MIRA MESA HIGH SCHOOL
MID-CYCLE PROGRESS REPORT

10510 Marauder Way
San Diego, CA 92126

San Diego Unified School District

March 3-5, 2019

Accrediting Commission for Schools
Western Association of Schools and Colleges
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The Community

Mira Mesa High School (MMHS) is a comprehensive high school serving the diverse community of Mira Mesa, the largest community in San Diego with 80,000 residents. Mira Mesa is located in Northern San Diego, directly north of Marine Corps Air Station Miramar. Students who live on the base attend MMHS. MMHS is a community school and is one of the largest of 24 traditional high schools in the San Diego Unified School District, the second largest school district in the State of California, serving over 135,000 students. The community of Mira Mesa is comprised of families with a diverse blend of ethnicities, cultures, languages, and socioeconomic backgrounds. The majority of residents are Asian, with a smaller percentage of Hispanic, Caucasian and African-American families as well as a growing Indian population. Housing in the community ranges from subsidized apartments to moderately priced single family homes. We have two local feeder middle schools, Challenger and Wangenheim. With Miramar Community College just a few blocks away, students are able to explore college while in high school to further prepare for real world experiences beyond their high school years.

The School

Mira Mesa High School (MMHS) is located in the heart of San Diego County and is the northernmost school in the San Diego Unified School District. MMHS opened in 1976. Today, the campus includes three main classroom buildings, a theatre, state-of-the-art culinary arts center and video production studio, library, gymnasium with wrestling and dance rooms, weight training building, and 41 bungalows. The campus, almost one square mile, includes a multi-purpose turf field, baseball field, softball field and a stadium with a new turf field ringed by an advanced rubberized track and field area. The center quad and front of campus are landscaped nestling the campus within an urban park. The campus is located near Miramar Community College, two middle schools, several elementary and pre-schools, and a military base. Students have the opportunity to participate in internships, take college courses on and off campus, and volunteer in a unique, tight-knit community.

San Diego Unified’s Vision 2020

In 2010, San Diego Unified Board of Education created a community-based school reform plan. This plan, titled Vision 2020, is a focused long term plan to increase student achievement and to prepare students for the competitive global economy by ensuring a quality school in every neighborhood.

Vision 2020 focuses on five key areas:

- Creates improved and broader measures for student achievement
- Develops schools as neighborhood learning centers
- Ensures effective teaching in the classroom
- Engages parents and community volunteers in the educational process
- Facilitates communication and support
The model includes twelve indicators of a Quality Neighborhood School:

- Access to a broad and challenging curriculum
- Quality teaching
- Quality leadership
- Professional learning for all staff
- Closing the achievement gap with high expectations for all
- Parent/community engagement around student achievement
- Quality support staff integrated and focused on student achievement
- Supportive environment that values diversity in the service of students
- High enrollment of neighborhood students
- Digital literacy
- Neighborhood center with services depending on neighborhood needs
- Safe and well-maintained facilities

This year, the district has focused their efforts on the following areas: access to a broad and challenging curriculum, professional learning, quality teaching, and quality leadership. Mira Mesa High School aligns its instructional efforts with Vision 2020.

**District’s Mission 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.

**School Purpose**
Mira Mesa High School supports a collaborative culture and works to include staff, students, parents, and community members in the education of students.

**Mission Statement**
The mission of Mira Mesa High School is to engage students in learning experiences that prepare them for college, a career, and for life as responsible and productive members of the community. The faculty and staff at Mira Mesa High School encourage students to excel in all areas and to become active members of the campus which is evidenced by our high extracurricular participation rates.

**Schoolwide Learner Outcomes and Vision**
Our Expected Schoolwide Learner Results (ESLRs) were created by the whole staff during our previous WASC self-study in 2008-2009. During the fall of 2014, staff worked in their Home Groups to reevaluate the current ESLRs and discuss potential changes. Although some alternatives were suggested, they were not significantly different than what we already had, so the staff voted to keep the existing ESLRs. In the past we had not created indicators to show how students could demonstrate the ESLRs in their learning, so the whole staff worked together during PD to create the indicators listed below each ESLR.
Our vision is embodied by our ESLRs:

**Mira Mesa High School Graduates will be...**

**Motivated Learners** who use text, technology, and other informational resources appropriately. Students:
- incorporate multi-media to enhance classroom presentations
- determine valid sources in research and use online databases
- find information and solutions in a variety of different ways
- produce a final product using informational text and technology

**Meaningful Communicators** who analyze verbal and written information and articulate their knowledge through oral, written, and technology-based mediums. Students:
- use self-evaluation and peer editing to revise and improve work
- communicate effectively in group situations including Socratic Seminars, small groups, and pairs
- clearly express thoughts in expository and argumentative writing
- conduct oral presentations with visual aids using a rubric

**Helpful Citizens** who are ethical, respectful, self-disciplined, contribute to school and community, and embrace diversity. Students:
- demonstrate academic honesty
- earn high citizenship grades
- participate in extra-curricular activities, clubs and community service
- help to maintain a clean campus

**Solution Seekers** who use critical thinking skills to accomplish personal and group goals with creativity, flexibility, teamwork, and a global perspective. Students:
- evaluate or critique themselves and others during the process of learning
- independently seek answers and solve problems using technology and other tools
- demonstrate understanding of multiple points of view and large global issues
- work in groups to find solutions and justify their reasoning

**Mira Mesa High School Staff**
The faculty at MMHS consists of 114 certificated members and 45 support staff members including: 100 teachers, 3 administrators, 6 counselors, 2 school psychologists, 2 nurses (one full time and another for one day a week), 1 mental health clinician, and one full time police officer. In addition, we have 12 in office/clerical staff members, 2 health office paraprofessionals, 17 special education paraprofessionals, 2 ESL assistants, 3 campus security, and 9 custodial staff members.

We have 38 female teachers and 62 male teachers. Our teachers have an average of 17 years of experience, 16 within our district and 82% of our faculty has a post-graduate education. We have more than 6 ethnicities represented among our staff, although the majority of teachers are White.
Community Foundation Programs
There are many different organizations that work with students and families in our community. All partners will be listed in the following section: School-Business relationships.

In 2009 the Mira Mesa Cluster School Council (the Cluster) was formed with the goal of providing the highest quality education for all children through sharing of responsibility among school personnel, students, parents and other community members. The Cluster meets monthly and is attended by all area principals, the Area Superintendent and our elected School Board Member. The Cluster hosts booths at community events to increase community participation in the Cluster School Council. One of the Council’s primary goals is to enact Community Schools Reform. MMHS gained a Memorandum of Understanding (MOU) with SDUSD that allows us to have greater control over decisions affecting our school.

School-Business Relationships
Prior to the foundation of the Mira Mesa Cluster School Council, Mira Mesa had a Business Partnership Coalition. But since many of the business partners attended both the Business Partnership Coalition and Cluster Council meetings, the Business Partnership Coalition decided to stop meeting independently of the Cluster Council meetings. There are still many community businesses that support MMHS. Among these are the businesses and organizations directly involved with our CCTE classes. These businesses and organizations include, but are not limited to the following:


WASC Accreditation History
Dating back 20 years, Mira Mesa High School has received six-year accreditations. Visits occurred in 2010, 2004, and 1998. The 2004 and 2010 visits included a three year mid-term
visit. Most recently, Mira Mesa High School received a six-year accreditation in the spring of 2016 with a mid-cycle visit scheduled for March of 2019.

**Student Population**

**Enrollment**

Mira Mesa currently has a total enrollment of 2411 across all grade levels. Our total enrollment had a small decline of about 25 students after the 2014-2015 school year. During the 2017-2018 school year we had a sharp decline of approximately 100 students, which impacted staffing at the school. The decline in enrollment can be attributed to a smaller entering freshman class. Our school expanded our recruitment efforts and this year we have rebounded in enrollment, nearing similar enrollment numbers from before the dip. The balance of male to female student has moved from 200 more males on a consistent basis to 150 more males to females.
Ethnicity
Mira Mesa is an extremely diverse school. Our largest student demographic is Filipino followed by Hispanic, Asian and White students. The percentage of Asian students continues to grow each year. The number of African-American and White students has been slowly declining over the past 5 years.

*Note: Definition of “Asian” may differ on charts based on how the data is categorized. Some agencies separate Asian and Indochinese, but some group both Indochinese and other Asian together.
Socioeconomic Status

Free and Reduced Lunch Eligibility
Currently 1062 of Mira Mesa High School students are designated as socioeconomically disadvantaged. The current rate for determining Title 1 status for the district is 40%. Mira Mesa became eligible for Title 1 status in 2008. SDUSD uses a sliding scale to determine the amount of Title 1 funding a school receives.

Parent Education Level
Most of the parents of our students are high school graduates themselves. 43% of our parents are college graduates. 65% have attended college in some capacity.
Graduation Rates
Starting with the class of 2016, all students were required to meet UC a-g requirements to graduate high school per SDUSD. Ensuring that all students were UC a-g compliant became a top priority. Counselors met regularly with students who were credit-deficient to ensure that they were receiving the appropriate interventions to get them on-track.

Graduation rates from the last three years (see below) represent ALL students with a diploma meeting the a-g UC requirements.

<table>
<thead>
<tr>
<th>Class of 2016</th>
<th>Class of 2017</th>
<th>Class of 2018</th>
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<tbody>
<tr>
<td>94.9%</td>
<td>93.9%</td>
<td>95.8%</td>
</tr>
<tr>
<td>size 588</td>
<td>size 558</td>
<td>size 520</td>
</tr>
<tr>
<td>10 Certificates of Completion 20 non-grads (out of 588)</td>
<td>17 Certificates of Completion 17 non-grads (out of 558)</td>
<td>17 Certificates of Completion 5 non-grads (out of 520)</td>
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The Class of 2018 had 84% of students continuing their education in a post high school institution with 43% going straight to a 4 year university and 1% enlisting directly into the military.

Attendance
Mira Mesa consistently maintains a high attendance rate. We have an Attendance Coordinator who specifically works with our students and families with attendance issues.

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance for Year(%)</th>
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<tbody>
<tr>
<td>14-15</td>
<td>96.82</td>
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<tr>
<td>15-16</td>
<td>96.81</td>
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<tr>
<td>16-17</td>
<td>97</td>
</tr>
<tr>
<td>17-18</td>
<td>96.12%</td>
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Discipline
Our suspension rates have continued to decrease since our last WASC visit. Our previous suspension number peaked in 2010-2011 at 7.26% and moved down to 3.92 at the time of our
last visit. Since then, numbers have remained consistently low. In 2016-17, our suspension rate was just 2.27%, the lowest it has been in the last 10 years. We are below both state and district averages. Data for 2017-18 has not yet been compiled. Initial site-based data indicates that our suspension rates were at 3.35%

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</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>3.73</td>
<td>3.68</td>
<td>3.79</td>
<td>4.31</td>
<td>3.37</td>
<td>3.65</td>
<td>2.27</td>
<td>3.35</td>
<td>3.65</td>
<td>3.35</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0.08</td>
<td>0.06</td>
<td>0.09</td>
<td>0.08</td>
<td>0.05</td>
<td>0.09</td>
<td>0.08</td>
<td>0.05</td>
<td>0.09</td>
<td>0.25</td>
</tr>
</tbody>
</table>

D and F Percentages
The overall percentage of D/Fs in our courses has decreased from 12.5% to 10.6% in the last three years.

