

The Single Plan for Student Achievement Miramonte High School 2014-2017

District: Acalanes Union High School District

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

Principal: Julie Parks

Date of this revision: 12/1/15

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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Position:	Principal
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Address:	750 Moraga Way Orinda, CA 94563
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2014-2017 Goals

- Miramonte High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 5 percentage points from 2014 to 2017.
- Miramonte High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the Mathematics section of the Smarter Balanced Assessment by 10 percentage points from 2014 to 2017.
- Miramonte High School will increase the number of students reporting being connected to school by 5 percentage points as measured by the Healthy Kids Survey and additional internal surveys given to students. Miramonte High School will decrease the percentage of students reporting that they “Often” or “Always” experience stress from schoolwork by 5 percentage points from 2014 to 2017 as measured by the Stanford Survey for Adolescent School Experiences.

The District Governing Board approved the 2014 – 2017 SPSA on December 10, 2014. The District Governing Board approved a revision to the 2014 – 2017 SPSA on December 9, 2015.

Form A: Planned Improvements in Student Performance

The School Site Council 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 GOAL: AUHSD LCAP Goal #3 Further development and implement high quality programs and educational opportunities for students to attain college and career readiness

2018 Expected Annual Measurable Outcomes: Increase the percentage of students achieving “Meets” or “Exceeds” standard in ELA/Literacy as measured by the Smarter Balanced Assessment by 10% from the 2015 baseline.

SCHOOL GOAL: Miramonte High School will continue to transition to the California State Standards in English Language Arts through the implementation of strategic professional development, collaboration amongst teachers in rewriting course curriculum and transforming lessons, and reflection on common assessment data to prepare students to achieve college and career-ready status as measured by the California Assessment of Student Performance and Progress (CAASPP). Miramonte High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 5% from 2014 to 2017.

What data did you use to form this goal? 86% of Miramonte High School students attained achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment in 2015.	What were the findings from the analysis of this data? Based on the results from the 2015 Smarter Balanced Assessment Baseline, Miramonte High School has set a target achievement of raising student achievement on the ELA/Literacy section by 5 percentage points.	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, and qualitative data gathered from observation, collaboration, and student feedback. Where can a budget plan of the proposed expenditures for this goal be found? District funding and funding from the Parents’ Club and Educational Foundation of Orinda will be used to support teacher professional development, teacher collaboration and release time, instructional materials, and technology used in the implementation of Common Core State Standards.
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STRATEGY: Over the next three years, staff will engage in ongoing, strategic professional development (PD) around ELA Common Core State Standards, developing deeper understanding over time and as data becomes available from site, District, and Smarter Balanced Assessments (A). Intervention (I) will be developed concurrently to support students not achieving at high levels in targeted, embedded ways. Similarly, technology integration (T) will support Common Core lesson development and enhance the instructional program.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. By June 30, 2015, MHS will implement strategic professional development for staff on Common Core State Standards involving identification of the 6 Shifts of Common Core and focus on two major shifts, one per semester. Build leadership from within Common Core Coaches and Department Chairs in Instructional Council to continue conversation and collaboration around key shifts on an ongoing basis. As shifts occur, data will be kept to monitor student learning and implement interventions for struggling students. An Intervention Team will be built to spearhead school-wide intervention. Technology integration will be woven into the classroom to support relevant, 21 st century skills through the work of the Technology Team.	Principal, Associate Principals, Common Core Coaches, Department Chairs, Intervention Team, Technology Team, Instructional Council, District Administration, Parents, Students, and Staff	Professional Development: <ul style="list-style-type: none"> Meet with Common Core Coaches to plan the implementation of Common Core professional development and reflect on progress (weekly). Meet with Department Chairs during Instructional Council to model facilitation of conversations around Common Core with departments (monthly). Staff meetings will be transformed into professional development opportunities to develop deeper understanding around the 6 Shifts of Common Core. These meetings will focus on Listening and Speaking during the first semester and Integration of Media Sources during the second semester (monthly). Wednesday Workshops will be implemented during the 4th Wednesday meetings and allow teachers to facilitate professional development around areas of need (monthly). Teachers will be released for one "Yriberri Day" to utilize for collaboration (annually). Teachers will be released to engage in rewriting of English courses of study by the District (ongoing). District-wide professional development days will feature workshops and training on common core and the integration of new instructional practices (August, October, March). Teachers will attend Asilomar in English to collaborate with colleagues and obtain new ideas (October). Parents will be educated on Common Core State Standards through presentations at Back to School Night, 8th Grade Nights, Open House, and Parents' Club to engaged them in the dialogue and obtain feedback (ongoing). 	<i>Miramonte High School Parents' Club</i> <ul style="list-style-type: none"> Collaboration \$15,000 Principal's Discretionary \$20,000 Professional Development \$10,000 Supplies \$10,000 Technology \$20,000 <i>Education Foundation of Orinda</i> <ul style="list-style-type: none"> Technology \$40,000 <i>LCFF Base</i> <ul style="list-style-type: none"> Release Periods \$22,500
		Intervention: <ul style="list-style-type: none"> A floating English teacher will push into English classes or pull out students in need of additional support. This will happen during a period within the school day. Data will be collected on the number of student contacts, frequency of student contacts, and form of intervention. This data will be discussed with the Intervention Team at meetings and presented to the Governing Board. Data will drive future intervention development around ELA (ongoing). Writing Lab will be offered after school for students who 	<i>Miramonte High School Parents' Club</i> <ul style="list-style-type: none"> Collaboration \$15,000 Principal's Discretionary \$20,000 Professional Development \$10,000 Supplies \$10,000 Technology \$20,000 <i>Education Foundation of Orinda</i>

		<p>need extra help outside of the school day. Data will be collected on the number of student contacts, frequency of student contacts, and form of intervention. This data will be discussed with the Intervention Team at meetings and presented to the Governing Board. Data will drive future intervention development around ELA (ongoing).</p> <ul style="list-style-type: none"> • Exam Cram will be offered prior to Finals to provide students with access to teachers and support. Students will have the ability to rotate through teacher-facilitated workshops to obtain extra help prior to Finals (January and June). • Intervention Workshops will be held during Workshop Wednesdays and Professional Development Days (ongoing). • The Intervention Team will be developed and begin meeting regularly to analyze data and discuss future intervention needs (January and monthly to follow). • SRT will meet to discuss students at-risk (bimonthly). • Students will Ds and Fs will be identified after each marking period and counseled by Administrators and Counselors (November, February, April). 	<ul style="list-style-type: none"> • Technology \$40,000 <i>LCFF Base</i> • Release Periods \$22,500
		<p>Assessment:</p> <ul style="list-style-type: none"> • Common assessments or performance tasks will be developed by site or District teams, as determined by each department, and given before the first semester (January). • Data from common assessments will be analyzed and reflected upon (February). • Data from grades will be analyzed in Instructional Council and taken to departments for discussion (February, April). • Students, parents, and staff will be surveyed on Common Core State Standards and the transition to obtain feedback (June). 	<p><i>Miramonte High School Parents' Club</i></p> <ul style="list-style-type: none"> • Collaboration \$15,000 • Principal's Discretionary \$20,000 • Professional Development \$10,000 • Supplies \$10,000 • Technology \$20,000 <p><i>Education Foundation of Orinda</i></p> <ul style="list-style-type: none"> • Technology \$40,000 <i>LCFF Base</i> • Release Periods \$22,500
		<p>Technology:</p> <ul style="list-style-type: none"> • iMats will be distributed to selected students and carts will be placed in selected classrooms to facilitate technology use on campus (August). • Collaborate with Technology Team and Staff to determine technology priorities that will enhance the implementation of Common Core State Standards (March and ongoing). • Technology Workshops will be held during Workshop Wednesdays and Professional Development Days (ongoing). 	<p><i>Miramonte High School Parents' Club</i></p> <ul style="list-style-type: none"> • Collaboration \$15,000 • Principal's Discretionary \$20,000 • Professional Development \$10,000 • Supplies \$10,000 • Technology \$20,000 <p><i>Education Foundation of Orinda</i></p> <ul style="list-style-type: none"> • Technology \$40,000

