

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT MADISON HIGH SCHOOL

2020-21

37-68338-3733698
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

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Position: Principal

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The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: *(Date to be inserted by Financial Planning, Monitoring and Accountability Department)*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title I Schoolwide program.

The staff at Madison High School believe it is our mission to prepare students to be 21st Century global citizens by establishing a positive trajectory for success through rigorous curriculum and a comprehensive educational experience, which includes providing opportunities for students to demonstrate excellence, leadership, postsecondary readiness and a full understanding of their responsibility to impact social justice through formative learning experiences. This School Plan for Student Achievement lays out goals and strategies that will improve student engagement, access, learning, and safety for all students.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

At Madison, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2020 - 2021, stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue and to solicit input. These include Title I, ILT, SSC, SGT, and meetings throughout the year.

September 18, 2019 - Annual Title I Parent Meeting in English with Spanish Translation.

September 23, 2019 - SSC developed and approved draft 2019-20 SPSA.

October 1, 2019 - ELAC met to review draft SPSA and provide input regarding goals for English Language Learners (English/Spanish).

October 21, 2019 - SSC met reviewed suspension data, referral data for discipline and defiance, and attendance data. for 2018-19 and 2019-2010 (August - October 20). Also reviewed FAST (ELA) baseline data.

November 11, 2019 - SSC met and reviewed the #theNEST Check-In Survey data (site developed), MDTP data for math, and School Climate Report Card data.

December 17, 2019 - ILT met and reviewed CAASPP data (ELA and Math).

January 13, 2020 - SSC met and reviewed special education site data shared by our D/HH and SAI department chairs, Common Formative Assessment #1 for ELA (Inspect Illuminate) data, EL reclassification data, and conducted a SPSA evaluation process.

January 16, 2020 - ELAC met to advise SSC on evaluation of SPSA and review of DELAC report.

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January 27, 2020 - SSC completed a formal evaluation for the Title I and LCFF funded activities. SSC approved the 2020-2021 proposed preliminary budget for Title I and LCFF. ILT reviewed SBAC interim ELA and IMTSS data.

February 3, 2020 - SGT voted to approve certificated FTE allocations, new Freshman Foundation course, and Title I and LCFF proposed preliminary budget.

February 24, 2020 - SSC updated and approved Family Engagement & Parent Involvement Compact, reviewed semester 1 grade comparison data (2018-2019), reviewed Winter FAST data compared to baseline data, reviewed 2019 CAST data, completed WASC Mid Cycle Status Update and Feedback, and conducted a 2019-20 budget update.

RESOURCE INEQUITIES

Madison's root cause analysis involved examining data from CAASPP, ELPAC, the California Dashboard, California Healthy Kids Survey, site data; and a review of both the 2018-19 and 2019-20 SPSAs.

An analysis of the student groups of the CAASPP results indicate an overall increase in the area of math (.2 %) and an overall decrease in the area of ELA (7.9%).

The 2016-17 11th grade students met or exceeded grade level standards at 58% (ELA) and 23.5% (math). In 2017-18, 11th grade students met or exceeded grade level standards at 50.7% (ELA) and 13.8% (math). The 2018-19 actions outlined for ELA and math primarily focused on development of common assessments (ELA) and analysis of end of unit assessments (math). The school's 2018-19 CAASPP data reflect insignificant improvement in math and an increasing decline in English. Based on this data we need to provide an increased focus on CAASPP aligned common assessment, data analysis protocols, and student intervention plans. Additionally, this data also indicates that there is an achievement gap specifically with our English learners and students with disabilities.

The professional development plan in place lacked a focus for schoolwide improvement in instructional practices to provide engaging and rigorous instruction with supports for all learners. This plan addresses that by having a professional development plan that includes schoolwide professional development inclusive of instructional practices to support English language development and increase student engagement. The revised plan for 2020-21 also includes differentiated professional development based on staff need in order to successfully implement online learning. Administrators will continue to conduct focused walkthroughs aligned to instructional focus areas and provide timely and meaningful feedback to teachers.

Administration will meet regularly to analyze walkthrough data to determine next professional development areas of focus.

Based on district data, there are also inequities in the areas of suspension rates and discipline entries logged for disruption/defiance. This year, Madison High School is in its second year of implementing IMTSS (Integrated Multi-Tiered System of Supports) to create a culture and environment that is positive, engages students and families, and promotes a safe and inclusive environment. The IMTSS Lead Teacher along with the IMTSS Culture Team and administration are continuing to implement a plan for schoolwide PBIS, restorative justice practices, and tiered interventions of support.

New to Madison High School this year as we continue to build capacity of our students, staff and parents and focus on a safe and collaborative environment for students and staff is our creation of a site Equity Team. This team will work alongside our SDUSD Youth Advocacy department to develop a year-long plan to lead our staff through understanding race and our racial identity, institutional and implicit bias, and culturally responsive practices.

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Madison High recognizes the vital contribution of our parents as partners. In previous years, parent involvement at Madison has not been high. This plan, outlines goals to increase parent involvement by providing resources for families, parent education, and opportunities for meaningful participation.

Our goal is to create a welcoming, inclusive and enriching environment for students, families, and our community members.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
John Brooks	Teacher
NiKon Chen	Teacher
Michele Dartland	Other Staff Member
My F.	Student
Marlene Gutierrez	Parent
Frances Hauser	Parent
Kate H.	Student
Cassidy K.	Student
Robert Lynch	Teacher
Sue Salorio	Parent
Heather Seaton	Principal
Brittani Siracusa	Teacher

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

IMTSS Lead Intervention teacher coordinated the work of IMTSS on campus inclusive of positive school culture, PBIS, RJP, RtI, and culturally responsive practices. During the first semester and prior to school transition to online learning in March 2020, in review of data we found to have decreased schoolwide discipline incidents logged for disruption/defiance. We attribute this reduction to the work of our IMTSS team in equipping staff with resources to build a classroom and schoolwide culture with an emphasis on PBIS. and provide to tier 1 behavior intervention in the classroom with tier 2 support from our IMTSS lead intervention teacher. We also found schoolwide decrease of suspensions during this period and attribute it to our IMTSS team use of intervention plans with wrap around services and supports in lieu of suspension for first time offenses.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The work of our IMTSS Intervention Lead teacher was primarily spent providing one time professional development for staff and then focused throughout the school year on providing Tier 2 and Tier 3 interventions for our students. This may have attributed to an overall decreased discipline incident rate and suspension rate for all students and our subgroups from August 2019 to March 2020. However, due to on-site school closure and transition to online learning, our discipline data for the 2019-2020 school year is incomplete. Our focus during online learning will be to bolster our tiered outreach for students attendance, and provided students with wraparound services and supports to help them better engage and thrive in online learning.

***Changes**

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

After analysis of data, two subgroups have been added to our annual measurable outcomes - English Learners and our Homeless Youth. In addition, our funding of professional development now also includes professional development as it relates to the work of our equity and IMTSS teams. After review of the advisory period structure for the 2018 and 2019 school years, and in light of our Fall start to the school year in an online learning environment, the previous advisory goal of grade level advisory periods twice per month was changed. This year, our advisory period is weekly. It will morph into an intervention and enrichment opportunity upon return to school site with adjustments made to rosters each grading period. During online learning the purpose of our weekly advisory in which all certificated staff have a roster, is to focus on social emotional learning and check-ins. Essentially, this is our weekly check in to make sure our students are safe, are engaging, and provide them with a space to develop connections. New also this year with our focus on 9th grade students was the development of a new 'g' elective course - Freshman Foundation. The teachers regularly collaborate to support our 9th grade students and the curriculum is focused on social emotional learning, anti-bullying and anti-racist teachings and understandings, and exploration of strengths, college and career.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	9-12	Decrease school suspensions	6.2%	4%	Suspension	Annually
June 2021	9-12	Decrease discipline incidents for disruption/defiance.	46.9%	30%	Other (Describe in Objective)	Annually
June 2021	9	Improve student engagement by creating learning opportunities that are active, collaborative and involve student voice in learning process	21%	80%	CAL-SCHLS (CHKS)	Annually
June 2021	11	Improve student engagement by creating learning opportunities that are active, collaborative and involve student	33%	80%	CAL-SCHLS (CHKS)	Annually

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		voice in learning process				
June 2021	9-12	Improve student connectedness over time as measured by site developed Nest Check-In survey	N/A	80%	Other (Describe in Objective)	Triannually

***Identified Need**

According to District records, Madison High School's overall student suspension rate for the 2018-19 school year was 4.6%. District records also show that African American students had the highest rate of suspension (11.5%). Additionally, District records indicate 390 discipline incidents were logged for 2018-19 school year. Of those, 183 incidents were for discipline/defiance (46.9%). Hispanic students accounted for 39.8% of the discipline incidents logged for disruption/defiance (9th grade Hispanic students accounted for 73.9% of the Hispanic student sub-group's discipline incidents for disruption/defiance); African American students accounted for 37% of the discipline incidents logged for disruption/defiance (9th grade African American students accounted for 48.5% of the African-American student sub-group's discipline incidents for disruption/defiance). According to 2018-19 California Healthy Kids Survey, 21% of 9th grade students surveyed indicated they were engaged in meaningful participation at school; 33% of 11th grade students surveyed indicated they were engaged in meaningful participation at school.