Failure rates improve as our students move through high school. D and F rates are consistently higher at the freshman level and decrease moving to senior year.

Currently, Math has our largest percentage of Ds and Fs at 21.6%. English, World Languages, and Science courses all have similar failure rates at around 14%. Students have a dramatically
lower failure rate in P.E. and elective courses. Focus groups noted that students had a higher pass rate in courses they were able to choose versus classes they were required to take.

Language Proficiency
The English Learner Population continues to grow. Since the last WASC visit our English Learner population moved from 7% to 9%. In addition, we have increased the number of Reclassified English Learners (RFEP) from 26% to 34%. Once students are reclassified they no longer appear in our English Learner subgroup. The number of students who are designated as Initially Fluent in English is dramatically decreasing. Mira Mesa is seeing an increase in our newcomer English Learners.
Student Performance Data

English

California Assessment of Student Performance and Progress (CAASPP) English scores were on the rise, moving up each year from 79% Proficiency in 2015 to 85.2% in 2017. Last year, we experienced a drop in our scores, moving down to 74.2% proficiency. Mira Mesa remains well above the district average on a consistent basis.

![CAASPP English: Standards Met or Exceeded](chart1)

![English CAASPP % Proficient by Subgroup](chart2)
Math
We have seen the same test score trend in our Math CAASPP scores. Math proficiency steadily rose from 2015 at 47% proficiency to 54.2% proficiency in 2017. In 2018 our scores dropped to 48.4%. Math proficiency scores trend lower than the English scores with the new CAASPP test. Mira Mesa is still above both district and state level in mathematics.
Mira Mesa High School’s goal is to graduate students who are prepared for college and careers as well as prepared to enter adulthood as responsible citizens in a multicultural society. Starting with the class of 2016, all SDUSD students are now required to pass the University of California system’s a-g requirements with a grade of D or better in each course. Mira Mesa makes sure that all students are prepared for all post-secondary options. We have developed a very broad and successful College, Career and Technical Education (CCTE) program and we are also
committed to offering a large selection of Advanced Placement (AP) courses. MMHS operates on a daily six period bell schedule with additional classes offered during zero and seventh period to increase flexibility for our students. MMHS has one of the largest enrollments in AP courses in the district. MMHS was recognized as a California Distinguished School in 1999, 2005 and most recently in 2011 as well as receiving the 2011 Exemplary College, Career Technical Education Program award from the State of California.

Intervention Programs
MMHS has a variety of interventions for students who are struggling academically. The programs are designed to support any student at risk of credit deficiency due to poor grades. These students include English Learners and socio-economically disadvantaged students as well as other students performing below standards. We provide tutoring in every subject area before school, during lunch, and after school. There are also interventions designed to meet the social-emotional needs of our students such as Anger Management, Relaxation Strategies, and Grief Support.

Special Education
MMHS all serves all types of Special Learners, including students with 504 plan accommodations and students who receive Special Education Services for the following Federal Handicapping Conditions (FHC): Autism, Intellectual Disability, Orthopedic Impairment, Multiple Disabilities, Emotional Disturbance, Hearing Impairment, Visual Impairment, Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment. There is a wide scope of individual need for these students, ranging from mild to severe and profound.

MMHS currently has three Specialized Academic Instruction (SAI) classrooms for students who have the highest level of need. These classes focus primarily on students’ Individual Education Plan (IEP) goals, functional academics and transition skills. There are three certificated Moderate/Severe Education Specialists who teach these sections of classes which include: Functional English, Functional Math, Functional Science, and Functional Transition Skills. Six paraprofessional Special Education Technicians (SET), and one Special Education Behavior Technician (SEBT), help support these students throughout the day in all areas of the school environment including academic classes, electives, lunch, and during transitions. All students in this SAI program are on track to receive a Certificate of Completion.

Our students with mild to moderate needs are supported by 9.4 Mild/Moderate Education Specialists, and ten Special Education Assistants (SEAs). SDUSD employs a co-teaching model of special education where the Education Specialists teach alongside Subject Area Teachers to meet the needs of students with IEPs and 504 Plans. We have a Transition Partnership Program that provides work incentive and workability opportunities within the school site and community. The following Special Education support classes occur within the daily program: Reading Development (diploma or certificate of completion) – below 4th grade reading level, Applied English (certificate of completion), Applied Math (certificate of completion), and Transition Skills (diploma or certificate of completion). Certificate of completion students are students who are not on a diploma track.
We have seen an increase in students needing mental health services. Our School Psychologist is on campus full-time and we also now have an additional School Psychologist on campus part time to help deal with the increased need for support. We have seen an increase in Special Education referrals coming in from school staff and parents. The Student Success Team (formerly called the Student Study Team) examines interventions and evaluates progress toward goals and future support plans. Meetings with the Special Education Department Chair, School Psychologist, Administration, Counselor, and Parent are scheduled as requested to look at new referrals. Overall we have a growing number of Special Education students.

**Online Instruction**

*iHigh – Edgenuity: Special and Regular Education*

Online classes are offered for students who may be credit deficient or in need to take a course in order to earn a diploma from SDUSD. The curriculum that is used is Edgenuity. The instructors of this course are staff members from iHigh (a virtual school in the SDUSD). A student may enroll in courses for remediation or first time credit, and Edgenuity is approved through the UC and NCAA systems. There are multiple sections of labs during the school day as well as before and after school hours. Credentialed teachers are assigned to the lab and act as mentors to the students. A student is limited to taking one online course at a time, but is not limited to how many one can complete in the year.

**College, Career and Technical Education (CCTE)**

Mira Mesa High School’s CCTE department consists of 9 instructors teaching 20 individual courses representing 6 of the state’s industry sectors. CCTE courses allow students leadership opportunities, grant exposure to industry, and to experience projects within specific career fields. CCTE courses offer the possibility for students to follow guided career pathways. Pathways at Mira Mesa include: Biotechnology, Design, Visual and Media Arts, Engineering Technology, Food Service and Hospitality, Graphic Production, Hospitality Tourism and Recreation, Production and Managerial Arts, and System Diagnostics, Service and Repair.

Each CCTE course is state approved and industry validated within each sector by several business partners on a yearly basis. All courses include basic workplace skills interlaced throughout a common “All Aspects” portion of the curriculum. Many courses are articulated with local community colleges and receive college credit through dual enrollment or the Tech Prep program. Some of these courses also receive a weighted academic score.

Our Hospitality and Culinary Arts facility recently underwent extensive upgrades funded by Proposition 1D. Our Auto facility is slated to be begin a construction upgrade this summer, while upgrade plans to our Photo, Art’s Management and Engineering facilities are being planned.

**Partnerships with Miramar Community College**

MMHS and Miramar Community College revived their partnership in 2015. This partnership allows students to take college level courses for dual credit on MMHS’ campus as well as on
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Miramar’s campus. Last year we added 11 new courses (both on and off campus) and 10 additional sections of previously offered courses. College courses above a 100 course listing receive a weighted grade on the MMHS transcript.

AVID
MMHS currently has 70 students enrolled in our AVID program. Over the past three years our AVID program has grown from one section to three. Eight staff members on campus have been trained in AVID strategies. The AVID site coordinator attends at least three AVID trainings a year to review best practices and collaborate with other AVID elective coordinators and teachers.

We offer three periods of AVID, one of which is offered during zero period to create greater flexibility for students. Classes meet on a daily basis and focus on study skills and college preparation information and activities. Students are assessed through binder checks, writing, tutorials and rubrics. Students and parents both sign the syllabus and AVID contract at the beginning of each school year. We have a designated counselor to support the students in the program. The AVID program does not have specific partnerships, but the elective teachers provide opportunities for students to learn from community members through field trips and guest speaker presentations.

AP Diploma
After meeting the requirements of the Capstone program students are awarded the Collegeboard's Advanced Placement Diploma. In order to earn a diploma, AP Capstone requires all students earn passing scores in year-one (AP Seminar), year-two (AP Research), and to have passed four additional AP tests with a score of three or better.

Advanced Placement (AP) and Honors Course Offerings:

| AP Art History | AP Biology | AP Calculus AB |
| AP Calculus BC | AP Chemistry | AP European History |
| AP French | AP Human Geography | AP Music Theory |
| AP Physics 1 | AP Physics II | AP Physics C |
| AP Psychology | AP Research | AP Seminar |
| AP Spanish Language | AP Statistics | AP Studio Art, 2 |
| AP Studio Art, Drawing | AP U S Government and Politics | AP United States History |
| AP World History | | |

AP English Literature and Composition AP English Language and Composition

Honors English 3,4; Honors American Literature; Honors Chemistry; Honors Physiology; Honors Pre-Calculus; Honors Spanish; Honors United States History
Extracurricular Participation
Mira Mesa HS students are highly involved in academics and extracurricular activities with over 1,900 students involved in AFJROTC, athletics, band, cheer, clubs, drama, or music.

We have a total of 998 student athletes on campus (this includes students who play multiple sports.) Of that number, 450 are female and 548 are male.

We also have extremely active clubs, performing arts, and AFROTC extracurricular participation. There are currently 75 active ASB clubs serving close to 1/4 of the school’s population. In addition, there are 375 students in band and orchestra, 30 in choir, 40 in color guard, and 150 in theater and arts management. AFROTC has participation across 7 specialty groups, with the participation of nearly 200 students (some participate in multiple groups).

Summary
Mira Mesa High School has a diverse population who are actively involved in campus activities. New graduation requirements that went into effect for the graduating Class of 2016 posed a challenge, but ultimately the students have risen to the challenge as graduation rates still remain high. We are continuing to grapple with our changing EL population. We have made strides in reclassifying students but that brings about obvious implications in test scores when the higher proficiency EL students are no longer counted in the EL subgroup. Scores for Math and English are still above district levels but we are concerned about the dip last year and are striving to target areas of need.

We have become more methodical in master scheduling to provide collaboration time for co-teachers. Our PLCs have turned their focus on aligning curriculum to make sure that all students are achieving the same rigor. In addition, we have tried to encourage to students to try a more rigorous course load by expanding college courses, recruiting for AP, and opening up more AVID courses.

Important questions raised by the analysis of data
- With students being tested in 11th grade only, what other data should MMHS use to drive instruction and recognize gaps in achievement?
- Does our curriculum align with assessments?
- Is the lower D/F rate in juniors and seniors due to a loss of the low achieving students to alternate programs such as charter schools, home school, drop outs, alternative schools? Or is it due to more effort by juniors and seniors understanding the importance of passing?
- Our test scores went down, but rate of Ds and Fs also went down. What is the reasoning?
- What other supports do our EL students and students with IEPs need?
- What type of events do parents want to attend? What feedback do they have?