			LCFF Base <ul style="list-style-type: none"> • Release Periods \$22,500
<p>2. By June 30, 2016, MHS will have continued the strategic professional development on Common Core State Standards, utilizing curricular teams to implement staff-wide professional development in instructional strategies. In addition, staff will have reflected upon data from the 2015 Smarter Balanced Assessment to identify areas of strength and growth as a means of informing practice and driving instruction. The Student Support Team will begin be training in Response to Intervention (RtI). The Technology Team will continue to offer professional development for authentic technology integration into curriculum, particularly through the Freshman Cohort. The Technology Team will also begin the discussion regarding transition to BYOD for 2016-2017</p>	<p>Principal, Associate Principals, Common Core Coaches, Department Chairs, Intervention Team, Technology Team, Instructional Council, District Administration, Parents, Students, and Staff</p>	Professional Development: <ul style="list-style-type: none"> • Meet with Instructional Coach and Technology Coordinator to plan the implementation of professional development and reflect on progress (weekly). • Meet with Department Chairs during Instructional Council to model facilitation of conversations around Common Core with departments (monthly). • Staff meetings will be transformed into professional development opportunities to develop deeper understanding around the 6 Shifts of Common Core. These meetings will focus instructional strategies presented by Curricular Teams (monthly). • Curricular Teams will meet on the 4th Wednesday of each month to plan professional development for the staff and gather resources for a staff Google Site (monthly). • Teachers will be released for one “Yriberri Day” to utilize for collaboration (annually). • Teachers will be released to engage in rewriting of English courses of study by the District (ongoing). • District-wide professional development days will feature workshops and training on common core and the integration of new instructional practices (September, February, and March). • Parents will be educated on California State Standards through presentations at Back to School Night, 8th Grade Nights, Open House, and Parents’ Club to engaged them in the dialogue and obtain feedback (ongoing). 	Miramonte High School Parents’ Club <ul style="list-style-type: none"> • Principal’s Discretionary \$9,650 • Professional Development \$14,000 • Supplies \$10,000 • Technology \$15,040 Education Foundation of Orinda <ul style="list-style-type: none"> • Technology \$28,935 LCFF Base <ul style="list-style-type: none"> • Instructional Coach \$22,500 • Tech Coordinator \$22,500 • Floating Teacher \$22,500
		Intervention: <ul style="list-style-type: none"> • A floating English teacher will push into English classes or pull out students in need of additional support. This will happen during a period within the school day. Data will be collected on the number of student contacts, frequency of student contacts, and form of intervention. This data will be discussed with the Intervention Team. Data will drive future intervention development around ELA (ongoing). • Writing Lab will be offered after school for students who need extra help outside of the school day. Data will be collected on the number of student contacts, frequency of student contacts, and form of intervention. This data will be discussed with the Student Support Team. Data will drive future intervention development around ELA (ongoing). • Freshman in need of writing support will be specifically 	Miramonte High School Parents’ Club <ul style="list-style-type: none"> • Principal’s Discretionary \$9,650 • Professional Development \$14,000 • Supplies \$10,000 • Technology \$15,040 Education Foundation of Orinda <ul style="list-style-type: none"> • Technology \$28,935 LCFF Base <ul style="list-style-type: none"> • Instructional Coach \$22,500 • Tech Coordinator \$22,500 • Floating Teacher \$22,500

		<p>identified and partnered with a writing coach (October).</p> <ul style="list-style-type: none"> • Exam Jam will be offered prior to Finals to provide students with access to teachers and support. Students will have the ability to rotate through teacher-facilitated workshops to obtain extra help prior to Finals (January and June). • The Student Support Team and SRT will continue to meet to analyze data and discuss future intervention needs (monthly). • Students performing below the standard on the ELA Smarter Balanced Assessment will be identified and support will be put in place to support these students to be college and career-ready by graduation. Students will be monitored by counselors throughout the year (September). • Data on the ELA Smarter Balanced Assessment will be disaggregated by standard and subgroup to better understand areas for growth and risk-factors (October). • Students with Ds and Fs will be identified after each marking period and counseled by Administrators and Counselors (November, February, April). • Students at-risk will be referred to Writing Lab or other interventions available to ensure that they are supported to meet standards. Students will be monitored by counselors and administrators (ongoing). 	
		<p>Assessment:</p> <ul style="list-style-type: none"> • Teachers and staff will be presented with results from the ELA portion of the 2015 Smarter Balanced Assessment and engage in conversation around results (August). • Common assessments or performance tasks will be developed by site or District teams, as determined by each department, and given before the first semester (January). • Data from common assessments will be analyzed and reflected upon (February). • Students, parents, and staff will be surveyed on California State Standards and the transition to obtain feedback (June). 	<p><i>Miramonte High School Parents' Club</i></p> <ul style="list-style-type: none"> • Principal's Discretionary \$9,650 • Professional Development \$14,000 • Supplies \$10,000 • Technology \$15,040 <p><i>Education Foundation of Orinda</i></p> <ul style="list-style-type: none"> • Technology \$28,935 <p><i>LCFF Base</i></p> <ul style="list-style-type: none"> • Instructional Coach \$22,500 • Tech Coordinator \$22,500 • Floating Teacher \$22,500
		<p>Technology:</p> <ul style="list-style-type: none"> • iMats will be distributed to freshman students and carts will be placed in selected classrooms to facilitate technology use on campus (August). • Freshman Cohort will meet to discuss the use of technology and impact on student learning. The cohort 	<p><i>Miramonte High School Parents' Club</i></p> <ul style="list-style-type: none"> • Principal's Discretionary \$9,650 • Professional Development \$14,000