In reviewing discipline data from August 2019 to March 2020, the following shifts have occurred (note it does not include a full year)

- * Discipline and defiance incidents were reduced for all students and all sub-groups.
- * Suspension rates were reduced for all students and all sub-groups.

Data from CHKS Survey, Hoonuit Reports

***Online Learning Implications**

Some systems we have in place to monitor and evaluate supports for students in the areas of mental health and social and emotional well-being are as follows:

- Weekly Friday advisory lessons. All students are assigned to either their 3rd period teacher, case manager, IMTSS Intervention teacher, counselor, or site administrator. Lessons are teacher developed with a focus on PBIS, anti-bullying messages, and social emotional check ins and strategies.
- Online student referral to IMTSS intervention teacher lead. Following attempts from teacher for behavior, academic or attendance outreach with student and family, teachers utilize online referral to IMTSS lead for additional support. IMTSS lead responsible for identifying additional needs, troubleshooting with family and student, and assisting secure increased wraparound services.
- Professional development and office hours held by IMTSS intervention teacher lead for all staff to support staff implementation of Restorative Justice Practices (RJP), Social-Emotional Learning strategies, classroom management and student engagement practices (PBIS).
- Equity team developed this year. Determined focus would begin with race and racial identify exploration, insitutional and implicit bias and move towards student panelist voices and culturally responsive practices.
- Boys to Men mentoring services contract for our at-risk male students prepared to meet and support virtually during online learning.
- Developed calendar of reports for site tech to run on regular basis in the areas of attendance and grades. IMTSS teacher lead reviews and works with admin, counseling, and IMTSS team regarding additional tiers of support for students.

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*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	9-12	Black or African American	Decrease school suspension	11.5%	5%	Suspension	Annually
June 2021	9	Black or African American	Decrease discipline incidents logged for disruption/defiance.	48.5%	30%	Other (Describe in Objective)	Annually
June 2021	9	Hispanic or Latino	Decrease discipline incidents logged for disruption/defiance.	73.9%	30%	Other (Describe in Objective)	Annually
June 2021	9-12	English Learner	Decrease school suspension	12.7%	6%	Suspension	Annually
June 2021	9-12	Homeless/Foster	Decrease school suspension	16.2%	6%	Suspension	Annually

IMTSS Lead Teacher

***Students to be served by this Strategy/Activity**

All Students, African American student subgroup, and Hispanic student subgroup.

***Strategy/Activity - Description**

To accomplish this goal, IMTSS Lead Teacher will coordinate the work of the IMTSS plan. The IMTSS teacher will lead the work of school-wide and classroom level PBIS implementation, restorative justice practices, school culture improvement (#theNEST), and student intervention systems and resources. The action plan also includes the IMTSS lead coordinating professional development for PBIS, RJP, and culturally responsive teaching.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03463E	Regular Teacher - Kon Chen, Ni	0.30000	\$26,701.80	\$38,375.83	0346-30100-00-1107-1000-1110-01000-3301	Title I Basic Program	[no data]		IMTSS Teacher Lead - Coordinating academic and behavior tier 2 and tier 3 supports and interventions.

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F03463F	Regular Teacher - Kon Chen, Ni	0.70000	\$62,304.20	\$89,543.59	0346-30106-00-1107- 1000-1110-01000- 3301	Title I Supplmnt Prog Imprvmnt	[no data]		IMTSS Teacher Lead - Coordinating academic and behavior tier 2 and tier 3 supports and interventions.
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***Additional Supports for this Strategy/Activity**
Regular school culture committee meetings to review student data. Frequent data monitoring by IMTSS Lead, administrative team and counseling team.

Boys to Men Mentoring

***Students to be served by this Strategy/Activity**
Primarily Black and Hispanic males

***Strategy/Activity - Description**
Boys to Men Mentoring services provided in virtual format while in online learning. Mentoring provided for 25 male students identified by our counseling, IMTSS team, and administrators.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0346GQ	Contracted Svcs Less Than \$25K		\$10,000.00	\$10,000.00	0346-09800-00-5853- 1000-1110-01000-0000	LCFF Intervention Support	Low-Income		Boys to Men Mentoring for weekly group mentoring for our at-risk boys.

***Additional Supports for this Strategy/Activity**
Expense of visiting teachers and professional development registration fees for teachers to attend professional development as it relates to integrated ELD, rigor, student engagement, restorative practices, culturally responsive practices or department SPSA aligned goals.

Freshman Foundations Course

***Students to be served by this Strategy/Activity**
9th grade students

***Strategy/Activity - Description**
Madison High School has created a new course for all 9th grade students (with the exception of those families who opt out of the course). This 'g' elective course is taught with an AVID and social emotional learning lens as foundational. The content of the course is focused on building the foundation for #theNEST and establishing a school community that is inclusive, supportive, and motivated. The course also includes: defining yourself, character and empathy, diversity and inclusion, choices, time management, hope, digital citizenship and growing into your greatness (strengths, college and career).

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0346H4	Prof&Curriclm Dev Vist Tchr		\$1,000.00	\$1,222.90	0346-30106-00-1192- 1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Curriculum development and student data team monitoring.

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***Additional Supports for this Strategy/Activity**

Unrestricted funds used to purchase School to Connect curriculum for each Freshman Foundation Teacher. Additional funding for lead Freshman Foundaton teachers to attend AVID Summer Institute training.

Weekly Advisory Period

***Students to be served by this Strategy/Activity**

All Students

***Strategy/Activity - Description**

As we begin our 2020 school year online, the advisory period is a weekly meeting of students assigned to all certificated staff, including counselors and administrators. We are using this regular short period to connect with our students, build relationships, provide social emotional learning, and conduct schoolwide check-in with our students.

When we transition to on-site instruction, the weekly advisory period is lengthier and students are assigned after each progress mark to either an enrichment of their choice or small group setting intervention based on common formative assessment data and identified areas of support.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0346H5	NonClstrm Prof&Curriclm DevHrly		\$1,000.00	\$1,222.90	0346-30100-00-1971-2130-0000-01000-0000	Title I Basic Program	[no data]		Hourly pay for teacher teams to develop weekly advisory lessons.

***Additional Supports for this Strategy/Activity**

Empty content area for additional supports									
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Goal 2 - English Language Arts**Call to Action Belief Statement**

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

- 1: Closing the Achievement Gap with High Expectations for All
- 2: Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In reflecting upon our SPSA Goals from 2018-19, it was evident our site needs interim assessments across all grade levels of ELA to better inform instructional practices and to provide teachers opportunities to conduct data-driven PLCs in order to respond to learning in a more timely manner. Efforts were made to adjust curriculum and instruction through the following strategies: revised curriculum based on Marzano's Critical Concepts and aligned to CCSS, teacher representatives participated in SDUSD Capacity Builders Professional Development, and PLCs focused on vertical alignment and common learning targets.

