

The Single Plan for Student Achievement Miramonte High School 2017-2020

District: Acalanes Union High School District

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

Principal: Julie Parks

Date of this revision: 5/17/17

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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2017-2020 Goals

- By supporting students in accessing curriculum, achievement on the CAASPP test for English Language Arts (ELA) will improve by 3 percentage points to reach a target achievement of 91% of students meeting or exceeding the standard.
- By supporting students in accessing curriculum, achievement on the CAASPP test for mathematics will improve by 6 percentage points to reach a target achievement of 85% of students meeting or exceeding the standard.
- Miramonte High School will increase the number of students reporting being connected to school by 10 percentage points to 76% points as measured by the Healthy Kids Survey. Miramonte High School will decrease the percentage of students reporting that they “often” or “always” experience stress from schoolwork by 5 percentage points to 77% as measured by the Stanford Survey for Adolescent School Experiences.

The District Governing Board approved the 2017-2020 SPSA on May 17, 2017.

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 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: Miramonte High School will continue to support students in accessing the curriculum 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 3 percentage points from 2017 to 2020.

What data did you use to form this goal?

88% 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 2016.

What were the findings from the analysis of this data?

Based on the results from the 2016 Smarter Balanced Assessment Baseline, Miramonte High School has set a target achievement of raising student achievement on the ELA/Literacy section by 3 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.

STRATEGY: Over the next three years, staff will engage in ongoing, strategic professional development (PD) around ELA 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 lesson development and enhance the instructional program.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. By June 30, 2018, MHS will implement strategic professional development for all staff on instructional strategies supportive of the transition to block schedule and achieving proficiency in the English language arts standards. This professional development will involve a specific focus on technology integration intended to support greater project based learning and effective implementation of a schoolwide 1:1 program. There will be a focus on building leadership in both Instructional Coaches and Department Chairs in Instructional Council, particularly in the areas of teaching in the instructional block and providing adequate supports in the form of Rtl during. Course-alike and grade level cohorts will meet with frequency to design assessments and reflect upon data, including common assessment results, grades, and Academy period attendance. The Student Review Team (SRT) will be redesigned to serve students in need of Tier 3 interventions.</p>	<p>Principal, Associate Principals, Instructional Coaches, Department Chairs, Initiatives Team, Technology Team, Instructional Council, District Administration, Parents, Students, and Staff</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> • Meet with Department Chairs and Instructional Coaches (August). • Develop professional development plan for 2017-2018 that focuses on Tier 1 instructional strategies within the block schedule (August). • Establish “buddy” teams for teachers for ongoing conversation, observation, and reflection. Develop guidelines for conversations and expectations for buddy collaboration (August). • Create course-alike teams for Friday Collaboration (August). • Establish norms and SMART goals for course-alike teams (September). • Course-alike teams will meet weekly to discuss instructional strategies and collaborate for Academy preparation (Ongoing). • Support collaboration days for teachers to work with course-alike teams, grade-level teams or other collaborative groups for planning (Ongoing). • Offer walk-through for teachers to observe other teachers during classroom instruction (Ongoing). • Meet with Instructional Coaches during Initiative Team (Weekly). <p>Intervention:</p> <ul style="list-style-type: none"> • Academy “Training” for students will be developed and implemented during the first week of school (August). • Teachers will develop “menu” of Academy offering and submit these to administration for posting (Ongoing). • Data on student attendance in Academy sessions will be aggregated for schoolwide reflection quarterly (November, February, April). • Student Review Team (SRT) will begin the Design Process for redesign (August). • New systems for SRT student referral, identification, meeting structure, and data will be developed and publicized to staff and families (October). • SRT will meet to discuss student at risk and in need of Tier 3 support (Weekly). • Offer Academic Labs after school (Ongoing). • Train Peer Tutors to provide peer support (September). 	<p><i>Miramonte High School Parents’ Club</i></p> <ul style="list-style-type: none"> • Sections \$210,000 • Academic Labs \$5,750 • Collaboration \$15,600 • College & Career \$2,600 • Counseling Dept. \$1,000 • English Dept. \$7,700 • Principal’s Discretionary \$10,000 • Professional Development \$16,000 • Supplies \$10,000 • Technology \$15,000 <p><i>Education Foundation of Orinda</i></p> <ul style="list-style-type: none"> • Sections \$210,000 • Academic Labs \$5,750 • Articulation \$1,200 • Cocurricular Activities \$33,900 • College & Career \$2,600 • Computer Science \$3,000 • Intervention Specialist \$47,000 • Library \$28,000 • Supplies \$20,000 • Technology \$40,000 <p><i>Release Periods</i></p> <ul style="list-style-type: none"> • \$25,000 – LCFF Supplemental • \$50,000 – LCFF Base • \$25,000 – One time Discretionary (NGSS)

