

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT MADISON HIGH SCHOOL

2021-22

37-68338-3733698
CDS Code

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

Principal: Seaton, Heather

Contact Person: Seaton, Heather

Position: Principal

Telephone Number: 858/496-8410;

Address: 4833 Doliva Dr, Madison High, San Diego, CA, 92117-3299,

E-mail Address: hseaton@sandi.net

The following items are included:

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

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



SAN DIEGO UNIFIED SCHOOL DISTRICT

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

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. 2021-22 SPSA Assessment and Evaluation
 - F. WASC Recommendations (WASC Schools Only)

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

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

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

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

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

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

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

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

STAKEHOLDER INVOLVEMENT (REQUIRED)

At Madison, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2020 - 2021, stakeholders were involved in the 2021-2022 budget development process via multiple meeting opportunities and needs assessment surveys to dialogue and to solicit input. These include Title I, ILT, SSC, SGT, and other meetings throughout the year.

September 28, 2020 - ELAC Meeting : Review student achievement data, review programs, services and use of funds to meet the needs of ML students. Advice to SSC on SPSA.

October 1, 2020 - Annual Title 1 Parent Meeting

October 26, 2020 - SSC completed SSC training, reviewed SSC bylaws, and the previously approved Parent & Family Engagement and Parent Compact. Data and information reviewed at this meeting is as follows: Goal 1: Nest Check in survey data from Q1; Goal 2: aFAST baseline data; and Goal 6: Equity team goals and anti-bias and anti-racist topics for Oct/Nov staff professional development.

November 16, 2020 - SSC met and reviewed the following data: Goal 3: MDTP data for math; Goal 4: D and F grades of MLs, current enrollment, and reclassification data (dual identified); Goal 6: D and F grades of black students for Q1; Goal 7: PIQE data (enrollment), percentage of families with parent portal access (pre and post outreach), and percentage of families with current email addresses in PowerSchool (pre and post outreach); and IMTSS data - attendance outreach tiers and progress grades v. quarter 1 grades.

November 17, 2020 - ELAC - UCP, EL strategy update for SPSA, reclassification update, and EL instructional programs.

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

January 21, 2021 - All staff and all parents were asked to complete digital needs assessment and budget priorities survey (asked for completion by January 25).

January 21, 2021 - ILT reviewed budget proposals aligned to SPSA.

January 25, 2021 - SSC reviewed SPSA target progress for goals 1, 2 and 7. SSC met and reviewed the following data: Goal 1: Nest Check in survey data Q2, Intervention plan data; Goal 2: aFAST baseline data for Q2 students; and Goal 7: analytics on views of screencasts and attendance at parent zoom meetings/events.

January 27, 2021 - SGT reviewed Nest Check in data for 1st and 2nd administrations. SGT reviewed and approved 2021-22 schedule for monthly PLCs and weekly advisory period. Reviewed parent and staff needs assessment survey data for budget priorities.

February 18, 2021 - ILT reviewed budget priorities doc based on needs assessment surveys and conducted a polling activity to rank budget priorities.

February 19, 2021 - ELAC Review of SPA revisions, 2021-22 draft budget review and advisement, and LCAP feedback.

February 22, 2021 - SSC updated and approved 2021-2022 Family Engagement & Parent Involvement Compact. SSC reviewed the following data: Goal 3: Q2 math assessment data; Goal 4: D and F grades in Q2/S1 for ML students; Goal 6: D and F grades for Q2/S1 of black students; IMTSS data: attendance outreach, and D/F grades. Approved draft budget for 2021-22 school year.

February 24, 2021 - SGT reviewed draft 2021-22 budget and approved.

March 22, 2021 - SSC meeting to review data as follows: Goal 2: aFAST data; Goal 7: analytics on views of screen casts and videos. SSC also reviewed SPSA Target progress for Goals 4, 5 and 6.

April 26, 2021 - SSC met to complete evaluation of LCFF funded activities and review SPSA target progress for goal 8. SSC reviewed data as follows: Goal 1: Nest Check in survey data and IMTSS intervention data; Goal 8: On track for graduation data; Q1, Q2, Q3 D and F data by subgroups.