Despite these strategies, all students did not make the stated goal of 66% meet or exceed proficiency on the SBAC in 2019 and we do not have data for 2020. While the Hispanic student sub-group (43.8%) exceeded the all students percentage of meeting or exceeding proficiency on the SBAC (42.8%), they did not meet the goal of 55%. Additionally, the students with disabilities sub-group also did not make the stated goal of 14% meeting or exceeding proficiency on the SBAC as 8.9% met or exceeded proficiency. One other subgroup (EL) had no students meet or exceed proficiency on SBAC. While our goal was to have multiple site measures during the 2019-2020 school year, we only had a Fall and Winter FAST aReading Assessment and had only implemented on Fall Interim Assessment with completion of our Data Protocol in PLCS prior to transition to distance learning in March. The number of classroom walkthroughs from administration was lower than we had projected; the move to distance learning in March can be one contributing factor. Of the walkthroughs conducted, the principal conducted 48% of the walkthroughs and so vice principals will need to review their calendar system to increase the number of walkthroughs. Fewer than 20% of the walkthroughs in the English classes demonstrated evidence of the use of the ELA Instructional Focus for the year - Annotating of Texts.

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Walkthroughs in science and social science classrooms were not enough of a significant number to fairly assess the use of the literacy strategies identified by those departments.

Of the schoolwide walkthroughs, administrators identified 38% of the observations conducted showed student engagement as moderately engaged, 24% of the observations conducted showed strategic/high engagement and 10% of the observations conducted showed high authentic engagement.

In observations of rigor during schoolwide walkthroughs, 31% of the observations conducted indicated DOK level 1 rigor, 51% of the observations conducted indicated DOK level 2 rigor, and 18% of the observations conducted indicated DOK level 3 rigor. We did not observe DOK level 4 rigor in the classroom walkthroughs.

Lastly, the admin team decided to focus on three of the 5 student vital actions from the 5x8 Card for 2019-20 - Vital Action 1 - All students participate; Vital Action 2 - Students say a second sentence; and Vital Action 5 - Students use academic language. Walkthrough data indicated 20% of lesson observations did not indicate plan in place to elicit student participation from all students; 38% of lesson observations did not show students saying a second sentence (elaboration); and 20% of lesson observations did not demonstrate students using academic language.

Data from California Dashboard, Illuminate, and administrative walkthrough tool.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While the English department did meet regularly through PLCs and did implement common assessments prior to March 2020. Due to the absence of Spring FAST aReading and a second Intererim Assessment, our data is incomplete. We are more prepared during the 2020 school year in an online environment to continue with our initial plans for regular common assesements.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The English department will continue to align curriculum with Marzano's Critical Concepts and CCSS and use common assessments. New this year is the piloting of SDUSD's Guaranteed and Viable Curriculum (GVC) based on the theme of Identity and Conflict and Change.

New to Madison this year, is also a Special Programs Coordinator (.20 FTE) whose function is to assist departments with progress monitoring and the coordination of assessments and a data team calendar.

Professional development will become more department focused and in small group aligned to the PLC work of the department.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	11	Meet or exceed standards	42.8%	55%	CAASPP ELA	Annually
June 2021	9-12	Improvement in proficiency over time	N/A	70%	Inspect	Annually

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		on Inspect Quick Checks				
June 2021	9-11	Meet or exceed standards	N/A	40%	SBAC Interims	Annually
June 2021	9-12	Identified as Low Risk or Advanced	63%	75%	FAST aReading	Tri-Annually

*Identified Need

Since we do not have CAASPP data for 2020, we will continue with this data and need. Based on the results for the 2018-19 CAASPP, only 42.8% of 11th graders met or exceeded the standards - this is a decline from 2017-18 by 10% and a decline from 2016-17 by 19%. This data does not align with current grades as 15.1% of students in 2018-19 received a 'D' or 'F' in ELA.

*Online Learning Implications

The English Language Arts department continues to align curriculum with Marzano's Critical Concepts and CCSS. Grades 9 and 10 are piloting SDUSD's Guaranteed Viable Curriculum (GVC) based on Identity and Conflict and Change. An integral component of the GVC is regular daily assessment strategies which include exit slips, student discussions, use of the chat function and emotion/reaction function in zoom meetings.

Special Education teachers and paraprofessionals are strategically placed in grades 9-12 English courses.

The online learning schedule intentionally includes 20 minutes at the end of each period for small group instruction, designated ELD, and one on one intervention with general education teachers, ELD teacher, special education teachers, and paraprofessionals.

The ALD/ELD teacher continues to provide support and resources regarding individualized student plans for our EL students and integrated and designated ELD strategies.

Site administration continues to conduct walkthroughs in the online learning format with specific emphasis on rigor, co-teaching, ELD strategies, and student engagement.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	11	Black or African American	Improvement in CAASPP meet/exceed proficiency	3.6%	35%	CAASPP ELA	Annually
June 2021	11	English Learner	Improvement in CAASPP meet/exceed proficiency	0	25%	CAASPP ELA	Annually

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June 2021	11	Students with Disabilities	Improvement in CAASPP meet/exceed proficiency	8.9%	25%	CAASPP ELA	Annually
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Common Formative Assessment.

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

ELA teachers will conduct common assessments during pre-determined testing window and will utilize PLC time to analyze results, identify students in need of intervention, and develop intervention plans utilizing a site developed common data analysis protocol.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03463G	Regular Teacher - Siracusa, Brittani	0.20000	\$17,801.20	\$25,583.88	0346-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		Special Programs Coordinator to focus on equity, access, and progress monitoring. Coordinate assessments and coordinate and oversee data team calendar.
N0346H1	Prof&Curriclm Dev Vist Tchr		\$1,200.00	\$1,467.48	0346-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Data team meetings for ELA dept with co-teachers to implement data team protocols inclusive of assessment result analysis, identification of strategic and intensive intervention students , and intervention lessons.

*Additional Supports for this Strategy/Activity

Funding for visiting teachers for ELA teachers to attend professional development and to meet to further revise the ELA curriculum in responding to assessment data.

Professional Development

*Students to be served by this Strategy/Activity

All Students, EL students, Students with Disabilities

*Strategy/Activity - Description

Schoolwide professional development focused on integrated English language development, differentiation, rigor, and student engagement.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
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F03463H	Regular Teacher - Fuller, Lili	0.20000	\$17,801.20	\$25,583.88	0346-30100-00- 1107-1000-1110- 01000-0000	Title I Basic Program	[no data]		Instructional Coach - Focus on quality tier 1 instruction, school-wide literacy focus with emphasis on strategies to support our English Learners and Students with Disabilities.
N0346H2	Prof&Curriclm Dev Vist Tchr		\$3,000.00	\$3,668.70	0346-09800-00- 1192-1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Professional development in the areas of designated and integrated ELD, quality tier 1 instruction, co-teaching practices, grading for competency, PBIS, RJP, and CRP.

***Additional Supports for this Strategy/Activity**

Administrative Walkthroughs

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Administration will utilize a site-developed walkthrough tool that includes measures of rigor, student actions as represented on the 5x8 card (as noted below) developed by the Strategic Education Research Partnership (SERP) team, and department identified and agreed upon research-based instructional strategies (signature moves). Administration will provide timely and focused feedback to teachers based on walkthrough observations. Observational data will also contribute to the identification of next steps for professional development.

5x8 Card Student Vital Actions

1. All students participate.
2. Students say a second sentence.
3. Students talk about each other's thinking.
4. Students revise their thinking.
5. Students use academic language.
6. ELLs develop language through explanation.
7. Students engage and persevere.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

- 1: Closing the Achievement Gap with High Expectations for All
- 2: Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In reflecting upon our SPSA Goals from 2018-19, we need to strengthen our Tier 1 instruction, implement data analysis protocols, and strengthen Tier 2 interventions. While efforts were made to improve, we were unable to meet our stated goals. Due to teacher vacancies and high teacher turnover in the math department, consistent implementation of math curriculum was not present to the degree planned. Despite the efforts in the math department, students did not make the stated goal of 28% meet or exceed proficiency (14%). Within the AMO's no subgroup (Hispanic and Student with Disabilities) made their stated goals. Two subgroups (EL and Black) had no students meet or exceed proficiency on SBAC.

Due to the transition to distance learning in March 2020, we do not have CAASPP data or complete MDTP data.

In review of classroom walkthrough data from August 2019 to March 2020, the number of classroom walkthroughs from administration was lower than we had projected; the move to distance learning in March can be one contributing factor. Of the walkthroughs conducted, the principal conducted 48% of the walkthroughs and so vice principals will need to review their calendar system to increase the number of walkthroughs.