		<p>will involve paired English and world history teachers with common prep periods (monthly).</p> <ul style="list-style-type: none"> • Collaborate with Technology Team and staff to determine technology priorities that will enhance the implementation of California State Standards (quarterly). • Technology Workshops will be held during Workshop Wednesdays and Professional Development Days (ongoing). • Technology Team will examine the benefits and obstacles of a “bring your own device” culture. A pilot of this will be implemented and data will be collected (ongoing). 	<ul style="list-style-type: none"> • Supplies \$10,000 • Technology \$15,040 <p><i>Education Foundation of Orinda</i></p> <ul style="list-style-type: none"> • Technology \$28,935 <p><i>LCFF Base</i></p> <ul style="list-style-type: none"> • Instructional Coach \$22,500 • Tech Coordinator \$22,500 • Floating Teacher \$22,500
<p>3. By June 30, 2017, MHS will have concluded the strategic professional development on Common Core State Standards. In addition, staff will have reflected upon data from the 2016 Smarter Balanced Assessment to identify areas of strength and growth as a means of informing practice and driving instruction. Interventions will be fully integrated to support students with Common Core mastery. Students will take benchmark Smarter Balanced Assessments to measure progress and prepare for the Smarter Balanced Assessment. The Student Support Team will be trained in Response to Intervention (RtI). The Technology Team will have broadened and technology use on campus will have expanded to include all students in a “BYOD” culture.</p>	<p>Principal, Associate Principals, Common Core Coaches, Department Chairs, Intervention Team, Technology Team, Instructional Council, District Administration, Parents, Students, and Staff</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> • Meet with Instructional Coach and Technology Coordinator to plan the implementation of professional development and reflect on progress (weekly). • Meet with Department Chairs during Instructional Council to model facilitation of conversations around Common Core with departments (monthly). • Staff meetings will be transformed into professional development opportunities to develop deeper understanding around the 6 Shifts of Common Core (monthly). • Wednesday Workshops will be implemented during the 4th Wednesday meetings and allow teachers to facilitate professional development around areas of need (monthly). • Teachers will be released for one “Yriberri Day” to utilize for collaboration (annually). • Teachers will be released to engage in rewriting of English courses of study by the District (ongoing). • District-wide professional development days will feature workshops and training on common core and the integration of new instructional practices (TBD). • Parents will be educated on California State Standards through presentations at Back to School Night, 8th Grade Nights, Open House, and Parents’ Club to engaged them in the dialogue and obtain feedback (ongoing). 	TBD
		<p>Intervention:</p> <ul style="list-style-type: none"> • Two floating English teachers will push into English classes or pull out students in need of additional support. This will happen during a period within the school day. Data will be collected on the number of student contacts, frequency of student contacts, and form of intervention. This data will be discussed with the Student Support Team. Data will drive future intervention development 	TBD

		<p>around ELA (ongoing).</p> <ul style="list-style-type: none"> • Writing Lab will be offered after school for students who need extra help outside of the school day. Data will be collected on the number of student contacts, frequency of student contacts, and form of intervention. This data will be discussed with the Intervention Team. Data will drive future intervention development around ELA (ongoing). • Exam Cram will be offered prior to Finals to provide students with access to teachers and support. Students will have the ability to rotate through teacher-facilitated workshops to obtain extra help prior to Finals (January and June). • Intervention Workshops will be held during Workshop Wednesdays and Professional Development Days (ongoing). • The Intervention Team and SRT will continue to meet to analyze data and discuss future intervention needs (monthly). • Students performing below the standard on the ELA Smarter Balanced Assessment will be identified and support will be put in place to support these students to be college and career-ready by graduation. Students will be monitored by counselors throughout the year (September). • Data on the ELA Smarter Balanced Assessment will be disaggregated by standard and subgroup to better understand areas for growth and risk-factors (October). • Students with Ds and Fs will be identified after each marking period and counseled by Administrators and Counselors (November, February, April). • Students at-risk will be referred to Writing Lab or other interventions available to ensure that they are supported to meet standards. Students will be monitored by counselors and administrators (ongoing). 	
		<p>Assessment:</p> <ul style="list-style-type: none"> • Teachers and staff will be presented with results from the ELA portion of the 2016 Smarter Balanced Assessment and engage in conversation around results (August). • Students will take benchmark ELA Smarter Balanced Assessments in October, January, and March, if available, to prepare them for the testing and help teachers identify areas for growth to inform instruction (October, January, March). • Common assessments or performance tasks will be developed by site or District teams, as determined by each department, and given before the first semester 	TBD

		<p>(January).</p> <ul style="list-style-type: none">• Data from common assessments will be analyzed and reflected upon (February).• Students, parents, and staff will be surveyed on California State Standards and the transition to obtain feedback (June).	
		<p>Technology:</p> <ul style="list-style-type: none">• iMats will be distributed to freshman students and carts will be placed in selected classrooms to facilitate technology use on campus (August).• Freshman Cohort will meet to discuss the use of technology and impact on student learning. The cohort will involve paired English and world history teachers with common prep periods (monthly).• Collaborate with Technology Team and staff to determine technology priorities that will enhance the implementation of Common Core State Standards (quarterly).• Technology Workshops will be held during Workshop Wednesdays and Professional Development Days (ongoing).• BYOD will be piloted with select classes (ongoing).	TBD

LEA GOAL: AUHSD LCAP Goal #3 Further development and implement high quality programs and educational opportunities for students to attain college and career readiness

2018 Expected Annual Measurable Outcomes: Increase the percentage of students achieving “Meets” or “Exceeds” standard in mathematics as measured by the Smarter Balanced Assessment by 10% from the 2015 baseline.

SCHOOL GOAL: Miramonte High School will continue to transition to the California State Standards in math through the implementation of strategic professional development, collaboration amongst teachers in rewriting course curriculum and transforming lessons, and reflection on common assessment data to prepare students to achieve college and career-ready status as measured by the California Assessment of Student Performance and Progress (CAASPP). Miramonte High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the Mathematics section of the Smarter Balanced Assessment by 10 percentage points from 2014 to 2017.

What data did you use to form this goal?

70% of Miramonte High School students attained achievement levels of “Standard Met” or “Standard Exceeded” on the Mathematics section of the Smarter Balanced Assessment in 2015.

What were the findings from the analysis of this data?

Based on the results from the 2015 Smarter Balanced Assessment Baseline, Miramonte High School has set a target achievement of raising student achievement on the Mathematics section by 10 percentage points.

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, and qualitative data gathered from observation, collaboration, and student feedback.

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

District funding and funding from the Parents’ Club and Educational Foundation of Orinda will be used to support teacher professional development, teacher collaboration and release time, instructional materials, and technology used in the implementation of Common Core State Standards.