		<ul style="list-style-type: none"> • Open the Peer Tutoring Center for students to access during Academy and after school for extra support (October). • Begin “deploying” peer tutors to classrooms during Academy to provide extra support (November). • Offer Exam Jam before finals week (January, June). • Offer Exam Jam for AP classes prior to tests (April). • Provide all students access to Mental Health services through Intervention Specialists (Ongoing). • Begin the Design Process for the development of a Student Wellness Center in collaboration with site staff and District staff (August). • Collaborate with Parent Education to offer Wellness Nights to parents on topics of interest (Quarterly). <p>Assessment:</p> <ul style="list-style-type: none"> • Analyze schoolwide data from the CAASPP test, including data disaggregated data by gender, ethnicity, and disability (September). • Develop a data tool for looking at schoolwide data and a protocol for discussion in teams (October). • Analyze grades, including grades disaggregated by gender, ethnicity, and disability, quarterly using the data tool and protocol (November, February, April) • Create 3rd quarter Common Assessments in course-alike teams (January). • Implement Common Assessments to students (March). • Analyze Common Assessments (April). • Create 1st quarter Common Assessments in course-alike teams (May). <p>Technology:</p> <ul style="list-style-type: none"> • Communicate BYOD expectations to staff and community (August). • Support staff in the integration of schoolwide BYOD by providing monthly technology workshops (Ongoing). • Implement a digital citizenship curriculum to be utilized in the library, within classrooms, and during freshman seminars (Ongoing). • Attend the tech conferences specific to site needs (TBD). 	
<p>2. By June 30, 2019, MHS will implement strategic professional development for all staff on instructional strategies supportive of the transition to block schedule and achieving</p>	<p>Principal, Associate Principals, Instructional Coaches, Department Chairs, Initiatives Team, Technology Team, Instructional Council, District Administration,</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> • Meet with Department Chairs and Instructional Coaches (August). • Develop professional development plan for 2018-2019 that focuses on Tier 1 instructional strategies within the block schedule (August). • Establish “buddy” teams for teachers for ongoing 	<p>TBD</p>

<p>proficiency in the English language arts standards. This professional development will involve a specific focus on technology integration intended to support greater project based learning and effective implementation of a schoolwide 1:1 program. There will be a continued focus on building leadership in both Instructional Coaches and Department Chairs in Instructional Council, particularly in the areas of teaching in the instructional block and providing adequate supports in the form of Rtl. Course-alike and grade level cohorts will meet with frequency to design assessments for each quarter and reflect upon data, including common assessment results, grades, and Academy period attendance. The Student Review Team (SRT) will meet weekly to discuss student needs and a Student Wellness Center will be opened on campus.</p>	<p>Parents, Students, and Staff</p>	<p>conversation, observation, and reflection. (August).</p> <ul style="list-style-type: none"> • Create course-alike teams for Friday Collaboration (August). • Revise norms and SMART goals for course-alike teams (September). • Course-alike teams will meet weekly to discuss instructional strategies and collaborate for Academy preparation (Ongoing). • Support collaboration days for teachers to work with course-alike teams, grade-level teams or other collaborative groups for planning (Ongoing). • Offer walk-through for teachers to observe other teachers during classroom instruction (Ongoing). • Meet with Instructional Coaches during Initiative Team (Weekly). 	
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		<p>gender, ethnicity, and disability, quarterly using the data tool and protocol (November, February, April)</p> <ul style="list-style-type: none"> • Implement 1st quarter Common Assessments to students (October). • Analyze Common Assessments from the 1st Quarter (November). • Develop and implement 2nd quarter Common Assessments with course-alike teams (January). • Analyze Common Assessments from the 2nd quarter (February). • Refine and implement 3rd quarter Common Assessments with course-alike teams (March). • Analyze Common Assessments from the 3rd quarter (April). <p>Technology:</p> <ul style="list-style-type: none"> • Communicate BYOD expectations to staff and community (August). • Support staff in the integration of schoolwide BYOD by providing monthly technology workshops (Ongoing). • Implement a digital citizenship curriculum to be utilized in the library, within classrooms, and during freshman seminars (Ongoing). • Attend tech conferences specific to site needs (TBD). 	
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		<p>Technology:</p> <ul style="list-style-type: none">• Communicate BYOD expectations to staff and community (August).• Roll out schoolwide BYOD, including freshman (August).• Support staff in the integration of schoolwide BYOD by providing monthly technology workshops (Ongoing).• Implement a digital citizenship curriculum to be utilized in the library, within classrooms, and during freshman seminars (Ongoing).• Attend tech conferences specific to site needs (TBD).	
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LEA GOAL:

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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: Miramonte High School continue to support students in accessing the curriculum 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 6 percentage points from 2017 to 2020.

