

# MHS SPSA SUMMARY 2023-2024

**Continued Focus:** Address the needs of all students (Student Support) through a continued focus on developing higher-order thinking skills (Rigor) while increasing relevancy through real-world application (Relevancy).

**Outcomes:** Students will be able to use high order thinking skills as a result of being engaged in DOK 3 & 4 activities as evidenced by a return to 21-22 levels (57%) in Math; and a return to 21-22 levels (83%) in ELA CAASPP data in March, 2024. This is a 13%-Math, and 14%-ELA increase goal. An additional X% of students surveyed will report a higher level of student engagement through authentic, relevant and rigorous learning activities connected to post-secondary goals as reported on the student engagement survey in Spring, 2024.

Success Indicators	Staff Practices	School Supports	Evidence of Learning	Timeline
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LCAP GOAL: All graduates are socially just and ready for college and careers.

WASC Growth Area: As a district, MHS must work in conjunction with district administration to create a consistent PD plan to encompass all teachers in a variety of instructional domains that they deem as essential strategies (PBL, real-world connections, DOK).

WASC Action Plan (Rigor): Continue to focus on increasing overall student proficiency as measured by performance results on CAASPP assessments, with a special focus on identifying and addressing causes for the discrepancy between ELA and Math performance.

**SPSA GOAL #1:** By May 2024, 57% of students will meet/exceed state standards as measured by CAASPP Math (56, NA, 56, 57, **33**)

**SPSA GOAL #2:** By May 2024, 83% of students will meet/exceed state standards as measured by CAASPP English Language Arts (80, 91, 82, 83, **70**)

**SPSA GOAL #3:** By May 2024, 47% of students will meet/exceed state standards as measured by CAST Science (**44**)

<p><b>Students will:</b></p> <p>Attend class daily and do all that is asked of them, both in and out of the classroom.</p> <p>Engage in DOK 3 &amp; 4 tasks in all content areas</p> <p>Complete increased number of performance tasks, especially in Math</p> <p>Increase student talk.</p> <p>Use content-specific academic language</p>	<p><b>Staff will:</b></p> <p>Engage in Department PLC process</p> <ul style="list-style-type: none"> <li>Peer to Peer Observations</li> <li>SLT facilitate at least 2 formal Learning Rounds as part of cycle of inquiry.</li> </ul> <p>Gradually release responsibility for complex learning tasks to students</p> <p>Reduce direct instruction (teacher talk)</p> <p>Design and facilitate student-centered activities which could include:</p> <ul style="list-style-type: none"> <li>stations/blended learning</li> <li>project or performance-based</li> <li>inquiry based learning</li> <li>cross-curricular collaboration</li> </ul> <p>Intentional focus on the use of academic language (language of domain and skill based) through modeling</p> <p>SLT will discuss/revise academic honesty policy to include AI and connection to student thinking and student apathy.</p>	<p><b>MHS/SMMUSD will:</b></p> <p>Preserve Department time to facilitate the co-design of DOK 3 &amp; 4 tasks and analyze student performance in all areas</p> <p>As a district, MHS must work in conjunction with district administration to create a consistent PD plan to encompass all teachers in a variety of instructional domains that they deem as essential strategies (PBL, real-world connections, DOK).</p> <p>Provide more effective and accessible technology support</p> <p>Continue to offer a high number of AP and UC A-G approved courses at MHS that prepare students for the academic rigor of college</p> <p>Facilitate a climate where Instruction is based on positive teacher-student relationships, in which students trust in their teachers' guidance</p> <p>District Department collaboration to include pacing guides.</p> <p>Articulate plan to increase daily student attendance and response to attendance concerns.</p>	<p><b>We will measure through:</b></p> <p>Analysis of lesson design &amp; student work (inquiry cycle)</p> <p>CAASPP Summative ELA/Math Results</p> <p>CAST Science Results</p> <p>SMMUSD Assessment Continuum, diagnostic and interims</p> <ul style="list-style-type: none"> <li>StarRen, ELA and Math</li> <li>CAASPP Interim ELA and Math</li> <li>DIWA</li> </ul> <p>Teacher Developed Assessments</p> <p>Course Grades</p> <p>PSAT, SAT, AP DATA</p> <p>A-G Completion Rates</p>	<p><a href="#"><u>LINK TO PD CALENDAR DRAFT 23-24</u></a></p> <p><i>Needs Assessment &amp; Design – Part 1 SPSA</i></p> <p><i>Fall Cycle of Inquiry - Implement &amp; Monitor - Part 2 SPSA</i></p> <p><i>Winter Cycle of Inquiry - Implement &amp; Monitor Part 2 SPSA</i></p> <p><i>Spring Cycle of Inquiry - Implement &amp; Monitor Part 2 SPSA</i></p> <p><i>Analysis &amp; Impact – Part 3 SPSA</i></p>
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**GOAL 1 DEPARTMENT STRATEGIES:**