May 24, 2021 - SSC met to complete evaluation of Title I funded activities. SSC reviewed data as follows: Goal 1: Nest Check in data overtime (all 4 quarters); Goal 2: FAST Growth reports; Goal 3: MDTP results Q1/2 v Q3. Goal 4: D and F grades of MLs for P1, 2, 3 and 4 and reclassification data; Goal 5: MDTP data over time for students with disabilities, FAST data over time and grades over time; Goal 6: 2 or more D or F of black students at progress reports; Goal 7: PIQE graduates, email data, PS access, video views and warhawk whisper analytics; Goal 8: D and F data; on-track data.

August 23, 2021 - SSC met to review change in funding for counseling allocation and make revision to funding of LCFF to allocate FTE and funds for reduced class size in 9th grade and credit recovery options.

September 27, 2021 - SSC meeting to review, provide feedback, and vote to approve SPSA for 2021-2022.

September 29, 2021 - Annual Title I Parent Meeting

October 20, 2021 - ELAC meeting to review, provide feedback, and vote to approve SPSA for 2021-2022.

October 25, 2021 - SSC meeting to review any ELAC SPSA feedback. ELAC provided no additional feedback on SPSA. SPSA approval on 9/27/2021 stands. SSC also reviewed and approved ByLaws, revised Title I Parent & Family Engagement, and reviewed previously approved School Parent Compact, and a review of data around Goal 7. SSC meeting included voting new SSC positions and SSC training (roles and responsibilities, Title I funding, Greene Act, and Robert's Rules of Order).

RESOURCE INEQUITIES

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Madison's root cause analysis involved examining data from CAASPP, ELPAC, the California Dashboard, California Healthy Kids Survey, site data from the SSC year-long data review and SPSA target progress (aFAST, grades, site surveys, math common assessments, and analytics); a review of the SSC completed SPSA review of Title I and LCFF funded activities; and a review of both the 2019-20 and 2020-21 SPSAs.

We have determined to continue to use our analysis of the 2018/19 CAASPP results as our baseline CAASPP metrics for this year's SPSA. An analysis of the student groups of the CAASPP results indicate an overall increase in the area of math (.2 %) and an overall decrease in the area of ELA (7.9%). The 2016-17 11th grade students met or exceeded grade level standards at 58% (ELA) and 23.5% (math). In 2017-18, 11th grade students met or exceeded grade level standards at 50.7% (ELA) and 13.8% (math). The 2018-19 actions outlined for ELA and math primarily focused on development of common assessments (ELA) and analysis of end of unit assessments (math). The school's 2018-19 CAASPP data reflect insignificant improvement in math and an increasing decline in English. Based on this data we need to provide an increased focus on CAASPP aligned common assessment, data analysis protocols, and student intervention plans. Additionally, this data also indicates that there is an achievement gap specifically with our English learners and students with disabilities.

In addition to the CAASPP data, teams also reviewed aFAST reading data throughout last year, a site-based NEST check in survey given to students throughout the year to measure student perception, the CORE SEL survey in the spring, quarter/semester grades, MDTP math (pre/post) and the DEMI (math) in the Spring. We found that over time, student scores on the FAST aReading assessment decreased across 9th, 11th, and 12th grade, but improved at the 10th grade with the highest percentage of students scoring advanced (28%). While there was growth at the low-risk proficiency level for our multi-lingual learners, the percentage of high risk increase and advanced decreased. In a review of the pre and post MDTP data, students increased proficiency in all or most of the content strands from October to May. This and the DEMI data demonstrate student proficiency in the math content. However, the DEMI data showed that math application and math communication for all grades and subgroups was extremely low. Our subgroup data for the DEMI indicated even lower rates of proficiency in knowledge, application and communication for our black students, multilingual students, and students with disabilities. The two greatest areas of need on the CORE SEL survey was culture and climate and self-management. However, this survey was completed by fewer than 20 students; whereas our last NEST check-in survey given in the same time frame had the largest percentage of student responses (over 70%) and it showed an increase in the following areas (perhaps due to a return to on-site learning): sustained positive outlook about education (90%); sustained hope (90%); sustained sense of belonging (90%); and a rise in students noting a positive relationship with adults on campus. Ultimately, one of our goals this year is the development of a site assessment calendar in which site, district and state assessments are timed appropriately and allow an opportunity for our teams to use our site level data formatively to monitor progress throughout the year. In a comprehensive review of the data, inclusive of our sub-groups, it is apparent student communication of reasoning is an area of growth and need on our campus. One of the goals our newly formed Madison Leadership Team has established is to develop consistent academic routines and procedures school wide. The focus of this team is to begin our work on an action plan to identify the consistent academic routines that will support our students' gap in communication of reasoning across all content areas and to strengthen their use of academic language.