Critical Learner Needs

**Improve Proficiency in ELA**
While Mira Mesa High School has demonstrated success in improving proficiency in English Language Arts, there is still a gap in achievement present for English learners, Hispanic students, socio-economically disadvantaged students, and students with disabilities. In addition, our African American score have dropped recently. In response, we have incorporated into our ELA goals our African American subgroup in order to address this achievement gap.

**Improve Proficiency in Math**
While Mira Mesa High School is considered a higher performing school, 55% of our students are not proficient in math based on the CAASPP. The achievement gap has been increasing and we need to address the low proficiency of our subgroup populations in mathematics for: English learners, Hispanic students, students with disabilities, and socio-economically disadvantaged students. In response, we have incorporated into our math goals our African American subgroup in order to address this achievement gap.

**Align courses using common benchmarks to more purposely evaluate student work**
*Replacing previous critical need:*
*Use Illuminate more purposely across all content areas as a means to analyze student academic (progress)*

We see a need to look at student work and data more purposely to be able to have discussions on student progress. We realized that our teachers needs to better align their curriculum and benchmarks/common assessments in order to effectively discuss student progress. This is particularly important since the CAASPP only occurs in 11th grade. Some benchmarks may take place in formats not conducive to illuminate (CAASPP testing, AP, CAASPP benchmarks). We would like to focus our attention on aligning our classes first in order to discuss student work more effectively.
II: Significant Changes and Developments

Instructional Changes

Capacity Builders- Capacity Builders are teacher leaders willing and able to share and lead professional learning with colleagues across the district and staff members at their sites. They hold social capital at school sites and are excited about learning and growing as professionals. Capacity Builders learn from district resource teachers and colleagues about various initiatives, unit development, and quality instruction.

Over the last two years our Capacity Builders (site leaders in English, Science, and History) have been focusing on Marzano’s strategies in critical concepts to facilitate the development of the Year at a Glance within their Department via PLCs. This year we have worked to incorporate common assessments within the pacing guides to drive opportunities to discuss student work and progress.

Leadership Labs- Beginning this year (2018-2019), our math department has benefitted from a new format for professional development. In years prior, math was included in Capacity Builders, the decline in math scores dictated a more intense practice, hence the formation of Leadership Labs. Each high school in SDUSD sends a team comprised of a math teacher, a vice principal and the principal to the Leadership Labs. There are four days dedicated to this district-wide training. During the training, led by Dr. Kevin Callahan, data is reviewed as well as best practices shared. The information reviewed is to be disseminated to the departments. District-wide assessments have been introduced to gather a baseline and, with these guided professional developments, more assessments will be mandated in the future. These professional development days have been well received by both the leaders of the school, as well as the math teachers.

Master Schedule Planning/Co-teaching Model- In order to provide ample time for teachers to work together, we have prioritized common prep time for co-teachers within the master schedule. In addition, special education teachers are now focused in a single-subject or level throughout the day.

Placement for Math- Due to the restraints students experience in middle school (highest math taught on a middle school campus in Adv. Integrated Math 1), the math department experienced students being “held back” by the traditional schedule. Due to this situation, the math department was able to identify a challenge test to allow students to be properly placed. By allowing students to challenge into higher level math (after the completion of Integrated Math 2, students can either challenge to Honors Precalculus, or wait until the completion of Integrated Math 3, to allow a placement into Calculus) thus allowing the students to complete their high school career obtaining a higher level, more appropriate math placement.
New Math Pathways (electives)
PowerUp- A new support class offered for Integrated 1 students. Placement came from 8th grade students who struggled in math.

Financial Math- This class was added in response to a community request for real-life educational experiences. The course teaches students basic financial math needed in the real world.

P.E. Requirements- Passing the FitnessGram is no longer tied to required P.E. enrollment (beyond two years). Students are still required to have two years of P.E. to graduate but in the past if students did not also pass the FitnessGram they were required to continue taking P.E. (sometimes all four years if they continue to not pass the test). Taking away this requirement frees up student schedules to take additional electives, remedial classes if necessary and/or accelerated classes.

Programs Changes/Additions

NMSI
In 2018, Mira Mesa qualified for The National Math and Science Initiative (NMSI) College Readiness Program (CRP) grant. In summary, the focus of the CRP grant program is to "increase the number of students taking and earning qualifying scores on Advanced Placement math, science and English exams, while expanding access to rigorous coursework to traditionally underrepresented students." It consists of teacher, student and school supports such as content-specific training, mentors, student study sessions, equipment and supplies, online resources, exam fee subsidies, academic and program expert consultation, and performance analysis. NMSI is a 10-year-old program that has been implemented in 217 high schools that serve military families in 31 states, 93 military installations and four military services. This year, NMSI has offered Professional Development for AP and Pre-AP teachers during the summer and has offered workshops to AP students on the weekends.

McAlister's Drug Intervention Program. New to Mira Mesa in 2018, this is a site-based approach that can be an alternative to suspension due to drugs or alcohol. Three sites in the district are participating in the program which is housed on campus at Mira Mesa High School. Through this prevention and drug education program, students experience therapy in a group setting and as individuals. The students will graduate the program after 90 days of enrollment, and clear drug screenings. If a student is dropped from the program due to non-attendance, the school is notified and the suspension is enforced.

Professional Development Funding- Educator Effectiveness Grant
Mira Mesa benefitted from the Educator Effectiveness Grant which provided approximately $35,000 a year to cover subs and other expenses related to professional development. The grant ended at the end of the 17-18 school year. Fortunately the district has come up with new professional development funding to replace the grant. This year we have been allocated nearly
$40,000 for professional development. It is unclear what PD funding will be available for upcoming years.

Expansion of Community College Program
Since our last visit, Mira Mesa High School has increased the number of college courses offered. We now have 25 different college courses with a total student enrollment of 426. These courses are offered both on and off campus and allow students the opportunity to receive true college credits as well as weighted high school credit in some cases. Courses include:

- Admin of Justice 101, 102
- Auto 061, 062
- Auto 076, 076
- Business 100
- Business 157
- Child Development 101
- Child Development 141
- Communication 103
- English 101
- English 205
- Health 101
- Math 96
- Math 116
- Math 119
- Math 150, 151
- Math 252
- Math 254
- Personal Growth 120
- Political Science 101, 102
- Psychology 101

Organizational Changes

Staffing Changes
Enrollment fluctuations have resulted in staffing changes over the last three years. During the last WASC visit we had an upswing in enrollment. We were allocated an additional 4 FTEs during the 16-17 school year. The site elected to hire 2 additional teachers with concern that we would lose additional positions if the enrollment decreased. There was also hope that if we did have to reduce then perhaps the saving from those position would be realized. During the 17-18 school year we lost 4 FTEs due to enrollment. That year we also reduced our Administration from 3 VPs down to 2. This year, 18-19, our enrollment has again increased and we gained 4.4 FTEs. The site elected to hire one English teacher and to allow teachers the option to teach a 6/5 (one more class during their prep) in order to lower class sizes and increase elective availability.

Addition of the Dean/Athletic Director Position- During the 17-18 year, when our Administration was reduced from 3 to 2 VPs, the Dean/Athletic Director position was created. Our VPs had more than 1,200 students on their caseloads and it simply was not reasonable. The creation of the Dean position allowed VPs to be relieved from dealing with discipline issues throughout the day. It also provides consistency with our discipline, since students are now hearing expectations from just one source.

Elimination of Literacy Resource Position. The Literacy Resource position was initially developed to coordinate the transition to Common Core and facilitate the 10 professional development release days provided from the district during the first two years of the transition.
Addition of Attendance/Testing Coordinator Position- Prior to creating this position we did not have a specific Attendance Coordinator. Since the creation of the Attendance Coordinator position, our attendance rates have gone up. We have consistently been one of the top schools for attendance in the district.

Reorganization of Parent Organizations
The parents decided to combine PTO and Foundation groups together into one organization. The primary difference between the two was that the Foundation's goal has always been to raise funds for the school whereas the PTO was more focused on parent volunteer events and activities. To make the organization more efficient, the parents decided to join forces and not duplicate efforts. The Foundation relies on the annual Taste of Mira Mesa event, as well as the weekly Farmer's Market and membership dues as their main sources of income. The fundraisers support school departments, athletics, extracurricular activities (i.e. ROTC, clubs, etc.) as well as providing scholarships to seniors every year.
III: Ongoing School Improvement

At Mira Mesa High School, data is shared with stakeholders on a regular basis. Testing data is reviewed with all staff in the beginning of each year, then analyzed in greater detail within departments. The SSC reviews data midyear to ensure Title One Funding is aligned with needs and goals. Data information is also shared with parents at Open House and at Principal Chats held in the fall and spring.

Counseling reviews grades and progress every six weeks in order to provide interventions as necessary. Our Attendance Coordinator reviews and addresses attendance issues on an ongoing basis and sends out updated information to all staff every six-weeks which includes information on students with attendance issues in specific classes.

The Instructional Leadership Team (ILT) is comprised of department heads, administrators, and other leaders on campus. The group meets monthly to discuss instructional practices and to communicate between departments and leadership.

The WASC action plan was initially created with the first three goals outlined in our self-study report. The WASC team agreed with our three goals and outline three additional areas of critical need to address. WASC groups were created to include staff members from both certificated and classified staff, as well as parents.

We first reviewed the data in WASC focus groups to determine our progress as well as areas in which we still need improvement. Groups determined when additional data was needed to be collected and reviewed as necessary. Math and English departments met separately to review the progress on the achievement gap for math and ELA. All groups recorded observations using a shared Google document. Groups determined what “next steps” needed to be taken. Those “next steps” were then incorporated into our action plan.

Progress and revision of our action plan as well as the mid-cycle report was presented to ILT after feedback was provided from our WASC groups. ILT helped to revise the goals as necessary and developed additional steps. The process sometimes involved ITL members going back to their department before providing feedback. WASC stakeholder progress was shared weekly at admin meetings and editing/revisions occurred on a regular basis.

The WASC Mid-Cycle Progress Report was co-created by a variety of stakeholders at Mira Mesa High School. Staff were provided a variety of opportunities to collaborate either through focus group meetings, department meetings, or through shared Google documents.
IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

There were six Critical Areas for follow up left by the WASC Committee. Over the last few years, Mira Mesa has worked to address each of them. Below are the critical areas as well as an overview of how MMHS has worked to address each area:

1. Improve Proficiency in ELA
2. Improve Proficiency in Math
3. Improve Parent Involvement
4. Align professional development to better focus on research-based teaching and learning strategies
5. Use Illuminate more purposely across all content areas as a means to analyze student academic [progress]
6. Investigate intervention strategies to address the D/F rate
Action Item 1: Improve proficiency in English Language Arts

Goals: ELA proficiency as measured by the CAASPP for grade 11 will increase by 3% annually

English Language Arts: Achievement Gap Subgroup Goals:
EL student proficiency in ELA as measured by the CAASPP will increase by 5% annually
Hispanic student proficiency in ELA as measured by the CAASPP will increase by 5% annually
Disabled student proficiency in ELA as measured by the CAASPP will increase by 5% annually
Socio-economically disadvantaged student proficiency in ELA as measured by the CAASPP will increase by 5% annually

English CAASPP scores were on the rise, moving up each year from 79% Proficiency in 2015 to 85.2% in 2017. The year 2017 accounted for the school’s best test scores (we were top in the district) the district scores also peaked that year. Mira Mesa remains well above the district average on a consistent basis. Last year, we experienced a drop in our scores, moving down to 74.2% proficiency. During our drop last year, it appears that every sub-group also experienced a drop in scores. The exception being our Multi-racial group as the only group to improve from 2017-2018. Our EL subgroup experienced a large gain in 2017 and then large drop in 2018. Our drop in our African-American scores is also of concern.