The math focus for walkthroughs was on instructional strategies focused on student communication and reasoning. 60% of walkthroughs showed evidence of collaborative groupings. Minimal walkthroughs showed evidence of Turn & Talk, Think, Pair, Share, Student Reflection, or Exit Tickets. Of the schoolwide walkthroughs, administrators identified 38% of the observations conducted showed student engagement as moderately engaged, 24% of the observations conducted showed strategic/high engagement and 10% of the observations conducted showed high authentic engagement.

In observations of rigor during schoolwide walkthroughs, 31% of the observations conducted indicated DOK level 1 rigor, 51% of the observations conducted indicated DOK level 2 rigor, and 18% of the observations conducted indicated DOK level 3 rigor. We did not observe DOK level 4 rigor in the classroom walkthroughs.

Lastly, the admin team decided to focus on three of the 5 student vital actions from the 5x8 Card for 2019-20 - Vital Action 1 - All students participate; Vital Action 2 - Students say a second sentence; and Vital Action 5 - Students use academic language. Walkthrough data indicated 20% of lesson

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

observations did not indicate plan in place to elicit student participation from all students; 38% of lesson observations did not show students saying a second sentence (elaboration); and 20% of lesson observations did not demonstrate students using academic language.

Data from California Dashboard and administrative walkthrough tool.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The only difference in the plan is that CAASPP and site MDTP spring assessments were not implemented due to the transition to online learning in the spring and so our data for analysis was incomplete.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal related to MDTP (a diagnostic assessment) was eliminated with the emphasis on utilizing shorter frequent common assessments in Enhanced Math I, II, and III. The use of multiple common assessments will provide the department with data to analyze trends, gaps, and an opportunity to respond before students reach the 11th grade SBAC. Additionally, PLC time will be used to determine strategies for interventions during the school day and beyond the school day.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	11	Improvement in CAASPP meet/exceed proficiency	14%	40%	CAASPP Math	Annual
June 2021	9-11	Improvement in proficiency over time on site common assessments in EM I, II, and III	N/A	70%	Site Developed Common Assessments	Bi-Monthly

*Identified Need

Based on the results for the 2018-19 CAASPP, only 14% of 11th graders met or exceeded the standards. There has been an uneven five-year decline from 28.3% to the current 14% with a slight increase from 2017-18 at 13.8% to current year 14%, with an increased percentage of students not meeting (58.1%) standards. This data does not align with current grades as 22% of students in 2018-19 received a 'D' or 'F' in math.

Data from California Dashboard

*Online Learning Implications

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Our math department is in year two of implementing SDUSD's Guaranteed Viable Curriculum (GVC) in our math department. Specifically year 2 for Enhanced Math 1 curriculum and year 1 for Enhanced Math II and Enhanced Math III curriculum. The curriculum includes specific targeted English language development strategies and a variety of daily assessment strategies.

Special Education teachers and paraprofessionals as co-teachers are strategically placed in math courses.

The online learning schedule intentionally includes 20 minutes at the end of each period for small group instruction, and one on one intervention with general education teachers, special education teachers, and paraprofessionals.

Our concurrently enrolled Mesa college math students are also supported with regular office hour support from our Madison High School math department chair to provide small group and whole group reinforcement of concept lessons and assist students with AVID like tutorials.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	11	Black or African American	Improvement in CAASPP meet/exceed proficiency	0%	30%	CAASPP Math	Annual
June 2021	11	English Learner	Improvement in CAASPP meet/exceed proficiency	0%	30%	CAASPP Math	Annual
June 2021	11	Students with Disabilities	Improvement in CAASPP meet/exceed proficiency	6.7%	30%	CAASPP Math	Annual

Common Formative Assessments

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

The math department will be administering common assessments in all course alike. Teachers will also be administering interim common assessments throughout the year to monitor students' progress over time. Teachers will meet once or twice a month during PLCs to create/update common assessments, calibrate scoring, and discuss next steps for student support.

*Proposed Expenditures for this Strategy/Activity

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03463J	Regular Teacher - Mikamo, Courtney	0.20000	\$17,801.20	\$25,583.88	0346-30100-00-1107-1000-1110-01000-3301	Title I Basic Program	[no data]		Instructional coach in math to lead quality tier 1 instruction in math and implementation of common assessment data plan.
*Additional Supports for this Strategy/Activity									
Professional Development									
*Students to be served by this Strategy/Activity									
All students, English Learner students, Students with Disabilities									
*Strategy/Activity - Description									
Schoolwide professional development focused on integrated English language development, differentiation, rigor, student engagement, and standards based grading.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Regular Teacher - Fuller, Lili				0346-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F03463H	Instructional coach for all teachers with emphasis on quality tier 1 instruction, schoolwide literacy focus with emphasis on strategies to support EL and Students with Disabilities.
*Additional Supports for this Strategy/Activity									
Administrative Walkthroughs									
*Students to be served by this Strategy/Activity									
All students									
*Strategy/Activity - Description									
<p>Administration will utilize a site-developed walkthrough tool that includes measures of rigor, student actions as represented on the 5x8 card (as noted below) developed by the Strategic Education Research Partnership (SERP) team, and department identified and agreed upon research-based instructional strategies (signature moves). Administration will provide timely and focused feedback to to teachers based on walkthrough observations. Observational data will also contribute to the identification of next steps for professional development.</p> <p>5x8 Card Student Vital Actions</p> <ol style="list-style-type: none"> 1. All students participate. 2. Students say a second sentence. 3. Students talk about each other's thinking. 4. Students revise their thinking. 									

- 5. Students use academic language.
- 6. ELLs develop language through explanation.
- 7. Students engage and persevere.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

Professional Learning Community

***Students to be served by this Strategy/Activity**

9th - 11th grade students

***Strategy/Activity - Description**

In 2019-20, the Madison High School math department participated in the pilot for Enhanced Integrated Math I. Two teachers were part of the District research team of this pilot and one was be a pilot participant. The Enhanced curriculum is based on the Kendall Hunt Illustrative Math Curriculum. This problem-based pedagogy that is the foundation of the IM curriculum will make the rigorous learning standards in the high school courses accessible to all learners. Enhanced IM 1 is a problem-based core curriculum rooted in content and practice standards to foster learning and achievement for all. Students can learn by doing math, solving math problems in mathematical and real-world contexts, and constructing arguments using precise language. Teachers can shift their instruction and facilitate student learning with high-leverage routines that guide them in understanding and making connections between concepts and procedures.

For this year, the Madison High School math department will continue to implement Enhanced Integrated Math I and also pilot our SDUSD Guaranteed and Viable Curriculum for Enhanced Integrated Math II and III.

The goals of the PLCs for Enhanced Math I, II, and III will be the development of CFAs (common formative assessments), aligning rubrics within course-alikes, and standards based gradng.

?With the focus on learning (assessment, calibrated rubrics and standards based grading), it will become easier for students, teachers, and parents to identify and pinpoint what exact mathematical concept a student is struggling with and also which ones they show strength. Assessments will provide students with more than one chance to demonstrate their understanding. Benchmark feedback will be provided and students have the opportunity to improve and strengthen their responses. This promotes and encourages students having a growth mindset.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0346H6	Prof&Curriclm Dev Vist Tchr		\$2,000.00	\$2,445.80	0346-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teacher pay for the math department to collaborate in the development and implementation of common formative assessments.

***Additional Supports for this Strategy/Activity**

In the research teachers' classrooms there will be frequent observations by district and site staff. Observers will be introduced to new instructional routines and lessons. The research and pilot teachers will be supported by District Math Resource teachers.

Funding for visiting teachers for research and pilot teachers to have time to plan and revise curriculum.

Goal 4- Supporting English Learners**Call to Action Belief Statement**

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

- 1: Closing the Achievement Gap with High Expectations for All
- 2: Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Analysis of district reclassification data indicates that Madison High School did meet its goal to reclassify the potential reclassification students at a 50% rate for 2019, but the lack of completion of the ELPAC in the 2019-20 school year leaves us with limited reclassification data. Analysis of 2018-19 PLC actions did not reflect intentional professional development focused on designated or integrated ELD instruction, nor did the data analysis emphasize how teachers would respond to learning. Therefore, strategies developed and implemented may have supported our English Learner students, but were not specific to supporting English Learners in language development. Supports for English Learners were limited and primarily focused on newcomers and not LTELs in that the ESL Assistant was utilizing a pull-out intervention method.

