

The Single Plan for Student Achievement

Miramonte High School

2021-2024

District: Acalanes Union High School District

County-District School (CDS) Code: 07-61630-0734244

Principal: Ben Campopiano

Date of this Revision: 5/1/22

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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2021-2024 SCHOOL GOALS

SCHOOL GOAL #1:

English Language Arts Performance: Miramonte High School will implement curricular, instructional, and support strategies to ensure high-level English language arts performance, and college and career readiness for all students.

- CAASPP
 - All Students: Increase the overall percentage of all students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by three (3) percentage points.
 - Students in Special Education: Increase the percentage of students in Special Education attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by seven (7) percentage points.
- Grades
 - All Students: Reduce the percentage of all students earning one or more D or F semester grades in English, Social Studies, and Science by two (2) percentage points.
 - Students in Special Education: Reduce the percentage of students of Students in Special education earning one or more D or F semester grades in English, Social Studies, and Science by five (five) percentage points.

SCHOOL GOAL #2:

Mathematics Performance: Miramonte High School will implement curricular, instructional, and support strategies to ensure high-level mathematics performance, and college and career readiness for all students.

- CAASPP
 - All Students: Increase the overall percentage of all students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the mathematics section of the Smarter Balanced Assessment by three (3) percentage points.
 - Students in Special Education: Increase the percentage of students in Special Education attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the mathematics section of the Smarter Balanced Assessment by ten (10) percentage points.
- Grades
 - All Students: Reduce the percentage of all students earning one or more D or F semester grades in mathematics by one (1) percentage point.
 - Students in Special Education: Reduce the percentage of students in Special Education earning one or more D or F semester grades in mathematics by three (3) percentage points.

SCHOOL GOAL #3:

Campus Climate: Miramonte High School will implement curricular, instructional, student support, and communication strategies to increase the following: student connectedness, increase student belonging, and foster positive academic engagement in an equitable and inclusive school environment.

- Connectedness
 - Increase the number of students reporting being connected to school by five (5) percentage points to 79% for 9th Graders and 71% for 11th Graders as measured by the California Healthy Kids Survey. .
- Belonging
 - Increase the number of students reporting belonging to school by five (5) percentage points to 79% as measured by the AUHSD Pulse Surveys
- Engagement
 - Increase the percentage of students reporting that they are “Purposefully Engaged” or “Fully Engaged” with school by ten (10) percentage points to 37% as measured by the Stanford Survey of Adolescent School Experiences.
 - Decrease the percentage of students reporting that they are “often” or “always” stressed by their schoolwork by ten (10) percentage points to 73% as measured by the Stanford Survey of Adolescent School Experiences.

The District Governing Board approved the Miramonte High School 2021-2024 Single Plan for Student Achievement on May 4, 2022.

Form A: Planned Improvements in Student Performance

The Site Advisory Committee has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOALS:

AUHS LCAP Goal Area #3: Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness. (High Quality Programs)

AUHS LCAP Goal Area #4: Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs. (Access and Equity)

SCHOOL GOAL #1:

English Language Arts (ELA) Performance: Miramonte High School will implement curricular, instructional, student support, and communication strategies to foster high levels of English language arts achievement and college and career readiness for all students.

- CAASPP
 - All Students: Increase the overall percentage of all students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by three (3) percentage points.
 - Students in Special Education: Increase the percentage of students in Special Education attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by seven (7) percentage points.
- Grades
 - All Students: Reduce the percentage of all students earning one or more D or F semester grades in English, Social Studies, and Science by two (2) percentage points.
 - Students in Special Education: Reduce the percentage of students of Students in Special education earning one or more D or F semester grades in English, Social Studies, and Science by five (five) percentage points.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ● <u>CAASPP Data:</u> Student performance on the spring 2021 Smarter Balanced Assessment in English Language Arts / Literacy. ● <u>Grade Data:</u> Grade Data from 2020-2021 school year. ● <u>Demographic Data</u> 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> ● <u>CAASPP All Students:</u> 85% of Miramonte students attained achievement levels of “Standard Met” or “Standard Exceeded” on the English Language Arts / Literacy section of the Smarter Balanced Assessment in spring 2021. ● <u>CAASPP Students in Special Education:</u> 63% of Miramonte students in Special Education attained achievement levels of “Standard Met” or “Standard Exceeded” on the English Language Arts / Literacy section of the Smarter Balanced Assessment in spring 2021. (In 2020-2021, MHS had 132 students in Special Education.) ● <u>Grades All Students:</u> 6% of Miramonte students earned at least one semester grade of D or F in English, Social Studies, or Science during the 2020-2021 school year. ● <u>Grades Students in Special Education:</u> 23% of Miramonte students in Special Education earned at least one semester grade of D or F in English, Social Studies, or Science during the 2020-2021 school year. (In 2020-2021, MHS had 132 students in Special Education.) 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> ● Miramonte will evaluate progress on this goal by the analysis of District-wide, subject-area benchmark assessments, site-wide common assessments, student grades, English Language Arts / Literacy scores from Smarter Balanced Assessments, and qualitative data gathered from observation, collaboration, and student feedback. <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <ul style="list-style-type: none"> ● Budget information available from AUHSD LCAP, Miramonte Parents’ Club budget, and One Network for Education (ONE-Miramonte) budget.
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STRATEGY #1			
<u>Curriculum and Instruction:</u> Implement curriculum and utilize instructional strategies to foster student mastery of the California English Language Arts / Literacy Standards.			
ACTION / DATE	PERSONS RESPONSIBLE	TASKS / DATE	COST / FUNDING SOURCE (Itemize for Each Source)
<p>1. Common Assessments: Create and/or update common formative and summative assessments / projects at the site and district level. (2021-2024)</p>	<ul style="list-style-type: none"> - English Teachers - English Course-Alike Teams - All Course-Alike Teams - English Department Chair - All Teachers 	<ul style="list-style-type: none"> ● 2-3 English teachers to collaborate with a district-wide team to develop two district-wide common assessments for English 1. (Spring 2022) ● All core English Course-Alike Teams create and or update two or more site-based common formative assessments / projects. (Quarterly, 2021-2024) <ul style="list-style-type: none"> ○ Course-Alike Teams will use data from common assessments to revise curriculum and instructional practices. (Quarterly, 2021-2024) 	<ul style="list-style-type: none"> - Professional Development Funds: \$25,000 (ONE + AUHSD) - TOSA Release Periods: \$50,000 (LCFF Supplemental) - Canvas, Aeries, ParentSquare: (\$35,000 AUHSD)

	- Administration	<ul style="list-style-type: none"> • Course-Alike Teams will create one or more versions of the common assessments to support students in Special Education. (Quarterly, 2021-2024) • Administration and Department Chair to support opportunities for development with Illuminate or alternative software that helps with assessments. (Annually, 2021-2024) • All Course-Alike Teams to create and/or update common assessments to include reading/writing/listening/speaking components to support literacy mastery. (2021-2024) • Utilize Grading For Equity principles when planning, assessing, and modifying assessments. (2021-2024) 	- Instructional Support Funds: (\$15,000 ELO)
2. Grading: Implement “Grading for Equity” strategies to support literacy mastery. (2021-2024)	- All Teachers - Administration - Departments	<ul style="list-style-type: none"> • All teachers attend Grading For Equity introductory or advanced training. (Annually, 2021-2024) • All teachers implement Grading for Equity strategies and components into their classes. (Ongoing, 2021-2024) • Departments to review AUHSD Homework Policy, develop assessment plan, and discuss best practices around grading, late-work and mastery. (August, 2021-2024) 	
3. CAASPP: Use CAASPP interim assessments to build skills and familiarize students with the online assessment format. (Spring, 2022-2025)	- English Department - English Course-Alike Teams - Administration	<ul style="list-style-type: none"> • English teachers select CAASPP interim assessments and plan for distribution. (January, 2021-2024) • English teachers implement CAASPP interim assessments for sophomores and juniors in ELA. (February, 2021-2024) • English Department analyzes formative assessment data to improve instructional practices. (March, 2022-2025) 	
4. Reading Lists: Continue to revise reading lists for English 1-4 to ensure rigorous, high-engagement curriculum that adheres to courses of study. (2021-2024)	- English Department - English Course-Alike Leads - English Department Chair	<ul style="list-style-type: none"> • Utilizing AUHSD Grade-Level Reading Lists, establish core texts for each English grade level. (Spring, 2022-2024) • English: District-wide committee will meet to update curriculum for instructional material based on revised board policy. This includes the requirement of diverse voices (Female, Authors of Color, and LGBTQ) within the choice of ELA novels and supplementary material. (2022-2023 School Year) • Social Science: District-wide committee will continue to meet regarding the new Social Science framework and curriculum to update the course of studies for each class including ensure accurate representation of issues of race, identity and equity within the curriculum. (2022-2023 School Year) • Science: Site curricular teams will collaborate on the continued implementation of NGSS standards and develop strategies to improve reading, writing, and speaking outcomes for students within the science curriculum. (Beginning 2022 and ongoing) 	