What might account these changes?
In 2017, it seems as though teachers had finally figured out how to teach some of the skills on the test. That was our best year. The concern is why that might have changed the following year. We put a large emphasis on trying to get all students to take the test, but some students are not required to test and that might be negatively impacting our scores. (Ex. special education non-diploma bound.) Teachers noted how some students might count for more than one subgroup (Double listed for Special education and EL that maybe should not.) More distracting students in testing room, louder environment with some students finishing earlier than others. There is concern that students have reached a frustration level with the testing.

There also may be a lack of teacher buy-in since students are only tested at one grade level. In addition some students do not care about the test, since there is not a consequence for not doing well, nor is there an incentive to perform well.

What can we do to focus on closing the Achievement Gap?
- Change testing environment to smaller groups rather than large
- Find resources to fund the reward system (bring back the hoodies)
- Books that are updated
- How we can come up with ways that replicate the test?

What are our next steps?
We need more specific data on testing skills. It would be helpful to look at incoming 9th graders scores from 8th grade (Do our trends match? Change?). We need to also look at strand data.
more to see where we should focus lessons. As of yet, the strand data has not been accessible. We would like to look closer at the practice test to become more familiar with it.

<table>
<thead>
<tr>
<th>Progress</th>
<th>Supporting Evidence</th>
</tr>
</thead>
</table>
| **Master Planning/Scheduling**<br>Teachers are now teaching similar courses from year to year (creating consistency and allowing for better collaboration in PLCs). Last year, teacher created their own schedules within their departments allowing teachers control over the needs of the department. (Admin did have the final opportunity to make changes as necessary).<br>We have scheduled common preps for teachers of the same course with priority going to courses with the highest number of struggling students.<br>We now also have common preps with co-teachers and co-teachers are teaching in just one subject/course so as to ensure consistency<br>We still have a larger percentage of special education and EL students in the general ed. classrooms (above 30%). This is not a problem for EL since the homogeneous grouping works well (having specific EL classrooms). However, teachers would like to see the percentage of special education students greater reflect the 30% or less mainstream structure. Teacher staffing has impacted the percentages as well as special education teachers having two prep periods (one for collaboration with the co-teachers and another for case management)<br>**Interventions/Support Classes**<br>Literacy support classes are now embedded within the ELD block with the same English teacher. A literacy academy class is offered through for students that need support.<br>**Professional Development**<br>The district has moved away from QTEL. However, we have now developed a cross-curricular EL team (started in 2018) that attends district trainings for EL students. These teachers teach EL students in English, math, science, and history. Strategies learned are then shared with their departments. In addition, the team is able to support one another and collaborate at the trainings.<br>• Master Schedule<br>• Training materials<br>• AVID site plan
We have expanded AVID class offerings to provide additional support for students. Over the past three years our AVID program has grown from one section to three.

PLCs are organized around common grades, course or instructional concern. Within the departments we have engaged in vertical teaching to align courses 9-12 with the Years at a Glance. Course-alikes have been the focus, however.

| Department notes | Years at a Glance |

**Action Item 2: Improve proficiency in Mathematics**

**Goals:** Mathematics proficiency as measured by the CAASPP for grade 11 will increase by 3% annually

**Mathematics: Achievement Gap Subgroup Goals:**
- EL student proficiency math as measured by the CAASPP will increase by 5% annually
- Hispanic student proficiency in math as measured by the CAASPP will increase by 5% annually
- Disabled student proficiency in math as measured by the CAASPP will increase by 5% annually
- Socio-economically disadvantaged student proficiency in math as measured by the CAASPP will increase by 5% annually

Over the last three years, the district has remained flat on the CAASPP math scores (2015 = 37.2 to 2018 = 37.1). MMHS rose from 47.1 to as high as 54.2, but then dropped back down to 48.4 in 2018. At our peak in 2017, MMHS was 16.6 points better than the district average or 44% above the district. In 2018, we had a drop, but this is still 11.3 points above the district which is 30% higher than the district average in 2018. As with most schools, certain subgroups stand out among others.

Most subgroups stayed close to their traditional averages with small gains or drops. However, African Americans took a big drop. In 2015, this group scored exceptionally well, over 50% proficient, beating the school average, but unfortunately dropped down dramatically since then. ELs, which were low, dropped further.

**What might account these changes?**

For African Americans, the 2015 group scored very high compared to previous trends. Maybe that year, more were enrolled in higher math classes than recently. We would need demographic data from enrollment to know this.

ELs continue to struggle due to the high literacy needed to comprehend the math questions and even the instructions/directions on how to answer the questions. We have recently had an influx of new EL students from Central America with extremely low skills. These students had not been in school in their previous country. Coming in, these students lack even the most basic skills including reading, counting, operating a computer, or understanding what a test is.
Also, the most recent scores are reflective of students who have gone through the Integrated Math 1, 2, 3 curriculum as opposed to the old Algebra 1, Geometry, and Intermediate Algebra curriculum. The lack of a solid book may have led to a deficit in math skills acquired.

**What can we do to focus on closing the Achievement Gap?**

- Encourage more African American students to take advanced math and higher level math classes.
- EL students need more practice doing the questions on the computer to be familiar with the instructions and format.
- Having teacher aides for EL classes like is done for Special Education students would be helpful.

**What are our next steps?**

This year we have added two African American math teachers to our department. This helps diversify the role models that students see.

School-wide, changing testing from when math teachers administered the test to their own students to currently placing all students in the library and has led to a culture among students that the test does not matter. Previously, students wanted to do well for their teacher. Each teacher received their scores and would try to outdo the other teachers. Students do not see their scores either until it is irrelevant to them. We also rewarded students with a dance for high scores. We are looking into the logistics of doing this.

Previously, there was often a mystery as to what questions were being asked on the CAASPP, how questions were phrased or designed, or what topics should be covered. Recently, math teachers have received sample CAASPP math questions and are now incorporating more CAASPP style questions into their assignments and tests.

The district is now pushing a revision of how mathematics is taught emphasizing real world applications, higher knowledge thinking, and in depth problems with a variety of ways to solve. The old methods of drilling procedures and speedy computations of redundant problems are being phased out. Colleges and the SAT reflect this new practice. The CAASPP also reflects these types of problems.

In the spring of 2018, a math coach came to the school to help the Integrated Math 1, 2, and 3 teachers. They specifically focused on the Integrated Math 1 teachers. Many teachers in all math classes were still teaching the old algebra standards, curriculum, and methods. The math coach helped the teachers align their curriculum with the current common core standards and the district Year-at-a-Glance documents. Teachers now have new Scope and Sequence plan for the 2018-2019 school year that aligns with the Common Core standards and the CAASPP.

The math department and administration continues to look into new curriculum for the math department or modifying the current one.
“Professional Learning Communities” (math teams for like subjects) meet regularly to discuss curriculum, pacing, and common assessments. Teams are improving their collaboration this year with a goal in mind of improving student achievement and improving CAASPP scores.

<table>
<thead>
<tr>
<th>Progress</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math teachers continue professional development training. Math Department chair attends</td>
<td>• Leadership Labs,</td>
</tr>
<tr>
<td>Leadership Labs. Other teachers have attended Capacity Builders and other training.</td>
<td>• Capacity Builders</td>
</tr>
<tr>
<td>Aligned teachers with math subjects they are best suited to teach.</td>
<td>• ERO classes</td>
</tr>
<tr>
<td>Each PLC assigned a team leader who keeps the team on task and who reports to the Math</td>
<td>• Department Notes</td>
</tr>
<tr>
<td>Department chair.</td>
<td>• PLCs</td>
</tr>
<tr>
<td>Class added to address entering freshmen who failed math in middle school.</td>
<td></td>
</tr>
<tr>
<td>“Power Up” math class implemented this year 2018. Approval to continue program for next</td>
<td></td>
</tr>
<tr>
<td>year.</td>
<td></td>
</tr>
<tr>
<td>Financial Math class started in 2018.</td>
<td></td>
</tr>
<tr>
<td>Math Dept. chair is on Site Governance Team, Instructional Leadership Team, and WASC</td>
<td></td>
</tr>
<tr>
<td>subgroup. He meets regularly with the Principal and Vice Principal to improve student</td>
<td></td>
</tr>
<tr>
<td>learning such as future adoption of new collaborative learning desks instead of traditional</td>
<td></td>
</tr>
<tr>
<td>desks.</td>
<td></td>
</tr>
<tr>
<td>New math class for students who have completed Math 1, 2, 3 and want to continue their</td>
<td></td>
</tr>
<tr>
<td>math education but aren’t ready for Pre-calculus or higher level classes.</td>
<td></td>
</tr>
<tr>
<td>Math department chair worked with math teachers to ensure everyone had a proper teaching</td>
<td></td>
</tr>
<tr>
<td>assignment for math classes that met their desires and skills.</td>
<td></td>
</tr>
</tbody>
</table>
During school year, a new teacher was hired and swapped classes with another teacher so that both had a better fit for their skill sets.

Teachers continue to receive common prep periods if possible.

Professional development continues to be offered to teachers.
  Several math teachers visited Scripps Ranch High School to see their MVP math program.

Math teachers continue to look for innovative curriculum

PLC’s continue to gain cohesion.

Math Department chair has a large role in school site decisions starting in 2018.

**Action Item 3: Improve Parent Involvement**

**Rationale for action items:** Many parents are actively involved in extracurricular activities across the MMHS campus, but they do not represent all of our students. In order to support increased academic achievement, parents of ALL students need more opportunities to be involved with the school community and the academic lives of their students.

**Goal:** 50% participation rate for parents attending a minimum of two academic workshops, presentations, or orientations specifically planned to assist parents in supporting students at the high school level.

**To what extent are we currently meeting the goal?**
- Parents who attend events go to at least two events each year, but do not see 50% of other parents. Basically, same parents going to each event.
- Not currently meeting the goal (we have enough events but we need to work on outreach making personal connections) - Marauder Mask is very useful to some.

**What should we be offering to better meet the goal?**
- The teachers that are more connected with parents (emailing, phoning expectations) - these encourage parents to be more likely to join.
- Another open house at the end of the year where students show off what they learned to parents (Spring show-off where students show off work).
• Many parents are not native English speakers which makes it difficult to communicate unless the child asks the parents to go.
• Encourage students to bring parents more often or offer translators (so have more student & parent events).
• More “fun” academic events that involve student - parent interactions (similar to cultural nights) where students recite poetry to parents and perform for them.