STRATEGY: Over the next three years, staff will engage in ongoing, strategic professional development (PD) around math Common Core State Standards, developing deeper understanding over time and as data becomes available from site, District, and Smarter Balanced Assessments (A). Intervention (I) will be developed concurrently to support students not achieving at high levels in targeted, embedded ways. Similarly, technology integration (T) will support Common Core lesson development and enhance the instructional program.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. By June 30, 2015, MHS will implement strategic professional development	Principal, Associate Principals, Common Core Coaches, Department	Professional Development: <ul style="list-style-type: none">Teachers will have the opportunity to collaborate and develop curriculum aligned with the math standards	<i>Miramonte High School Parents’ Club</i> <ul style="list-style-type: none">Collaboration \$15,000

<p>for math teachers on Common Core State Standards. Professional development will come from both the involvement in conferences and internal collaboration. “Corified” curriculum will be present in the math classes as teachers work to strategically scale up the Common Core implementation. Data will be kept to monitor student learning and implement interventions for struggling students in math. An Intervention Team will be built to spearhead math intervention. Technology integration will be woven into the math classroom to support relevant, 21st century skills through the work of the Technology Team.</p>	<p>Chairs, Intervention Team, Technology Team, Instructional Council, District Administration, Parents, Students, and Math Department</p>	<p>(August).</p> <ul style="list-style-type: none"> • Meet with Common Core Coaches to plan the implementation of Common Core professional development and reflect on progress (weekly). • Meet with Department Chairs during Instructional Council to model facilitation of conversations around Common Core with departments (monthly). • Wednesday Workshops will be implemented during the 4th Wednesday meetings and allow teachers to facilitate professional development around areas of need in math (monthly). • Teachers will be released for one “Yriberri Day” to utilize for collaboration (annually). • Teachers will be released to engage in rewriting of math courses of study by the District (ongoing). • District-wide professional development days will feature workshops and training on common core and the integration of new instructional practices in math (August, October, March). • Teachers will attend a conference (CMC) to collaborate with colleagues and obtain new ideas (October). • Math teachers will meet with math teachers from Orinda Intermediate School to collaborate around the shift to Common Core State Standards. • Parents will be educated on Common Core State Standards through presentations at Back to School Night, 8th Grade Nights, Open House, and Parents’ Club to engaged them in the dialogue and obtain feedback (ongoing). <p>Intervention:</p> <ul style="list-style-type: none"> • Two floating math teachers will push into math classes or pull out students in need of additional support. This will happen during a period within the school day. Data will be collected on the number of student contacts, frequency of student contacts, and form of intervention. This data will be discussed with the Intervention Team at meetings and presented to the Governing Board. Data will drive future intervention development around math (ongoing). • Math Lab will be offered after school for students who need extra help outside of the school day. Data will be collected on the number of student contacts, frequency of student contacts, and form of intervention. This data will be discussed with the Intervention Team at meetings and presented to the Governing Board. Data will drive future intervention development around math (ongoing). 	<ul style="list-style-type: none"> • Principal's Discretionary \$20,000 • Professional Development \$10,000 • Supplies \$10,000 • Technology \$20,000 • Tutor Program \$,3000 <p><i>Education Foundation of Orinda</i></p> <ul style="list-style-type: none"> • Technology \$40,000 <p><i>LCFF Base</i></p> <ul style="list-style-type: none"> • Release Periods \$45,000 <p><i>Miramonte High School Parents’ Club</i></p> <ul style="list-style-type: none"> • Collaboration \$15,000 • Principal's Discretionary \$20,000 • Professional Development \$10,000 • Supplies \$10,000 • Technology \$20,000 • Tutor Program \$,3000 <p><i>Education Foundation of Orinda</i></p> <ul style="list-style-type: none"> • Technology \$40,000 <p><i>LCFF Base</i></p> <ul style="list-style-type: none"> • Release Periods \$45,000
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		<ul style="list-style-type: none"> • Exam Cram will be offered prior to Finals to provide students with access to teachers and support. Students will have the ability to rotate through teacher-facilitated workshops to obtain extra help prior to Finals (January and June). • Intervention Workshops will be held during Workshop Wednesdays and Professional Development Days (ongoing). • The Intervention Team will be developed and begin meeting regularly to analyze data and discuss future intervention needs (January and monthly to follow). • SRT will meet to discuss students at-risk (bimonthly). • Students with Ds and Fs will be identified after each marking period and counseled by Administrators and Counselors (November, February, April). 	
		<p>Assessment:</p> <ul style="list-style-type: none"> • Teachers and staff will be presented with results from the math portion of the 2015 Smarter Balanced Assessment and engage in conversation around results (August). • The math department will set SMART goals around Common Core State Standard implementation, based in data, to help guide conversation and the “corifying” of curriculum (September). • Students will take benchmark math Smarter Balanced Assessments in October, January, and March, if available, to prepare them for the testing and help teachers identify areas for growth to inform instruction (October, January, March). • Math common assessments or performance tasks will be developed by site or District teams, as determined by each department, and given before the first semester (January). • Data from math common assessments will be analyzed and reflected upon (February). • Data from grades will be analyzed in Instructional Council and taken to departments for discussion (February, April). • Students, parents, and staff will be surveyed on Common Core State Standards and the transition to obtain feedback (June). 	<p><i>Miramonte High School Parents’ Club</i></p> <ul style="list-style-type: none"> • Collaboration \$15,000 • Principal’s Discretionary \$20,000 • Professional Development \$10,000 • Supplies \$10,000 • Technology \$20,000 • Tutor Program \$,3000 <p><i>Education Foundation of Orinda</i></p> <ul style="list-style-type: none"> • Technology \$40,000 <p><i>LCFF Base</i></p> <ul style="list-style-type: none"> • Release Periods \$45,000
		<p>Technology:</p> <ul style="list-style-type: none"> • iMats will be distributed to selected students and carts will be placed in selected classrooms to facilitate technology use on campus (August). • A new math program, Zankura, will be piloted in a math 	<p><i>Miramonte High School Parents’ Club</i></p> <ul style="list-style-type: none"> • Collaboration \$15,000 • Principal’s Discretionary \$20,000

		<p>classroom (December and ongoing).</p> <ul style="list-style-type: none"> Math teachers will be trained to use Illuminate to gather data on student performance, standard by standard (ongoing). Collaborate with Technology Team and staff to determine technology priorities that will enhance the implementation of Common Core State Standards (March and ongoing). Technology Workshops will be held during Workshop Wednesdays and Professional Development Days (ongoing). 	<ul style="list-style-type: none"> Professional Development \$10,000 Supplies \$10,000 Technology \$20,000 Tutor Program \$,3000 <p><i>Education Foundation of Orinda</i></p> <ul style="list-style-type: none"> Technology \$40,000 <p><i>LCFF Base</i></p> <ul style="list-style-type: none"> Release Periods \$45,000
<p>2. By June 30, 2016, MHS will have continued strategic professional development for math teachers on California State Standards, focusing on the Eight Mathematical Principles. Professional development will come from both the involvement in conferences and internal collaboration. In addition, staff will have reflected upon data from the 2015 math Smarter Balanced Assessment to identify areas of strength and growth as a means of informing practice and driving instruction. Data will be kept to monitor student learning and implement interventions for struggling students in math. Full implementation of Common Core Algebra I will be in place at the school and “corified” curriculum will be present in the other classes. A Student Support Team will implement math intervention. Technology integration will be woven into the math classroom to</p>	<p>Principal, Associate Principals, Common Core Coaches, Department Chairs, Intervention Team, Technology Team, Instructional Council, District Administration, Parents, Students, and Math Department</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> Teachers will have the opportunity to collaborate and develop curriculum aligned with the math standards (August). Meet with Instructional Coach and Technology Coordinator to plan the implementation of professional development and reflect on progress (weekly). Meet with Department Chairs during Instructional Council to model facilitation of conversations around California State Standards with departments (monthly). A Curricular Team focused on the Mathematical Principles will be formed. Professional development will be offered to all staff to understand these principles (monthly). Teachers will be released for one “Yriberri Day” to utilize for collaboration (annually). Teachers will be released to engage in rewriting of math courses of study by the District (ongoing). District-wide professional development days will feature workshops and training on California State Standards and the integration of new instructional practices in math (August, October, March). Math teachers will meet with math teachers from Orinda Intermediate School to collaborate around the shift to California State Standards (March). Parents will be educated on California State Standards through presentations at Back to School Night, 8th Grade Nights, Open House, and Parents’ Club to engaged them in the dialogue and obtain feedback (ongoing). 	<p><i>Miramonte High School Parents’ Club</i></p> <ul style="list-style-type: none"> Principal’s Discretionary \$9,650 Professional Development \$14,000 Supplies \$10,000 Technology \$15,040 <p><i>Education Foundation of Orinda</i></p> <ul style="list-style-type: none"> Technology \$28,935 <p><i>LCFF Base</i></p> <ul style="list-style-type: none"> Instructional Coach \$22,500 Tech Coordinator \$22,500 Floating Teachers \$45,000
		<p>Intervention:</p> <ul style="list-style-type: none"> Two floating math teachers will push into math classes or pull out students in need of additional support. This will happen during a period within the school day. Data will be collected on the number of student contacts, frequency of student contacts, and form of intervention. 	<p><i>Miramonte High School Parents’ Club</i></p> <ul style="list-style-type: none"> Principal’s Discretionary \$9,650 Professional Development \$14,000