		<ul style="list-style-type: none"> • All Departments: Collaborative teams will work to develop vertical alignment of essential standards between grades 9-12. (Beginning 2022 and ongoing) • Expand the use of nonfiction texts in the curriculum to ensure alignment with ELA/Literacy Standards. (2021-2024) 	
<p>5. Co-Teaching Model: Develop a Special Education Co-Teaching model to provide targeted support for students in Special Education. (2022-2024)</p>	<ul style="list-style-type: none"> - English, Social Science and Science Teachers - Special Education Resource Specialist - District Coordinator of Special Education - Program Specialist - Instructional Aids - Administration 	<ul style="list-style-type: none"> • Administration will work with the district Special Education Staff to develop Co-Teaching in English, Social Science and Science classes including ongoing professional development and planning, and common prep periods. (2022-2024) • Special Education teachers will collaborate with English, Social Science and Science teachers to ensure intervention and scaffolding to support students with disabilities in accessing the curriculum. (2022-2024) • Instructional Aids will push into English, Social Science and Science classes to ensure support for students with disabilities. (2022-2024) 	
<p>6. Media Literacy: Develop and implement a four-year media literacy curriculum to be implemented in English, Health, and Social Studies curriculum. (2022-2024)</p>	<ul style="list-style-type: none"> - Librarian/Media Specialist - Department Chairs: English and Social Science - Human and Social Development Teachers - Administration - Intervention TOSA 	<ul style="list-style-type: none"> • Research “Media Literacy” programming and how it could most effectively be taught across the curriculum (Academy, ELA, Social Science, Science). (2022-2023) • Evaluate current media literacy curriculum. (2022) • Identify core, essential media literacy standards for each grade level. (2022) • Develop Media Literacy curriculum by grade level. (2022-2023) • Implement new grade-level curriculum. (2023-2024) 	

STRATEGY #2

Professional Development and Collaboration: Implement professional development and collaboration opportunities to strengthen the staff's ability to effectively present lessons and utilize instructional strategies aligned with the California English Language Arts / Literacy Standards.

ACTION / DATE	PERSONS RESPONSIBLE	TASKS / DATE	COST / FUNDING SOURCE (Itemize for Each Source)
<p>1. Professional Development: Provide professional development for staff on ELA/Literacy standards and the Courses of Study. (2021-2024)</p>	<ul style="list-style-type: none"> - English Department - Department Chairs - Course-Alike Team Leads - Administration - Teachers 	<ul style="list-style-type: none"> • “Retreat Day” with Admin Team and Department Chairs utilized to prepare for the year. (August, 2021-2024) • AUHSD Summer Institute Professional Development days provided for teachers. (August, 2021-2024) • AUHSD Staff Development Days: Staff provided three days per academic year. (2021-2024) • Create collaboration plan for the year. (August, 2021-2024) • Create professional development and training plan for the year. (August, 2021-2024) • Provide release time and funding for all staff for off-site conferences, workshops, and professional development opportunities. (2021-2024) • Ensure all teachers have access and attend Grading for Equity trainings. (2021-2024) • Ensure all teachers and staff have access and attend district wide Diversity, Equity and Inclusion professional development. (2021-2024) • Send a select group of teacher leaders to professional development that focuses on supporting students in Special Education. (Annually, 2022-2024) 	<ul style="list-style-type: none"> - Professional Development Funds: \$25,000 (ONE + AUHSD) - TOSA Release Periods: \$50,000 (LCFF Supplemental) - Canvas, Aeries, ParentSquare: (\$35,000 AUHSD) - Instructional Support Funds: (\$15,000 ELO)
<p>2. Professional Learning Communities: Utilize Professional Learning Community (PLC) collaboration on Fridays, and staff collaboration on Wednesdays. (2021-2024)</p>	<ul style="list-style-type: none"> - All Teachers - Department Chairs - Course-Alike Team Leads - Administration - Select Teacher Leaders 	<ul style="list-style-type: none"> • Create course-alike teams for PLC collaboration time on Fridays. (August, 2021-2024) • Establish norms and SMART goals for course-alike teams. (September, 2021-2024) • Course-alike teams will meet weekly on Friday mornings to make progress as a PLC, share best practices, develop common assessments/projects, and establish academic interventions. (Ongoing, 2021-2024) • Department meetings utilized to share best practices, develop common assessments/projects, and establish academic interventions. (Monthly, 2021-2024) 	

		<ul style="list-style-type: none"> • Provide extra collaboration time for teachers to work with course-alike teams, grade-level teams or other collaborative groups for planning. (Annually, 2021-2024) • Offer walk-through for teachers to observe other teachers during classroom instruction. (Annually, 2021-2024) • Provide a Department Release Day once per year for extra collaboration. (Annually, 2021-2024) • Provide strategic and consistent support to new teachers and/or teachers with new courses in their schedule. (Monthly, 2021-2024) 	
<p>3. CAASPP Data: Utilize ELA Smarter Balanced Assessment data, and grade data. (Fall, 2022-2025)</p>	<ul style="list-style-type: none"> - English Department - Department Chairs - Course-Alike Team Leads - Administration - Teachers 	<ul style="list-style-type: none"> • In Instructional Council meeting and Department meetings, review best practices and protocols for collaboratively analyzing data. (August, 2021-2024). • In Instructional Council meeting and Department meetings, collaboratively analyze schoolwide ELA Smarter Balanced Assessment data, including disaggregated data by gender, ethnicity, and disability. (September, 2021-2024) • In Course-Alike Teams, collaboratively analyze grades, including grades disaggregated by gender, ethnicity, and disability. (Quarterly, 2021-2024) • Analyze CAASPP data with the Site Advisory Committee. (Monthly, 2022-2024) 	

STRATEGY #3

Student Support: Provide student support services to assist students struggling to attain mastery of the California English Language Arts / Literacy Standards.