The professional development plan in place previously lacked a focus for school wide improvement in instructional practices to provide engaging and rigorous instruction with supports for all learners. The plan established in 2019 through 2021 included school wide professional development inclusive of instructional practices to support English language development and increase student engagement. The revised plan for 2020-21 also included differentiated professional development based on staff need in order to successfully implement online learning. Administrators will continue to conduct focused walkthroughs aligned to instructional focus areas and provide timely and meaningful feedback to teachers. Administration will meet regularly to analyze walkthrough data to determine next professional development areas of focus.

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Based on district data, there are also inequities in the areas of suspension rates and discipline entries logged for disruption/defiance during on-campus learning. This year, Madison High School is in its third year of implementing IMTSS (Integrated Multi-Tiered System of Supports) to create a culture and environment that is positive, engages students and families, and promotes a safe and inclusive environment. The IMTSS Lead Teacher along with the IMTSS Culture Team and administration are continuing to implement a plan for school wide PBIS, restorative justice practices, and tiered interventions of support. We continue to use the discipline data from 2018-19 as that was the last full school year on campus and provides the most relevant data as our baseline.

New to Madison High School last year as we continue to build capacity of our students, staff and parents and focus on a safe and collaborative environment for students and staff was our creation of a site Equity Team. This team worked alongside our SDUSD Youth Advocacy department last year to develop a year-long plan to lead our staff through understanding race and our racial identity, institutional and implicit bias, and culturally responsive practices. We will continue this work this school year with more alignment with the work in our PLCs related to the Quality Teaching Interactions and Practices, GVC implementation and Standards Based Grading Implementation.

Madison High recognizes the vital contribution of our parents as partners. In previous years, parent involvement at Madison has not been high. Last year we established a family engagement committee that continues this school year. This plan, outlines goals to increase parent involvement by providing resources for families, parent education, and opportunities for meaningful participation.

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

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Mark Negrete	Teacher
NiKon Chen	Teacher
Michele Dartland	Other Staff Member
My F.	Student
Marlene Gutierrez	Parent
Sueanna La Vigne	Parent
Sharlena N	Student
Carlos M.	Student
Robert Lynch	Teacher
Sue Salorio	Parent
Heather Seaton	Principal
John Brooks	Teacher

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

DRAFT

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

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

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2020-21

*Analysis

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

IMTSS Lead Intervention teacher coordinated the work of the IMTSS and attendance teams during a year of primarily online learning to connect students to school who were not attending online learning with regularity. This included outreach for phase 1 appointment based learning. Of the 36 students who participated in phase 1, their grades from P2 to Q2 rose only slightly from 1.42 to 1.54. The change from P3 to Q3 was also insignificant with an increase in GPA from 1.43 to 1.53.

Nearly all 9th grade students were enrolled in the new Freshman Foundations course this past school year. In surveying the students at the end of the course, 85% of the students noted they found the course helpful and 95.9% noted they would recommend the course for all freshman. While the purpose of the course is to lay the foundation for students to successfully transition to high school, students had 'F' grades in this course and overall the 'F' rate among 9th grade students was the highest on campus.

With the online learning environment and the shift to utilize weekly advisory for a school wide emphasis on social emotional learning, wellness, and connections we utilized our NEST check in survey given each quarter as one measure of using this instructional time to support students. On a 5 point scale, 77.9% scored 3 or better on "I am making connections with my teachers." 70.9% agreed with "There is an adult on campus I can talk to." 89.6% scored 3 or better on "I feel that I belong in #theNEST and at Madison." 91% scored 3 or better on "I feel welcomed at #theNEST." While there is still work to be done with those students who scored 1 or 2, the shift in our campus culture with our strategic emphasis on PBIS, connecting, restorative practices, and culturally responsive practices is apparent when reviewing student perception data.