<table>
<thead>
<tr>
<th>Progress</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods of communication with parents: Teachers and school staff will make phone calls, send emails and letter to parents to inform them about:</td>
<td>• Marauder Mask digital copies made available</td>
</tr>
<tr>
<td>Marauder Mask is a weekly, informative newsletter that updates parents with school information.</td>
<td>• M5 available on school website</td>
</tr>
<tr>
<td>Marauder 5 is a daily 5 min broadcast for students.</td>
<td>• Parent tab on website</td>
</tr>
<tr>
<td>School Website is a location where parents can see the calendar of events and schedules and contact information.</td>
<td>• PowerSchool Log in Reports</td>
</tr>
<tr>
<td>Email and phone blast - is messenger broadcast to all parents/staff to communicate more urgent messages</td>
<td></td>
</tr>
<tr>
<td>Robo calls - automated messages that staff can select individual students and messages. Easy mass communication to parents via School Messenger</td>
<td></td>
</tr>
<tr>
<td>Marquee - billboard out front on Mira Mesa Blvd for the community and one in mid of campus for students</td>
<td></td>
</tr>
<tr>
<td>PowerSchool - online access to grades</td>
<td></td>
</tr>
<tr>
<td>Notifications should be more on display around and outside the campus. Added signage and moving Marquee to Mira Mesa Blvd.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus events to involve parents should include:</th>
<th>• Master copies of fliers in counselor’s office</th>
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</thead>
<tbody>
<tr>
<td>Event Description</td>
<td>Details</td>
</tr>
<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>College Fair</td>
<td>Counselors host college fair for 11th graders and families in spring. The evening event consists of 40 colleges.</td>
</tr>
<tr>
<td>Back to School Night, Open House (Fall)</td>
<td>All teachers share what happens in their classrooms (grading policies, class rules, etc...)</td>
</tr>
<tr>
<td>8th Grade Open House (Spring)</td>
<td>8th graders and families from Feeder Middle schools - Students from middle schools come and talk to teachers about their classes and plan for freshmen classes.</td>
</tr>
<tr>
<td>Freshmen Orientation</td>
<td>Prior to the school year, parents, students, administrations, and counselors meet in the evening and presents information about the school and what to expect.</td>
</tr>
<tr>
<td>Grade level Orientations</td>
<td>Returning students pick up schedules, books, IDs, etc... at the beginning of the year before school starts.</td>
</tr>
<tr>
<td>English Learner- ELAC</td>
<td>ELAC teacher goes to the district with parents and attends a meeting to make sure that parents of English Language Learners have their voices heard.</td>
</tr>
<tr>
<td>Taste of Mira Mesa</td>
<td>Fundraiser put on by the MMHS foundation at a nearby location in which restaurants and other service providers in the local area bring sample services. Raffle baskets are donated by school affiliated organizations to earn money for those groups. The event features a few student performances as well.</td>
</tr>
<tr>
<td>Dive Into High School (incoming Freshmen)</td>
<td>Prior to the school year, parents, students, administrations, and counselors meet in the evening and presents information about the school and what to expect.</td>
</tr>
<tr>
<td>Counselor College Nights</td>
<td>Run by counseling where information is given to parents and students (information is only provided by counselors). Packets of information are given to help students plan for college.</td>
</tr>
<tr>
<td></td>
<td>• Sign in Sheets</td>
</tr>
<tr>
<td></td>
<td>• Photos</td>
</tr>
<tr>
<td></td>
<td>• Registration Logs</td>
</tr>
<tr>
<td></td>
<td>• Facility Meeting Reservation</td>
</tr>
<tr>
<td></td>
<td>• Master Calendar</td>
</tr>
<tr>
<td></td>
<td>• Report on Active Log in</td>
</tr>
</tbody>
</table>
Filipino Cultural Night - Filipino class students showcase what they’ve learned from class. It’s also a competition between periods. Last year there were approx 400 attendees and performers. About 100+ parents attended the event. MMHS community is invited to perform or to watch the event. MMHS staff and students performed Filipino songs and dances (traditional and pop), Spanish cultural songs, etc.

TRACE Night - Representatives from TRACE present information about the mod-severe program to potential students and their parents for options after high school.

FAFSA (Financial Aid) Night - a night hosted by counselors to explain to parents and students how to complete the FAFSA.

Spanish Mother’s Day - This event involved parents and students working together on World Language objectives: Reading, writing understanding and speaking. Spanish Students prepared for this event during two months. They wrote their own Family Books and Poems and dedicated them to their mothers/parents. Participation was very successful with 100% participation. Students and parents listened to each other and interacted with each other while reading and reciting. There was also music and special Mother Day songs sang by several students.

Scholarship Night - Counselors host an evening for parent and students as a resource to share information on finding scholarships and grant opportunities. Counselors explain how to fill out the forms as well as time frames. Students may attend in addition to sessions hosted for seniors at other times.

Culture Night - Similar to Filipino night where students have presentations about their cultures for parents. Cooking Night - Foods and Culinary class open house to showcase students learning of cooking techniques.
<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent portal trainings</td>
<td>Explanation for parents on how to sign up for online parent access to student attendance, grades, assignments, and teacher comments. Technical assistance is provided.</td>
</tr>
<tr>
<td>Principal’s Chat</td>
<td>This is a Q&amp;A session for parents to address the principal as well as time for the principal to share with parents upcoming situations that may affect the campus. This is hosted in the media center often with some snacks.</td>
</tr>
<tr>
<td>Special Olympics</td>
<td>Allows students with Special Needs to compete in a variety of athletic events such as basketball etc. Parents and various people from the community attend. Students from other schools compete against each other in teams. The student body is able to watch during the school day and cheer for the players. Also, there are typical students in general education who will be involved with things such as refereeing the games etc. Teachers coach the teams and there are cheerleaders. Parents usually will attend to watch. Typically, the event is taped and some of the standout players are interviewed and then there is a segment on Marauder 5 sports news about the Special Olympics.</td>
</tr>
<tr>
<td>Promise program</td>
<td>Student attends an orientation at a Community College and takes a mandatory course to learn about academic responsibility. Upon completion the community college will pay for up to the first two years at a Community College. This is available to recent graduates so current seniors do some of the preparation work on campus. Parents need to attend parts of the orientation.</td>
</tr>
<tr>
<td>Graduation</td>
<td>Families of graduating seniors attend a ceremony to present diplomas and listen to speeches.</td>
</tr>
</tbody>
</table>

Numbers of organizations to involve parents include:

- Mira Mesa Foundation - The Foundation is the main parent volunteer organization for MMHS. Last year, the
PBO combined together with the Foundation. The fundraisers support school departments, athletics, extracurricular activities (i.e. ROTC, clubs, etc.) as well as providing scholarships to seniors every year.

SGT - Site Governance Team: Advisory to the principal on issues and concerns of the school. Parent and community members are a part of the council.

SSC - School Site Council: Advisory to the principal on budget concerns and decisions. Parent and community members are a part of the council.

CSC - Cluster School Council: Representatives from all Mira Mesa area schools come together to discuss common goals. Parents are welcome to come. School Board members also attend to address concerns.

<table>
<thead>
<tr>
<th>Translation Services:</th>
<th>• Current office personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual attendance clerks will translate during meetings and events.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Large number of extracurricular activities where parents get involved include:</th>
<th>• Master Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Band, sports, plays, concerts</td>
<td>• School Website</td>
</tr>
<tr>
<td>• Area band concert for several schools</td>
<td></td>
</tr>
<tr>
<td>• Club Events</td>
<td></td>
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<tr>
<td>• Movie night</td>
<td></td>
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<tr>
<td>• Online art exhibit via VAPA</td>
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<tr>
<td>• Award assemblies</td>
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</tr>
<tr>
<td>• Alumni outreach (theater and band)</td>
<td></td>
</tr>
<tr>
<td>• Cultural events (Mother’s Day and Filipino Day).</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>Provide documented communication to the parents of struggling students on a regular basis</th>
<th>• Communication logs turned in by every teacher to admin and teachers calling/e-mailing on a more regular basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra help for military families</td>
<td>• Military Counseling Liaison</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Grades available for parents to view</td>
<td>• Parent Portal</td>
</tr>
<tr>
<td>Parents stay updated with classes via web platforms. Expanded Google Classroom trainings for teachers.</td>
<td>• Google Classroom, Haiku Learning, Moodle, School Website.</td>
</tr>
<tr>
<td>Increased attempts to get parents to volunteer</td>
<td>• Volunteer Packets made available for parents</td>
</tr>
<tr>
<td>Involvement of parents in IEPs/504s</td>
<td>• Attendance figures for IEP &amp; 504 meetings</td>
</tr>
<tr>
<td>Increased efficiency in communicating absences &amp; tardies to parents Attendance support</td>
<td>• Attendance reports</td>
</tr>
</tbody>
</table>

**Action Item 4: Professional Development**

**Goal:** Align professional development to better focus on research-based teaching and learning strategies

Over the last three years, we have used PLC cycles within departments to structure our professional development. Our PD within departments has included research-based training (typically provided at the district level) which is then shared/taught to the rest of the department.

**What are we doing well?**
- We utilize a variety of data to inform our classroom practices.
- Having the modified schedule on Mondays allows for more collaboration between teachers as well as time to review best practices.
- Teachers and staff members are attending a wide variety of PDs.
What difficulties are we having?

- Finding enough funding to enable teachers to attend appropriate conferences for professional development.
- Not enough visits from resource teachers from the district to advise instruction.

What could we be doing differently?

- The school could solicit for educational experts from outside of the district.
- More collaboration across departments during PLC days
- Share out information to all teachers, despite grade level, how their past students did on the CAASPP.