<p>What data did you use to form this goal? 79% of Miramonte High School students attained achievement levels of “Standard Met” or “Standard Exceeded” on the Mathematics section of the Smarter Balanced Assessment in 2016.</p>	<p>What were the findings from the analysis of this data? Based on the results from the 2016 Smarter Balanced Assessment Baseline, Miramonte High School has set a target achievement of raising student achievement on the Mathematics section by 6 percentage points.</p>	<p>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.</p> <p>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.</p>
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STRATEGY: Over the next three years, staff will engage in ongoing, strategic professional development (PD) around math 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 lesson development and enhance the instructional program.

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1. By June 30, 2018, MHS will implement strategic professional development for math teachers on State	Principal, Associate Principals, Instructional Coaches, Department Chairs, Initiatives Team,	<p>Professional Development:</p> <ul style="list-style-type: none"> Meet with Department Chairs and Instructional Coaches (August). Develop professional development plan for 2017-2018 	<p><i>Miramonte High School Parents’ Club</i></p> <ul style="list-style-type: none"> Sections \$210,000 Academic Labs \$5,750

<p>Standards. Professional development will come from both the involvement in conferences and internal collaboration. Math teachers will work in collaborative course-alike teams to identify essential standards and begin designing common assessments. Collaboration time will be used to analyze results from common assessments and design Tier 2 interventions. Academy sessions will be designed to serve student needs and provide opportunity for reteaching on essential standards. An instructional coach specializing in math will work specifically on the redesign of the math classroom to incorporate greater project based learning. Technology integration will be woven into the math classroom to support relevant, 21st century skills.</p>	<p>Technology Team, Instructional Council, District Administration, Parents, Students, and Math Department</p>	<p>that focuses on Tier 1 instructional strategies within the block schedule (August).</p> <ul style="list-style-type: none"> • Establish “buddy” teams for teachers for ongoing conversation, observation, and reflection. Develop guidelines for conversations and expectations for buddy collaboration (August). • Create course-alike teams for Friday Collaboration (August). • Establish norms and SMART goals for course-alike teams (September). • Math Course-alike teams will meet weekly to discuss instructional strategies and collaborate for Academy preparation (Ongoing). • Math teachers will identify essential standards in course-alike teams (January). • Support collaboration days for teachers to work with math course-alike teams, grade-level teams or other collaborative groups for planning (Ongoing). • Offer walk-through for teachers to observe other teachers during classroom instruction (Ongoing). • Meet with Instructional Coaches during Initiative Team (Weekly). • Teachers will be released to engage in rewriting of math courses of study by the District (Ongoing). • Math teachers will meet with math teachers from Orinda Intermediate School to collaborate (TBD). • Math course recommendations will be provided to students and to counseling to inform course selection for the subsequent year (February). • Math course information will be provided to parents during Open House to inform enrollment for the subsequent year (February). 	<ul style="list-style-type: none"> • Collaboration \$15,600 • College & Career \$2,600 • Counseling Dept. \$1,000 • Math Dept. \$600 • Principal's Discretionary \$10,000 • Professional Development \$16,000 • Supplies \$10,000 • Technology \$15,000 <p><i>Educational Foundation of Orinda</i></p> <ul style="list-style-type: none"> • Sections \$210,000 • Academic Labs \$5,750 • Articulation \$1,200 • Cocurricular Activities \$33,900 • College & Career \$2,600 • Computer Science \$3,000 • Intervention Specialist \$47,000 • Library \$28,000 • Supplies \$20,000 • Technology \$40,000 <p><i>Release Periods</i></p> <ul style="list-style-type: none"> • \$25,000 – LCFF Supplemental • \$50,000 – LCFF Base • \$25,000 – One time Discretionary (NGSS)
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		<p>(October).</p> <ul style="list-style-type: none"> • Begin “deploying” peer tutors to math classrooms during Academy to provide extra support (November). • Offer Exam Jam before finals week (January, June). • Offer Exam Jam for AP classes prior to tests (April). <p>Assessment:</p> <ul style="list-style-type: none"> • Analyze math data from the CAASPP test, including data disaggregated data by gender, ethnicity, and disability (September). • Develop a data tool for looking at schoolwide data and a protocol for discussion in teams (October). • Analyze math grades, including grades disaggregated by gender, ethnicity, and disability, quarterly using the data tool and protocol (November, February, April) • Create 3rd quarter math Common Assessments in course-alike teams (January). • Implement math Common Assessments to students (March). • Analyze math Common Assessments (April). • Create 1st quarter math Common Assessments in course-alike teams (May). <p>Technology:</p> <ul style="list-style-type: none"> • Communicate BYOD expectations to staff and community (August). • Support staff in the integration of schoolwide BYOD by providing monthly technology workshops, including those with specific applications to math (Ongoing). • Implement a digital citizenship curriculum to be utilized in the library, within classrooms, and during freshman seminars (Ongoing). • Attend the tech conferences specific to site needs (TBD). 	
<p>2. By June 30, 2019, MHS will implement strategic professional development for math teachers on State Standards. Professional development will come from both the involvement in conferences and internal collaboration. Math teachers will work in collaborative course-alike teams to review essential standards and design common assessments to</p>	<p>Principal, Associate Principals, Common Core Coaches, Department Chairs, Initiatives Team, Technology Team, Instructional Council, District Administration, Parents, Students, and Math Department</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> • Meet with Department Chairs and Instructional Coaches (August). • Develop professional development plan for 2018-2019 that focuses on Tier 1 instructional strategies within the block schedule (August). • Establish “buddy” teams for teachers for ongoing conversation, observation, and reflection. Develop guidelines for conversations and expectations for buddy collaboration (August). • Create course-alike teams for Friday Collaboration (August). • Revisit norms, SMART goals, and essential standards for course-alike teams (September). 	<p>TBD</p>