During the 2019-20 school year, we focused on providing specific professional development for our staff in the areas of integrated English Language Development - provided by our Office of Language Acquisition Resource Teacher. Additionally our designated ELD teachers were provided with professional development and coaching throughout the school year. All English Learners received designated and integrated ELD.

The number of classroom walkthroughs from administration was lower than we had projected; the move to distance learning in March can be one contributing factor. Of the walkthroughs conducted, the principal conducted 48% of the walkthroughs and so vice principals will need to review their calendar system to increase the number of walkthroughs. Fewer than 20% of the walkthroughs in the English classes demonstrated evidence of the use of the ELA Instructional Focus for the year - Annotating of Texts.

In observations of designated ALD classes, the dominant student actions observed were: students using a variety of grade-appropriate general and domain-specific academic words and phrases, and students engaging in a variety of collaborative discussions.

Walkthroughs in science and social science classrooms were not enough of a significant number to fairly assess the use of the literacy strategies identified by those departments.

Of the schoolwide walkthroughs, administrators identified 38% of the observations conducted showed student engagement as moderately engaged, 24% of the observations conducted showed strategic/high engagement and 10% of the observations conducted showed high authentic engagement.

In observations of rigor during schoolwide walkthroughs, 31% of the observations conducted indicated DOK level 1 rigor, 51% of the observations conducted indicated DOK level 2 rigor, and 18% of the observations conducted indicated DOK level 3 rigor. We did not observe DOK level 4 rigor in the classroom walkthroughs.

Lastly, the admin team decided to focus on three of the 5 student vital actions from the 5x8 Card for 2019-20 in support of English language development: Vital Action 1 - All students participate; Vital Action 2 - Students say a second sentence; and Vital Action 5 - Students use academic language. Walkthrough data indicated 20% of lesson observations did not indicate plan in place to elicit student participation from all students; 38% of lesson observations did not show students saying a second sentence (elaboration); and 20% of lesson observations did not demonstrate students using academic language.

Data from California Dashboard, Illuminate, and administrative walkthrough tool.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No change.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No change. We will continue to implement professional development and coaching for staff in the areas of integrated and designated ELD, as well as, funding for our EL para-educator. While students were taking a designated ELD course, the course was not differentiated for LTELs. In a SPSA review by our SSC, it was determined we discussed and recognized that our EL students have varying language needs and that our master schedule for 2020-21 would reflect a differentiation of courses for our LTEL and non-LTEL students.

***Integrated English Language Development**

Integrated English language development instructional practices will be embedded in content classrooms in order to address language development and access to curriculum. The professional development plan, with collaborative input from ILT, will focus on common instructional practices. Walkthrough protocol, developed by district's OLA department, will be utilized to observe the integrated English language development support and instruction in the classroom. The Enhanced Integrated Math 1 course will also have embedded integrated English language development support. An ELI-RT will provide in-classroom coaching support this school year. Coaching will include classroom observations, feedback to support teachers, and administrative support.

***Designated English Language Development**

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

In addition to their core English class, English Learners are placed in a designated English language development course (ALD, Literacy Advancement). Teachers of ALD and Literacy Advancement will have additional professional development provided by OLA. Walkthrough protocol, developed by district's OLA department, will be utilized to observe the integrated English language development support and instruction in the classroom. An ELI-RT will provide in-classroom 2-week coaching support twice this school year. Coaching will include classroom observations, feedback to support teachers, and administrative support.

New to 2020-21 is differentiating courses for our LTEL and non-LTEL students.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	11	English Learner	Improvement in CAASPP ELA meet/exceed proficiency	0%	25%	CAASPP ELA	Annually
June 2021	11	English Learner	Improvement in CAASPP Math meet/exceed proficiency	0%	30%	CAASPP Math	Annually

*Identified Need

The English Learner population at Madison has the largest achievement gap in English and second largest achievement in math proficiency among subgroups based on CAASPP data. English learners also have the 3rd largest achievement gap with regards to the percentage of graduates meeting UC a-g requirements (46%) with a 4% decline from 2017-18.

*Online Learning Implications

-Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.

- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.

-Formative assessment data will be collected, analyzed and feedback given to students.

-Professional development will also be offered to teachers across the district serving this English Learner group

-The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	9-12	English Learner	95% of our ELs eligible for	70	95	Other (Describe in Objective)	Annually

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			reclassification will reclassify				
May 2021	9-12	LTEL	100% of LTELs will improve summative ELPAC score by one performance level	varies per student	1 Performance Level Increase	Summative ELPAC	Annually

Enhanced Math Series Pilot

***Students to be served by this Strategy/Activity**

English Learners

***Strategy/Activity - Description**

The new Enhanced Integrated math I, II, and III curriculum will support EL students in their acquisition of English within the context of mathematics. The framework for supporting English language learners (ELLs) in this curriculum includes four design principles for promoting mathematical language use and development in curriculum and instruction. The design principles and related routines work to make language development an integral part of planning and delivering instruction while guiding teachers to amplify the most important language that students are expected to bring to bear on the central mathematical ideas of each unit. The four design principles are:

- Support Sense-Making
- Optimize Output
- Cultivate Conversation
- Maximize Meta-Awareness

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

Professional Development

***Students to be served by this Strategy/Activity**

English Learners

***Strategy/Activity - Description**

Madison High School will have ELD support course for all English Learners (ALD/Literacy Advancement). Teachers of this course will attend professional development coordinated by OLA office and be provided additional support and coaching from ELI-RT.

***Proposed Expenditures for this Strategy/Activity**

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0346H3	Prof&Curriclm Dev Vist Tchr		\$1,200.00	\$1,467.48	0346-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Professional development in the area dELD.
*Additional Supports for this Strategy/Activity									
Administrative Walkthroughs									
*Students to be served by this Strategy/Activity									
LTEL									
*Strategy/Activity - Description									
Administration will conduct focused walk throughs of the LTEL student population at Madison. In conjunction with the Office of Language Acquisition (OLA), MHS administration will utilize a walk through tool that identifies levels of student engagement and behaviors during different parts of the instruction. Administration will share observations with staff and co-create an action pan to improve the language acquisition fo the students thereby improving their understanding of the core content standards.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
ESL Assistant									
*Students to be served by this Strategy/Activity									
English Learners									
*Strategy/Activity - Description									
ESL Assistant will work with designated ELD teachers to support small group and differentiated instruction in the ALD classroom. The ESL assistant will also work with ELD teachers to provide core content area teachers information regarding EL students as follows:									
<ul style="list-style-type: none"> - Current ELPAC levels - Language goals - Appropriate supports for accessing curriculum 									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03463I	ESL Asst - Martinez, Bertha	0.75001	\$22,702.80	\$48,828.03	0346-30100-00-2101-1000-1110-01000-0000	Title I Basic Program	[no data]		Designated ELD and push in and push out support for dELD and integrated ELD.

***Additional Supports for this Strategy/Activity**

English Learner Support Plans

***Students to be served by this Strategy/Activity**

English Learners

***Strategy/Activity - Description**

Designated ELD/ALD teachers will complete site adopted tool for communicating English Learner Proficiency, classroom accommodation needs, and tools to support ELs in the classroom. This individualized support plan is developed at the beginning of each school year and shared with all teachers of English Learners.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0346H9	Prof&Curriclm Dev Vist Tchr		\$1,000.00	\$1,222.90	0346-09800-00-1192-1000- 1110-01000-0000	LCFF Intervention Support	English Learners		Development and monitoring of EL academic plans.

***Additional Supports for this Strategy/Activity**

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

- Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
- Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
- Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

- 1: Closing the Achievement Gap with High Expectations for All
- 2: Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In review of the 2019-2020 plan, we did conduct professional development with a focus on effective co-teaching during whole staff meetings. Administrators also conducted regular classroom observations utilizing a tool with specific co-teaching "look fors." In reviewing walkthrough data, 80% of the walkthrough observations with a co-teacher or paraeducator demonstrated use of co-teaching strategies from professional development. Of those co-teaching strategies, the predominant co-teaching strategy was use of cues and prompting.