<table>
<thead>
<tr>
<th>Progress</th>
<th>Supporting Evidence</th>
</tr>
</thead>
</table>
| Department chairs attend Capacity Builders (district-led training) to establish research-based practices and share their learning with their own departments. | • Department Meeting Notes  
• Scope and Sequences using Critical Concepts |
| Math members attend Learning Labs | |
| CCTE AME teachers attend biannual meetings with fellow CCTE instructors to study best practices in project based learning which is related to cooperative learning strategies. | • CCTE Meeting agenda  
• AP scores from College Board  
• CAASPP scores from Illuminate  
• PD Agenda |
| AP teachers review AP scores to improve or modify practices. | |
| Junior English teachers review CAASPP scores from the previous year, and then compare the highest and lowest scores. The teachers then determine what they need to focus on based on the previous year’s scores. | |
| Review scores from previous year’s common assessments for General Chemistry | |
| CCTE teachers review data pertaining to work-based learning | • PD Agenda for Chemistry  
• CCTE slide show |
<table>
<thead>
<tr>
<th>Individual teachers attend subject specific PDs relevant to their professional growth</th>
<th>• ERO sign-ups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual teachers from World Language attend conferences and workshops and share out at PD.</td>
<td>• Brought books back from BEHR workshop and teach strategies for language acquisition that we learned to our colleagues. We share new resources such as google docs, google slides, web links, authentic texts and articles.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IEP Case managers use data to create IEP goals</th>
<th>• IEP, WJIV, records review, PowerSchool grades, incident reports, CAASPP scores, CAA (California Alternative Assessment), CMA (California Modified Assessment) observations, teacher feedback.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case managers collaborate with general education teachers to identify needs of students.</td>
<td>• ERO sign in sheets</td>
</tr>
<tr>
<td>Case managers communicate with staff regarding student grades, schedules, accommodations, goals, etc.</td>
<td>• California Dashboard (Dashboard shows how districts and schools are performing on test scores, graduation rates and other measures of student success)</td>
</tr>
<tr>
<td>Counselors review data at Quarterly Counseling meetings at the district such as graduation rates, attendance, and the California Healthy Kids Survey. We use data to determine how to better serve our students so they are more successful academically</td>
<td>• California Healthy Kids Survey</td>
</tr>
<tr>
<td>AP teachers attend AP By the Sea, NMSI Trainings and online training to address changes to the AP format and rubric and Super Saturday Conferences in order to gain material and new knowledge in how to best implement new strategies and course material.</td>
<td>• Attendance certificates</td>
</tr>
<tr>
<td>Nurses attend quarterly professional development to support students health and learning at school.</td>
<td>• CEU Certificates</td>
</tr>
<tr>
<td></td>
<td>• Sign in sheets</td>
</tr>
<tr>
<td></td>
<td>• Calendar with listed meetings and professional development.</td>
</tr>
</tbody>
</table>
Action Item 5: Illuminate

Goal: Use Illuminate more purposely across all content areas as a means to analyze student academic progress

What are we doing well?
- Accessing student CAASPP scores to guide instruction and evaluate student ability.
- The math department is generating final exams and accessing historical student data.
- Many teachers use it to see students’ enrollment history, EL classification, transcripts, etc...

How could we more purposely use illuminate across all content areas?
We could cross check student data across disciplines and units to see in which areas students are finding success.

The science department suggests we should have tests that can be accessed and input on Illuminate that can be used for practice CAASPP/NGSS.

What difficulties are we having?
Not everyone is comfortable navigating Illuminate. Many think it is not important or have difficulty finding a purposeful use for it. Access was very slow, but has recently been upgraded and improved.

VAPA is just beginning to train on Illuminate. They currently do not have laptops to bring to meetings to discuss data.

Departments are finding that there are not enough laptops for students to take online assessments or that the laptops are not functioning correctly.

We need training on how to create tests.

Some teachers have found other programs that they prefer in place of illuminate: QUIA, Google Docs, Zip Grade, PowerSchool (gradebook averages), Turnitin (gradebook averages, graphs, and scales) Socrative, Google classroom

<table>
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<tr>
<th>Progress</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The English and Social Studies departments use Illuminate to collect data on Honors End-of-Course Exams. This data is then available for us to compare results among teachers at our site and with other schools within the district.</td>
<td>• Honors End of Course Data</td>
</tr>
</tbody>
</table>
The English department uses Illuminate to access student scores on CAASPP for both incoming freshman and seniors to identify readiness levels for advanced courses, the EAP exam, and enrollment in the 101 course.

English department claimed CAASPP scores from previous years and the District Interim Exam are accessed using Illuminate and used to inform current teaching. For example, teachers have identified our scores have slumped in the listening strand, and, as a result of this data, designed unit plans with an increased focus on this practice and strategies to assist students with questions of this type.

The science department uses Illuminate to create and share common unit assessments.

PLC meetings to determine whether the unit goals have been met and to which degree. This is also used to ensure equal learning experiences between different teachers.

The math department uses Illuminate to check CAASPP scores, create quizzes and exams, and grade quizzes and exams.

Teachers use Illuminate to check transcripts to see historical patterns of a student in a discipline such as Math.
Action Item 6: D/F Rate

Goal: Investigate intervention strategies to address the D/F rate.

The overall percentage of D/Fs in our courses has decreased from 12.5% to 10.6% in the last three years. Failure rates improve as our student move through high school. D and F rates are consistently higher at the freshman level and decrease moving to senior year. Currently, Math has our largest percentage of Ds and Fs at 21.6%. English, World Languages, and Science courses all have similar failure rates at around 14%. Students experience more success in the elective courses and PE. Focus groups noted that students had a higher pass rate in courses they were able to choose versus classes they were required to take. Math, Science, World Languages and Language Arts are the classes where students seem to be struggling the most. Students generally struggle in core classes more than electives. Social studies has the fewest Ds and Fs out of the core classes. At least 25% of population are earning at least one “A” grade in all subjects. Fifty percent (50%) have either an A or B in their classes. 75% are passing their classes.

What are we doing well?

- Supporting our kids through extra-curricular programs and tutoring.
- Counseling students who are in need of academic and disciplinary support.
- Increasing academic and disciplinary accountability for students
- Teachers are collaborating in their PLC (professional learning communities) better, designing common assessments, and deciding exactly what kids need to know and how they will be assessed.
- Most teachers are easily accessible for tutoring.
- Teachers continually analyze students’ progress with formative assessments to find and address weaknesses before summative assessments.
- Counselors utilize a D/F list after each grading period to facilitate interventions
- Teachers encourage the use or plannerrs
- Digital resources are provided (teacher websites, Khan Academy, Google Classroom)
- PowerSchool allows parents and students to view grades on a regular basis, helping with accountability
- Students are given multiple opportunities to turn in work or meet standards. Revision is often a method used to improve grades

What are some suggestions you have for interventions we should be doing?

- Reach out to all staff to find out who is offering tutoring before school, lunch and/or afterschool and communicate the tutoring schedules to the students.
- Parental involvement in daily Assignment assistance and academic conferences
- Find a way to encourage more parental monitoring of PowerSchool
- Administrative and parental involvement in academic and disciplinary conferences
- Increase the use of small group work areas within the classroom in order to work on student’s weaknesses.
- Failing students need to be pulled aside to discuss the consequences of failing.
- Summer school offered at every school every summer. Not as many students attend if it is far away.

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<tr>
<th>Progress</th>
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<tbody>
<tr>
<td>School-wide tutoring has been made available in all subject areas. Tutoring schedules are verbally communicated to parents and students, and posted in teachers’ syllabi, and on school website.</td>
<td>• Tutoring Schedule</td>
</tr>
<tr>
<td>Better placement of students in math/science classes. Higher achieving students have been moved into advanced classes so teachers can focus on the needs of struggling students.</td>
<td>• Lower D/F rate in Math 1 and 2</td>
</tr>
<tr>
<td>Emails are sent to parents/guardians and students regarding grades and are invited to attend math tutoring on Saturdays.</td>
<td>• A bank of common assessments for each math class is being created.</td>
</tr>
<tr>
<td>Math teachers are more familiar with the common core math now and have increased their skills in teaching it.</td>
<td>• PD agendas</td>
</tr>
<tr>
<td>Math, English, History and Science teachers have redesigned their year-at-a-glance and scope and sequence to better meet the standards and make the material flow better. Teachers gathering more lessons and collaborating with colleagues to share ideas and design common assessments. Math teachers using more common assessments to align rigor and focus.</td>
<td>• Communication logs</td>
</tr>
<tr>
<td>All math classes follow a common year-at-a-glance and regularly meet to stay on track. This helps students by making the material more focused and coherent and less hap-hazard and rushed. In addition, students switching teachers are not lost or missing topics.</td>
<td>• Logs are kept for all students who attend Saturday School.</td>
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<td>• Senior letters every grading period</td>
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</table>
Powerup- Math support classes just added
School offers speech therapist, mental health and school psychological services to support students’ needs which can have an impact.

Struggling students in Biology classes are provided printouts of missing assignments, and are encouraged to make up that work. In addition, these students are provided calendars to organize their classwork and homework assignments.

All teachers contact families of students who are struggling (D or F academic) via phone and/or email before the end of the 1st and 2nd semester. Communication logs are used to keep track of parent contact. During parent contact, teachers discuss strategies to support student/s.

Coaches and Club Advisors use “Grade Slips,” weekly progress reports, counselor records and counselor meetings to hold students accountable and help struggling students.

Intervention process includes meetings with counselors and administration to discuss at-risk (failing) students and strategies for success.

While all teachers offer individual tutoring times, there is a campus tutoring program that provides tutoring in a variety of subjects for any student who wishes to use the service.

Students have access to lessons that are provided through the extension of the school week through the Saturday (M6) classes.

One teacher has found that the elimination of D grade in the French classes (A,B,C,F scale) has increased the overall number of students who are passing.
| Seniors at-risk receive a letter each grading period outlining why they are at-risk (grades, credits, GPA) |
| Counselor/Admin mentorships with freshman who have a history of failing grades in math and English. |
V: Schoolwide Action Plan Refinements

Since our last visit, MMHS has worked to implement our Schoolwide Action Plan and have also revised the plan based on feedback from our stakeholders. Below are our key refinements.

1. Improve Proficiency in ELA
While Mira Mesa High School has demonstrated success in improving proficiency in English Language Arts, there is still a gap in achievement present for English learners, Hispanic students, socio-economically disadvantaged students, and students with disabilities. In addition, our African American scores have dropped recently. In response, we have incorporated into our ELA goals our African American subgroup in order to address this achievement gap. Funding restrictions have also impacted resource positions, which made it necessary to adjust our Action Plan to fulfill PD needs using the resources we have available. Our district EL focus has shifted away from QTEL strategies we have replaced this PD with a new cross-curricular team that attends training through our OLA office.

2. Improve Proficiency in Math
While Mira Mesa High School is considered a higher performing school, 55% of our students are not proficient in math based on the CAASPP. The achievement gap has been increasing and we need to address the low proficiency of our subgroup populations in mathematics for: English learners, Hispanic students, students with disabilities, and socio-economically disadvantaged students. In response, we have incorporated into our math goals our African American subgroup in order to address this achievement gap.

Based on the feedback from stakeholders, we have also adjusted our Action Plan (for both Math and English) to reexamine our testing structure and to provide incentives in order to see more student effort.

3. Improve Parent Involvement
Many parents are actively involved in extra-curricular activities across the MMHS campus, but they do not represent all of our students. In order to support increased achievement, parents of ALL students need more opportunities to be involved with the school community and the academic lives of their students. Since our last visit, and after feedback from our stakeholders, we have refined our goal to go beyond attendance at academic events. Parents expressed the need to open it up to include any event a parent is interested in attending since the ultimate goal is to be a welcoming campus to all of our parents.

4. Align professional development to better focus on research-based teaching and learning strategies.
We have been very successful with our departments in implementing research-based teaching and learning strategies. Since our last visit, we have recognized a need to also develop a set school-wide instructional practice to meet a critical need.
5. **Use Illuminate more purposely across all content areas as a means to analyze student academic (progress).**

We have changed our Action plan to reflect a Critical Need:

**Align courses using common benchmarks to more purposely evaluate student work**

Our staff sees the importance of looking at student work and data more purposely to be able to have discussions on student progress. First, our teachers need to better align their curriculum and benchmarks/common assessments in order to effectively discuss student progress. This is particularly important since the CAASPP only occurs in 11th grade. Some benchmarks may take place in formats not conducive to illuminate (CAASPP testing, AP, CAASPP benchmarks). We would like to focus our attention on aligning our classes first in order to discuss student work more effectively.