The Boys to Men service for our young men did not yield the engagement we had hoped. Of the more than 25 students recruited, only 5 students regularly attended Boys to Men mentoring sessions. Attendance did improve for 3 of the 5. Those same 3 students passed their classes with mostly 'A' and 'B' grades.

This past year our professional learning was focused on anti-biased and anti-racist teaching. End of professional learning surveys of staff were more

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

positive when our professional learning was co-led by student leaders on the topics of microaggressions our students at Madison have faced and a second professional learning of call-in strategies for staff. A student survey in March prior to the professional learning on microaggressions and implicit bias, noted that of the 117 participants 41.4% noted there is an issue of implicit bias at Madison High School. There were mixed responses to the question "Do you feel like Madison properly represents your culture in the classroom?"

***Major Differences**

Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The IMTSS lead teacher, administrative team and IMTSS team pivoted this year due to primarily having a year of online learning and limited to no discipline incidents, to place a large emphasis of their work on student online attendance, outreach for phase 1 appointment based learning, and then phase 2 on site learning inclusive of extended day opportunities to reconnect students to school. In the online environment, it was more challenging to utilize the IMTSS lead and team to have intervention team meetings for students as attendance was the largest concern.

Advisory was initially approved by SGT to be a weekly class that included student opportunity for intervention or enrichment with a change every six weeks and placement determined by data and student voice. With the realization that school would begin online and that we did not have a definitive date to return to on-site instruction, our team determined the best use of this weekly time was to focus on social emotional learning, wellness and connections. By having all certificated staff, inclusive of administration and counseling, take a year-long advisory roster, we were able to reduce the advisory period class size to 25 students or less which created a smaller learning community and gave students and staff an opportunity to connect in a more low-risk non academic environment.

The online environment was a barrier for the Boys to Men mentoring. Attendance was low and students found it difficult to dedicate time to this activity outside of their online learning schedule.

Our professional learning plan was not implemented fully as we shifted more towards an emphasis on integrated technology professional learning and used PLC time for teachers to support one another. Limited staff participated in professional development opportunities occurring outside of the school day.

***Changes**

Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

After analysis of data, one subgroup has been added to our annual measurable outcomes - all 9th grade students. We have also determined that using habitual truancy data may also help us determine those students who are not engaged and connected to our campus. We will also be using data of students who are connected to a club, athletics, or other co-curricular activity as another measure of student engagement and connectedness on campus and utilize this data to identify students in need of a connection.

We will return to the initial intent of our weekly advisory period. After the first seven weeks of school with schoolwide advisory lessons, it will transition into an intervention and enrichment opportunity with adjustments made to rosters each grading period based on assessment data, course grades and student/teacher input.

We will continue this year with our focus on 9th grade students. We have added 7 Habits of Highly Effective Teens in partnership with Leader in Me to

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

our Freshman Foundations curriculum. In addition to this course, we have added Summer Bridge for incoming 9th grade students and also for our at-risk incoming 10th grade students. We have also worked to decrease class size in freshman courses and are currently developing a Freshman Success Team. At this time as the Boys to Men mentoring program has also underwent staffing changes and reductions, we are not continuing with the Boys to Men mentoring services. However, we will address the opportunity again if it is once again available to our students in the initially intended on-campus mentoring model.

Include equity team and instructional leadership team on development of professional learning plan for staff that includes emphasis on inclusivity/belonging, rigor and relevance, engagement, and in-time interventions.

Consider strategic before and after school tutoring (in addition to the advisory period) aligned to learning outcomes.

Develop a freshman success team.

Support staff professional learning. Implement book studies and PLCs that are non-departmental. Support of staff pursuing microcredentials in our focus areas to build capacity of teachers as leaders.

Our IMTSS lead and IMTSS team, as well as, our newly developed Madison Leadership Team are also utilizing this year to develop action plans around data-based decision making and IMTSS domains (Academic, Behavior, and Social Emotional). Our IMTSS team specifically will be developing a Behavioral and SEL tiered intervention matrix.