In further review of our Annual Measurable Objectives, we determined that monitoring of the students' IEP progress reports, we found that our staff needs additional guidance and training on writing proper, specific, individualized accommodations for students and the implementation of the accommodations in the classroom.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Student grades and graduation rates are additional markers of student progress beyond CAASPP data. In review of cohort graduation data, UC 'a-g' completion rate data, and student semester grade data, Students with Disabilities have the lowest graduation rate data and highest 'D' and 'F' semester grade data.

Changes have been made to this year's SPSA to include added goals for cohort graduation rate, UC 'a-g' completion rate, and semester grades.

Additionally, the annual measurable objectives have

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	11	Improvement in CAASPP ELA meet/exceed proficiency	8.9%	25%	Other (Describe in Objective)	Annually
June 2021	11	Improvement in CAASPP math meet/exceed proficiency	6.7%	30%	Other (Describe in Objective)	Annually
June 2021	12	Increased cohort graduation rate	75.6%	80%	Other (Describe in Objective)	Annually
June 2021	12	Increased UC 'a-g' completion rate	40%	55%	Other (Describe in Objective)	Annually

*Identified Need

Analyzing the CAASPP data the percentage of students with disabilities meeting/exceeding proficiency in ELA declined over five years by 4.6% to 8.9% in 2019, but increased in math over five years by 4.1% from 2.6 (2015) to 6.7% (2019). While the cohort percentage of students with disabilities graduating increased in 2020, the percentage meeting UC a-g requirements decreased according to district reports. Students with disabilities continue to be the subgroup with the lowest percentage of cohort student graduation rate and lowest percentage meeting UC a-g requirements.

With a focus on improved writing of and implementation of individualized accommodations, student success in the classroom, CAASPP, and graduation rate is expected to improve.

*Online Learning Implications

-Implementation of IEP Services in Online Learning Setting

-Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc). Site focus includes regular professional development for teachers and paraprofessional regarding co-teaching strategies effective in an online setting.

-All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes

-All staff will be working as a team to support all students to accelerate their learning.

*Annual Measurable Outcomes

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	9-12	Students with Disabilities	Decrease in 'D' and 'F' grades at semester	16.7%	12%	Other (Describe in Objective)	Semester
June 2021	9-12	Students with Disabilities	Improvement over time on aFAST Reading Assesement by one or more level	N/A	40%	Other (Describe in Objective)	Tri-Annually
June 2021	9-11	Students with Disabilities	Improvement over time on Enhanced Math I, II, and III common assessments	N/A	40%	Other (Describe in Objective)	Semester

Professional Development

*Students to be served by this Strategy/Activity

Students with disabilities

*Strategy/Activity - Description

Schoolwide professional development focused on integrated English language development, differentiation, effective co-teaching practices, rigor, and student engagement.

Administrator over special education department and special education lead teachers will co-develop and facilitate professional development for para-educators, Education Specialists, and general education teachers regarding instructional models and strategies for effective and involved co-teaching.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0346GU	Prof&Curriclm Dev Vist Tchr		\$2,106.00	\$2,575.42	0346-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Focused PD on effective co-teaching strategies.
	Regular Teacher - Fuller, Lili				0346-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F03463H	Instructional coach - focus on quality tier 1 instruction with schoolwide literacy focus with emphasis on strategies to support EL and Students with Disabilities.

*Additional Supports for this Strategy/Activity

Student Scheduling									
*Students to be served by this Strategy/Activity									
Students with disabilities									
*Strategy/Activity - Description									
Students with disabilities will be intentionally scheduled to ensure access to the academic core classes with appropriate special education support. General and special education staff will ensure instruction is in direct alignment with student needs and the intervention enhances current instruction. PLCs will include ongoing monitoring of progress and adjusting support for students with disabilities as Education Specialists will participate in content area PLCs.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
The administrative team will conduct ongoing walkthroughs with a lens on students with disabilities and co-teaching practices. Teachers and co-teachers will be provided with meaningful and timely feedback.									
Professional Learning Community									
*Students to be served by this Strategy/Activity									
Students with disabilities									
*Strategy/Activity - Description									
PLCs will include emphasis on reviewing student common assessment data, professional development on reading IEPs, for implementing accommodations in the classroom, and creating UDL lessons from the beginning.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0346GT	Prof&Curriclm Dev Vist Tchr		\$2,200.00	\$2,690.38	0346-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Professional development for teachers and paraeducators with focus on effective online instruction and co-teaching.
*Additional Supports for this Strategy/Activity									

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

- 1: Closing the Achievement Gap with High Expectations for All
- 2: Access to Broad and Challenging Curriculum
- 3. Quality Leadership, Teaching and Learning
- 4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	12	African-American/Black Youth	Decrease school suspensions	11.5%	5%	Suspensions (Classroom and School)	Annually
June 2021	9-12	African-American/Black Youth	Decrease discipline incidents logged for disruption/defiance	48.5%	30%	Suspensions (Classroom and School)	Annually
June 2021	9-10	All Students	Completion of at least 1 ethnic studies course prior to graduation	N/A	100%	Ethnic Studies Courses	Annually
June 2021	9-12	African-American/Black Youth	Decrease 'D' and 'F' semester grades	14.9%	12%	Grades	Semester

***Goal 6 Supporting Black Youth - Additional Goals**

- ✓ 1. Beginning in the Fall of 2020, Madison High School site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In 2020-21 school year, Madison High School will continue to implement a site-specific system for tracking classroom referrals.
- ✓ 3. Madison High School will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. Madison High School will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
- ✓ 5. In the 2020-21 school year, Madison High School will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at Madison High School is to maintain or increase the percentage of diverse educators from current year to the following year.

***Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

In a review of 2018-19 and 2019-20 data, black students who may identify as African American students declined in enrollment from 2018-2019 (30%) to 2019-2020 (11%). African American students from Aug. 2019 to March 2020 had the lowest attendance rate of all students (92.8%) and highest chronic absenteeism rate (27.6%). 3.2% of our African American students met or exceeded proficiency in the ELA CAASPP in 2019 and 0% met or exceeded proficiency in the Math CAASPP in 2019. Our African American students also had the 3rd highest percentage of 'D' and 'F' grades (14.9%) behind our English Learners and Students with Disabilities. While suspension rates declined by 1.2% from 2017-/18 to 2018/19 a drop to 6.2% from 8.7 in 2016-17, suspension rates for African Americans in 2018-19 remained higher than the school average at 12%. This was a reduction of suspension rate of African-American students by 9.6%.

Data from annual district report and 2019 California Dashboard.

***Online Learning Implications**

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

-Culturally Responsive-Sustaining Practices and Ethnic Studies offered at the H.S. level

Boys to Men Mentoring

***Students to be served by this Strategy/Activity**

Black males

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Strategy/Activity - Description									
Boys to Men Mentoring services provided in virtual format while in online learning. Mentoring provided for 25 male students identified by our counseling, IMTSS team, and administrators.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Contracted Svcs Less Than \$25K				0346-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N0346GQ	Mentoring for students identified at-risk.
*Additional Supports for this Strategy/Activity									
Site Equity Team									
*Students to be served by this Strategy/Activity									
Black students									
*Strategy/Activity - Description									
Site equity team comprised of students and staff established in 2010. Working with SDUSD Youth Advocacy department, the team will use data to conduct a needs audit, develop a year-long plan, and assess progress. In collaboration with our SDUSD Youth Advocacy department, the team will also lead the site in professional development in the areas of:									
* Understanding Race and Our Racial Identity									
* Institutional and Implicit Bias/Racism									
*Culturally Responsive Practices									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0346GS	NonClrm Prof&Curriclm DevHrly		\$4,995.00	\$6,108.39	0346-30100-00-1971-2130-0000-01000-0000	Title I Basic Program	[no data]		Equity team work - review of data, development of plan, coordination and implementation of professional development.
*Additional Supports for this Strategy/Activity									
IMTSS Team									
*Students to be served by this Strategy/Activity									
Black students									
*Strategy/Activity - Description									