6. **Investigate intervention strategies to address the D/F rate**

We have made great strides in lowering our D/F rates over the last 3 years. We would like to continue to implement additional strategies to continue to help our most struggling students.
Action Item 1: Improve proficiency in English Language Arts

Rationale for action item:
While Mira Mesa High School has demonstrated success in improving proficiency in English Language Arts, there is still a gap in achievement present for African American students, English learners, Hispanic students, special education students, and socio-economically disadvantaged students.

Goals:
English Language Arts: CAASPP
ELA proficiency as measured by the CAASPP for grade 11 will increase by 3% annually

English Language Arts: Achievement Gap Subgroup Goals
ELA proficiency as measured by the CAASPP for grade 11 will increase by 5% annually for the following subgroups: African American, English Learner, Hispanic, Special Education, Socio-economically disadvantaged

<table>
<thead>
<tr>
<th>Steps</th>
<th>Responsible Persons</th>
<th>Timeline</th>
<th>Professional Development/Resources/Funding/Actionable Steps</th>
<th>Means to Monitor and Report</th>
</tr>
</thead>
</table>
| Master Planning/Scheduling 1. | Continue to purposefully Master Plan so that teacher skill set is aligned to course and student population. | For Steps 1-3:  
• Administration  
• Counseling  
• Department Chairs | For Steps 1-3:  
• Annually each Spring | 1a. Review Teacher Trainings/Needs for Training annually  
1b. Continue administrative walkthroughs.  
1c. Administer AP Course Evaluations each Spring.  
2. Use previous master plan while scheduling following year.  
3a. Use testing data (CAASPP) to determine areas of highest need for additional support. Schedule common preps in those areas first.  
3b. Place greater priority in scheduling teachers within one grade level or course type (when possible).  
3c. Revise teacher preference forms to |
|                        | Administration Counseling Department Chairs | Annually each Spring | 1a. Review Teacher Trainings/Needs for Training annually  
1b. Continue administrative walkthroughs.  
1c. Administer AP Course Evaluations each Spring.  
2. Use previous master plan while scheduling following year.  
3a. Use testing data (CAASPP) to determine areas of highest need for additional support. Schedule common preps in those areas first.  
3b. Place greater priority in scheduling teachers within one grade level or course type (when possible).  
3c. Revise teacher preference forms to | |
| 2. | Continue to prioritize consistency when determining a teacher’s line of courses. | | | |
| 3. | Schedule common preps for teachers including co-teachers of the same course with priority going to courses with the highest number of struggling students. | | | |

For Steps 1-3:  
• AP course student evaluations  
• Administrator observations  
• Teacher preference form  
• Counseling articulation forms  
• Counseling enrollment counts  
• Testing Data
<table>
<thead>
<tr>
<th>Steps</th>
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<th>Professional Development/Resources/Funding/Actionable Steps</th>
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</thead>
<tbody>
<tr>
<td><strong>Interventions/Support Classes</strong></td>
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</tr>
</tbody>
</table>
| 1. Continue to implement literacy academy classes to support students to expand literacy skills. | 1. Administration, English Dept. Chair | 1. Review each Spring | 1a. Meet with Admin. after teaching allocations are received from District in the spring to determine the feasibility of funding these courses.  
1b. Go to SSC during the spring to determine whether Title I or other categorical funding can fund these courses.  
1c. Determine training needed for teachers teaching the course. | 1. Master Schedule  
2. SBB |
| 2. Continue to expand AVID class offerings to provide additional support for students. | 2. Administration | 2. Review each Spring | 2a. Administration meet in spring to determine possible funding sources for additional AVID courses.  
2b. Provide AVID training for the teacher(s). | 2. Master Schedule  
AVID training certificate |
| **Testing Environment/Structure**         |                     |                  |                                                                                                                               |                             |
| 1. Create incentives for students who perform well on CAASPP | 1. Administration | 1. Review each Fall | 1. Determine options based on funding and decide on level at which students will earn the incentive. | 1. Records of incentive(s) |
| 2. Examine testing structure and modify, if appropriate | 2. Testing Coordinator Administration | 2. Begin 2019 and continue | 2a. Investigate options. Determine effects of changing location or modifying the structure.  
2b. Facilities and technology may be of concern | 2. Testing schedule/plan |
<table>
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<tr>
<th>Steps</th>
<th>Responsible Persons</th>
<th>Timeline</th>
<th>Professional Development/Resources/Funding/Actionable Steps</th>
<th>Means to Monitor and Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>1. Administration, EL Coordinator District Res. Teachers</td>
<td>1. Begin 2018 and continue</td>
<td>1a. Determine which teachers will participate on the team&lt;br&gt;1b. Attend training through OLA&lt;br&gt;1c. Bring back key strategies to share with dept. and integrate into classrooms.</td>
<td>1. PD Agendas,</td>
</tr>
<tr>
<td>1. Create a cross-curricular EL team in core subjects to help integrate EL best practices across all subjects.</td>
<td>2. Department Chairs</td>
<td>2. Throughout PD each year</td>
<td>2. Specify vertical teaming structure and goals in annual PD Plan.</td>
<td>2. PD Plans &amp; Agendas</td>
</tr>
<tr>
<td>2. Continue to engage in vertical teaming to align courses 9-12.</td>
<td>3. Administration Dept. Chairs Lead Teachers</td>
<td>3. Begin 2016 and continue throughout following years</td>
<td>3a. Determine staff who can take a lead role in a PLC.&lt;br&gt;3b. Develop appropriate training for focus group leaders either through the District Common Core Resource Teachers or site Lead Teachers who have attended District Capacity Building training.&lt;br&gt;3c. Each PLC creates a plan for the year aligned with the WASC Action Plan.</td>
<td>3. PLC Agendas, training, etc.</td>
</tr>
</tbody>
</table>
**Action Item 2: Improve proficiency in Mathematics**

**Rationale for action item:**
While Mira Mesa High School is considered a higher performing school, 55% of our students are not proficient in math based on the CAASPP. The achievement gap has been increasing and we need to address the low proficiency of our subgroup populations in mathematics for: African American students, English learners, Hispanic students, special education students, and socio-economically disadvantaged students.

**Goals:**

**Mathematics: CAASPP**
Mathematics proficiency as measured by the CAASPP for grade 11 will increase by 3% annually

**Mathematics: Achievement Gap Subgroup Goals**
Math proficiency as measured by the CAASPP for grade 11 will increase by 5% annually for the following subgroups: African American, English Learner, Hispanic, Special Education, Socio-economically disadvantaged

<table>
<thead>
<tr>
<th>Steps</th>
<th>Responsible Persons</th>
<th>Timeline</th>
<th>Professional Development/Resources/Funding</th>
<th>Means to Monitor and Report</th>
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<tbody>
<tr>
<td>Master Planning/Scheduling</td>
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</tbody>
</table>
| 1. Purposefully Master Plan so that teacher skill set is aligned to course and student population. | For steps 1-3: Administration, Counseling, Department Chairs | For steps 1-3: Spring 2015; Annually each Spring | 1a. Review Teacher Trainings/Needs for Training annually  
1b. Continue administrative walkthroughs.  
1c. Administer AP Course Evaluations each Spring.  
2. Use previous master plan while scheduling following year.  
3a. Use testing data (CAASPP) to determine areas of highest need for additional support. Schedule common preps in those areas first.  
3b. Place greater priority in scheduling teachers within one grade level or course type (when possible).  
3c. Revise teacher preference forms to | For steps 1-3:  
- AP course student evaluations  
- Administrator observations  
- Teacher preference form  
- Counseling articulation forms  
- Counseling enrollment counts  
- Testing Data |
<p>| 2. Prioritize consistency when determining a teacher’s line of courses. |                                     |                               |                                                                                                           |                                                                                           |
| 3. Schedule common preps for teachers including co-teachers of the same course with priority going to courses with the highest number of struggling students. |                                     |                               |                                                                                                           |                                                                                           |</p>
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<tr>
<th>Steps</th>
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<tbody>
<tr>
<td><strong>Interventions/Support Classes</strong></td>
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</tr>
<tr>
<td>1. Continue to implement Math Power Up classes to support students to</td>
<td>1. Admin., Math Dept. Chair</td>
<td>1. Fall 2018 Review each</td>
<td>1a. Meet with Admin. after teaching allocations are received from District in the spring to determine the feasibility of</td>
<td>1. Master Schedule, Review CAASPP data, Teacher Feedback</td>
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<td></td>
<td></td>
<td>Spring</td>
<td>funding these courses.</td>
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<td></td>
<td>1b. Go to SSC during the spring to determine whether Title I or other categorical funding can fund these courses.</td>
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<td>1c. Examine placement procedure each year</td>
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<td>1d. Determine training needed for teachers teaching the course.</td>
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<td>Spring</td>
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<tr>
<td><strong>Steps</strong></td>
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<tr>
<td><strong>Testing Environment/Structure</strong></td>
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<tr>
<td>1. Create incentives for students who perform well on CAASPP</td>
<td>1. Administration</td>
<td>1. Review each Fall</td>
<td>1. Determine options based on funding and decide on level at which students will earn the incentive.</td>
<td>1. Records of incentive(s)</td>
</tr>
<tr>
<td>2. Examine testing structure and modify, if appropriate</td>
<td>2. Testing Coordinator Administration</td>
<td>2. Begin 2019 and continue</td>
<td>2a. Investigate options. Determine effects of changing location or modifying the structure.</td>
<td>2. Testing schedule</td>
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<tr>
<td></td>
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<td></td>
<td>2b. Facilities and technology may be of concern</td>
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<td>Steps</td>
<td>Responsible Persons</td>
<td>Timeline</td>
<td>Professional Development/Resources/Funding/Actionable Steps</td>
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<tr>
<td><strong>Professional Development</strong></td>
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<tr>
<td>1. Create a cross-curricular EL team in core subjects to help</td>
<td>1. Administration, EL Coordinator District Res. Teachers</td>
<td>1. Begin 2018 and continue Spring</td>
<td>1a. Determine which teachers will participate on the team</td>
<td>1. PD Documents</td>
</tr>
<tr>
<td>integrate EL best practices across all subjects.</td>
<td>2. Dept. Chair</td>
<td>2. Throughout year</td>
<td>1b. Attend training through OLA</td>
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<tr>
<td>2. Expand professional development for general instructional practices.</td>
<td></td>
<td>3. Throughout year</td>
<td>1c. Bring back key strategies to share with dept. and integrate into classrooms.</td>
<td>2. PD Documents</td>
</tr>
<tr>
<td>3. Provide additional specific guidance to electives to help them</td>
<td>3. Dept. Chair</td>
<td></td>
<td>2. Dept. chair will need to work with site and/or District resource teachers. Attend Leadership Labs and implement learned strategies within the department.</td>
<td>3. PD Documents</td>
</tr>
<tr>
<td>support math.</td>
<td>4. Admin. Dept. Chairs Lead Teachers</td>
<td>4. Begin 2016 and continue</td>
<td>3. Dept. chair or math resource teacher will need to work with site and/or District resource teachers to determine specific plan.</td>
<td></td>
</tr>
<tr>
<td>focused around common grade, course or instructional concern.</td>
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<td>throughout following years</td>
<td>4a. Determine staff who can take a lead role in a PLC.</td>
<td>4. PLC Documents</td>
</tr>
<tr>
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<td></td>
<td>4b. Develop appropriate training for focus group leaders either through the District Common Core Resource Teachers or site Lead Teachers who have attended District Capacity Building training.</td>
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<td></td>
<td>4c. Each PLC creates a plan for the year aligned with the WASC Action Plan.</td>
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<td>4d. PLC leaders meet together and with site Literacy Resource teacher to evaluate progress and review best practices.</td>
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### Action Item 3: Parent Involvement

**Rationale for action items:**
Many parents are actively involved in extra-curricular activities across the MMHS campus, but they do not represent all of our students. In order to support increased achievement, parents of ALL students need more opportunities to be involved with the school community and the academic lives of their students.

