

MHS SPSA SUMMARY 2021-2022

Focus: Address the needs of all students through a continued focus on developing higher-order thinking skills while increasing relevancy through real-world application.

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 an increase of 4% in Math; and an increase of 5% in ELA CAASPP data in March, 2022. An additional 5% 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 senior survey and student engagement survey in June, 2022.

Success Indicators

Staff Practices

School Supports

Evidence of Learning

Timeline

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 2022, 60% of students will meet/exceed state standards as measured by CAASPP Math (56, NA, 56)

SPSA GOAL #2: By May 2022, 87% of students will meet/exceed state standards as measured by CAASPP English Language Arts (80, 91, 82)

Students will:	Staff will:	MHS/SMMUSD will:	We will measure through:	***3-5+ year commitment***
<p>Engage in DOK 3 & 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>Engage in Department PLC process</p> <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"> • stations/blended learning • project or performance-based • inquiry based learning • cross-curricular collaboration <p>Intentional focus on the use of academic language (language of domain and skill based) through modeling</p>	<p>Preserve Department time to facilitate the co-design of DOK 3 & 4 tasks and analyze student performance in all area</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>Analysis of lesson design & student work (inquiry cycle)</p> <p>Teacher Developed Assessments</p> <p>Course Grades</p> <p>CAASPP Summative ELA/Math Results</p> <p>SMMUSD Assessment Continuum, diagnostic and interims (ie: MDTP, StarRen, CAASPP Interim)</p> <p>PSAT, SAT, AP DATA</p> <p>A-G Completion Rates</p>	<p><u>LINK TO PD CALENDAR DRAFT 21-22</u></p> <p><i>Needs Assessment & Design – Part 1 SPSA</i></p> <p><i>Cycle of Inquiry - Implement & Monitor - Part 2 SPSA</i></p> <p><i>Cycle of Inquiry - Implement & Monitor Part 2 SPSA</i></p> <p><i>Analysis & Impact – Part 3 SPSA</i></p>

GOAL 1 DEPARTMENT STRATEGIES:

- *ENGLISH: Improve student performance on “listening” target by utilizing a podcast as source material within each unit and designing tasks that strengthen skills needed to be an effective listener. Department will make listening skills explicit and make connections between student behaviors needed for reading comprehension and listening comprehension.*
- *HISTORY: A focus on cross-cutting historical thinking skills (ie: change, continuity, perspective) that will be measured through writing tasks in CP and AP courses using a consistent department rubric.*
- *WORLD LANGUAGE: Increased student output in writing and speaking measured by revised speaking and writing rubrics at all levels.*
- *VAPA: A focus on perseverance and problem solving as measured by student portfolios. Continued focus on self-analysis and peer-critique.*
- *MATH: Students engage in problem solving through EFFL- Experience First, Formulate Later tasks. Additionally, a common performance task requiring students to follow a 7 step procedure will be given each semester.*
- *SCIENCE: Increase inquiry-based labs with an emphasis on literacy, written lab report.*
- *SPED: Maintaining high, positive expectations for all students. A focus on vocabulary strategies to support use of academic language across disciplines.*

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 3: 5% decrease at each grade level below 25th percentile on Star Renaissance measurement at winter and spring administration in both ELA and Math (Baseline ELA: 9-30%, 10-21%, 11-20%, 12-17%)(Baseline Math: 9-38%, 10-13%, 11-6%, 12-3%)

SPSA GOAL 4: 75% of EL students will improve 1 or more levels or remain at level 4 overall as measured by ELPAC summative (11/17 in 20-21).