ACTION / DATE	PERSONS RESPONSIBLE	TASKS / DATE	COST / FUNDING SOURCE (Itemize for Each Source)
<p>1. Academy: Utilize Academy period and alternative times to provide targeted academic assistance. (2021-2024)</p>	<ul style="list-style-type: none"> - Response to Intervention Teams (Tier 1, Tier 2, Tier 3 Teams) - All Teachers - Course-Alike Teams - Departments - Specific Teacher-Leaders - Administration - Intervention TOSA 	<ul style="list-style-type: none"> ● Academy “Training” for students will be developed and implemented during the first weeks of school. (August, 2021-2024) ● Teachers will develop a “menu” of Academy offerings. (Quarterly, 2021-2024) ● Teachers will be provided with collaboration time to plan for Academy. (Monthly, 2021-2024) ● Data on student attendance in Academy sessions will be aggregated for schoolwide reflection. (Quarterly, 2021-2024) ● Student Response Team (SRT) will meet to discuss students at risk and in need of Tier 2 or Tier 3 support. (Weekly, 2021-2024) ● Offer Academic Labs after school. (2021-2024). ● Offer Exam Jam sessions before finals weeks. (Bi-annually, 2021-2024) ● Offer Exam Jam for AP classes prior to tests. (April, 2021-2024) 	<ul style="list-style-type: none"> - Professional Development Funds: \$25,000 (ONE + AUHSD) - TOSA Release Periods: \$50,000 (LCFF Supplemental) - Canvas, Aeries, ParentSquare: (\$35,000 AUHSD) - Instructional Support Funds: (\$15,000 ELO)
<p>2. 9th Grade Cohort Program: Develop/update and implement 9th Grade Cohort Program. (2021-2024)</p>	<ul style="list-style-type: none"> - Select Staff - Link Crew Advisors - Administration - Intervention TOSA 	<ul style="list-style-type: none"> ● Develop/Update 9th Grade Cohort Program to implement during Academy and/or during class time. (2021-2024) ● Provide one pull-out day for select staff to finalize plans for 9th Grade Cohort Program. (Spring, 2022-2024) ● Implement updated 9th Grade Cohort Program. (Fall, 2022) 	
<p>3. Peer Tutoring: Expand Peer Tutoring program, offerings, interactions, and usage. (2021-2024)</p>	<ul style="list-style-type: none"> - Peer Tutoring Advisors - Administration - Intervention TOSA 	<ul style="list-style-type: none"> ● Recruit Peer Tutors to the Peer Tutoring program. (Spring, 2021-2024) ● Train Peer Tutors to provide peer support. (Fall, 2021-2024) ● Open the Peer Tutoring areas for students to access during Academy and after school for extra support. (2021-2024) ● Deploy Peer Tutors to classrooms during Academy to provide extra support. (2021-2024) ● Provide funding for Peer Tutoring program leads and ongoing training and professional development. (Annually, 2021-2024) 	

		<ul style="list-style-type: none"> Utilize Intervention TOSA and teacher-leaders to train staff members on Peer Tutoring opportunities. (Annually, 2021-2024) 	
4. Tutoring: Targeted ELA support for students in SPED. (2021-2024)	<ul style="list-style-type: none"> - Special Education Teachers and Instructional Assistants - Intervention TOSA - Administration 	<ul style="list-style-type: none"> Provide after-school tutoring support for students in Special Education who are receiving Ds/Fs in ELA classes. (2022-2024) 	

STRATEGY #4

Communication and Articulation: Partner with parent and student groups on implementing the California ELA/Literacy standards and the Courses of Study for English 1-4. Strengthen communication with the parent community about the standards and strengthen vertical articulation with partner middle schools.

ACTION / DATE	PERSONS RESPONSIBLE	TASKS / DATE	COST / FUNDING SOURCE (Itemize for Each Source)
<p>1. Progress Monitoring and Interventions: Effectively communicate with parents/guardians and students regarding academic progress in English, Science, and Social Science and opportunities for intervention and enrichment. (2021-2024)</p>	<ul style="list-style-type: none"> - Administration - Department Chairs - Teacher Leaders - Intervention TOSA - Course-Alike Leads - Select Staff 	<ul style="list-style-type: none"> ● Strengthen and align use of Canvas across curricular subjects to ensure effective communication regarding student academic progress between teachers, students and parent/guardians. (2022-2024) ● Provide release day for teacher-leaders to develop Canvas best practices for teachers and to create a template to ensure consistency school-wide for Canvas pages. (Spring 2022) ● Provide parent/guardian information on how to utilize the Canvas Observer Role to monitor student academic progress. (August, 2022-2024) ● Counselors and Associate Principals communicate to and meet with families of students with multiple D/Fs to discuss school based and home strategies to improve academic outcomes. (2021-2024) ● Share results from grade and CAASPP data with students and parents to ensure proper feedback regarding the implementation of English, Science and Social Science curriculum and standards and their impact on student learning outcomes. (2021-2024) 	<ul style="list-style-type: none"> - Professional Development Funds: \$25,000 (ONE + AUHSD) - TOSA Release Periods: \$50,000 (LCFF Supplemental) - Canvas, Aeries, ParentSquare: (\$35,000 AUHSD) - Instructional Support Funds: (\$15,000 ELO)
<p>2. Vertical Articulation: Increase vertical articulation work with partner middle schools and Diablo Valley College to strengthen alignment of curriculum. (2021-2024)</p>	<ul style="list-style-type: none"> - Administration - Department Chairs - Teacher Leaders - Intervention TOSA - Course-Alike Leads - Select Staff 	<ul style="list-style-type: none"> ● MHS and Orinda Intermediate School administration coordinate release time for vertical articulation meetings and collaboration among academic departments at each school. (August, 2021-2024) ● MHS teachers develop agenda, action items, and data to inform effective collaboration with OIS teachers. (August, 2021-2024) ● MHS College and Career Counselor will coordinate with Diablo Valley Community College to ensure successful articulation of MHS students to the community college system. (2021-2024) ● MHS School Counselors and College and Career Counselor will work with DVC to coordinate parent and student information session ensuring accurate information and positive promoting of the community college system. (2021-2024) 	

<p>3. Parent Education: Provide parent education events to develop strong school-home partnership around supporting ELA/Literacy achievement. (2021-2024)</p>	<ul style="list-style-type: none"> - Administration - Department Chairs - Teacher Leaders - Intervention TOSA - Course-Alike Leads - Select Staff 	<ul style="list-style-type: none"> ● Parent Education events to highlight strategies to support students at home and to inform parents/guardians of intervention opportunities (Peer Tutoring, Academy) at school. (2021-2024) ● Parent Night for incoming 9th grade parents/guardians to learn about Miramonte and prepare for the transition to high school. (Spring, 2021-2024) ● Spring orientation meeting for parents of incoming 9th-grade students with Individualized Education Plans (IEPs). (Spring, 2021-2024) ● 8th Grade Day at Miramonte to help incoming 9th Grade students get oriented to campus, staff, classes, and expectations. (Spring, 2021-2024) 	
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LEA GOALS:

AUHSD LCAP Goal Area #3: Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness. (High Quality Programs)

AUHSD LCAP Goal Area #4: Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs. (Access and Equity)

SCHOOL GOAL #2:

Mathematics Performance: Miramonte High School will implement curricular, instructional, and support strategies to ensure high-level mathematics performance, and college and career readiness for all students.

- CAASPP
 - All Students: Increase the overall percentage of all students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the mathematics section of the Smarter Balanced Assessment by three (3) percentage points.
 - Students in Special Education: Increase the percentage of students in Special Education attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the mathematics section of the Smarter Balanced Assessment by ten (10) percentage points.
- Grades
 - All Students: Reduce the percentage of all students earning one or more D or F semester grades in mathematics by one (1) percentage point.
 - Students in Special Education: Reduce the percentage of students in Special Education earning one or more D or F semester grades in mathematics by three (3) percentage points.

What data did you use to form this goal?

- CAASPP Data: Student performance on the spring 2021 Smarter Balanced Assessment in mathematics.
- Grade Data: Grade Data from 2020-2021 School Year.
- Demographic Data

What were the findings from the analysis of this data?

- CAASPP All Students: 79% of Miramonte students attained achievement levels of “Standard Met” or “Standard Exceeded” on the mathematics section of the Smarter Balanced Assessment in spring 2021.
- CAASPP Students in Special education: 40% of Miramonte students in Special Education attained achievement levels of “Standard Met” or “Standard Exceeded” on the mathematics section of the Smarter Balanced Assessment in spring 2021. (In 2020-2021, MHS had 132 students in Special Education.)
- Grades All Students: 2% of Miramonte students earned at least one semester grade of D or F in mathematics during the 2020-2021 school year.
- Grades Students in Special Education: 7% of Miramonte students in Special Education earned at least one semester grade of D or F in mathematics during the 2020-2021 school year. (In 2020-2021, MHS had 132 students in Special Education.)