*Identified Need

We have opted to utilize previous data from the 2020-21 SPSA in regards to discipline and attendance for our baseline percentages as that is reflective of a full year of on-campus learning.

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

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

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

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

Attendance rates from 2016 to 2019 increased from 95.2 to 96.4 for all students. As of March 13, 2020 (transition to online), The three lowest attendance rates were as follows: Students with Disabilities (93.6%); Homeless (92.9%); and Black (92.8%). These three subgroups also had the highest rate of chronic absenteeism as follows: Students with Disabilities (18.8%); Homeless (23.3%); and Black (27.6%).

Data from CHKS Survey, Hoonuit Reports

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	9-12	Decrease school	6.2%	4%	Suspension	Annually

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		suspensions				
June 2022	9-12	Decrease discipline incidents for disruption/defiance.	46.9%	30%	Other (Describe in Objective)	Annually
June 2022	9	Improve student engagement by creating learning opportunities that are active, collaborative and involve student voice in learning process	21%	80%	CAL-SCHLS (CHKS)	Annually
June 2022	11	Improve student engagement by creating learning opportunities that are active, collaborative and involve student voice in learning process	33%	80%	CAL-SCHLS (CHKS)	Annually
June 2022	9-12	Improve student connectedness over time as measured by site developed Nest Check-In survey	82%	85%	Other (Describe in Objective)	Quarterly
June 2022	9-12	Decrease student chronic absenteeism.	13.9%	10%	Truancy	Annually
June 2022	9-12	Increase student engagement in extra/co-curricular activities.	Baseline	75%	Other (Describe in Objective)	Triannually
June 2022	9	Decrease discipline incidents for disruption/defiance.	58.4%	40%	Other (Describe in Objective)	Annually
June 2022	9-12	Decrease rate of	12.8%	10%	Attendance	Annually

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2022	9	chronic absenteeism. Decrease rate of chronic absenteeism	15.9%	12%	Attendance	Annually
-----------	---	---	-------	-----	------------	----------

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	9-12	Black or African American	Decrease school suspension	11.5%	5%	Suspension	Annually
June 2022	9	Black or African American	Decrease discipline incidents logged for disruption/defiance.	48.5%	30%	Other (Describe in Objective)	Annually
June 2022	9	Hispanic or Latino	Decrease discipline incidents logged for disruption/defiance.	73.9%	30%	Other (Describe in Objective)	Annually
June 2022	9-12	English Learner	Decrease school suspension	12.7%	6%	Suspension	Annually
June 2022	9-12	Homeless/Foster	Decrease school suspension	16.2%	6%	Suspension	Annually
June 2022	9-12	Black or African American	Decrease rate of chronic absenteeism	19.6%	15%	Attendance	Annually
June 2022	9-12	Students with Disabilities	Decrease rate of chronic absenteeism	17.9%	13%	Attendance	Annually

IMTSS Lead Teacher

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

To accomplish this goal, IMTSS Lead Teacher will coordinate the work of the IMTSS plan. The IMTSS teacher will lead the work of school-wide and

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

classroom level PBIS implementation, restorative justice practices, school culture improvement (#theNEST), and student intervention systems and resources. The action plan also includes the IMTSS lead coordinating professional development for PBIS, RJP, and culturally responsive teaching. In addition, the IMTSS lead teacher maintains the safe/cooling off space on our campus - the NEST room. Students and staff are able to utilize this space for restorative circles. This space is also where students may come for a safe cooling off space, to inquire about resources, and serve in-school suspension that includes a process for establishing an intervention plan.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03465T	Regular Teacher - Kon Chen, Ni	0.80000	\$72,102.40	\$102,116.97	0346-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		IMTSS Lead Teacher - Coordinate IMTSS interventions and restorative discipline.
F03465U	Regular Teacher - Kon Chen, Ni	0.20000	\$18,025.60	\$25,529.24	0346-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		IMTSS Lead Teacher - Coordinate IMTSS interventions and restorative practices.

*Additional Supports for this Strategy/Activity

Regular IMTSS committee meetings to review student data. Frequent data monitoring by IMTSS Lead, administrative team and counseling team.