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

To accomplish this goal, IMTSS Lead Teacher will coordinate the work of the IMTSS plan. The IMTSS teacher will lead the work of school-wide and classroom level PBIS implementation, restorative justice practices, school culture improvement (#theNEST), and student intervention systems and resources. The action plan also includes the IMTSS lead coordinating professional development for PBIS, RJP, and culturally responsive teaching.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Regular Teacher - Kon Chen, Ni				0346-30100-00-1107-1000-1110-01000-3301	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F03463E	Leading IMTSS work (RJP, PBIS, interventions).
	Regular Teacher - Kon Chen, Ni				0346-30106-00-1107-1000-1110-01000-3301	Title I Supplmnt Prog Imprvmt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F03463F	Leading IMTSS work (RJP, PBIS, interventions).
	NonClstrm Prof&Curriclm DevHrly				0346-30100-00-1971-2130-0000-01000-0000	Title I Basic Program	[no data]	Goal 8- Graduation/Promotion Rate Ref Id : N0346H8	IMTSS team work (interventions)

***Additional Supports for this Strategy/Activity**

Empty space for additional supports									
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Goal 7 - Family Engagement
Call to Action Belief Statement
Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.
District LCAP Goals
5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities
Annual Review of This Goal: SPSA Reviewed 2019-20
*Analysis
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Madison High school set two parent involvement and community engagement goals. The first goal was that 50% of families (up from 25%) would note a positive response on the CHKS survey regarding increased parent education opportunities to include parents as partners in educating students. The second goal was 50% of families (up from 25%) would note increased parent involvement in site-based decision making. Due to school transition to online learning in the spring we do not have updated CHKS data to confirm if this goal was met. We developed Annual Measurable Objectives that included a fully functioning ELAC, regular parent attendance at SGT and SSC meetings, positive survey results from parents attending "Coffee with the Counselor" events, and increased parent attendance at parent education events. We were successful in having a fully functioning ELAC, but there is room for growth in this area. We had regular parent attendance and participation in SGT and SSC meeting but with an online start to the school year, this goal will remain. We continued to have little attendance at our "Coffee with the Counselor" events despite advertising in multiple languages, offering morning and evening times, and hosting events aligned to the resources parents requested at the beginning of the year. Our parent education program offered through PIQE was a success in that we had such a positive response that we have made a commitment to parents to offer it again.
*Major Differences
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The PIQE program for our parents was so widely attended at the start of 2019 that we had to use discretionary funds to increase class offerings.
*Changes
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Parent education opportunities will continue to be provided to address the needs of parents of all grade levels and targeted to topics parents have expressed interest in and which align with the goals outlined in our SPSA. All parent events will utilize multiple methods (SchoolMessenger, Social Media, Website) and languages to communicate upcoming events. In this online learning period, we will capitalize on the flexibility technology provides by hosting virtual events and also providing videos for parent events and parent education opportunities. We hope the flexible options for parents (live and pre-recorded) will help them better connect with the school in order to better support their students.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2020	Other (Describe in Objective)	To increase parent engagement by providing increased parent education opportunities to include parents as partners in educating students.	25%	50%	CAL - SCHLS (CSPS)
June 2020	Other (Describe in Objective)	To increase parent involvement in site-based decision making.	25%	50%	CAL - SCHLS (CSPS)

*Identified Need

Within the CAL-SCHLS (CSPS) it was identified that parents did not feel overwhelmingly engaged as partners in the education of their child. All three areas of the CSPS survey in regards to parent involvement (partnership, parent contributions, and input on site-based decision making) evoked "strongly agree" from only 25% of the respondents. Madison High School did not have a functioning ELAC last year, nor were parents represented in the Site Governance Team. Parents need increased opportunities to learn about their students' educational experiences and participate in meaningful meetings in order to provide parent voice and perspective.

*Online Learning Implications

- A Welcome Week was hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
 - Parents and students have access to an Online Learning Google Site where parents can find information such as posted videos and a link for immediate assistance.
 - We have also increased our presence on social media.
 - All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
 - Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
 -
- District is also supplying families with training on SEL, Wellness, Health and Safety.
- These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	ELAC	Regular parent attendance at ELAC meetings.	0	100%	Meeting Attendance
June 2021	SGT	Monthly parent representation at SGT meetings.	0	100%	Committee Attendance
June 2021	SSC	Regular parent attendance from parent representatives at monthly SSC meetings	60%	90%	Committee Attendance
June 2021	Other (Describe in Objective)	Positive survey results on site based end of year survey regarding parent education.	n/a	90%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increased parent attendance at parent education events.	n/a	50%	Other - Describe in Objective

PIQE - Parent Institute for Quality Education

***Families to be served by this Strategy/Activity**

Spanish speaking families and parents of 9th and 10th graders are the focus audiences for capturing parents early on in their students' high school careers as partners in the educational process.

***Strategy/Activity - Description**

In order to establish a culture of parent involvement as partners, Madison High School will host PIQE (Parent Institute for Quality Education) in both English and Spanish at a time in which most families responded they'd most likely attend (Madison High School Family Survey).

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03461K	Contracted Svcs Less Than \$25K		\$4,554.00	\$4,554.00	0346-30103-00-5853-2495-0000-01000-0000	Title I Parent Involvement	[no data]		PIQE fee to hold parent education sessions to increase parent participation as partners in students' education.

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Additional Supports for this Strategy/Activity										
In the event we are able to have meetings in person, we will provide light refreshments for PIQE sessions. In order to support parents in attending the meetings (if approved for in-person meetings) childcare will be provided. Attendance of counselors, administration, and other key staff at pre-determined PIQE sessions.										
Parent Meetings/Coffee with the Counselor										
*Families to be served by this Strategy/Activity										
All Families										
*Strategy/Activity - Description										
In order to provide meaningful grade-level appropriate parent education, the counselors will host monthly "Coffee with the Counselors" meetings. Meeting topics and times will be responsive to parent needs based on the Madison High School Family Survey conducted in August 2019 and from on-going feedback and requests from families. In order to ensure that all members of the Madison High School community have access to the topics and information provided, sessions conducted by counselors will be posted to the Counseling webpage. Highlights from the meeting will be included in the weekly publication "Warhawk Whisper" which is hosted on our school webpage and sent electronically via School Messenger.										
*Proposed Expenditures for this Strategy/Activity										
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale	
	School-To-Career Coord - Williams, Gregory				0346-09800-00- 2320-2100-0000- 01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 8- Graduation/Promotion Rate Ref Id : F03463K	Coordinate parent education resources, communication, and events.	
*Additional Supports for this Strategy/Activity										
In the event of in-person meetings, light refreshments for parents attending the meetings, and printing fees for materials provided to parents.										
ELAC										
*Families to be served by this Strategy/Activity										
Families of English Learner students.										
*Strategy/Activity - Description										
Madison High School will maintain a fully functioning ELAC. Representative(s) of the ELAC will attend the DELAC.										
*Proposed Expenditures for this Strategy/Activity										
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale	
*Additional Supports for this Strategy/Activity										
(In the event of approval for in-person meetings)Light refreshments for ELAC meetings. Hourly pay for EL teaching assistant to attend meetings after hours. Childcare to support families attending ELAC. Printing costs for materials and resources for parents.										

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

- 1: Closing the Achievement Gap with High Expectations for All
- 2: Access to Broad and Challenging Curriculum
- 3. Quality Leadership, Teaching and Learning
- 4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Over the course of five years (2016 - 2020), cohort graduation rates at Madison have increased from 91.3% to 94.6%. The subgroups with significant achievement gaps were Students with Disabilities (75.6%) and African American Students (87.5%). All subgroups with the exception of students with disabilities and "other" students showed an increase in cohort graduation rate.

While the graduation rates increased, this is a cautionary analysis as semester 2 of the 2019-20 school year was in an online learning environment beginning in March 2020. This included a hold harmless grading policy that may have had an impact on grades and thus graduation data for 2020. District graduation rate data used for this analysis.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The 2017-18 SPSA focused on counselors analyzing end of unit assessments five times per year. Given the counseling caseloads and purpose of the counseling team, this practice did not occur. Instead, a counselor was dedicated to the 9th grade class to provide more counseling monitoring for students transitioning to high school.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

In review of the cohort graduation data and the UC a-g graduation rate data, we have included African Americans as a subgroup for our AMOs related to graduation rate. We have also added our Homeless Youth to the increased UC a-g graduation rate data.

Madison High School will continue to focus on increased UC a-g graduation rates and providing equitable access to rigorous curriculum for all students. This is demonstrated through the schoolwide professional development, implementation of IMTSS, effective PLCs, graduation status monitoring for students grades 9-12, and parent education.