How will the school evaluate the progress of this goal?

- Miramonte High School will evaluate progress on this goal by the analysis of District-wide, subject-area benchmark assessments, site-wide common assessments, student grades, mathematics scores from Smarter Balanced Assessments, and qualitative data gathered from observation, collaboration, and student feedback.

Where can a budget plan of the proposed expenditures for this goal be found?

- Budget information available from AUHSD LCAP, Miramonte Parents’ Club budget, and One Network for Education (ONE-Miramonte) budget.

STRATEGY #1

Curriculum and Instruction: Implement curriculum and utilize instructional strategies to foster student mastery of the California Mathematics standards.

ACTION / DATE	PERSONS RESPONSIBLE	TASKS / DATE	COST / FUNDING SOURCE (Itemize for Each Source)
<p>1. Common Assessments: Create and/or update common formative and summative assessments / projects at the site and district level. (2021-2024)</p>	<ul style="list-style-type: none"> - Math Teachers - Math Course-Alike Teams - All Course-Alike Teams - Math Department Chair - All Teachers - Administration 	<ul style="list-style-type: none"> • 2-3 Math teachers to collaborate with a district-wide team to develop two district-wide common assessments for 9th Grade Math Classes. (Spring, 2022) • All core Math Course-Alike Teams create and or update two or more common formative assessments / projects. (Quarterly, 2021-2024) <ul style="list-style-type: none"> ○ Course-Alike Teams will use data from common assessments to revise curriculum and instructional practices. (Quarterly, 2021-2024) • Administration and Department Chair to support opportunities for development with Illuminate or alternative software that helps with assessments. (Annually, 2021-2024) • All Course-Alike Teams to create and/or update common assessments to include reading/writing/listening/speaking components to support literacy mastery. (2021-2024) • Utilize Grading For Equity principles when planning, assessing, and modifying assessments. (2021-2024) 	<ul style="list-style-type: none"> - Professional Development Funds: \$25,000 (ONE + AUHSD) - TOSA Release Periods: \$50,000 (LCFF Supplemental) - Canvas, Aeries, ParentSquare: (\$35,000 AUHSD) - Instructional Support Funds: (\$15,000 ELO)
<p>2. Grading: Implement “Grading for Equity” strategies to support math mastery. (2022-2025)</p>	<ul style="list-style-type: none"> - All Teachers - Administration - Departments 	<ul style="list-style-type: none"> • All teachers attend Grading For Equity introductory or advanced training. (Annually, 2021-2024) • All teachers implement Grading for Equity strategies and components into their classes. (2021-2024) • Departments to review AUHSD Homework Policy, develop assessment plan, and discuss best practices around late-work and mastery. (August, 2021-2024) 	
<p>3. CAASPP: Use CAASPP interim assessments to build skills and familiarize students with the online assessment format. (Spring 2022-2025)</p>	<ul style="list-style-type: none"> - Math Department - Math Department Chair - Math Course-Alike Teams - Administration 	<ul style="list-style-type: none"> • Math teachers select CAASPP interim assessments and plan for distribution. (January, 2021-2024) • Math teachers implement CAASPP interim assessments for sophomores and juniors in math. (February, 2021-2024) • Math Department analyzes formative assessment data to improve instructional practices. (March, 2021-2024) 	

<p>4. Math Standards: Prepare for adoption and implementation of new California Math Standards, and analyze current practices and pathways. (2022-2023)</p>	<ul style="list-style-type: none"> - Math Department - Math Department Chair - Math Course-Alike Teams - Administration 	<ul style="list-style-type: none"> • Math teachers will collaborate with the district on the understanding and implementation of the new math standards scheduled for adoption. (2022- 2023) • Math teachers will address potential changes of the new math standards for the 2023-2024 school year. (2022-2023) • Math teachers will review the effectiveness of current math pathways and determine potential improvements/changes. (2022-2023) • Math department and curricular teams will utilize collaboration time to examine the curriculum and its alignment to California standards including equity of access for all students. (2021-2024) • District-wide math teams will meet to examine Math pathways. (2021-2024) • Math department will engage in collaboration and professional development on Project Based Learning and other instructional strategies for high levels of engagement in the math curriculum. (2021-2024) • Math and Science departments will continue to develop STEM curriculum, computer science and engineering courses, as well as instructional opportunities for MHS students. (2021-2024) • Math and Science departments will collaborate about “Standards-Based Learning and Grading” practices, and how they will be incorporated at MHS. (2022-2023) • Math teachers will review the effectiveness of current math pathways, and consider potential changes. (2022-2023) 	
<p>5. Co-Teaching Model: Develop a Special Education Co-Teaching model to provide targeted support for students in Special Education.7 (2022-2024)</p>	<ul style="list-style-type: none"> - Math and Science Teachers - Special Education Teachers - District Coordinator of Special Education - Program Specialist - Instructional Aids - Administration 	<ul style="list-style-type: none"> • Administration will work with the district Special Education Staff to develop Co-Teaching in Math classes including ongoing professional development and planning, and common prep periods where possible. (2022-2024) • Special Education teachers will collaborate with Math teachers to ensure intervention and scaffolding to support students in Special Education in accessing the curriculum. (2022-2024) • Instructional Aids will push into Math classes to ensure support for students in Special Education. (2022-2024) 	
<p>6. Media Literacy: Develop and implement a four-</p>	<ul style="list-style-type: none"> - Librarian/Media Specialist 	<ul style="list-style-type: none"> • Research “Media Literacy” programming and how it could most effectively be taught across the curriculum (Academy, ELA, Social Science, Math, Science). (2022-2023) 	

<p>year media literacy curriculum to be implemented in Math and Science curriculum. (2022-2024)</p>	<p>- Department Chairs: English and Social Science</p> <p>- Human and Social Development Teachers</p> <p>- Administration</p> <p>- Intervention TOSA</p>	<ul style="list-style-type: none"> ● Evaluate current media literacy curriculum. (2022) ● Identify core, essential media literacy standards for each grade level. (2022) ● Develop Media Literacy curriculum by grade level. (2022-2023) ● Implement new grade-level curriculum. (2023-2024) 	
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STRATEGY #2

Professional Development and Collaboration: Implement professional development and collaboration opportunities to strengthen the staff’s ability to effectively present lessons and utilize instructional strategies aligned with the California Mathematics Standards.

ACTION / DATE	PERSONS RESPONSIBLE	TASKS / DATE	COST / FUNDING SOURCE (Itemize for Each Source)
<p>1. Professional Development: Provide professional development for staff on Math standards and the Courses of Study. (2021-2024)</p>	<ul style="list-style-type: none"> - Math Department - Department Chairs - Course-Alike Team Leads - Administration - Teachers 	<ul style="list-style-type: none"> ● “Retreat Day” with Admin Team and Department Chairs utilized to prepare for the year. (August, 2021-2024) ● AUHSD Summer Institute Professional Development days provided for teachers. (August, 2021-2024) ● AUHSD Staff Development Days: Staff provided three days per academic year. (2021-2024) ● Create collaboration plan for the year. (August, 2021-2024) ● Create professional development and training plan for the year. (August, 2021-2024) ● Provide release time and funding for all staff for off-site conferences, workshops, and professional development opportunities. (2021-2024) ● Ensure all teachers have access and attend Grading for Equity trainings. (2021-2024) ● Ensure all teachers and staff have access and attend district wide Diversity, Equity and Inclusion professional development. (2021-2024) ● Provide opportunity for select staff to attend “Standards-Based Learning” conference. (Annually, 2022-2024) 	<ul style="list-style-type: none"> - Professional Development Funds: \$25,000 (ONE + AUHSD) - TOSA Release Periods: \$50,000 (LCFF Supplemental) - Canvas, Aeries, ParentSquare: (\$35,000 AUHSD) - Instructional Support Funds: (\$15,000 ELO)
<p>2. Professional Learning Communities: Utilize Professional Learning Community (PLC) collaboration on Fridays, and staff collaboration on Wednesdays. (2021-2024)</p>	<ul style="list-style-type: none"> - All Teachers - Department Chairs - Course-Alike Team Leads - Administration - Select Teacher Leaders 	<ul style="list-style-type: none"> ● Create course-alike teams for PLC collaboration time on Fridays. (August, 2021-2024) ● Establish norms and SMART goals for course-alike teams. (September, 2021-2024) ● Course-alike teams will meet weekly on Friday mornings to make progress as a PLC, share best practices, develop common assessments/projects, and establish academic interventions. (2021-2024) ● Department meetings utilized to share best practices, develop common assessments/projects, and establish academic interventions. (Monthly, 2021-2024) ● Provide extra collaboration time for teachers to work with course-alike teams, grade-level teams or other collaborative groups for planning. (Annually, 2021-2024) ● Offer walk-through for teachers to observe other teachers during classroom instruction. (Annually, 2021-2024) 	