<p>support relevant, 21st century skills through the work of the Technology Team.</p>		<p>This data will be discussed with the Student Support Team at meetings and presented to the Governing Board. Data will drive future intervention development around math (ongoing).</p> <ul style="list-style-type: none"> • Math Lab will be offered after school for students who need extra help outside of the school day. Data will be collected on the number of student contacts, frequency of student contacts, and form of intervention. This data will be discussed with the Intervention Team at meetings and presented to the Governing Board. Data will drive future intervention development around math (ongoing). • Student in need of extra support will be strategically paired with math buddies to facilitate engagement in intervention (ongoing). • Exam Jam will be offered prior to Finals to provide students with access to teachers and support. Students will have the ability to rotate through teacher-facilitated workshops to obtain extra help prior to Finals (January and June). • The Student Support Team and SRT will continue to meet to analyze data and discuss future intervention needs (monthly). • Students performing below the standard on the math Smarter Balanced Assessment will be identified and support will be put in place to support these students to be college and career-ready by graduation. Students will be monitored by counselors throughout the year (September). • Data on the math Smarter Balanced Assessment will be disaggregated by standard and subgroup to better understand areas for growth and risk-factors (October). • Students will Ds and Fs will be identified after each marking period and counseled by Administrators and Counselors (November, February, April). 	<ul style="list-style-type: none"> • Supplies \$10,000 • Technology \$15,040 <p><i>Education Foundation of Orinda</i></p> <ul style="list-style-type: none"> • Technology \$28,935 <p><i>LCFF Base</i></p> <ul style="list-style-type: none"> • Instructional Coach \$22,500 • Tech Coordinator \$22,500 • Floating Teachers \$45,000
		<p>Assessment:</p> <ul style="list-style-type: none"> • Teachers and staff will be presented with results from the math portion of the 2016 Smarter Balanced Assessment and engage in conversation around results (August). • Math common assessments or performance tasks will be developed by site or District teams, as determined by each department, and given before the first semester (January). • Data from math common assessments will be analyzed and reflected upon (February). • Data from grades will be analyzed in Instructional Council and taken to departments for discussion (February, 	<p><i>Miramonte High School Parents' Club</i></p> <ul style="list-style-type: none"> • Principal's Discretionary \$9,650 • Professional Development \$14,000 • Supplies \$10,000 • Technology \$15,040 <p><i>Education Foundation of Orinda</i></p> <ul style="list-style-type: none"> • Technology \$28,935 <p><i>LCFF Base</i></p>

		<p>April).</p> <ul style="list-style-type: none"> Students, parents, and staff will be surveyed on California State Standards and the transition to obtain feedback (June). 	<ul style="list-style-type: none"> Instructional Coach \$22,500 Tech Coordinator \$22,500 Floating Teachers \$45,000
		<p>Technology:</p> <ul style="list-style-type: none"> iMats will be distributed to freshman students and carts will be placed in selected classrooms to facilitate technology use on campus (August). All algebra 1 and honors geometry students will be issued 1:1 iMats (August). Math teachers will be trained to use Illuminate to gather data on student performance, standard by standard (ongoing). Technology Workshops will be held during Workshop Wednesdays and Professional Development Days (ongoing). Technology Team will examine the benefits and obstacles of a “bring your own device” culture. A pilot of this will be implemented and data will be collected (ongoing). 	<p><i>Miramonte High School Parents’ Club</i></p> <ul style="list-style-type: none"> Principal's Discretionary \$9,650 Professional Development \$14,000 Supplies \$10,000 Technology \$15,040 <p><i>Education Foundation of Orinda</i></p> <ul style="list-style-type: none"> Technology \$28,935 <p><i>LCFF Base</i></p> <ul style="list-style-type: none"> Instructional Coach \$22,500 Tech Coordinator \$22,500 Floating Teachers \$45,000
<p>3. By June 30, 2017, MHS will have concluded the strategic professional development for math teachers on Common Core State Standards, focusing on the Eight Mathematical Principles. In addition, staff will have reflected upon data from the math portion of the 2016 Smarter Balanced Assessment to identify areas of strength and growth as a means of informing practice and driving instruction. Data will be kept to monitor student learning and implement interventions for struggling students in math. All students will continue to take benchmark Smarter Balanced Assessments in</p>	<p>Principal, Associate Principals, Common Core Coaches, Department Chairs, Intervention Team, Technology Team, Instructional Council, District Administration, Parents, Students, and Math Department</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> Teachers will have the opportunity to collaborate and develop curriculum aligned with the math standards (August). Meet with Instructional Coach and Technology Coordinator to plan the implementation of professional development and reflect on progress (weekly). Meet with Department Chairs during Instructional Council to model facilitation of conversations around California State Standards with departments (monthly). Wednesday Workshops will be implemented during the 4th Wednesday meetings and allow teachers to facilitate professional development around areas of need in math (monthly). Teachers will be released for one “Yriberri Day” to utilize for collaboration (annually). Teachers will be released to engage in rewriting of math courses of study by the District (ongoing). District-wide professional development days will feature workshops and training on California State Standards and the integration of new instructional practices in math (August, October, March). Teachers will attend a Math Conference to collaborate with colleagues and obtain new ideas (TBD). Math teachers will meet with math teachers from Orinda 	<p>TBD</p>