Our efforts to provide students and parents with resources and education as it pertains to post-secondary options will continue with expanded topics and greater flexibility for access. As this is year 2 of our IMTSS implementation, we will continue to revise our IMTSS plan.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	12	Increase graduation rate	93.3%	97%	Graduation/Promotion	Annually
June 2021	12	Increase in percent of graduates meeting UC a-g requirements	71%	80%	Other (Describe in Objective)	Annually

*Identified Need

Analysis came from District reports on graduation rate and UC a-g graduates.

*Online Learning Implications

Tier I for 9th Grade Students Class of 2024 - With the belief that the 9th grade year is the most critical year for student engagement, Madison High School is piloting a new 'g' elective course for all 9th grade students with the exception of those few families who elected to opt out -*Freshman Foundation*.

The new course is built with a foundation of social emotional learning, activism, anti-bullying and anti-racist teachings and learnings, and moves students through stages of self-exploration of identity, strengths, career, and college. The teachers collaborate regularly to discuss in-time supports for our freshman.

Tier II - All grades

Madison is in year 2 implementation of IMTSS in which student academic grades, attendance, behaviors are regularly monitored by IMTSS lead teacher and administration in order to identify trends and students in need of supports.

Teachers, following outreach to student and parent/guardian, use online student intervention referral form for students in need of additional intervention/support. Counselors and IMTSS lead teacher work collaboratively to determine next step support for student.

Tier III - All grades

IMTSS Team meets virtually with student and parent/guardian after student maps out individualized student plan for success with support of IMTSS intervention teacher lead. This plan is reviewed in the meeting and is regularly monitored by student and IMTSS intervention teacher lead.

School counselors reviewed spring grades during distance learning and summer school grades to determine academic plans for their caseloads. Site tech provides regular gradebook reports to IMTSS lead teacher, administration, and counselors to identify students in need of support in reaching academic goals and ultimately graduation.

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	12	Students with Disabilities	Increase cohort graduation rate	75.6%	80%	Graduation/Promotion	Annually
June 2021	12	English Learner	Maintain cohort graduation rate	100%	100%	Graduation/Promotion	Annually
June 2021	12	Black or African American	Increase cohort graduation rate	87.5%	90%	Other (Describe in Objective)	Annually
June 2021	12	English Learner	Increase in percent of graduates meeting UC a-g requirements	66.7%	75%	Other (Describe in Objective)	Annually
June 2021	12	Black or African American	Increase in percent of graduates meeting UC a-g requirements	42.9%	55%	Other (Describe in Objective)	Annually
June 2021	12	Hispanic or Latino	Increase in percent of graduates meeting UC a-g requirements	74.6%	80%	Other (Describe in Objective)	Annually
June 2021	12	Homeless/Foster	Increase in percent of graduates meeting UC a-g requirements	36.4%	45%	Other (Describe in Objective)	Annually
Postsecondary Options Education							
*Students to be served by this Strategy/Activity							
All students							
*Strategy/Activity - Description							
Focus on providing students and families information on post-secondary options. Coffee with Counselors, grade level specific advisory lessons, parent nights, and increased communication regarding opportunities. Counselor and School-to-Career Coordinator will coordinate and facilitate these activities. New Freshman Foundation course partnering with counselors to start students' high school careers with college and career research and exposure.							

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03463K	School-To-Career Coord - Williams, Gregory	0.50000	\$47,300.50	\$72,572.18	0346-09800-00- 2320-2100-0000- 01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low- Income		Coordination of school to career experiences. Works directly with community partners, students, and parents.
*Additional Supports for this Strategy/Activity									
Monitoring Students and Intervention Plans									
*Students to be served by this Strategy/Activity									
All students									
*Strategy/Activity - Description									
Increased and regular monitoring of students on track for graduation by counseling team for grades 9-12. Development of systems to better monitor, meet with students and families, and develop intervention plans. Collaboration between the counseling team, IMTSS team and administration.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
IMTSS									
*Students to be served by this Strategy/Activity									
All students, Hispanic, African-American, English learners, and students with Disabilities									
*Strategy/Activity - Description									
Focus on improving school culture in order to increase student engagement. IMTSS teacher lead and culture team facilitate regular meetings to analyze progress towards implementation of PBIS, RJP, and RtI. IMTSS teacher lead developing and implementing a plan for tiered behavior and academic interventions for students. The IMTSS team has partnered with SWIFT Education Center to strengthen our IMTSS implementation.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0346GR	Prof&Curriclm Dev Vist Tchr		\$3,418.00	\$4,179.87	0346-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		IMTSS team and teachers to implement IMTSS plan and tiered interventions.
N0346H8	NonClstrm Prof&Curriclm DevHrly		\$2,000.00	\$2,445.80	0346-30100-00-1971-2130-0000-01000-0000	Title I Basic Program	[no data]		IMTSS team to implement IMTSS plan and tiered interventions.
	Regular Teacher - Kon Chen, Ni				0346-30100-00-1107-1000-1110-01000-3301	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F03463E	Lead IMTSS implementation. Monitor tier 2 and tier 3 student behavior and academic interventions.
	Regular Teacher - Kon Chen, Ni				0346-30106-00-1107-1000-1110-01000-3301	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F03463F	Lead IMTSS implementation. Monitor tier 2 and tier 3 student behavior and academic interventions.

***Additional Supports for this Strategy/Activity**

Resources and supplies to improve school culture - #theNEST campaign.

STEAM**Our Vision**

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

In reviewing the current data and root cause analysis, the following areas will be implemented school wide at Madison High School:

- Quality Tier 1 Instruction

- Professional development schoolwide with focus on rigor (concept, process, and product), formative assessment, student engagement (PBL, culturally responsive teaching), and differentiated instruction (to meet the needs of English learners, students with disabilities, and GATE students) in order to improve student achievement and increase access to rigorous learning experiences.
- Focused administrative walkthroughs with specific teacher and student action look fors and timely constructive feedback to teachers.
- Learning walks for teachers to observe focus area instructional practices with the administrative team.

Focus on Literacy Schoolwide

- PLCs determine strategic CCSS literacy targets to support areas of growth identified by 2018-19 SBAC.

Building the capacity of teacher leaders

- Data driven Instructional Leadership Team (ILT) meetings in order to facilitate effective PLCs.
- Professional development for ILT, SGT, and IMTSS Culture Team in the areas of PLCs, grading practices, and systems of support.
- Data driven IMTSS Culture Team meetings in order to continue to align strategic interventions and supports for improving school culture.

Timely Monitoring of Student Progress

- Implementation of data analysis protocols in ELA and math PLCs.
- Administration and counseling monitoring student progress specific to English Learners and Students with Disabilities.
- IMTSS Lead and administration frequent monitoring of student behaviors (attendance, discipline incidents, and suspensions).

Focused PLCs

- Alignment of grading practices
- Use of data protocols for responding to learning
- Common formative assessments in place for core content areas
- Department plans for academic interventions

Implementation of IMTSS.

- RtI model (academic, social/emotional, behavior) tiers of intervention

- Clear and high expectations (PBIS)
- Restorative justice practices
- IMTSS Culture team
- Systems in place for review of data
- System in place for student interventions.

Online Learning Implications

While the start of this school year is online, our efforts to provide rigorous and relevant tier1 instruction has not waned. We have used this opportunity to work collaboratively as a staff to support teacher and staff understanding of technology integration, engaging students in an online format, and doubling down on our efforts to provide in-time interventions. Our professional development model has been to utilize our teachers on staff to provide in-time support to our staff in the form of recorded videos related to instructional strategies, a robust google site with staff resources, a regular weekly update, and office hours hosted by our admin, IMTSS lead teacher, and instructional coach to support staff throughout the week.

We have sought to connect with parents and students by increasing our presence on social media to provide ongoing tips and information. Additionally, we have built a robust website inclusive of staff videos and resources and a link to request immediate assistance.

Our focus on providing our IMTSS plan during online learning has strengthened as we seek to conduct outreach and provide services to help our students and families connect.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

DRAFT

APPENDIX A

BUDGET SUMMARY

DRAFT

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

DRAFT

APPENDIX C

SCHOOL PARENT COMPACT

DRAFT

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.

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APPENDIX E

2020-21 SPSA ASSESSMENT AND EVALUATION

DRAFT

APPENDIX F

WASC RECOMMENDATIONS (WASC SCHOOLS ONLY)

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