<p>be given quarterly. Collaboration time will be used to analyze results from common assessments and design Tier 2 interventions. Academy sessions will be designed to serve student needs and provide opportunity for reteaching on essential standards. An instructional coach specializing in math will work specifically on the redesign of the math classroom to incorporate greater project based learning. Technology integration will be woven into the math classroom to support relevant, 21st century skills.</p>		<ul style="list-style-type: none"> • Math Course-alike teams will meet weekly to discuss instructional strategies and collaborate for Academy preparation (Ongoing). • Support collaboration days for teachers to work with math course-alike teams, grade-level teams or other collaborative groups for planning (Ongoing). • Offer walk-through for teachers to observe other teachers during classroom instruction (Ongoing). • Meet with Instructional Coaches during Initiative Team (Weekly). • Teachers will be released to engage in rewriting of math courses of study by the District (Ongoing). • Math teachers will meet with math teachers from Orinda Intermediate School to collaborate (TBD). • Math course recommendations will be provided to students and to counseling to inform course selection for the subsequent year (February). • Math course information will be provided to parents during Open House to inform enrollment for the subsequent year (February). 	
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		<ul style="list-style-type: none"> • Implement math 1st quarter Common Assessments to students (October). • Analyze math Common Assessments from the 1st Quarter (November). • Develop and implement math 2nd quarter Common Assessments with course-alike teams (January). • Analyze math Common Assessments from the 2nd quarter (February). • Refine and implement math 3rd quarter Common Assessments with course-alike teams (March). • Analyze math Common Assessments from the 3rd quarter (April). <p>Technology:</p> <ul style="list-style-type: none"> • Communicate BYOD expectations to staff and community (August). • Support staff in the integration of schoolwide BYOD by providing monthly technology workshops, including those with specific applications to math (Ongoing). • Implement a digital citizenship curriculum to be utilized in the library, within classrooms, and during freshman seminars (Ongoing). • Attend the tech conferences specific to site needs (TBD) 	
<p>3. By June 30, 2020, MHS will implement strategic professional development for math teachers on State Standards. Professional development will come from both the involvement in conferences and internal collaboration. Math teachers will work in collaborative course-alike teams to review essential standards and design common assessments to be given quarterly. Collaboration time will be used to analyze results from common assessments and design Tier 2 interventions. Academy sessions will be designed to serve student needs and provide</p>	<p>Principal, Associate Principals, Instructional Coaches, Department Chairs, Initiatives Team, Technology Team, Instructional Council, District Administration, Parents, Students, and Math Department</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> • Meet with Department Chairs and Instructional Coaches (August). • Develop professional development plan for 2019-2020 that focuses on Tier 1 instructional strategies within the block schedule (August). • Establish “buddy” teams for teachers for ongoing conversation, observation, and reflection. Develop guidelines for conversations and expectations for buddy collaboration (August). • Create course-alike teams for Friday Collaboration (August). • Revisit norms, SMART goals, and essential standards for course-alike teams (September). • Math Course-alike teams will meet weekly to discuss instructional strategies and collaborate for Academy preparation (Ongoing). • Support collaboration days for teachers to work with math course-alike teams, grade-level teams or other collaborative groups for planning (Ongoing). • Offer walk-through for teachers to observe other teachers during classroom instruction (Ongoing). • Meet with Instructional Coaches during Initiative Team 	<p>TBD</p>