<p>math to measure progress and prepare for the math Smarter Balanced Assessment. Full implementation of Common Core Algebra I and Geometry will be in place at the school and “corified” curriculum will be present in the other classes. Interventions will be fully integrated to support students with California State Standard mastery. Technology integration will be woven into all math classrooms to support relevant, 21st century skills.</p>		<p>Intermediate School to collaborate around the shift to California State Standards (TBD).</p> <ul style="list-style-type: none"> Parents will be educated on California State Standards through presentations at Back to School Night, 8th Grade Nights, Open House, and Parents’ Club to engaged them in the dialogue and obtain feedback (ongoing). <p>Intervention:</p> <ul style="list-style-type: none"> Two floating math teachers will push into math classes or pull out students in need of additional support. This will happen during a period within the school day. Data will be collected on the number of student contacts, frequency of student contacts, and form of intervention. This data will be discussed with the Student Support Team at meetings and presented to the Governing Board. Data will drive future intervention development around math (ongoing). Math Lab will be offered after school for students who need extra help outside of the school day. Data will be collected on the number of student contacts, frequency of student contacts, and form of intervention. This data will be discussed with the Student Support Team at meetings and presented to the Governing Board. Data will drive future intervention development around math (ongoing). Student in need of extra support will be strategically paired with math buddies to facilitate engagement in intervention (ongoing). Exam Jam will be offered prior to Finals to provide students with access to teachers and support. Students will have the ability to rotate through teacher-facilitated workshops to obtain extra help prior to Finals (January and June). Intervention Workshops will be held during Workshop Wednesdays and Professional Development Days (ongoing). The Student Support Team and SRT will continue to meet to analyze data and discuss future intervention needs (monthly). Students performing below the standard on the math Smarter Balanced Assessment will be identified and support will be put in place to support these students to be college and career-ready by graduation. Students will be monitored by counselors throughout the year (September). Data on the math Smarter Balanced Assessment will be disaggregated by standard and subgroup to better understand areas for growth and risk-factors (October). 	<p>TBD</p>
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		<ul style="list-style-type: none"> Students with Ds and Fs will be identified after each marking period and counseled by Administrators and Counselors (November, February, April). Students at-risk on math Benchmark tests will be referred to Writing Lab or other interventions available to ensure that they are supported to meet standards. Students will be monitored by counselors and administrators (ongoing). 	
		Assessment: <ul style="list-style-type: none"> Math common assessments or performance tasks will be developed by site or District teams, as determined by each department, and given before the first semester (January). Data from math common assessments will be analyzed and reflected upon (February). Data from grades will be analyzed in Instructional Council and taken to departments for discussion (February, April). Students, parents, and staff will be surveyed on California State Standards and the transition to obtain feedback (June). 	TBD
		Technology: <ul style="list-style-type: none"> iMats will be distributed to freshman students and carts will be placed in selected classrooms to facilitate technology use on campus (August). All algebra 1 and honors geometry students will be issued 1:1 iMats (August). Math teachers will be trained to use Illuminate to gather data on student performance, standard by standard (ongoing). Technology Workshops will be held during Workshop Wednesdays and Professional Development Days (ongoing). BYOD will be piloted with select classes (ongoing). 	TBD

LEA GOAL: AUHSD LCAP Goal # 6 Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students

2018 Expected Annual Measurable Outcomes: Increase “School Connectedness” as measured by the California Healthy Kids Survey instrument by 4 percentage points in the “High” level in Grade 9 and Grade 11. 2017-2018 targets: Grade 9 High 73% & Moderate 25%; Grade 11 High 71% & Moderate 28%

SCHOOL GOAL: Miramonte High School will increase the number of students reporting being connected to school by 5 percentage points as measured by the Healthy Kids Survey and additional internal surveys given to students. Miramonte High School will decrease the percentage of students reporting that they “Often” or “Always” experience stress from schoolwork by 5 percentage points from 2014 to 2017 as measured by the Stanford Survey for Adolescent School Experiences.

What data did you use to form this goal?

Data from the California Healthy Kids Survey from 2013-2014 was used to develop this goal. In addition, data from the Survey of Adolescent School Experiences from 2015 was used.

What were the findings from the analysis of this data?

The California Healthy Kids Survey revealed that 71% of students felt high school connectedness in both the 9th and 11th grades.

The Stanford Survey of Adolescent School Experiences revealed that 82% of students felt “Always” or “Often” stressed by schoolwork.

How will the school evaluate the progress of this goal?

Miramonte High School will evaluate the progress on this goal by using California Healthy Kids Survey and The Stanford Survey of Adolescent School Experiences. The surveys will inform the development of programs for intervention, both academically and emotionally, for students.

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

District funding and funding from the Parents’ Club and Educational Foundation of Orinda will be used to support teacher professional development, the funding of Intervention Specialists, the funding of the College and Career Center, Parent Education, and student assemblies.

STRATEGY: Over the next three years, Miramonte High School will work to refine systems around the identification of students at-risk. In addition, an Intervention Team will be developed to create an Rtl Pyramid of interventions for Miramonte High School. A survey to collect data will be implemented annually and reflected upon within departments. This survey will drive the development of SMART goals and facilitate an ongoing reflective process.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. By June 30, 2015, Miramonte High School will have implemented The Stanford Survey of	Principal, Associate Principal, Counselors, Intervention Specialists, Instructional Council, Staff,	<ul style="list-style-type: none"> Counselors will facilitate workshops around student mental health and support (ongoing). Intervention Specialists will research needs for groups and establish groups on campus to support students 	<i>Miramonte High School Parents’ Club</i> <ul style="list-style-type: none"> College and Career Center \$4,000

<p>Adolescent School Experiences. Teachers will have engaged in a collaborative process around reflecting on student relationships.</p>	<p>Students, and Parents</p>	<p>(ongoing).</p> <ul style="list-style-type: none"> • Parent Education will be offered to assist parents in supporting student emotional and academic well-being (ongoing). • SRT will meet to discuss students in need of support (monthly). • A Club Fair will be held to recruit students to join groups on campus in their areas of interest (October and February). • Teachers will be presented with data from the California Healthy Kids Survey (November). • Teachers will engage in a reflective process around student relationships within Instructional Council. This will be facilitated within departments, as well (November). • Students will take The Stanford Survey of Adolescent School Experiences in classes during school (April). 	<ul style="list-style-type: none"> • Health Education \$6,000 • Healthy Choices \$3,000 <p><i>Educational Foundation of Orinda</i></p> <ul style="list-style-type: none"> • Enrichment (Mock Trial, Aca-Deca, WISE) \$20,000 • Intervention Specialists \$45,000
<p>2. By June 30, 2016, Miramonte High School will have implemented the California Healthy Kids Survey. Data will be reflected upon by the Student Support Team to assist in the development of interventions. Data will further be discussed within mixed stakeholder groups during Site Advisory Council and action steps will be developed through Instructional Council to bring to departments.</p>	<p>Principal, Associate Principal, Counselors, Intervention Specialists, Instructional Council, Staff, Students, and Parents</p>	<ul style="list-style-type: none"> • Counselors will facilitate workshops around student mental health and support (ongoing). • Intervention Specialists will research needs for groups and establish groups on campus to support students (ongoing). • Parent Education will be offered to assist parents in supporting student emotional and academic well-being (ongoing). • The Student Support Team will meet to discuss initiatives in supporting students academically and emotionally (ongoing). • Counseling will send information to families in the Counseling Corner to support efforts at home to bolster resilience and coping mechanisms (weekly). • Site Advisory Council will meet monthly to discuss data from Challenge Success and develop action plans (monthly). • Instructional Council will meet monthly to discuss data from the Challenge Success Survey and develop action plans (monthly). • SRT will meet to discuss students in need of support (monthly). • Families will be informed regarding data gathered from Challenge Success during Back to School Night (September). • Departments will discuss school connectedness and student relationships (September). • A school team will attend the Challenge Success Conference (September and April). 	<p><i>Miramonte High School Parents' Club</i></p> <ul style="list-style-type: none"> • College and Career Center \$3,800 • Health Education \$2,000 • Healthy Choices \$3,000 <p><i>Educational Foundation of Orinda</i></p> <ul style="list-style-type: none"> • College and Career Center \$3,765 • Enrichment (Mock Trial, Aca-Deca, WISE, Link Crew, Model UN) \$20,000 • Intervention Specialists \$47,000