Students will:	Staff will:	MHS/SMMUSD will:	We will measure through:	***3-5+ year commitment***
<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 Paper, After School Tutoring</p> <p>Math: Complete additional interim assessments for math to ensure alignment with core standards and pacing</p>	<p>Evaluate strengths and areas of concern regarding support period to allow for targeted interventions and additional programming.</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>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</p> <p>Design and Implement Department Data Team protocol.</p> <p>Facilitate a climate of care recognizing unique challenges post fire, ongoing pandemic</p> <p>Ongoing partnership with Wellness Center, NAMI</p> <p>DEI Change Group</p>	<p>Course Grades: Decrease in D/F List</p> <p>ELPAC DATA</p> <p>SMMUSD Assessment Continuum, diagnostic and interims (ie: MDTP, StarRen, CAASPP Interim). Monitor performance of SED, Hispanic, and SPED students.</p>	<p>LINK TO PD CALENDAR DRAFT 21-22</p> <p><i>Needs Assessment & Design – Part 1 SPSA</i></p> <p><i>Cycle of Inquiry - Implement & Monitor - Part 2 SPSA</i></p> <p><i>Cycle of Inquiry - Implement & Monitor Part 2 SPSA</i></p> <p><i>Analysis & Impact – Part 3 SPSA</i></p>

GOAL 2 ENGLISH LANGUAGE DEVELOPMENT STRATEGIES:

- *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*
- *Forming of ELAC, or EL parent input via SSC*
- *Latinx Parent Support Group*
- *Paper, online tutoring service*
- *Goals for Graduation*
- *Increased student talk-discourse, group instruction*
- *Integrated strategies-frames, visuals, templates, vocab-banks, frontloading*
- *Student participation in activities, sports, enrichment programs.*

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 5A: 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 20-21) (59%, 19-20 Student engagement survey, Olweus 6-12 42.2 in 17-18, 42.6% in 16-17)

SPSA GOAL 5B: 65% of MHS graduates will obtain bachelors degree completion within 4 or 5 years as measured in Naviance reporting (No baseline, national average is 61% in 6 years)

SPSA GOAL 6: 35% of students will report seeing how their learning relates to their 35% of students will report seeing future and how their learning relates to the real world on the Student Climate and Culture survey in Spring, 2022. (Future: 20-21: 31%, NDA for 19-20) (Real World: 20-21: 29%, 19-20: 24%)

Students will:	Staff will:	MHS/SMMUSD will:	We will measure through:	***3-5+ year commitment***
<p>Learn through 1-2 projects within existing coursework.</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>Grade 9: Freshman Seminar and English 9, Health and Public Policy PBL Lab</p>	<p>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.</p> <p>Continue cohorts for Blended Learning, Project-Based Learning, Restorative Justice, Social Justice</p> <p>CART Collaboration, School visits</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, Senior Seminar, Empowered Voices that provide real-world strategies for success in high school and their post-secondary plans.</p> <p>DEI Change Group</p> <p>Work with BGC Malibu in response to grant for Innovative Projects.</p> <p>New MultiMedia lab</p>	<p>Student perception data (district surveys, school-based surveys, teacher-created surveys, CHKS)</p> <p>Analysis of lesson design & student work (inquiry cycle)</p> <p>Teacher Developed Assessments</p> <p>CAASPP Summative ELA/Math Results</p> <p>Naviance College Completion Data</p> <p>Attendance Data</p>	<p><u>LINK TO PD CALENDAR DRAFT 21-22</u></p> <p><i>Needs Assessment & Design – Part 1 SPSA</i></p> <p><i>Cycle of Inquiry - Implement & Monitor - Part 2 SPSA</i></p> <p><i>Cycle of Inquiry - Implement & Monitor Part 2 SPSA</i></p> <p><i>Analysis & Impact – Part 3 SPSA</i></p>

GOAL 3 DEPARTMENT STRATEGIES:

- *ENGLISH: Connect theme of test/source material to today's context/current events. Where there is crossover, including 12AP and 11CP, teachers will work collaboratively to co-design a PBL assignment (ie: Story Telling Today" leading to Film Festival). Additionally, in Grade 12, the Book Club Collaboration started last year will continue.*
- *HISTORY: Focus on civics, given responsibility especially within Government/Economics, to make explicit connections with current events (taxes, politics, credit scores, registering to vote, peaceful transfer of power).*
- *WORLD LANGUAGE: Organizing two exhibitions of learning to include a Culture Day and World Language Day.*
- *VAPA: Project and Performance tasks with student products in each unit.*
- *MATH: Co-designing and developing year end mini-project.*
- *SCIENCE: Incorporate 1 long term project with real world application (ie: PSA-Environmental, Mission to Mars) Students engage with one additional performance task each unit in Chemistry.*
- *SPED: 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.*