Freshman Foundations Course

*Students to be served by this Strategy/Activity

9th grade students

*Strategy/Activity - Description

Madison High School has created a new course for all 9th grade students (with the exception of those families who opt out of the course). This 'g' elective course is taught with an AVID lens and social emotional learning foundation. The content of the course is focused on building the foundation for #theNEST and establishing a school community that is inclusive, supportive, and motivated. The course also includes: defining yourself, character and empathy, diversity and inclusion, choices, time management, hope, digital citizenship and growing into your greatness (strengths, college and career). Newly added to the curriculum for the 2021-22 school year is Leader in Me work with the 7 Habits of Highly Effective Teens, and financial literacy curriculum. Time is also scheduled throughout the year for our counseling team to provide college and career lessons within the class sections.

*Proposed Expenditures for this Strategy/Activity

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

*Additional Supports for this Strategy/Activity

Unrestricted funds previously used to purchase School to Connect curriculum and financial literacy for each Freshman Foundation teachers. Additional funding for lead Freshman Foundation teachers to attend professional development as it relates to the curriculum and building a safe, collaborative and

inclusive culture.									
Weekly Advisory Period									
*Students to be served by this Strategy/Activity									
All Students									
*Strategy/Activity - Description									
The weekly advisory period is just over 30 minutes and after the first seven weeks of schoolwide NEST lessons, students are assigned after each progress mark to either an enrichment of their choice or small group setting intervention based on common formative assessment data and identified areas of support needed.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
Summer Bridge									
*Students to be served by this Strategy/Activity									
All incoming 9th grade students. 10th grade students selected after review of attendance and grades, as well as freshman teacher recommendation.									
*Strategy/Activity - Description									
This program is designed to assist incoming freshmen with the high school transition, spotlight opportunities for involvement at Madison HS, and help students plan for a successful high school career while at Madison HS. Students will participate in an all student assembly at the beginning of the program, and will spend the rest of the program in a cohort group as they explore the Summer Bridge activities. Ideally, cohorts will be created with a 10:1 ratio of students:teachers.									
Summer Bridge Goals									
-Build community and relationships with one another and staff.									
-Inspire hope and excitement about the upcoming school year. Acclimate new students to the campus and what #theNEST has to offer.									
-Equip incoming students with skills centered around social-emotional learning (empathy, positive self-image, advocating for self and others).									
-Assist with high school transition skills (time management, note-taking, organization, asking for help, and learning to ask clarifying questions).									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0346GK	Classroom Teacher Hrly		\$7,500.00	\$8,985.75	0346-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Hourly pay for Summer Bridge staff. Planning and teaching/leading activities.
*Additional Supports for this Strategy/Activity									

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

IMTSS Implementation

*Students to be served by this Strategy/Activity

All students. Our current work emphasizes universal supports for all students. We are in the action planning phase for tier 2 and tier 3 supports.

*Strategy/Activity - Description

Data team meetings and action planning meetings for Madison Leadership, IMTSS team, equity team and ILT. Focus: Equity based IMTSS implementation. Development of Equity based IMTSS vision, a schoolwide data plan, and tiered intervention matrixes. The purpose is to monitor schoolwide and student data (depending on the scope of the team's work) to evaluate effectiveness of system shifts on campus in the efforts to establish a community where students feel included, valued, and supported.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0346FL	Prof&Curriclm Dev Vist Tchr		\$1,677.00	\$2,009.22	0346-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		MLT, IMTSS and Equity Team Meetings - data-based decision making. IMTSS implementation.
N0346GO	Prof&Curriclm DevHrlyClstrmTchr		\$2,000.00	\$2,396.20	0346-30100-00-1170-2140-0000-01000-0000	Title I Basic Program	[no data]		MLT, IMTSS and Equity Team Meetings - data-based decision making. IMTSS implementation.
N0346GY	Prof&Curriclm Dev Vist Tchr		\$1,000.00	\$1,198.10	0346-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		MLT, IMTSS and Equity Team Meetings - data-based decision making. IMTSS implementation.

*Additional Supports for this Strategy/Activity

AVID Peer Tutors

*Students to be served by this Strategy/Activity

9th grade students

*Strategy/Activity - Description

AVID Peer tutors assigned to 9th grade core content area teachers to provide additional peer assistance and positive peer role models for the 9th graders. Peer mentors selected based on subject area request and desire to mentor 9th grade students.