<p>opportunity for reteaching on essential standards. An instructional coach specializing in math will work specifically on the redesign of the math classroom to incorporate greater project based learning. Technology integration will be woven into the math classroom to support relevant, 21st century skills.</p>		<p>(Weekly).</p> <ul style="list-style-type: none"> Teachers will be released to engage in rewriting of math courses of study by the District (Ongoing). Math teachers will meet with math teachers from Orinda Intermediate School to collaborate (TBD). Math course recommendations will be provided to students and to counseling to inform course selection for the subsequent year (February). Math course information will be provided to parents during Open House to inform enrollment for the subsequent year (February). 	
		<p>Intervention:</p> <ul style="list-style-type: none"> Academy “Training” for students will be developed and implemented during the first week of school (August). Math teachers will develop “menu” of Academy offering and submit these to administration for posting (Ongoing). Data on student attendance in math Academy sessions will be aggregated for schoolwide reflection quarterly (November, February, April). Offer Academic Labs in math after school (Ongoing). Train math Peer Tutors to provide peer support (September). Open the Peer Tutoring Center for students to access during Academy and after school for extra support (October). Begin “deploying” peer tutors to math classrooms during Academy to provide extra support (November). Offer Exam Jam before finals week (January, June). Offer Exam Jam for AP classes prior to tests (April). 	
		<p>Assessment:</p> <ul style="list-style-type: none"> Analyze math data from the CAASPP test, including data disaggregated data by gender, ethnicity, and disability (September). Analyze math grades, including grades disaggregated by gender, ethnicity, and disability, quarterly using the data tool and protocol (November, February, April) Implement math 1st quarter Common Assessments to students (October). Analyze math Common Assessments from the 1st Quarter (November). Develop and implement math 2nd quarter Common Assessments with course-alike teams (January). Analyze math Common Assessments from the 2nd quarter (February). Refine and implement math 3rd quarter Common 	

		<p>Assessments with course-alike teams (March).</p> <ul style="list-style-type: none">• Analyze math Common Assessments from the 3rd quarter (April).	
		<p>Technology:</p> <ul style="list-style-type: none">• Communicate BYOD expectations to staff and community (August).• Support staff in the integration of schoolwide BYOD by providing monthly technology workshops, including those with specific applications to math (Ongoing).• Implement a digital citizenship curriculum to be utilized in the library, within classrooms, and during freshman seminars (Ongoing).• Attend the tech conferences specific to site needs (TBD)	

LEA GOAL:

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: Miramonte High School will increase the number of students reporting being connected to school by 10 percentage points to 76% points as measured by the Healthy Kids Survey. Miramonte High School will decrease the percentage of students reporting that they “often” or “always” experience stress from schoolwork by 5 percentage points to 77% as measured by the Stanford Survey for Adolescent School Experiences.

<p>What data did you use to form this goal? Data from the California Healthy Kids Survey from 2015-2016 was used to develop this goal. In addition, data from the Survey of Adolescent School Experiences from 2015 was used.</p>	<p>What were the findings from the analysis of this data? The California Healthy Kids Survey revealed that 66% 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.</p>	<p>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.</p>
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STRATEGY: Over the next three years, Miramonte High School will work to refine systems around the identification of students at-risk. The new block schedule will provide the opportunity to provide robust support through the offering of Tier 2 interventions. The structure of Student Review Team (SRT) will be redesigned to better address Tier 3 needs of students. In addition, in partnering with the District, a student Wellness Center will be established on campus for the triage of mental health support.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. By June 30, 2018, Miramonte High School will have implemented the second round of The Stanford Survey of Adolescent School Experiences. Results from</p>	<p>Principal, Associate Principal, Counselors, Intervention Specialists, Instructional Council, Site Advisory Council, EquiTeam, Link Crew, Leadership, Parent</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 	<p><i>Miramonte High School Parents’ Club</i></p> <ul style="list-style-type: none"> • Sections \$210,000 • Academic Labs \$5,750 • Collaboration \$15,600 • College & Career \$2,600 • Counseling Dept. \$1,000

