after school to receive re-teaching of concepts with which they are struggling. Teachers also provide tutorial support for students with questions and Marina Village has partnered with Oak Ridge High School to connect peer tutors with students for a greater level of one on one support. Our resource teachers and aides also provide a high level of support for our most needy students both in our special education classes and as co-teachers within our general education classes.

Another integral part of our MTSS program are the strategies that we use to address the culture, climate, and emotional needs of our students. Marina Village has an active counseling department that provides direct instruction for all students and small groups on techniques and strategies for student success including student success groups, relationship building group, school wide presentations, and lunchtime activities. The counseling center has also set up a safe space for students who are experiencing anxiety or stress to reset their regulation and to bring them back to a state in which they are ready to learn. The counseling and other staff members also provide leadership and support for a variety of student groups that specifically address the climate and culture of our school.

These groups include our Where Everyone Belongs (WEB) group, our Ohana Climate Committee (OCC), Friendship Coordinators, Leadership classes, and other support groups for students and families from outside agencies. The mission of these groups is to connect students and to help them find a place where they can become part of our community. These groups also facilitate opportunities for students to serve each other and to practice looking outside themselves to address the needs around them. Students are also offered programs that build empathy and connection including Breaking Down the Walls and CORE3. Marina Village reaches out to support families on how to interact with and support their students through parent presentations, articles, and parent organizations. In addition, we have begun to roll out PBIS (Positive Behavior Interventions and Supports) as the umbrella for our culture and climate strategies so that we may continue to improve our response to student needs. This program organizes our recognition efforts, discipline policies, and behavior monitoring tools in a systematic way to explicitly teach expectations and to encourage positive behaviors.

Marina Village also works to be able to connect students to opportunities for exploring and expressing things that interest them. We have a very successful garden club with more than 80 students participating daily. We have a thriving music program that provides a world drumming class which is an entry-level survey/performance class for students to explore music from around the world. We also connect with our adjacent elementary school where our students act as mentors. Students are also afforded the opportunity to create their own clubs based on their interests. All of these opportunities allow students to make positive connections with adults and student which strengthens and builds the positive culture here at Marina Village.

### **Implementation and Monitoring**

We evaluate the effectiveness of our program by looking at student data on a school wide and an individual level. We use our state SBA assessments, interim assessments, and assessments built into our curriculum to determine performance levels in specific subject areas. Students Lexile levels are also periodically monitored through Reading Counts Assessments. Finally, we look at classroom assessments to monitor our students' daily progress. This data is collected in our Jupiter Grades program which shares the information with the student, teachers, our counselor, and parents. Teachers then collaborate with each other using the student data to develop a complete view of how a student is performing and to determine the need for an appropriate for intervention. The monitoring of classroom performance occurs weekly and students are offered or assigned support as needed. Updates on student progress occur through formal (progress reports, conferences, SST, HIP/ZAP assignments) and informal (e-mail, Jupiter Grade notification, phone calls home) communications.

In addition to our academic monitoring, Marina Village and the Rescue Union School District has implemented a series of programs and training to provide support to support students with their emotional challenges. Our staff has been trained on Trauma-Informed Practices as well as Social Emotional Learning. Teachers explicitly teach strategies to their students that support reductions in stress and anxiety and a quiet space is accessible to students to allow them to de-escalate and return to regulation. In addition, our counseling department monitors the status of our students through formal and informal information provided by the adults on campus. The formal monitoring comes through the use of our Social Emotional Checklist which enables teachers to provide data on student well being and which categorizes students into areas of greatest need. Our informal process occurs through referrals to our counseling department when a staff member recognizes a need that they have

been unable to address. The counseling department provides regular communication to staff and parents about student status and provides suggestions on how to support students.

### **Results and Outcomes**

The results of our model program have been successful. Marina Village has established one of the highest scores in English language arts and Math for all middle schools in El Dorado County and when being compared to 50 similar middle schools in the greater Sacramento area. Marina Village students ranked in the green or blue category in all subgroup areas except for students with disabilities. It should also be noted that our socio-economically disadvantaged students are performing above standard in both English language arts and math by posting the largest gains over the previous year of any subgroup. In addition, Marina Village continues to post in the green for chronic absenteeism and suspension rate. By examining our Reading Counts data we see that 73% of our students are reading at a proficient or advanced Lexile level.

In addition to academic performance, our Multi-Tiered System of Support has benefited Marina Village's climate and culture. Over the past three years, we have seen a decline in our suspension and referral rates. Our suspension rate declined by 2.2% for the 17-18 school year overall. Four of our six student groups show fewer suspensions while two groups showed increases. Due to the small number of students in each of these subgroups, the increased rate was due to one additional suspension in one group and two additional suspensions in another. The reduction in our suspension rate is due, in part, to efforts from administration and staff to work with students on alternative means to correct behavior. As of this report, suspension rates are on track to continue to decline for the 18-19 school year. The referral system we use tracks all discipline reports from teachers including warnings and communications to parents about student behavior. From the 16-17 to the 17-18 school year there was a reduction of 845 total incidents even though the office handled 146 more incidents in 17-18 than the prior year.

Our model program also shows positive results in the areas of social-emotional support. According to our Healthy Kids Survey, nearly 80% of students report feeling safe or very safe at Marina Village and only 3% report feeling unsafe and not one reports feeling very unsafe. We attribute this to the high level of engagement that the staff has in providing the supports needed for student success. We are also using a Social Emotional Checklist as a preemptive measure to help students in need. Teachers are asked to report on a variety of categories for each student at Marina Village. The results of that report provide a list that our counseling office uses to help identify and connect with students who are in need of social-emotional services. Based on the checklist, 2.7 % of our students have a social-emotional need that we are working to address. Providing a system of Multi-Tiered interventions both academically and social-emotionally has been able to help us support students with specific needs and to is a contributor to the success of all students.