*Proposed Expenditures for this Strategy/Activity

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

*Additional Supports for this Strategy/Activity

Goal 2 - English Language Arts

Call to Action Belief Statement

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

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2020-21

*Analysis

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

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

Despite these strategies, all students did not make the stated goal of 66% meet or exceed proficiency on the SBAC in 2019 and we do not have data for 2020 or 2021. While the Hispanic student sub-group (43.8%) exceeded the all students percentage of meeting or exceeding proficiency on the SBAC (42.8%), they did not meet the goal of 55%. Additionally, the students with disabilities sub-group also did not make the stated goal of 14% meeting or exceeding proficiency on the SBAC as 8.9% met or exceeded proficiency. One other subgroup (EL) had no students meet or exceed proficiency on SBAC.

While our goal was to have multiple site measures during the 2019-2020 school year, we only had a Fall and Winter FAST aReading Assessment and had only implemented one Fall Interim Assessment with completion of our Data Protocol in PLCS prior to transition to distance learning in March. For the 2020-21 school year, our block schedule of offering students 3 courses every 9 weeks also limited the number of FAST aReading Assessments given during the testing windows. Online learning also created hurdles in completing the assessment during the online class period. Grades 9-11 did meet goal

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

in FAST aReading for the Winter assessment, but we will use the final Spring 2021 FAST aReading Assessment data for our metrics moving forward. The number of classroom walkthroughs from administration was lower than we had projected; the move to distance learning in March can be one contributing factor. Of the walkthroughs conducted prior to March 2020, the principal conducted 48% of the walkthroughs and so vice principals will need to review their calendar system to increase the number of walkthroughs. Fewer than 20% of the walkthroughs in the English classes demonstrated evidence of the use of the ELA Instructional Focus for the year - Annotating of Texts.

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

School walkthrough data notes administrators identified 38% of the observations conducted showed student engagement as moderately engaged, 24% of the observations conducted showed strategic/high engagement and 10% of the observations conducted showed high authentic engagement.

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

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

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

*Major Differences

Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

While the English department did meet regularly through PLCs and did implement common assessments prior to March 2020, the 2020-21 school year did not yield conditions for the implementation of common assessments in the English department as noted in the 2020-21 SPSA. This year the ELA PLCs focused on vertical articulation for writing expectations and common writing rubrics. The social science and English department were able to collaborate on a common writing rubric which will be utilized this year across content areas.

*Changes

Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

The English department will continue to align curriculum with Marzano's Critical Concepts and CCSS and use common assessments. Our ELA department is focusing on the SDUSD GVC (Guaranteed Viable Curriculum) for grades 9-11, as well, as the school wide focus on culturally relevant practices and standards based grading.

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

Initially a special programs coordinator was funded .20 to coordinate assessments and to coordinate and oversee data teams and the data team calendar. That staff assigned in that .20 FTE left Madison for a new position within SDUSD halfway through the year and prior to establishing a system.

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Assessments were given last year (SAT, AP, FAST, MDTP, CORE SEL, DEMI) but coordinated by administration. The college related exams will be under the counseling plan for the upcoming year (AP, PSAT, ACT, SAT).

The data team process did not take place during the 2020-21 school year. Establish an assessment calendar and provide data team funding to implement data team protocols.

The instructional coach (.20) will serve on newly formed Madison Leadership Team. This position will also lead the work of the instructional leadership team to provide capacity building professional development so that our department leaders are more prepared to lead department PLCs and professional development related to Standards Based Grading implementation and QLIs and QTPs.

Depending on the fluidity of COVID protocols, the MLT would like to pursue focused instructional rounds for staff focused on our shared instructional practices.

