



MALIBU HIGH SCHOOL

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Highlights and Accomplishments

Feedback from our recent WASC visit:

- MHS has a strong leadership team that advocates for the needs of the school and school community.
- Instruction is based on positive teacher-student relationships, in which students trust in their teachers' guidance.
- Freshman Seminar is provided to all 9th-grade students to assist in their transition to high school, providing real-world strategies for success in high school and their post-secondary plans.
- The Support period allows for more personal and focused monitoring and assessment of students in need of assistance.
- There is a high number of AP and UC A-G approved courses at MHS that prepare students for the academic rigor of college
- MHS is able to provide resources to respond to the needs of students, staff, and parents in the event of a crisis.
- MHS has strong stakeholder groups that provide support, encouragement, and resources.
- Teachers provide a variety of assessments, both formative and summative, for students regularly throughout the year.
- The SLT uses data to develop professional development goals for the faculty and teachers to use during PLCs to collaborate, assess trends in student work, refine and impact lessons.
- MHS teachers present challenging and relevant work.
- Teachers use a variety of instructional strategies and resources including technology.
- MHS teachers are willing to take on new ways of delivering information, displayed through the willingness to join district-run cohorts that encourage new teaching techniques.
- Most SPED students are integrated into general education classes and are receiving A-G credit.
- MHS Staff has the ability to engage and participate in professional development related to curriculum development within their PLCs including Project Based Learning, Depth of Knowledge and other domains.



SPSA and SLT Goals

■ **RIGOR: College and Career Readiness**

- **SPSA:** 62% of students meet/exceed state standards as measured by CAASPP Math, 85% of students meet/exceed state standards as measured by CAASPP ELA
- **WASC ACTION PLAN:** 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.
- **WASC SCHOOLWIDE 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).

■ **INTERVENTION/SUPPORT: English Language Development**

- **SPSA:** 65% of EL students will improve 1 or more levels as measured by ELPAC overall, 50% will be redesignated as English Fluent Proficient based on multiple measures to include CAASPP, ELPAC, Course Grades, Teacher Input, and Parent Input, Decrease number of students on D/F list (GP3 and GP6) by 10%.
- **WASC ACTION PLAN:** Begin to develop a more systematic and data-driven approach to provide tiered academic supports and interventions for all students, decreasing the number of struggling students on the D/F list.
- **WASC SCHOOLWIDE 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.

■ **RELEVANCY: School Climate**

- **SPSA:** 65% of high school students will report either liking school or liking school very much as measured by student perception surveys More than 85% of graduating seniors rate their quality of education received as excellent or good, Less than 18% of high school students will be chronically absent as measured by A2A, 30% report that they see how what they are learning relates to outside world and more than 40% how relates to future.
- **WASC ACTION PLAN:** 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.
- **WASC SCHOOLWIDE 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.

■ **SLT Focus: Higher Order Thinking Skills**



Strategies and Actions

GOAL 1

- TIER 1 INSTRUCTION/SLT INSTRUCTIONAL FOCUS: Use PLC to co-design DOK 3 and 4 tasks and analyze student performance in all content areas
- TIER 1 INSTRUCTION: Increase number of performance tasks that students engage in, particularly in math
- TIER 1 INSTRUCTION: Increase release of control by reducing teacher talk and increase student discourse
- BENCHMARK ASSESSMENT: Provide additional interim assessments for math and ELA (ie: district interim, CAASPP IAB, department developed) to ensure alignment with core standards and pacing guides and to continue to gauge knowledge and guide instruction
- ASSESSMENT: Monitor performance of our significant subgroups (SED, Hispanic) and SPED performance, with a focus on Hispanic student performance in math, through variety of formative assessments.