		<ul style="list-style-type: none"> • A Club Fair will be held to recruit students to join groups on campus in their areas of interest (October). • Students will take the California Healthy Kids Survey in grades 9 and 11 (November). • Recruitment of a nutritionist to work with sports teams and PE classes will begin (December). • Student break-outs will happen to facilitate conversation around stress and cultural shifts at Miramonte (December and March). • Leadership will facilitate Kindness Week (March). 	
3. By June 30, 2017, Miramonte High School will have The Stanford Survey of Adolescent School Experiences. Data will be reflected upon by the Student Support Team to assist in the development of interventions. Data will further be discussed within mixed stakeholder groups during Site Advisory Council and action steps will be developed through Instructional Council to bring to departments. The Student Support Team will introduce an Rtl Pyramid to the staff.		<ul style="list-style-type: none"> • Counselors will facilitate workshops around student mental health and support (ongoing). • Intervention Specialists will research needs for groups and establish groups on campus to support students (ongoing). • Parent Education will be offered to assist parents in supporting student emotional and academic well-being (ongoing). • The Student Support Team will meet to discuss initiatives in supporting students academically and emotionally (ongoing). • Counseling will send information to families in the Counseling Corner to support efforts at home to bolster resilience and coping mechanisms (weekly). • Site Advisory Council will meet monthly to discuss data from Challenge Success and the Healthy Kids Survey and monitor action plans (monthly). • Instructional Council will meet monthly to discuss data from the Challenge Success Survey and develop action plans (monthly). • SRT will meet to discuss students in need of support (monthly). • The Student Support Team will attend an Rtl Conference (September). • Families will be informed regarding data gathered from the California Healthy Kids Survey during Back to School Night (September). • Departments will discuss school connectedness and student relationships (September). • A nutritionist will meet with all sports teams (September, November, March). • A school team will attend the Challenge Success Conference (September and April). • A Club Fair will be held to recruit students to join groups on campus in their areas of interest (October). 	TBD

		<ul style="list-style-type: none">• Student break-outs will happen to facilitate conversation around stress and cultural shifts at Miramonte (December and March).• Leadership will facilitate Kindness Week (March).• Students will The Stanford Survey of Adolescent School Experiences (April).	
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Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service.

School Goal #: 1 Miramonte High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 5 percentage points from 2014 to 2017.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost (Annual)	Funding Source (itemize for each source)
<p>Professional Development</p> <ul style="list-style-type: none"> Districtwide Professional Development days offer selection of workshops focusing on the California Standards in English Language Arts and Literacy, shifts in instructional strategies and practices, research related to the science of learning and curricular development. Summer Institute – a three day, optional professional growth opportunity offered to all district certificated employees. Summer Institute offers a variety of workshops focused on the shift to California Standards, instructional strategies, integration of technology and intervention strategies. After school workshops with the focus on changing curricular and instructional strategies offered to all teachers. Districtwide teams of teachers collaborate on the design of lessons and units focusing on the integration of the California State standards, project based learning, design challenge activities and use of instructional technology to enhance student learning. Two Optional districtwide Professional Development days are offered to allow teams of certificated employees to collaborate on the development of common curriculum and common assessments aligned to the California State Standards. 	<p>August 2015 – June 2017</p> <p>August 2015 – August 2016</p> <p>October 2015 – December 2016</p> <p>Spring 2016</p>	<p>Certificated Salaries, facilitator preparation time, presenter fees</p> <p>Attendee compensation, facilitator preparation time, presenter fees, supplies</p> <p>Participant compensation (after school hours), substitutes for peer observations</p> <p>Attendee compensation (per diem)</p>	<p>\$138,000</p> <p>\$79,500 \$40,000</p> <p>\$20,000</p> <p>\$250,000</p>	<p>LCFF Base Grant</p> <p>Title II Educator Effectiveness Grant</p> <p>LCFF Base Grant</p> <p>Educator Effectiveness Grant</p>

<ul style="list-style-type: none"> • Certificated staff attends conferences and workshops with the focus on: Common Core standards, instructional practices, student intervention, student learning and more. • Districtwide release days are offered for teams of teachers working on the revision of curriculum and implementation of instructional technology in the classroom. Release days are facilitated by district staff or experts from the field. • Social Studies Instructional summer camp held for teams of Social Studies teachers to examine instructional practices, alignment to Common Core as related to reading and writing strategies as well as development of use of primary source documents in the Social Studies classrooms. <p>Curriculum Development</p> <ul style="list-style-type: none"> • Revision of Courses of Study will be completed for all courses to reflect the implementation of the California State standards. Districtwide teams will review the revised English 1 COS and revise English 2 and English 3 (H). • Release days are offered to districtwide teams of teachers focusing on the development of lessons and alignment of instructional practices with the California State standards. • District Technology Specialist meets with Site Technology Coordinators and teachers across the district to provide assistance in the design of curriculum with the use of technology tools. <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Districtwide teams of teachers and ELA Department Chairs are examining books read at each grade level for content, text complexity and alignment to the new standards. • Instructional materials focusing on the works of nonfiction are purchased for the English courses. 	August 2015 – June 2017	Conference registration, travel and hotel costs	\$70,000	Mandated Cost Reimbursement, LCFF Base Grant
	August 2014 – June 2017	Substitute cost for the attendees	\$3,000	LCFF Base Grant
	August 2015	Attendee compensation (summer institute rate)	\$5,000	Title II
	November 2015 – June 2017	Substitute cost for the attendees	\$3,000	LCFF Base Grant
	August 2015 – June 2017	Substitute cost for the attendees	\$4,000	LCFF Base Grant
	August 2015 – June 2017	Salary	\$38,000	Measure A & G
	August 2015 – June 2015	Cost of new, additional books	\$20,000	Inst. Materials
	July 2015 – Ongoing	Cost of books	\$60,000	Instructional Materials