<p>this survey will be shared with students, staff, and the community. An action plan will be developed collaboratively in how to address areas of concern and used to inform the design of the student Wellness Center. Student Review Team (SRT) will be redesigned in order to provide more comprehensive Tier 3 support, using the input of teachers, data from Academy enrollment, and grades. Leadership, Link Crew, and EquiTeam will continue to drive student activities to promote inclusivity and engagement.</p>	<p>Education, Staff, Students, and Parents</p>	<p>(Ongoing).</p> <ul style="list-style-type: none"> • SRT will meet to discuss students in need of support (Monthly). • Site Advisory Council will meet to review data regarding the student experience and provide input (Monthly). • Link Crew will promote transition into high school through beginning of school activities at Mats Day and during the school year (Ongoing). • EquiTeam will promote inclusivity and events that honor diversity on campus (Ongoing). • All freshman will have mindfulness sessions through English 1 classes (Ongoing). • Academy sessions that support student health and well-being will be offered (Ongoing). • Schoolwide breakouts, facilitated by leadership students, will be hosted to address topics of concern (Quarterly). • Design for a Wellness Center will begin by gathering input from stakeholder groups (September). • 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 classes during school (October). • The Freshman Cohort will have the first student experience breakout (November). • Teachers, students, and the community will be presented with data from the Stanford Survey of Adolescent School Experiences (November). • Site Advisory Council will discuss the results of the Stanford Survey of Adolescent School Experiences and begin drafting an action plan (November). • The Sophomore Cohort will have a student experience breakout (February). • A plan for the Wellness Center will be shared with the students, staff, and community (February). • The Freshman Cohort will have the second student experience breakout (March). • The Junior and Senior Cohorts will design their first student experience breakouts (TBD). • An EquiTeam and leadership collaborative event on diversity and acceptance will be held (April). • Preparations for the opening of the Wellness Center and plans for facilities upgrades will be finalized (April). 	<ul style="list-style-type: none"> • Principal's Discretionary \$10,000 • Professional Development \$16,000 • Supplies \$10,000 • Technology \$15,000 <p><i>Educational Foundation of Orinda</i></p> <ul style="list-style-type: none"> • Sections \$210,000 • Academic Labs \$5,750 • Articulation \$1,200 • Cocurricular Activities \$33,900 • College & Career \$2,600 • Computer Science \$3,000 • Intervention Specialist \$47,000 • Library \$28,000 • Supplies \$20,000 • Technology \$40,000 <p><i>Release Periods</i></p> <ul style="list-style-type: none"> • \$25,000 – LCFF Supplemental • \$50,000 – LCFF Base • \$25,000 – One time Discretionary (NGSS)
<p>2. By June 30, 2019, Miramonte High School will have data from the</p>	<p>Principal, Associate Principal, Counselors, Intervention Specialists,</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 	<p>TBD</p>

<p>California Healthy Kids Survey. Results from this survey will be shared with students, staff, and the community. The action plan for student support and wellness will be revised to incorporate new data to further drive the development of the student Wellness Center. Student Review Team (SRT) will provide more comprehensive Tier 3 support, using the input of teachers, data from Academy enrollment, and grades. Leadership, Link Crew, and EquiTeam will continue to drive student activities to promote inclusivity and engagement.</p>	<p>Instructional Council, Site Advisory Council, EquiTeam, Link Crew, Leadership, Parent Education, Staff, Students, and Parents</p>	<p>and establish groups on campus to support students (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). • Site Advisory Council will meet to review data regarding the student experience and provide input (Monthly). • Link Crew will promote transition into high school through beginning of school activities at Mats Day and during the school year (Ongoing). • EquiTeam will promote inclusivity and events that honor diversity on campus (Ongoing). • All freshman will have mindfulness sessions through English 1 classes (Ongoing). • Academy sessions that support student health and well-being will be offered (Ongoing). • Schoolwide breakouts, facilitated by leadership students, will be hosted to address topics of concern (Quarterly). • A Wellness Center will open on campus to support student health and well-being (September). • A Club Fair will be held to recruit students to join groups on campus in their areas of interest (October). • The Freshman, Sophomore, Junior, and Senior Cohorts will have the first student experience breakout (November). • Teachers, students, and the community will be presented with data from the California Healthy Kids Survey (November). • Site Advisory Council will discuss the results of the California Healthy Kids Survey and update the action plan (November). • The Freshman, Sophomore, Junior and Senior Cohorts will have the second student experience breakout (March). • An EquiTeam and leadership collaborative event on diversity and acceptance will be held (April). • Students will take The Stanford Survey of Adolescent School Experiences (April). 	
<p>3. By June 30, 2020, Miramonte High School will have data from the Stanford Survey of Adolescent School</p>	<p>Principal, Associate Principal, Counselors, Intervention Specialists, Instructional Council, Site Advisory Council,</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). 	<p>TBD</p>

<p>Experiences. Results from this survey will be shared with students, staff, and the community. The action plan for student support and wellness will be revised to incorporate new data to further drive the development of the student Wellness Center. Student Review Team (SRT) will provide more comprehensive Tier 3 support, using the input of teachers, data from Academy enrollment, and grades. Leadership, Link Crew, and EquiTeam will continue to drive student activities to promote inclusivity and engagement.</p>	<p>EquiTeam, Link Crew, Leadership, Parent Education, Staff, Students, and Parents</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). • Site Advisory Council will meet to review data regarding the student experience and provide input (Monthly). • Link Crew will promote transition into high school through beginning of school activities at Mats Day and during the school year (Ongoing). • EquiTeam will promote inclusivity and events that honor diversity on campus (Ongoing). • All freshman will have mindfulness sessions through English 1 classes (Ongoing). • Academy sessions that support student health and well-being will be offered (Ongoing). • Schoolwide breakouts, facilitated by leadership students, will be hosted to address topics of concern (Quarterly). • A Wellness Center will continue to serve the campus to support student health and well-being (September). • 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 classes during school (October). • The Freshman, Sophomore, Junior, and Senior Cohorts will have the first student experience breakout (November). • Teachers, students, and the community will be presented with data from the California Healthy Kids Survey (November). • Site Advisory Council will discuss the results of the Stanford Survey of Adolescent Experiences and update the action plan (November). • The Freshman, Sophomore, Junior and Senior Cohorts will have the second student experience breakout (March). • An EquiTeam and leadership collaborative event on diversity and acceptance will be held (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 By supporting students in accessing curriculum, achievement on the CAASPP test for English Language Arts (ELA) will improve by 3 percentage points to reach a target achievement of 91% of students meeting or exceeding the standard.

