

SPSA Goal 1: College/Career Readiness**Site Goals:**

Increase their ability to cite text based evidence in formulating written and oral responses to tasks across disciplines.

Demonstrate their abilities to make sense of the problems and persevere in solving them.

Close the gap between math and English scores on CAASPP by improving demonstrated math proficiency.

Increase course pass rates by decreasing the number of F's and D's on semester report cards.

Socio-economically disadvantaged and Hispanic-Latino students will close the achievement gap between their age grouped peers at MHS.

2018-2019 Action Steps:

- Teacher collaboration: Learning walks, plan curriculum, analyze data
- Create, plan and implement WASC Report
- Create, plan, implement Professional Development Plan
- Continue after school tutoring with Math and English teachers
- Analysis of master schedule to support conservation of staffing ratios for instructional purposes and students needs.
- Increase access to appropriate teacher and student technology to support instruction and learning goals, to include implementation of 1 to 1 student to device ratio.
- Data consultant/coach to run PD and 1 to 1 coaching
- Consultant for targeted differentiation
- Continue to identify essential standards, develop formative assessments, and analyze student work
- Continue Community Service Coordinator and review current goals and student participation
- Increase instructional assistant to full time status
- Maintain a high school graduation rate equal to or greater than the district LCAP goals.
- Field trips to enrich classes
- Books and software to strengthen DOK in English classes.

2019-2020

- Define goal to CAASPP
- PBL COHORT
- PBL P.D.
- CSL PROGRAM
- PLC Work
- PD plan/work
- WASC

SPSA Goal 2: English Language Development**2018-2019 Action Steps:****Site Goals:**

Institutionalization of new ELD standards in all core classes by 2017-18.

Use PLCs as the vehicle to introduce, unpack and teach strategies of ELD standards.

Establish protocols for monitoring ELLs and their transition to post secondary goals.

All English Learners will graduate high school prepared for college and careers.

All teachers will implement the new ELD standards by 2017-18.

The percentage of ELs making progress towards proficiency in English will exceed the state target of 59% as measured by CELDT.

The EL reclassification rate will be no less than 12% by 2017-18.

The percentage of long-term English learners (LTEs) will be no more than 18% by 2016-17.

2019-2020:

- Define goal to ELPAC
- Individual Plans
- Individual Monitoring
- Integrated/Designated ELD
- Supplemental ELD

<ul style="list-style-type: none"> Continued trainings on academic language and EL Standards through the PLC Inquiry Cycle Trainings for ELAC on Academic Language and EL Standards to support success in ELA, Math, Science, and History, A-G requirements and college and career readiness. Monitor EL Students including students who have been reclassified FEP in academics and attendance Communication and Education through Parents of Middle Schoolers and Coffee with Counselors meetings Goals for Graduation Books for Lit Circle with diverse authors and main characters Books to train teachers in Academic Language Professional Development Coordinator to help with on-going improvement initiatives, including PLC structure, monitoring programs needs, and systemic feedback to plan/support staff professional development specific to ELD Standards and teaching strategies. (cost noted in Goal #1) 	<ul style="list-style-type: none">
<p>School Goal 3: School Climate</p> <p>Site Goals:</p> <p>Malibu High School students will be more engaged in and connected to school</p> <p>Increase student connectedness in school as evidenced by a reduction in the number of students who fall in the chronic/severe chronic absentee categories.</p> <p>Decrease the number of student suspensions/expulsions.</p> <p>Increase student connectedness to school through events and program offerings, as evidenced by the CA Healthy Kids Survey , Challenge Success Survey and reports from meetings with student representatives/ASB.</p> <p>Increase number of students who complete service learning and service learning honors requirements.</p> <p>Increase parent/community involvement</p> <p>Increase the percentage of parents who respond to the district's parent engagement survey from 3-4% to 20% or more.</p> <p>Increase parent attendance at school-wide informational meetings and events.</p> <p>Increase parental involvement and awareness of academics and student programs through online/digital engagement.</p> <p>Standardize teacher websites and reduce the number of platforms used.</p>	
<p>2018-2019 Action Steps:</p>	<p>2019-2020:</p>
<ul style="list-style-type: none"> Administer student surveys (anti-bullying, CA Healthy Kids, Challenge Success) and analyze data from these surveys and the district parent engagement survey. Continue Parents of Middle Schoolers and Coffee with Counselors meetings Promote Student Voice and ASB as a way to increase student input. Communicate through meetings between these groups and administration to hear student concerns and disseminate information through Shark Week. Continue Monday Memo, Shark Week, calendars, website, and Blackboard communications informing parents of school events and analyze the usage of Blackboard and website. Continue with attendance incentives, parent emails on the importance of attendance, and parent conference for nearing threshold of chronic absenteeism. 	<ul style="list-style-type: none"> Use attendance, discipline, and survey data? Look at attendance through various events, channels.

<ul style="list-style-type: none"> • Continue Wellness Center and Substance abuse counseling for students and families • Service Learning Coordinator • LA Sheriff's STAR program • Safety measures for athletics 	
<p>SPSA Goal 4</p> <p>Site Goals:</p> <p>Institutionalize a culture of collaboration among school staff centered on student/school success.</p> <p>Use PLCs as a vehicle to improve common instructional practices/expectations across departments and grade levels. Focused on a guaranteed and viable curriculum: 1) What do we want our students to learn? 2) How do we know they have learned it? 3) What do we do when they haven't learned it?</p> <p>Increase staff and student benefit from common planning time, through increasing effective use of student data from PLC to monitor and impact student learning.</p> <p>Use of the support period to focus on working with students who either self-identify needing assistance or who are identified as needing additional help through PLC, formative assessment data, or other data as pertinent.</p> <p>Use PLCs as a vehicle to improve teaching strategies focused on student engagement, academic discourse and differentiation.</p>	
<p>2018-2019 Action Steps:</p> <ul style="list-style-type: none"> • Align school-wide PLC goals and measurements for those goals. • Professional development support for PLCs including training and subs as noted in Goal #1. • Provision of common meeting time and substitutes to align goals of PLCs, including rubrics and common grading as noted in Goal #1. • Scheduled PLC leadership meetings on Fridays after school as scheduled by the PD coordinator/team. • Development and pilot implementation of rubrics to be used across content areas and grade levels. • Use support/block schedule to implement strategies/practices developed through PLCs or learned through on-going professional development. • Professional development support for PLCs including training and subs as noted in Goal #1 and #4 • Scheduled PLC Leadership meeting on Fridays after school as scheduled by the PD coordinator/team. • Substitutes to allow teachers to unpack standards, develop lesson, monitor progress, develop rubrics and norm rubrics. 	<p>2019-2020</p> <ul style="list-style-type: none"> ▪ Combine into goal 1 and 3?

GLOSSARY:

PBL: Project Based Learning

CSL: Community Service Learning

ELD: English Language Development

ELPAC: English Language Proficiency Assessments for California

PD: Professional Development

PLC: Professional Learning Community

CAASPP: California assessment of student performance and progress

WASC: Western Association of Schools and Colleges

LCAP: Local Control and Accountability Plan

LTEL: Long-term English Learner