- *ENGLISH: Writing: Refocus writing goals and grade level skill alignment in the wake of Covid through classic PLC work, which includes sharing assignments and reviewing student work. Reading: Diversification of the voices taught. Listening: Use of podcast as source material. A focus on fact checking so students use reliable and verified evidence to support ideas in discourse and writing.*
- *HISTORY: A focus on thinking and writing skills with a continued focus on cross-cutting historical thinking skills (ie: change, continuity, perspective). Addressing students with low reading skills as measured by StarRen to better assess student conceptual understanding.*
- *WORLD LANGUAGE: Increased student output in writing measured by revised and refined writing rubrics at all levels, focusing on emphasizing features and structures at all levels.*
- *VAPA: Varied by domain (Visual/Performing) to include: Visual: Encourage student ownership, responsibility and respect for each other's works. Performing: Increasing literacy and improving technical skills.*
- *MATH: Students engage in problem solving through EFFL- Experience First, Formulate Later tasks. Common opener every block day for review of basic skills based on student assessment results (ie: factoring, rationalizing denominators).*
- *SCIENCE: Increase inquiry-based labs with an emphasis on literacy, written lab report. Give each grade 11 student opportunity to take CAST practice test prior to spring CAST administration.*
- *SPED: Maintaining high, positive expectations for all students. Academic Language: A focus on vocabulary strategies to support use of academic language across disciplines.*

LCAP GOAL: English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

WASC Growth Area: MHS needs to create and maintain a more effective Intervention process for at-risk students that is better understood by all staff, and outcomes are communicated clearly to all involved.

WASC Action Plan (Student Support): Begin to develop a more systematic and data-driven approach to provide tiered academic support and interventions for all students, decreasing the number of struggling students on the D/F list.

**SPSA GOAL 4:** 3% decrease at each grade level below 25th percentile on Star Renaissance measurement from fall (baseline) to spring administration in both ELA and Math (22-23, ELA Gr 9: 27/31, Gr 10 21/28, Grade 11 21/23, Grade 12 24/35 and Math Gr 9 20/18, Gr 10 14/33, Gr 11 13/9, Gr 12 17/17) 21-22 Baseline ELA: 9-28/30%, 10-21/19%, 11-20/19%, 12-17/13% in spring and Math: Gr 9-38/23%, gr. 10 13/14%, gr 11 6/ 10%, gr 12-3/8%)

**SPSA GOAL 5:** 55% of EL students will improve 1 or more levels or remain at level 4 overall as measured by ELPAC summative (10/17 in 22-23, 10/18 in 21-22, 11/17 in 20-21, 4/9 in 19-20).