**Goals:**
**Parent Involvement**
50% participation rate for parents attending a minimum of two events specifically planned to assist parents in supporting students at the high school level.

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| Increase parent events tied to smaller groups of parents.  
  1. Military parents  
  2. Parents of English learners | Administration, Military Counselor, EL Coordinator | Spring 2015 – create plan, add to calendar  
Spring Annually – review success of event and make changes as needed | We will need facilities on campus to hold the events, a means of communicating the events to the appropriate parents. | Military Counselor and EL Coordinator will keep attendance and notes and report back each Spring. |
<p>| Create a Back to School event specific to English learners and their parents. | Administration, EL Coordinator | Spring 2015, plan and calendar | Facilities | Meeting Flier |
| Create a Foundation outreach committee to work to integrate more parents within campus events, particularly parents of under-represented groups. | Foundation | Foundation will begin discussing this item in 2017 | Depends on goals created but may include: facilities, staffing, etc. | Foundation will communicate with Admin. on a monthly basis at Foundation meetings after initial committee is formed. |</p>
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<tr>
<th>Task</th>
<th>Responsible Parties</th>
<th>Timeframe</th>
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| Offer alternative offerings based on the parent interests.          | Administration, Counseling, EL Coordinator, Military Coord. | Throughout school year | - First, we will survey parents to find out the best times for meetings, translation services needed, and interest in potential topics.  
- We will need to find either funding or volunteer staff members who will work with PTO to organize these events.  
Will communicate progress to Admin. on a monthly basis, Survey, Event Fliers, Communications to Parents. |
| Seek out and take advantage of more District parent outreach options. | Counseling                   | Throughout Year   | None                                                                                           | Record of communication to Parents |
| Increase translation services                                       | Administration               | Throughout Year   | - Since District Translation services has a turnaround time that is too long to be effective for our school, we will work to recruit parent volunteers to help translate for events.  
- We will work to hold smaller events in conjunction with large events like College Night so that we can provide translation either by students or volunteers. Goals=Tagalog, Vietnamese, Spanish. | Fliers for Events with Translation Services. |
**Action Item 4:** Align professional development to better focus on research-based teaching and learning strategies

**Rationale for action item:**
In order to address our critical learner needs, there is a need to focus our professional development site-wide to focus on effective teaching and learning strategies that will impact achievement.

**Goals:**
Develop a set school-wide instructional practice to meet a critical need.

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<tr>
<td><strong>PD development</strong>&lt;br&gt;1. Determine a critical need that the site needs to address school-wide&lt;br&gt;2. Create annual site PD plan to address learner needs.</td>
<td>For Steps 1-2: ILT Administration Teachers</td>
<td>1. 2018, and then annually&lt;br&gt;2. 2019 and revisit each year</td>
<td>1a. Determine critical needs in departments that need to be addressed site-wide&lt;br&gt;1b. Research strategies to meet the need&lt;br&gt;2a. Determine the PD necessary to train staff. Explore best methods for training&lt;br&gt;2b. May require PLCs to test effectiveness of strategies&lt;br&gt;2c. May require outside resources/experts which could require site funding</td>
<td>For Steps 1-2&lt;br&gt;• PD Plan&lt;br&gt;• ILT Minutes</td>
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<td><strong>Follow-up</strong>&lt;br&gt;1. Evaluate effectiveness of strategy.</td>
<td>Administration Teachers</td>
<td>2019 then ongoing</td>
<td>1a. Determine if strategy is being implemented site-wide. Observable during classroom walkthroughs or surveys.&lt;br&gt;1b Determine impact on student learning.&lt;br&gt;1c. Revise Plan as needed</td>
<td>Share progress with ILT</td>
</tr>
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</table>
**Action Item 5: Course Alignment and Calibration**

**Rationale for action item:** We need to look at student work and data more purposely to be able to have discussions on student progress. Curriculum and benchmarks/common assessments need to be aligned in order to effectively discuss student progress. This is particularly important since the CAASPP only occurs in 11th grade. Some benchmarks may take place in formats not conducive to illuminate (CAASPP testing, AP, CAASPP benchmarks). We would like to focus our attention on aligning our classes first in order to discuss student work more effectively.

**Goals:**
Align courses using common benchmarks to more purposely evaluate student work

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<tr>
<td><strong>Course Alignment</strong></td>
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| 1. Department chairs will attend PD through the district to learn how to create the “Year at a Glance” | For Steps 1-4:  
- Department Chairs  
- Administration  
- PLC Leaders | 1. Beginning in 2016 and continuing each year | 1a. Lead Teachers will attend District Capacity Building training or Leadership Labs.  
1a. Possible funding may be required for PD. | 1. ERO attendance |
| 2. Department chairs will direct their department on how to create their course alike “Year at a Glance” | | 2. 2016-2018 | 2. Time required throughout the year for working on aligning courses | 2. Year at a Glance by Course |
| 3. Within PLCs teachers will agree upon benchmarks assessments for each unit and incorporate rubrics as necessary for calibration | | 3. 2018-2019 | 3. Resources for testing materials (texts, technology, etc) | 3. Assessments |
| 4. Revise assessments and Year at a Glance | | 4. 2019 ongoing | 4. Teachers will revise units including the Year at a Glance, Assessments, and Focus Lessons as necessary based on new data and student needs. | 4. Revised Units |
### Calibration

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<tr>
<td>1. Teachers will determine levels of proficiency for each of their assessments&lt;br&gt;2. Use assessment data to drive instruction</td>
<td>For Steps 1-2: &lt;ul&gt;&lt;li&gt;Department Chairs&lt;/li&gt;&lt;li&gt;Administration&lt;/li&gt;&lt;li&gt;PLC Leaders&lt;/li&gt;&lt;/ul&gt;</td>
<td>Beginning 2019-2020 ongoing in PLCs</td>
<td>1. Teachers will examine student work and calibrate their grading to determine proficiency during PLC time.&lt;br&gt;2. Teachers will develop focus lessons as necessary based on each benchmark result. (Reteaching as necessary.)</td>
<td>1. Assessment Results&lt;br&gt;2. Focus Lessons</td>
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**Action Item 6:** Investigate intervention strategies to address the D/F rate

**Rationale for action item:**
Our D and F rate has improved, but we still believe we could be providing additional intervention strategies for struggling students.

**Goals:**
Implement at least two new programs/strategies to help intervene when students are struggling

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| 1. Continue to communicate with parents if students are at-risk of failing a class | 1. Teacher Admin Counselors  
2. Teachers Admin Counselors  
Site Tech Foundation                                                  | 1. Minimum of once a semester  
2. Annual training                                                      | 1. One staff PD day dedicated to contacting parents  
2a. Train parents on how to use PowerSchool at Open House  
2b. Distribute passwords to all parents.                             | 1. Communication Logs  
2. Parent Access Records                                               |
| 2. Encourage more parental monitoring of PowerSchool                  |                                                                                     |                                  |                                                                                                                           |                            |

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<td>Interventions</td>
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| 1. Offer site-wide tutoring across all subject areas                  | 1. Administration, Teachers For Steps 2-3: Counseling, Teachers, Admin               | 1. Create schedule each year     | 1a. Dependent on teachers willing to volunteer to run tutoring.  
1b. Expand advertising of tutoring                                   | 1. Tutoring Schedule  
2. Intervention classes/rosters  
Credit Recovery Summer School                                         |
| 2. Continue to implement interventions for students failing multiple classes |                                                                                     | 2. Every 6 weeks                  | 2. Counselors will meet with students failing multiple courses and will implement interventions as necessary | 2. Mentor Records Call Logs |
| 3. Explore/implement new interventions for struggling students        |                                                                                     | 3. 2017 and revise each year      | 3a. Create a mentor program  
3b. Teacher interventions (add to call log ways student can improve grade) |                            |
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| Master Planning/Scheduling  
1. Add math support classes to help struggling students | For Steps 1-3: Counseling, Teachers, Admin | 1. 2018 and adjust based on student need | 1. Dependent on teacher allocation | For Steps 1-4: Master Schedule D/F data |
| | | 2. 2019 and revisit each year | 2a. Use D/F data to determine areas of highest need for additional support  
2b. Determine support available (teacher aid, open up a support class).  
2c. Dependent on funding | |
| | | 3. 2016 and revisit each year | 3a. Provide opportunities within the school year to make up credits (online or other)  
3b. Provide summer opportunity on site if possible | |
| | | 4. annually | 4. Dependent on teacher allocation | |
| 2. Add additional support within classes of struggling students as needed | | | | |
| 3. Continue to provide additional opportunities for credit recovery | | | | |
| 4. Continue to prioritize lower class sizes for classes with the most struggling students | | | | |
Follow-up Process

Each spring, the Instructional Team will revisit the Action Plan to assess progress and determine goals for Professional Development for the following year. The Administrative Team will review the Professional Development goals and will work with Department Chairs to develop Professional Development plans for the following school year.

In the fall, testing data will be available. Data will be reviewed by the staff in departments and as a whole group to determine whether specific targets are being met. Instructional Team will discuss the conclusions made and then each department will revise their Professional Development plan for the year as needed.

Throughout the year departments will look at common assessment data and focus student work to make instructional decisions required to adequately support students’ continued growth in the content area skills. We hope to integrate the use of PLCs to streamline this process of looking at data and student work on a more regularly basis than our current school calendar allows for dedicated professional development time.

Alignment with LCAP

Our Action Plan is perfectly aligned with our Single Plan for Student Achievement (SPSA) and the District Local Accountability Plan (LCAP). The SPSA goals determined by the District, from the LCAP include:

- Area 1: English Language Arts
- Area 2: Mathematics
- Area 3: English Learners
- Area 4: Graduation Rate
- Area 5: Parent Involvement and Community Engagement

Action Plan Goals 1 and 2 align with Areas 1 and 2 respectively. Area 3 is encompassed within both Goals 1 and 2 by looking at specific subgroup performance as well as specific Action Plan steps to support English learners within the steps underneath each of the two goals. Action Plan Goal 3 aligns with Area 5 of the SPSA. The only area not addressed in our Action Plan is Area 4, Graduation Rate, because Mira Mesa has a graduation rate above 95%, so this is not an area of extra concern.