		<ul style="list-style-type: none"> • Provide a Department Release Day once per year for extra collaboration. (Annually, 2021-2024) 	
<p>3. CAASPP Data: Utilize Math Smarter Balanced Assessment data, and grade data. (Fall, 2022-2025)</p>	<ul style="list-style-type: none"> - Math Department - Department Chairs - Course-Alike Team Leads - Administration - Teachers 	<ul style="list-style-type: none"> • In Instructional Council meeting and Department meetings, review best practices and protocols for collaboratively analyzing data. (August, 2021-2024). • In Instructional Council meeting and Department meetings, collaboratively analyze schoolwide Math Smarter Balanced Assessment data, including disaggregated data by gender, ethnicity, and disability. (September, 2021-2024) • In Course-Alike Teams, collaboratively analyze grades, including grades disaggregated by gender, ethnicity, and disability. (Quarterly, 2021-2024) • Analyze CAASPP data with the Site Advisory Committee. (Monthly, 2022-2024) 	

STRATEGY #3

Student Support: Provide student support services to assist students struggling to attain mastery of the California mathematics standards.

ACTION / DATE	PERSONS RESPONSIBLE	TASKS / DATE	COST / FUNDING SOURCE (Itemize for Each Source)
1. Academy : Utilize Academy to provide targeted academic assistance. (2021-2024)	<ul style="list-style-type: none"> - Response to Intervention Teams (Tier 1, Tier 2, Tier 3 Teams) - All Teachers - Course-Alike Teams - Departments - Specific Teachers - Administration 	<ul style="list-style-type: none"> • Academy “Training” for students will be developed and implemented during the first weeks of school. (August, 2021-2024) • Teachers will develop a “menu” of Academy offerings. (Quarterly, 2021-2024) • Teachers will be provided with collaboration time to plan for Academy. (Monthly, 2021-2024) • Data on student attendance in Academy sessions will be aggregated for schoolwide reflection. (Quarterly, 2021-2024) • Student Response Team (SRT) will meet to discuss students at risk and in need of Tier 2 or Tier 3 support. (Weekly, 2021-2024) • Offer Academic Labs after school. (2021-2024) • Offer Exam Jam sessions before finals weeks. (Bi-annually, 2021-2024) • Offer Exam Jam for AP classes prior to tests. (April, 2021-2024) 	<ul style="list-style-type: none"> - Professional Development Funds: \$25,000 (ONE + AUHSD) - TOSA Release Periods: \$50,000 (LCFF Supplemental) - Canvas, Aeries, ParentSquare: (\$35,000 AUHSD) - Instructional Support Funds: (\$15,000 ELO)
2. 9th Grade Cohort Program : Develop/update and implement 9th Grade Cohort Program. (2021-2024)	<ul style="list-style-type: none"> - Select Staff - Link Crew Advisors - Administration - Intervention TOSA 	<ul style="list-style-type: none"> • Develop/Update 9th Grade Cohort Program to implement during Academy and/or during class time. (2021-2024) • Provide one pull-out day for select staff to finalize plans for 9th Grade Cohorts. (Spring, 2022-2024) • Implement updated 9th Grade Cohort Program. (Fall, 2022) 	
3. Peer Tutoring : Expand Peer Tutoring program offerings, interactions, and usage. (2021-2024)	<ul style="list-style-type: none"> - Peer Tutoring Advisors - Administration - Intervention TOSA 	<ul style="list-style-type: none"> • Recruit Peer Tutors to the Peer Tutoring program. (Spring, 2021-2024) • Train Peer Tutors to provide peer support. (Fall, 2021-2024) • Open the Peer Tutoring areas for students to access during Academy and after school for extra support. (2021-2024) • Deploy Peer Tutors to classrooms during Academy to provide extra support. (Ongoing, 2021-2024) • Provide funding for Peer Tutoring program leads and ongoing training and professional development. (Annually, 2021-2024) • Utilize Intervention TOSA and teacher-leaders to train staff members on Peer Tutoring opportunities. (Annually, 2021-2024) 	

<p>4. Tutoring: Provide targeted math tutoring and support for students in Special Education. (2022-2024)</p>	<ul style="list-style-type: none"> - Special Education Teachers and Instructional Assistants - Intervention TOSA - Administration 	<ul style="list-style-type: none"> • Provide after-school tutoring support for students in Special Education who are receiving Ds/Fs in math classes. (2022-2024) 	
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STRATEGY #4

Communication and Articulation: Partner with parent and student groups on implementing the California mathematics standards and the Courses of Study for math. Strengthen communication with the parent community about the standards and strengthen vertical articulation with partner middle schools.

ACTION / DATE	PERSONS RESPONSIBLE	TASKS / DATE	COST / FUNDING SOURCE (Itemize for Each Source)
<p>1. Progress Monitoring and Interventions: Effectively communicate with parents/guardians and students regarding academic progress in math and opportunities for intervention and enrichment. (2021-2024)</p>	<ul style="list-style-type: none"> - Administration - Department Chairs - Teacher Leaders - Intervention TOSA - Course-Alike Leads - Select Staff 	<ul style="list-style-type: none"> ● Strengthen and align use of Canvas across curricular subjects to ensure effective communication regarding student academic progress between teachers, students and parent/guardians. (2022-2024) ● Provide release day for teacher-leaders to develop Canvas best practices for teachers and to create a template to ensure consistency school-wide for Canvas pages. (Spring, 2022) ● Provide parent/guardian information on how to utilize the Canvas Observer Role to monitor student academic progress. (August, 2022-2024) ● Counselors and Associate Principals communicate to and meet with families of students with multiple D/Fs to discuss school based and home strategies to improve academic outcomes. (2021-2024) ● Share results from grade and CAASPP data with students and parents to ensure proper feedback regarding the implementation of math and science standards and their impact on student learning outcomes. (2021-2024) 	<ul style="list-style-type: none"> - Professional Development Funds: \$25,000 (ONE + AUHSD) - TOSA Release Periods: \$50,000 (LCFF Supplemental) - Canvas, Aeries, ParentSquare: (\$35,000 AUHSD) - Instructional Support Funds: (\$15,000 ELO)
<p>2. Vertical Articulation: Increase vertical articulation work with partner middle schools and Diablo Valley College to strengthen alignment of curriculum. (2021-2024)</p>	<ul style="list-style-type: none"> - Administration - Department Chairs - Teacher Leaders - Intervention TOSA - Course-Alike Leads - Select Staff 	<ul style="list-style-type: none"> ● MHS and Orinda Intermediate School administration coordinate release time for vertical articulation meetings and collaboration among academic departments at each school. (August, 2021-2024) ● MHS teachers develop agenda, action items, and data to inform effective collaboration with OIS teachers. (August, 2021-2024) ● MHS College and Career Counselor will coordinate with Diablo Valley Community College to ensure successful articulation of MHS students to the community college system. (2021-2024) ● MHS School Counselors and College and Career Counselor will work with DVC to coordinate parent and student information session ensuring accurate information and positive promotion of the community college system. (2021-2024) 	
	<ul style="list-style-type: none"> - Administration 		