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)
Professional Development <ul style="list-style-type: none"> • Districtwide Professional Development days (1) 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. The instructional and curricular shifts with the implementation of the new school day schedule will be the focus • Districtwide optional professional development days (3) for teachers to develop instructional strategies for the new school day schedule. • 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. The instructional and curricular shifts with the implementation of the new school day schedule will be the focus. 	August 2017 – June 2018	Certificated Salaries	\$150,000	LCFF Base Grant
	June 2017 – August 2017	Certificated Salaries	\$150,000	LCFF Base Grant
	August 2017	Attendee compensation, facilitator preparation time, presenter fees, supplies	\$75,000 \$28,000	Title II Educator Effectiveness Grant
	October 2017 – June 2018	Participant compensation (after school hours), substitutes for peer observations	\$20,000	LCFF Base Grant

<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. 	August 2017 – June 2018	Conference registration, travel and hotel costs	\$40,000	Mandated Cost Reimbursement, LCFF Base Grant
<ul style="list-style-type: none"> • 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. 	August 2017 – June 2018	Substitute cost for the attendees	\$3,000	LCFF Base Grant
<ul style="list-style-type: none"> • English Instructional summer camp held for teams of English teachers to examine instructional practices, alignment to Common Core as related to reading and writing strategies as well as course development for new English courses of study. 	June 2017	Attendee compensation (summer institute rate)	\$10,000	Educator Effectiveness Grant
<ul style="list-style-type: none"> • Induction program for new teachers. 	August 2017 – June 2018	Coordinator, mentor and County cost	\$32,000	Title II
<ul style="list-style-type: none"> • Response to Intervention training and support 	June 2017 – June 2018	Conference & travel cost	\$50,000	LCFF Supplemental
<ul style="list-style-type: none"> • Instructional coaches (3 release periods per site for instructional coach, RTI, academy support, and tech integration) 	August 2017 – June 2018	Release periods (12)	\$300,000	LCFF Supplemental & Base Grant
<ul style="list-style-type: none"> • NGSS coaching 	August 2017 – June 2018	Release periods (4)	\$100,000	One time discretionary
<p>Curriculum Development</p> <ul style="list-style-type: none"> • Pull-out days to support implementation of English 1, 2, 3, 3(H) and 4 new Courses of Study aligned to the California State standards. 	2017-2018	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 2017 – June 2018	Substitute cost for the attendees	\$4,000	LCFF Base Grant
<ul style="list-style-type: none"> • District Technology Specialist meets with Site 	August 2017 –	Salary	\$40,000	Measure A & G

<p>Technology Coordinators and teachers across the district to provide assistance in the design of curriculum with the use of technology tools.</p>	June 2018			
<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 2017 – June 2018	Cost of new, additional books	\$20,000	Inst. Materials
	July 2017 – Ongoing	Cost of books	\$20,000	Instructional Materials
<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 2017 – June 2018	Substitute cost for the attendees	\$3,000	LCFF Base Grant
<p>Data analysis</p> <ul style="list-style-type: none"> Performance data related to districtwide common assessments is collected and analyzed using the Illuminate software program. 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. 	August 2017 – June 2018	Software annual cost	\$35,000	LCFF Supplemental
<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. 	October 2017	None	NA	NA
	August 2017 – June 2018	Substitute cost when release days are utilized	\$1000	LCFF Base Grant

School Goal #: 2 By supporting students in accessing curriculum, achievement on the CAASPP test for mathematics will improve by 6 percentage points to reach a target achievement of 85% of students meeting or exceeding the standard.