GOAL 2

- SUPPORT PERIOD: Discuss as a staff the strengths and areas of concern regarding support period. Explore restructuring period for targeted interventions and enrichment in a more intentional way (i.e: differentiated online platforms, APEX modules, Kahn)
- MONITORING/SST PROCESS: Develop effective pre-referral SST process understood by all staff. In addition, utilize small school nature to monitor individual progress, including EL monitoring and support
- IDENTIFICATION/INTERVENTIONS: Develop and implement a formalized system of interventions (tier 2 and tier 3 general education supports)

GOAL 3:

- Continued professional development organized by the Site Leadership Team (SLT) with a focus on authentic learning, student engagement, and real-world application. Preferably, work with PBLWorks/Buck and have all teachers design/implement 1-2 projects within existing coursework.
- Continue cohorts for Blended Learning, Project-Based Learning, Restorative Justice, Social Justice integration.
- Continue efforts to provide and increase dual enrollment opportunities (possible use of support period). Explore capstone experience as part of sequenced coursework.



Evidence of Learning

2020-2021 Needs Assessment:

- GOAL 1:
 - CAASPP ELA SUMMATIVE DATA
 - PSAT/AP READINESS DATA
 - AP PARTICIPATION/PASS DATA
 - SAT DATA
- GOAL 2:
 - COURSE GRADES
 - ELPAC SUMMATIVE DATA
- GOAL 3:
 - A2A ATTENDANCE DATA
 - DISCIPLINE DATA
 - SENIOR EXIT SURVEY
 - GRADE 10 STUDENT ENGAGEMENT SURVEY
 - CHKS STUDENT AND PARENT SURVEY



Adjustments to Address Distance Learning

GOAL 1:

- *Combination of live and independent learning experiences, synchronous and asynchronous lessons and learning activities to ensure appropriate and effective level of instruction and connection to students*
- *Teachers will provide 240 minutes of daily live instructional time. Students' experience with live instruction will vary and may consist of a combination of whole group, small group, one-on-one live instruction and independent work for students*
- *To ensure a guaranteed and viable curriculum is implemented district-wide, teachers will as district/site department teams identify the essential standards and critical areas in SMMUSD's curriculum guides*
- *To monitor student learning, teachers will use assessments at the start of the year to determine student performance levels and identify areas of need particularly in the areas of English language arts and mathematics*
- *Staff needs and department/schoolwide strategies may be different due to distance learning. For example, needs may include tech integration, task design, building community virtually, assessment virtually, what data can we use to monitor student progress remotely, enrichment activities, and embedded district PD*

GOAL 2:

- *Teachers will provide differentiation for EL students through the use of small groups in content areas to accelerate learning. This will be delivered during their 80-minute instructional period and during identified support time*
- *Teachers will utilize small group instruction and any additional time built into the day to target academic support and accelerate learning*
- *Teachers will use integrated ELD strategies to support EL learners including visuals, videos, templates, sentence frames, vocab banks, and front-loading*
- *Standardized/supportive communication when students aren't engaging to students and parents.*
- *After school tutoring with Math and English teachers*
- *EL Lead Position to monitor student progress*
- *Supplemental ELD elective class*

GOAL 3:

- *Students will receive social-emotional wellbeing interaction and support.*
- *Distance learning will provide structures for students to stay connected, engage in new learning, reduce loss of learning and access valuable resources.*
- *Time for Clubs, extra/co-curriculars to meet.*
- *Post a Week-at-a-Glance Summary of all assignments for the week on Google Classroom. Parents will receive a Week at-a-Glance Summary from the teacher.*



Barriers and Challenges

- **Pandemic:**

- An effective distance learning model and ensuring student engagement and support remotely is the immediate priority. Additionally, the shift has required a schoolwide focus on tech integration and capacity around technology tools.

- **Community Concerns:**

- Unification is back in the news, the community is still healing and rebuilding from the devastation of the fire, there are not school age families moving to Malibu, and construction continues.

- **WASC Areas:**

- Hyperfocus on increasing staff capacity and implementation around DOK and real-world application, streamline the PD model at site and district to allow for work in those 2 areas (DOK, real-world application) to occur, refine SST and intervention process