<p>3. Parent Education: Provide parent education events to develop strong school-home partnership around supporting math achievement. (2021-2024)</p>	<ul style="list-style-type: none"> - Department Chairs - Teacher Leaders - Intervention TOSA - Course-Alike Leads - Select Staff 	<ul style="list-style-type: none"> ● Parent Education events to highlight strategies to support students at home and to inform parents/guardians of intervention opportunities (Peer Tutoring, Academy) at school. (2021-2024) ● Parent Night for incoming 9th grade parents/guardians to learn about Miramonte and prepare for the transition to high school. (Spring, 2021-2024) ● Spring orientation meeting for parents of incoming 9th-grade students with Individualized Education Plans (IEPs). (Spring 2021-2024) ● 8th Grade Day at Miramonte to help incoming 9th Grade students get oriented to campus, staff, classes, and expectations. (Spring, 2021-2024) 	
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LEA GOALS:

AUHSD LCAP Goal Area #5: Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students. (School Climate and Social-Emotional Development)

SCHOOL GOAL #3:

Campus Climate: Miramonte High School will implement curricular, instructional, student support, and communication strategies to increase the following: student connectedness, increase student belonging, and foster positive academic engagement in an equitable and inclusive school environment.

- Connectedness
 - Increase the number of students reporting being connected to school by five (5) percentage points to 79% for 9th Graders and 71% for 11th Graders as measured by the California Healthy Kids Survey.
- Belonging
 - Increase the number of students reporting belonging to school by five (5) percentage points to 79% as measured by the AUHSD Pulse Surveys.
- Academic Engagement
 - Increase the percentage of students reporting that they are “Purposefully Engaged” or “Fully Engaged” with school by ten (10) percentage points to 37% as measured by the Stanford Survey of Adolescent School Experiences.
 - Decrease the percentage of students reporting that they are “often” or “always” stressed by their schoolwork by ten (10) percentage points to 73% as measured by the Stanford Survey of Adolescent School Experiences.

What data did you use to form this goal?

- California Healthy Kids Survey (CHKS) in 2019-2020.
- AUHSD Pulse Surveys in 2021-2022.
- Stanford Survey of Adolescent School Experience (aka Stanford Challenge Success Survey) in 2019.

What were the findings from the analysis of this data?

- CHKS: The 2019-2020 California Healthy Kids Survey revealed that 74% of 9th Graders and 66% of 11th Graders felt high levels of school connectedness.
- Pulse: The 2021-2022 AUHSD Pulse Surveys in the fall and spring revealed that 74% of students “agreed” or “strongly agreed” with the statement, *“I Feel Like I Belong In My School.”*
- Challenge Success: The 2019 Stanford Challenge Success Survey revealed that 57% of students are “doing school,” meaning they “often” or “always” do their work, but “rarely” or “never” enjoy or value it. *An additional 20% are “purposefully engaged,” meaning they “often” or “always” do their work and value it, but “never” or “rarely” enjoy it. 7% are “fully engaged,” meaning they also enjoy their work.* 12% are “disengaged,” meaning they neither do, enjoy, nor find value in their school work. The 2019 Stanford Challenge Success Survey also revealed that 83% of students report being “often” or “always” stressed by their schoolwork.

How will the school evaluate the progress of this goal?

- Analysis of bi-yearly California Healthy Kids Survey data. (2022-2024)
- Analysis of AUHSD Pulse Survey data. (2022-2024)
- Analysis of Stanford Survey of Adolescent School Experiences data. (Spring, 2022 and Spring, 2024)

Where can a budget plan of the proposed expenditures for this goal be found?

- Budget information available from AUHSD LCAP, Miramonte Parents’ Club budget, and One Network for Education (ONE-Miramonte) budget.

STRATEGY #1

Curriculum and Instruction: Implement curriculum and utilize instructional strategies to increase student connectedness, belonging, and engagement at school.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. Curriculum: Effectively implement culturally relevant pedagogy and curriculum in all courses. (2021-2024)</p>	<ul style="list-style-type: none"> - Administration - Select Teacher Leaders - Equity and Inclusion TOSA - Intervention TOSA - Department Chairs - Course-Alike Leads 	<ul style="list-style-type: none"> ● District level curricular teams and department chairs will analyze content standards and courses of study to ensure culturally relevant curriculum, use of diverse texts, and to ensure appropriate levels of diversity throughout the curriculum. (2021-2024) ● Utilize Guiding Coalition (Staff Equity Team) to collaborate about best practices for diversifying and updating the curriculum. (2021-2024) ● Utilize Friday PLC collaboration time and Wednesday meeting time to collaborate about strategies to implement updates to course pedagogy and curriculum. (2021-2024) ● Provide professional development to teachers about strategies to implement updates to their pedagogy and curriculum. (2021-2024) ● Provide training and collaboration time for staff prior to the implementation of the district-wide Equity Lessons. (2021-2024) 	<ul style="list-style-type: none"> - Professional Development Funds: \$25,000 (ONE + AUHSD) - TOSA Release Periods: \$50,000 (LCFF Supplemental) - Canvas, Aeries, ParentSquare: (\$35,000 AUHSD) - Instructional Support Funds: (\$15,000 ELO)
<p>2. Course Offerings: Ensure ongoing refinement of course offerings to enable students to have a rigorous, engaging, accessible, and balanced course schedule. (2021-2024)</p>	<ul style="list-style-type: none"> - Administration - Select Teacher Leaders - Equity and Inclusion TOSA - Intervention TOSA - Department Chairs - Course-Alike Leads - Visual and Performing Arts Teachers 	<ul style="list-style-type: none"> ● Evaluate Courses Added Since 2019 to ensure equity of access: Earth and Space Science, AP Psychology, Introduction to Ethnic Studies, Deconstructing Race (English 4), Athletic PE, etc. (2021-2024) ● Analyze Honors and AP offerings to ensure appropriate amount and type of courses. (2021-2024) ● Provide student and parent education to support an informed course selection experience for students. (2021-2024) ● Visual and Performing Arts Department to analyze reasons for declining enrollment in performing arts classes. (2022-2023) ● Use counselor meetings, parent education events, and course registration process to increase enrollment in Visual and Performing Arts classes. 	

		<p>(2022-2024)</p> <ul style="list-style-type: none"> Analyze enrollment statistics in Advanced Placement Courses with respect to race and gender. (2021-2024) Use counselor meetings, parent education events, and course registration process to increase AP enrollment for underrepresented student groups. (2022-2024) 	
<p>3. Wellness: Provide training and collaboration time for teachers to implement wellness practices into their curriculum. (2021-2024)</p>	<ul style="list-style-type: none"> - Administration - Select Teacher Leaders - Equity and Inclusion TOSA - Intervention TOSA - Department Chairs - Course-Alike Leads 	<ul style="list-style-type: none"> Provide data and information about student needs vis a vis connectedness, belonging, and academic engagement. (2021-2024) Provide professional development and training to strengthen the ability of teachers to implement wellness activities into the curriculum. (2021-2024) Provide collaboration time for teachers to share best practices, develop lessons, and update their courses to support wellness work. (2021-2024) 	
<p>4. Mindful Mondays: Develop a “Mindful Mondays” program to help students start their week in a more centered, organized, and supportive way. (2022-2023)</p>	<ul style="list-style-type: none"> - Administration - Select Teacher Leaders 	<ul style="list-style-type: none"> Provide collaboration time for select teacher leaders to develop the concept of Mindful Mondays. (Spring and Fall, 2022) Pilot the Mindful Mondays plan across various departments and grade levels. (Spring and Fall, 2022) Analyze pilot program to determine adjustments needed and potential next steps. (Spring, 2023) 	
<p>5. Academic Engagement: Analyze processes, systems, and policies to better support student engagement. (2022-2023)</p>	<ul style="list-style-type: none"> - Administration - Select Teacher Leaders 	<ul style="list-style-type: none"> Provide time for select teacher leaders to analyze the following processes, policies and systems with the goal of utilizing them more consistently and effectively to support students. (Spring and Fall 2022) <ul style="list-style-type: none"> Homework Policy Grading For Equity Practices Assessment Calendar Canvas Norms 	