<b>Students will:</b>	<b>Staff will:</b>	<b>MHS/SMMUSD will:</b>	<b>We will measure through:</b>	<b><a href="#">LINK TO PD CALENDAR DRAFT 23-24</a></b>
<p>Complete varied diagnostic and progress monitoring measures to inform tier 1 and tier 2 interventions</p> <p>Utilize Support period to access teachers, peer tutors, or other supports</p> <p>Access available supports including After School Tutoring, Wellness Center and Paper (targeted students only).</p>	<p>Provide for targeted interventions and additional programming during Support Period.</p> <p>Analyze student data including subgroup (SED, Hispanic) data at each 6-week interval in Department PLC teams.</p> <p>Develop an effective pre-referral SST process understood by all staff. Implement a formalized system of interventions (tier 2 and tier 3 general education supports)</p> <p>Strengthen SST process to include a direct referral and a monitoring (schoolwide data team) process.</p> <p>Implement range of tier 1 community building routines</p> <p>Implement Department Data Team protocol to inform Department PLC work.</p>	<p>Assessment Tools</p> <p>Differentiated Online Platforms (ie: APEX modules, Khan)</p> <p>SST Forms</p> <p>Provide Support period which allows for more personal and focused monitoring and assessment of students in need of assistance using Enriching Students Platform.</p> <p>Facilitate a climate of care recognizing unique challenges post fire, pandemic</p> <p>Ongoing partnership with Wellness Center, NAMI</p>	<p>ELPAC Initial and Summative Data</p> <p>Course Grades: Decrease in D/F List</p> <p>StarRen in ELA and Math</p> <p>Monitor performance of SED, Hispanic, and SPED students in all SMMUSD Assessment Continuum to include diagnostic, progress monitoring, interim, and summative measurements.</p>	<p><b><a href="#">LINK TO PD CALENDAR DRAFT 23-24</a></b></p> <p><i>Needs Assessment &amp; Design – Part 1 SPSA</i></p> <p><i>Fall Cycle of Inquiry - Implement &amp; Monitor - Part 2 SPSA</i></p> <p><i>Winter Cycle of Inquiry - Implement &amp; Monitor Part 2 SPSA</i></p> <p><i>Spring Cycle of Inquiry - Implement &amp; Monitor Part 2 SPSA</i></p> <p><i>Analysis &amp; Impact – Part 3 SPSA</i></p>

*GOAL 2 ENGLISH LANGUAGE DEVELOPMENT STRATEGIES:*

- *Need for Instructional Assistant-Bilingual (Spanish) as resource inequity*
- *Need for materials, beyond textbook, translated in home language as resource inequity*
- *Continue ELD Supplemental Elective Period*
- *Access to English teacher for designated ELD during A-G English course and Support Period*
- *ELD Lead for student monitoring, communication with teachers*
- *Spanish Speaking Family Support Group facilitated by new BCL*
- *Paper, online tutoring service for targeted students*
- *Goals for Graduation in partnership with BGC Malibu*
- *Increased student talk-discourse, group instruction*
- *Integrated strategies-frames, visuals, templates, vocab-banks, frontloading*
- *Student participation in activities, sports, enrichment programs.*

*LCAP GOAL: All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.*

*WASC Growth Area: As a site, MHS will continue to expand and focus on opportunities for all teachers to create project-based learning and real-world experiences more consistently across the curriculum.*

*WASC Action Plan (Relevance): Increase opportunities for students to engage in authentic learning through a project-based approach, increasing the number of students reporting higher levels of relevance on student perception surveys.*

**SPSA GOAL 6:** 75% of high school students will report either liking school or liking school very much as measured by student perception surveys (Climate and Culture Survey 72% in 22-23, 77% in 21-22, 72% 20-21)

**SPSA GOAL 7:** 33% of students will report seeing how their learning relates to their future and 40% of students will report seeing how their learning relates to the real world on the Student Climate and Culture survey in Spring, 2022. (Future: 32% in 22-23, 29% in 21-22, 20-21: 31%, NDA for 19-20) (Real World: 34% in 22-23, 21-22 is 38%, 20-21: 29%, 19-20: 24%)