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. The instructional and curricular shifts with the implementation of the new school day schedule will be the focus Districtwide optional professional development days (3) for teachers to develop instructional strategies for the new school day schedule. 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. The instructional and curricular shifts with the implementation of the new school day schedule will be the focus. Certificated staff attends conferences and workshops with the focus on: Common Core standards, 	<p>August 2017 – June 2018</p> <p>June 2017 – August 2017</p> <p>August 2017</p> <p>October 2017 – June 2018</p> <p>August 2017 – June 2018</p>	<p>Certificated Salaries, facilitator preparation time, presenter fees</p> <p>Certificated Salaries</p> <p>Attendee compensation, facilitator preparation time, presenter fees, supplies</p> <p>Participant compensation (after school hours), substitutes for peer observations</p> <p>Conference registration, travel and hotel costs</p>	<p>\$150,000</p> <p>\$150,000</p> <p>\$75,000 \$28,000</p> <p>\$20,000</p> <p>\$40,000</p>	<p>LCFF Base Grant</p> <p>LCFF Base Grant</p> <p>Title II Educator Effectiveness Grant</p> <p>LCFF Base Grant</p> <p>Mandated Cost Reimbursement,</p>

<p>instructional practices, student intervention, student learning and more.</p> <ul style="list-style-type: none"> 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. Math Instructional summer camp held for teams of Math teachers to examine instructional practices, alignment to Common Core. Target courses: Algebra 2, Algebra 2 Adv., Algebra 2/PreCalc. Induction program for new teachers. Response to Intervention training and support Instructional coaches (3 release periods per site for instructional coach, RTI, academy support, and tech integration) 	<p>August 2017 – June 2018</p> <p>June 2017</p> <p>August 2017 – June 2018</p> <p>June 2017 – June 2018</p> <p>August 2017 – June 2018</p>	<p>Substitute cost for the attendees</p> <p>Attendee compensation (summer institute rate)</p> <p>Coordinator, mentor and County cost</p> <p>Conference & travel cost</p> <p>Release periods (12)</p>	<p>\$3,000</p> <p>\$10,000</p> <p>\$32,000</p> <p>\$50,000</p> <p>\$300,000</p>	<p>LCFF Base Grant</p> <p>LCFF Base Grant</p> <p>Educator Effectiveness Grant</p> <p>Title II</p> <p>LCFF Supplemental</p> <p>LCFF Supplemental & Base Grant LCFF Base Grant</p>
<p>Curriculum Development</p> <ul style="list-style-type: none"> Pull-out days to support implementation of Algebra 2, Algebra 2 Adv., Algebra 2/PreCalc new Courses of Study aligned to the California State standards. 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>December 2017 – June 2018</p> <p>August 2017 – June 2018</p> <p>August 2017 – June 2018</p>	<p>Substitute cost for the attendees</p> <p>Substitute cost for the attendees</p> <p>Salary</p>	<p>\$3,000</p> <p>\$3,000</p> <p>\$40,000</p>	<p>LCFF Base Grant</p> <p>LCFF Base Grant</p> <p>Measure G & A</p>
<p>Instructional Strategies</p> <ul style="list-style-type: none"> Release days for teachers to collaborate on best practices for instruction, assessment and grading with new school day schedule and longer instructional block 	<p>August 2017 – June 2018</p>	<p>Substitute cost for the attendees</p>	<p>\$3,000</p>	<p>LCFF Base Grant</p>

<p>Data analysis</p> <ul style="list-style-type: none"> Performance data related to districtwide common assessments is collected and analyzed using the Illuminate software program. 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. Revised districtwide intervention process, process of data analysis and identification of struggling students in order to provide him/her with appropriate supports. 	<p>August 2017 – June 2018</p> <p>October 2017</p> <p>August 2017 - Ongoing</p>	<p>Software annual cost</p> <p>None</p> <p>None</p>	<p>\$35,000</p> <p>NA</p> <p>NA</p>	<p>LCFF Supplemental</p> <p>NA</p> <p>NA</p>
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School Goal #: 3 Miramonte High School will increase the number of students reporting being connected to school by 10 percentage points to 76% points as measured by the Healthy Kids Survey. Miramonte High School will decrease the percentage of students reporting that they “often” or “always” experience stress from schoolwork by 5 percentage points to 77% 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 Revision and 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 	2017-2018	Review of Challenge Success Survey data and engagement with local network of “challenge success” effort	\$3000	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. 	2017-2018	Certificated Salaries, facilitator preparation time, presenter fees	\$140,000	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. 	2017-2018	Mental Health Services	\$20,000	Special Education
<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	\$10,000	LCFF Base
<ul style="list-style-type: none"> Implementation of Wellness Centers 	2017-2018	District Social Worker Wellness Facilities Clerical/reception support	\$120,000 \$50,000 \$60,000	LCFF Supplemental Developer Fees LCFF Base Grant
<ul style="list-style-type: none"> Districtwide Student Equity Summits and student leadership development in equity 	2017-2018	Student meetings/conferences	\$30,000	LCFF Supplemental
<ul style="list-style-type: none"> Districtwide staff development related to equity issues 	2017-2018	Substitutes, conferences, travel	\$45,000	LCFF Supplemental

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