STRATEGY #2

Professional Development and Collaboration: Utilize professional development and collaboration strategies to strengthen the staff’s effectiveness at fostering student connectedness, belonging, and engagement at school.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. Professional Development: Provide professional development for staff that focuses on student, staff, and community wellness, connectedness, and belonging.(2021-2024)</p>	<ul style="list-style-type: none"> - Administration - Department Chairs - Intervention TOSA - Equity and Inclusion TOSA - Course-Alike Leads - Select Teacher Leaders 	<ul style="list-style-type: none"> ● “Retreat Day” with Admin Team and Department Chairs utilized to prepare for the year. (August, 2021-2024) ● AUHSD Summer Institute Professional Development days provided for teachers. (August, 2021-2024) ● AUHSD Staff Development Days: Staff provided three days per academic year. (2021-2024) ● Create collaboration plan for the year. (August, 2021-2024) ● Create professional development and training plan for the year. (August, 2021-2024) ● Provide release time and funding for all staff for off-site conferences, workshops, and professional development opportunities. (2021-2024) ● Ensure all teachers have access to and attend Grading for Equity trainings. (2021-2024) ● Ensure all teachers and staff have access to and attend district wide Diversity, Equity and Inclusion professional development. (2021-2024) ● Partner with Challenge Success to improve practices. (2022-2023) 	<ul style="list-style-type: none"> - Professional Development Funds: \$25,000 (ONE + AUHSD) - TOSA Release Periods: \$50,000 (LCFF Supplemental) - Canvas, Aeries, ParentSquare: (\$35,000 AUHSD) - Instructional Support Funds: (\$15,000 ELO)
<p>2. Professional Learning Communities: Utilize Professional Learning Community (PLC) collaboration on Fridays, and staff collaboration on Wednesdays to support improvements to the campus climate. (2021-2024)</p>	<ul style="list-style-type: none"> - Administration - Department Chairs - Intervention TOSA - Equity and Inclusion TOSA - Course-Alike Leads - Select Teacher Leaders 	<ul style="list-style-type: none"> ● Create course-alike teams for PLC collaboration time on Fridays. (August, 2021-2024) ● Establish norms and SMART goals for course-alike teams. (September, 2021-2024) ● Course-alike teams will meet weekly on Friday mornings to make progress as a PLC, share best practices, develop common assessments/projects, and establish academic interventions. (Ongoing, 2021-2024) ● Department meetings utilized to share best practices, develop common assessments/projects, and establish academic interventions. (Monthly, 2021-2024) 	

		<ul style="list-style-type: none"> ● Provide extra collaboration time for teachers to work with course-alike teams, grade-level teams or other collaborative groups for planning. (Annually, 2021-2024) ● Offer walk-through for teachers to observe other teachers during classroom instruction. (Annually, 2021-2024) ● Provide a Department Release Day once per year for extra collaboration. (Annually, 2021-2024) 	
<p>3. Survey Data: Utilize data from California Healthy Kids, Pulse, and Stanford Surveys to make adjustments to our school-wide areas of focus, plans, and procedures. (Fall, 2022-2025)</p>	<ul style="list-style-type: none"> - Administration - Department Chairs - Intervention TOSA - Equity and Inclusion TOSA - Course-Alike Leads - Select Teacher Leaders - Site Advisory Committee 	<ul style="list-style-type: none"> ● Analyze survey data and determine implications for designing curriculum and instructional practices that are inclusive of all students. (Quarterly, 2021-2024) ● Communicate to all students, staff, and parents information about survey results. (Quarterly, 2021-2024) 	

STRATEGY #3Student Support: Provide student support services to foster student connectedness, belonging, and engagement at school.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. Student Feedback: Implement student surveys to gather data and feedback about student connectedness, belonging, and academic engagement. (2021-2024)</p>	<ul style="list-style-type: none"> - Administration - Department Chairs - Course-Alike Leads - Equity and Inclusion TOSA - Intervention TOSA 	<ul style="list-style-type: none"> • Administration and teachers will effectively administer the AUHSD Pulse Survey. (Tri-annually, 2021-2024) • Administration and teachers will effectively administer the California Healthy Kids Survey. (Every Other Year, 2021-2024) • Administration and teachers will effectively administer the Stanford Survey on Adolescent Experiences. (Every Other Year, 2021-2024) • Instructional Council, departments, and course-alike teams will analyze survey data and determine implications for designing curriculum and instructional practices that are inclusive of all students. (Quarterly, 2021-2024) • Site Advisory Committee will analyze data and use data to provide recommendations to school staff. (Monthly, 2022-2024) 	<ul style="list-style-type: none"> - Professional Development Funds: \$25,000 (ONE + AUHSD) - TOSA Release Periods: \$50,000 (LCFF Supplemental) - Canvas, Aeries, ParentSquare: (\$35,000 AUHSD) - Instructional Support Funds: (\$15,000 ELO)
<p>2. Student Union and Wellness Center: Implement physical enhancements to the Student Union and Wellness Center. (2022-2023)</p>	<ul style="list-style-type: none"> - Administration - Wellness Staff 	<ul style="list-style-type: none"> • Increase open seating capacity for students in the Student Union and Wellness Center. (2022-2023). • Increase confidential spaces for students and staff in the Student Union and Wellness Center. (2022-2023). • Increase outdoor seating areas for students near the Student Union and Wellness Center. (2022-2024) 	
<p>3. Wellness Supports: Provide wellness support to students during Academy and at other times during school day. (2021-2024)</p>	<ul style="list-style-type: none"> - Administration - Wellness Staff 	<ul style="list-style-type: none"> • Wellness staff will facilitate workshops around student mental health and support. (2021-2024). • Wellness staff will research needs for groups and establish groups on campus to support students. (2021-2024) • Academy sessions that support student health and well-being will be offered. (2021-2024) • Wellness Center staff visits Human and Social Development classes. (2021-2024) • Physical Education 9 class provides introductory tours of the Wellness Center. (Fall, 2022-2024) 	

<p>4. 9th Grade Cohort Program: Develop a 9th Grade Cohort plan to support incoming students to Miramonte. (2022-2023)</p>	<ul style="list-style-type: none"> - Administration - Select Teacher Leaders - Equity and Inclusion TOSA - Intervention TOSA - Link Crew Advisors and Leaders 	<ul style="list-style-type: none"> ● Provide time for select teacher leaders to develop a 9th Grade Cohort Program that will be implemented school-wide. (Spring and Fall, 2022) ● Implement the 9th Grade Cohort Program to support students as they transition to high school and join Miramonte. (2022-2024) ● Link Crew will promote transition into high school through beginning of school activities at Mats Day and during the school year. (2021-2024) 	
<p>5. Mindful Mondays: Develop a “Mindful Mondays” program to help students start their week in a more centered, organized, and supportive way. (2022-2023)</p>	<ul style="list-style-type: none"> - Administration - Select Teacher Leaders 	<ul style="list-style-type: none"> ● Provide collaboration time for select teacher leaders to develop the concept of Mindful Mondays. (Spring and Fall, 2022) ● Pilot the Mindful Mondays plan across various departments and grade levels. (Spring and Fall, 2022) ● Analyze pilot program to determine adjustments needed and potential next steps. (Spring, 2023) 	
<p>6. Reporting Systems: Continue to communicate about district-wide reporting systems: <i>Say Something</i> and <i>BIRT</i>. (2021-2024)</p>	<ul style="list-style-type: none"> - Administration - BIRT Team - Equity and Inclusion TOSA - Site Advisory Committee 	<ul style="list-style-type: none"> ● Use Bias Incident Reporting Team (BIRT) to support students harmed by bias and exclusion: <ul style="list-style-type: none"> ● Review BIRT goals and process with all school groups. (Fall, 2021-2024) ● Publish and publicize monthly BIRT summary reports. (2021-2024) ● Coordinate BIRT process with other initiatives to foster student support. (2021-2024) ● Use <i>Say Anything</i> Reporting system to support students who are at risk: <ul style="list-style-type: none"> ● Review Say Anything process with all school groups. (Fall, 2021-2024) ● Coordinate Say Anything process with other initiatives to foster student support. (2021-2024) 	
<p>7. Bell Schedule: Implement a new School Day Schedule with 8:30am start time every day. (2022-2023)</p>	<ul style="list-style-type: none"> - Administration - Site Advisory Committee 	<ul style="list-style-type: none"> ● Analyze how the later school start time enhances student sleep. (2022-2024) ● Monitor pre-school morning activities, particularly in the area of athletics. (2022-2024) 	