<ul style="list-style-type: none"> • Illuminate (Nspect) test bank aligned to the Common Core was purchased and provided to all teachers. The California State standards aligned test is used by teachers to develop assessments aligned to the new standards and develop district wide common assessments to monitor student progress. 	August 2015 – June 2017	Annual cost of the test bank	\$8,500	LCFF Base Grant
<ul style="list-style-type: none"> • Release days are organized for all district teachers participating in the implementation of the 1:1 iPad program focusing on instructional practices enhanced by the use of iPads (close reading, student intervention, notetaking.) 	August 2015 – June 2017	Substitute cost for the attendees	\$3,000	Mandated Cost Reimbursement
Data analysis				
<ul style="list-style-type: none"> • Performance data related to districtwide common assessments is collected and analyzed using the Illuminate software program. 	August 2015 – June 2017	None	NA	NA
<ul style="list-style-type: none"> • Annual Assessment report is completed and presented to the Governing Board and all site administrators by the Educational Services department. The assessment report includes district and site student achievement data from site, district, state and federal assessments. 	October 2015 – October 2016	None	NA	NA
<ul style="list-style-type: none"> • Associate Superintendent of Educational Services meets with ELA department chairs to coordinate districtwide efforts in common assessment development and data analysis. 	August 2015 – June 2017	Substitute cost when release days are utilized	\$1000	LCFF Base Grant

School Goal #: 2 Increase the percentage of students achieving “Meeting” or “Exceeding” understanding of and the ability to apply the math knowledge and skills associated with the college content readiness by 10 percentage points from 2014-2017.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost (Annual)	Funding Source (itemize for each source)
<p>Professional Development</p> <ul style="list-style-type: none"> Districtwide Professional Development days offer a selection of workshops focusing on the California State Standards in mathematics, shifts in instructional strategies and practices, research related to the science of learning and curricular development. Summer Institute – a three day, optional professional growth opportunity offered to all district certificated employees. Summer Institute offers a variety of workshops focused on the shift to Common Core standards, instructional strategies, integration of technology and intervention strategies. After school workshops with the focus on changing curricular and instructional strategies are offered to all teachers. Districtwide teams of teachers collaborate on the design of lessons and units focusing on the integration of the California State standards, project based learning, design challenge activities and use of instructional technology to enhance student learning. Two optional districtwide Professional Development days are offered to allow teams of certificated employees to collaborate on the development of common curriculum and common assessments aligned to the California State Standards. Certificated staff attends conferences and workshops with the focus on: Common Core standards, instructional practices, student intervention, student learning and more. Districtwide release days are offered for teams of teachers working on the revision of curriculum and 	<p>August 2015 – June 2017</p> <p>August 2015 – August 2016</p> <p>October 2015 – December 2016</p> <p>Spring 2015</p> <p>August 2015 – June 2017</p> <p>August 2015 – June 2017</p>	<p>Certificated Salaries, facilitator preparation time, presenter fees</p> <p>Attendee compensation, facilitator preparation time, presenter fees, supplies</p> <p>Participant compensation (after school hours), substitutes for peer observations</p> <p>Attendee compensation (per diem)</p> <p>Conference registration, travel and hotel costs</p> <p>Substitute cost for the attendees</p>	<p>\$138,000</p> <p>\$79,500 \$40,000</p> <p>\$20,000</p> <p>\$250,000</p> <p>\$73,000</p> <p>\$3,000</p>	<p>LCFF Base Grant</p> <p>Title II Educator Effectiveness Grant</p> <p>LCFF Base Grant</p> <p>Educator Effectiveness Grant</p> <p>LCFF Base Grant</p> <p>LCFF Base Grant</p>

implementation of instructional technology in the classroom. Release days are facilitated by district staff or experts from the field.				
Curriculum Development				
<ul style="list-style-type: none"> Revision of Courses of Study will be completed for all courses to reflect the implementation of the California State standards. Districtwide teams will revise Geometry, Geometry H, Algebra 2, Algebra 2/Trig and Algebra 2/Trig Honors. 	December 2015 – June 2017	Substitute cost for the attendees	\$3,000	LCFF Base Grant
<ul style="list-style-type: none"> Release days are offered to districtwide teams of teachers focusing on the development of lessons and alignment of instructional practices with the California State standards. 	August 2015 – June 2017	Substitute cost for the attendees	\$4,000	LCFF Base Grant
<ul style="list-style-type: none"> District Technology Specialist meets with Site Technology Coordinators and teachers across the district to provide assistance in the design of curriculum with the use of technology tools. 	August 2015 – June 2017	Salary	\$38,000	Measure G & A
Instructional Strategies				
<ul style="list-style-type: none"> Illuminate (Nspect) test bank aligned to the California State standards is purchased and provided to all teachers. The Common Core aligned test is used by teachers to develop assessments aligned to the new standards and develop district wide common assessments to monitor student progress. 	August 2015 – June 2017	Annual cost of the test bank	\$8,500	General Fund
<ul style="list-style-type: none"> Release days are organized for all district teachers participating in the implementation of the 1:1 iPad program focusing on instructional practices enhanced by the use of iPads (close reading, student intervention, notetaking.) 	August 2015 – June 2017	Substitute cost for the attendees	\$3,000	LCFF Base Grant
Data analysis				
<ul style="list-style-type: none"> Performance data related to districtwide common assessments is collected and analyzed using the Illuminate software program. 	August 2015 – June 2017	None	NA	NA
<ul style="list-style-type: none"> Annual Assessment report is completed and presented to the Governing Board and all site 	October 2015 –	None	NA	NA

administrators by the Educational Services department. The assessment report includes district and site student achievement data from site, district, state and federal assessments.	October 2016			
<ul style="list-style-type: none"> Revised districtwide intervention process, process of data analysis and identification of struggling students in order to provide him/her with appropriate supports. 	August 2015 - Ongoing	None	NA	NA

- **School Goal #: 3** Miramonte High School will increase the number of students reporting being connected to school by 5 percentage points as measured by the Healthy Kids Survey and additional internal surveys given to students. Miramonte High School will decrease the percentage of students reporting that they “Often” or “Always” experience stress from schoolwork by percentage points from 2014 to 2017 as measured by the Stanford Survey for Adolescent School Experiences.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost (Annually)	Funding Source (itemize for each source)
<ul style="list-style-type: none"> • District Counseling Plan Implementation 	Ongoing	None	NA	NA
<ul style="list-style-type: none"> • Coordinated Districtwide implementation of programs to address student academic stress and mental health as informed by the Challenge Success survey data 	2015-2017	Administration of Challenge Success Survey to all AUHSD students and engagement with the Challenge Success Program	\$7500	LCFF Base Grant
<ul style="list-style-type: none"> • Districtwide Professional Development day included a variety of workshop sessions focusing on classroom strategies to minimize student stress and improve student engagement. 	2015-2017	Certificated Salaries, facilitator preparation time, presenter fees	\$138,000	LCFF Base Grant
<ul style="list-style-type: none"> • Review and implement a robust support for mental health and mental health program for Special Education students. 	2015-2017	Mental Health Services	\$20,000	Special Education
<ul style="list-style-type: none"> • Parent Connections website – website resource and special communications for parents and parent education 	2015-2017	None	NA	NA
<ul style="list-style-type: none"> • District Student Leadership Student Retreat/Conference to exchange strategies and ideas to enhance inclusiveness and student connections. 	Ongoing	Conference cost, transportation	\$2500	LCFF Base

Centralized services do not include administrative costs.

Form D: School Site Advisory Council Membership

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Megan Flores	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Riki Sorenson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Valerie Peterson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carolyn Manning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kim Griffin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theresa Gonzales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Julia Stenzel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Will Shain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Raquel Wescot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Julie Parks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	4	1	2	2