<b>Students will:</b>	<b>Staff will:</b>	<b>MHS/SMMUSD will:</b>	<b>We will measure through:</b>	<b><a href="#">LINK TO PD CALENDAR DRAFT 23-24</a></b>
<p>Learn through 1-2 projects within existing coursework.</p> <p>Produce products or performances for an audience beyond teacher.</p> <p>Have access to dual enrollment coursework on campus and off campus.</p> <p>Complete capstone experiences in sequenced coursework</p> <p>Use a variety of 21st-century technologies appropriately.</p>	<p>Continued professional development organized by the Site Leadership Team (SLT) with a focus on authentic learning, student engagement, and real-world application.</p> <p>Facilitate opportunities with industry experts, field trips, or exhibitions of learning.</p> <p>Continue cohorts for Blended Learning, Project-Based Learning, Restorative Justice, Social Justice</p> <p>Continue to expand the use of educational technology to increase student engagement</p>	<p>Facilitate a climate where people are comfortable taking risks and trying something new</p> <p>Provide Professional Development including full staff Project based learning PD (school or district provided with district personnel and outside consultants)</p> <p>Assist in CTE Credentialing, CTE Coursework</p> <p>Expand SMC Partnership</p> <p>Provide courses like Freshman Seminar and Senior Seminar that provide real-world strategies for success in high school and their post-secondary plans.</p> <p>Continue to work with BGC Malibu in response to grant for Innovative Projects.</p> <p>Create a Principal Advisory Committee made up of representative students.</p>	<p>Student perception data</p> <ul style="list-style-type: none"> <li>• Olweus Survey</li> <li>• Senior Survey</li> <li>• District Culture and Climate Survey</li> <li>• CHKS</li> </ul> <p>Attendance Data</p> <p>Discipline Data</p> <p>Analysis of lesson design &amp; student work (inquiry cycle)</p> <p>Teacher Developed Assessments</p> <p>CAASPP/CAST Results</p> <p>Neviance Data</p>	<p><i>Needs Assessment &amp; Design – Part 1 SPSA</i></p> <p><i>Fall Cycle of Inquiry - Implement &amp; Monitor - Part 2 SPSA</i></p> <p><i>Winter Cycle of Inquiry - Implement &amp; Monitor Part 2 SPSA</i></p> <p><i>Spring Cycle of Inquiry - Implement &amp; Monitor Part 2 SPSA</i></p> <p><i>Analysis &amp; Impact – Part 3 SPSA</i></p>

**GOAL 3 DEPARTMENT STRATEGIES:**

- *ENGLISH: One PBL experience that is common to students across grade level each year (ie: Gr 9: a Zine on theme connected to literature, grade 12-poetry reading) This is an area for improvement. Will also continue implementation of digital writing folders.*
- *HISTORY: Enhance "History Day" exhibition of learning to include investigating giving students options to showcase their knowledge: podcasts, documentaries, etc.*
- *WORLD LANGUAGE: Organizing 1 shared cultural experience (Culture Week) for all world languages students and 1 exhibition of learning (World Language Day.)*
- *VAPA: Varied by domain (Visual/Performing) to include: Visual: More collaborative/group projects. Increase student choice in projects. To continue to work with the City of Malibu to get student work visible to the community. Performing: Continue collaborative projects within the visual and all performing arts. Band/Choir to take learning field trips.*
- *MATH: Problem solving activities using the 7 step procedure will be incorporated into each class to promote critical thinking skills.*
- *SCIENCE: Incorporate 1 long term project with real world application (ie: PSA-Environmental, Futures in Science).*
- *SPED: Practical Application/Skill Building: In addition to content objectives, will clearly state, "When am I going to use this in my life? as part of agenda to make the why explicit to students.*
- *COUNSELING: College and Career Workshops, Handbook, and Blog. Counselor/student relationships.*