<p>8. Campus Activities: Support efforts to increase school climate and culture activities. (2021-2024)</p>	<ul style="list-style-type: none"> - Administration - Leadership Class - Wellness Staff - Site Advisory Committee - Equity and Inclusion TOSA - Intervention TOSA 	<ul style="list-style-type: none"> ● EquiTeam will promote inclusivity and events that honor diversity on campus. (2021-2024) ● Guiding Coalition and Parents DEI Committee will collaborate with student equity leaders to enhance activities and events that strive to improve diversity, equity, and inclusion. (2021-2024) ● Schoolwide breakouts, facilitated by leadership students, will be hosted to address topics of concern. (Quarterly, 2021-2024) ● EquiTeam and Guiding Coalition will develop strategies that support the AUHSD Equity Lessons. (2021-2024) 	
<p>9. Extra-Curricular Programs: Maintain strong extra-curricular programs: visual and performing arts, academic clubs, special interest clubs, community service opportunities, and athletics. (2021-2024)</p>	<ul style="list-style-type: none"> - Administration - Athletic Department Staff - Athletic Coaches - Boosters Club - Club Advisors - Visual and Performing Arts Teachers - ONE - Leadership Teachers 	<ul style="list-style-type: none"> ● Club Days utilized to promote club opportunities open to all students. (Fall and Winter, 2021-2024) ● Publicize clubs during counselor meetings, Mats' Day, Frosh Orientation, Back-to-School Night, and via the website. (Fall, 2021-2024) ● Expand the Club Leader Orientation to help Club Leaders expand and enhance what they offer. (2022-2024) ● Athletics Fair utilized to promote sports programs and athletic opportunities. (Spring, 2021-2024) ● Upgrade and enhance Athletics' website to better promote programs, student-athletes, coaches, games, etc. (2022-2024) ● Expand Athletic Boosters to better support all athletic programs and student-athletes. (2022-2024) 	
<p>10. College and Career Center: Implement College and Career Center initiatives to help reduce academic stress. (2021-2024)</p>	<ul style="list-style-type: none"> - Administration - College and Career Center Staff 	<ul style="list-style-type: none"> ● Presentations to students and families about the wide breadth of post-secondary options, including community college. (2021-2024) ● Community College transition planning meetings with students and parents. (2021-2024) ● Career Week and Career Night to help educate students about potential pathways after high school. (Annually, 2021-2024) ● Expanded College and Career Center staffing to support students with individual counseling appointments. (2021-2024) 	

<p>11. Facility Improvements: Replace and/or add indoor and outdoor student and staff seating and collaboration areas. Make physical improvements to the spaces that students and staff gather. (2021-2024)</p>	<ul style="list-style-type: none"> - Administration - Parents' Club - ONE 	<ul style="list-style-type: none"> ● Analyze potential improvements to create more space to support student and staff wellness: <ul style="list-style-type: none"> ● Student Union ● Wellness Center ● Library ● Staff Lounge ● Art Courtyard ● Gardens 	
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STRATEGY #4

Communication and Articulation: Emphasize communication tools and articulation practices to improve student connectedness, increase belonging, and foster positive academic engagement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. Parent Education: Develop Parent Education events to support student emotional and academic well-being. (2021-2025).</p>	<ul style="list-style-type: none"> - Administration - Select Staff - Parents Club / ONE 	<ul style="list-style-type: none"> • Analyze current/recent Parent Education nights and effectiveness. (Spring, 2022-2024) • Administrative staff to work with Parents' Club to develop potential Parent Education nights. (Spring and Fall, 2022-2024) 	<ul style="list-style-type: none"> - Professional Development Funds: \$25,000 (ONE + AUHSD) - TOSA Release Periods: \$50,000 (LCFF Supplemental) - Canvas, Aeries, ParentSquare: (\$35,000 AUHSD)
<p>2. Communication to Parents: Continue to analyze and expand ways to communicate and connect with parents/guardians and community members. (2022-2024)</p>	<ul style="list-style-type: none"> - Administration - Site Advisory Committee 	<ul style="list-style-type: none"> • Analyze and expand communication and connection methods: <ul style="list-style-type: none"> • Aeries / ParentSquare • Canvas • Parent Information Presentations • Mats News • Website • Social Media • Mirador • Parent Education Nights • Activites • Events • Games 	<ul style="list-style-type: none"> - Instructional Support Funds: (\$15,000 ELO)
<p>3. School Culture and Student Experience Data: Analyze and communicate data related to student connectedness, belonging, and positive academic engagement. (2021-2024)</p>	<ul style="list-style-type: none"> - Instructional Council - Administration - ASB Leadership Classes - Leadership Teachers 	<ul style="list-style-type: none"> • Analyze data from California Healthy Kids Survey, Stanford Survey of Adolescent School Experiences, and AUHSD Pulse Survey. (2021-2024) • Presentation of data from California Healthy Kids Survey, Stanford Survey of Adolescent School Experiences, and AUHSD Pulse Survey to school groups and Site Advisory Committee. (2022-2024) • Summarize critical data for use on school website and in parent newsletters and messages. (2022-2024) 	

<p>4. Vertical Articulation Partner with middle schools to strengthen alignment of curriculum to support student well-being. (Spring, 2022-2024)</p>	<ul style="list-style-type: none"> - MHS Administration - Middle School Administrations 	<ul style="list-style-type: none"> ● MHS administration to connect with middle school administrations to strengthen and align curriculum, activities, events, and supports that aim to increase belonging, connectedness, and engagement. (2021-2024) 	
<p>5. Athletics: Coordinate with Athletics Department staff to address issues related to student stress. (2022-2024)</p>	<ul style="list-style-type: none"> - Athletic Director - Coaches - Administration 	<ul style="list-style-type: none"> ● Review impact of new school day schedule on athletic practices and competitions. (2022-2024) ● Work with athletic coaches to adjust practice and game times to minimize overlap with the school day and minimize morning training. (2022-2024) ● Set up meetings with team captains before and during each season to provide support and collect feedback from student-athlete leaders. (2022-2024) ● Utilize Google Form survey at end of each athletic season to gather critical data that can support the health and well-being of student-athletes. (2022-2024) 	

Form D: School Site Advisory Council Membership

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Ben Campopiano	•	•	•	•	•
Sukanya Goswami	•	•	•	•	•
Matt Davis	•	•	•	•	•
Carolyn Manning	•	•	•	•	•
Jenny Mallowney	•	•	•	•	•
Ashley Leslie	•	•	•	•	•
John Fowley	•	•	•	•	•
Veronica Erickson	•	•	•	•	•
Jason Wagner	•	•	•	•	•
Selma Ahmed	•	•	•	•	•
Luca Dovichi	•	•	•	•	•
Ruby Martin-Gulutzan	•	•	•	•	•
Lisa Rudolph	•	•	•	•	•
Rola Innis	•	•	•	•	•
Veronica Sepe	•	•	•	•	•
Numbers of members in each category	1	4	3	3	4