*Identified Need

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

As we have the FAST aReading Assessment which monitors student proficiency in reading, the department will implement common writing assessments in order to continue to refine their instructional practice and areas of focus in ELA.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	11	Meet or exceed standards	42.8%	55%	CAASPP ELA	Annually
June 2022	9-12	Identified as Low Risk or Advanced	22%	50%	FAST aReading	Tri-Annually
June 2022	9-12	At (3) or Beyond (4) Grade Level on Common Writing Assessment	Baseline	50%	Writing Samples	Bi-Annually

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	11	Black or African American	Improvement in CAASPP meet/exceed proficiency	3.6%	35%	CAASPP ELA	Annually
June 2022	11	English Learner	Improvement in CAASPP meet/exceed	0	25%	CAASPP ELA	Annually

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2022	11	Students with Disabilities	proficiency Improvement in CAASPP meet/exceed proficiency	8.9%	25%	CAASPP ELA	Annually
June 2022	9-12	Black or African American	Identified as Low Risk or Advanced	20%	50%	FAST aReading	Tri-Annually
June 2022	9-12	English Learner	Identified as Low Risk or Advanced	5.4%	25%	FAST aReading	Tri-Annually
June 2022	9-12	Students with Disabilities	Identified as Low Risk or Advanced	11.1%	30%	FAST aReading	Tri-Annually

Common Formative Assessment.

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0346GM	Prof&Curriclm DevHrlyClstrmTchr		\$2,000.00	\$2,396.20	0346-30100-00-1170-2140-0000-01000-0000	Title I Basic Program	[no data]		Common assessment development meetings and data team meetings.

*Additional Supports for this Strategy/Activity

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

Professional Development

*Students to be served by this Strategy/Activity

All Students, EL students, Students with Disabilities

*Strategy/Activity - Description

Schoolwide professional development focused on integrated English language development (academic conversations and academic language), literacy, differentiation, rigor, culturally responsive teaching practices, and student engagement.

*Proposed Expenditures for this Strategy/Activity

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03465V	Regular Teacher - Fuller, Lili	0.20000	\$18,025.60	\$25,529.24	0346-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		Provide school wide professional development with emphasis on literacy, academic language and culturally responsive teaching practices.
N0346GN	Prof&Curriclm DevHrlyClsrmTchr		\$2,000.00	\$2,396.20	0346-30100-00-1170-2140-0000-01000-0000	Title I Basic Program	[no data]		Professional development meetings aligned to SPSA goals.
N0346GT	Short Term Leave Visiting Tchr		\$250.00	\$299.54	0346-30100-00-1162-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting teacher cost when .20 Instructional Coach is not present.

*Additional Supports for this Strategy/Activity

Administrative Walkthroughs and Teacher Feedback

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

Administration will utilize a site-developed walkthrough tool that includes measures of rigor, student engagement, consistent instructional routines and procedures, and students use of academic language. Administration will provide timely and focused feedback to teachers based on walkthrough observations and aligned with 5 Dimensions of Teaching and Learning. Observational data will also contribute to the identification of next steps for professional development.

*Proposed Expenditures for this Strategy/Activity

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

*Additional Supports for this Strategy/Activity

Reduced Class Size in 9th Grade Courses

*Students to be served by this Strategy/Activity

9th Grade Students

*Strategy/Activity - Description

A schoolwide emphasis has been placed on services and supports to help our 9th grade student transition successfully. By reducing 9th grade core class sizes, the student:teacher ratio is reduced and a greater opportunity for teachers to establish supportive relationships and provide in-time supports.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed	FTE	Salary	Estimated	Funding	Funding	LCFF	Reference	Rationale
----	----------	-----	--------	-----------	---------	---------	------	-----------	-----------

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Expenditures			Cost	Source Budget Code	Source	Student Group		
*Additional Supports for this Strategy/Activity									
<div>DRAFT</div>									

Goal 3 - Mathematics
Call to Action Belief Statement
<p>All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.</p>
District LCAP Goals
<ol style="list-style-type: none"> 1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms District - with Equity at the Core and Support for the Whole Child 2. Access to Broad and Challenging Curriculum 3. Accelerating Student Learning With High Expectations for All 4. Quality Leadership, Teaching and Learning
Annual Review of This Goal: SPSA Reviewed 2020-21
*Analysis
<p>Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).</p> <p>In reflecting upon our SPSA Goals from 2018-19, we need to strengthen our Tier 1 instruction, implement data analysis protocols, and strengthen Tier 2 interventions. While efforts were made to improve, we were unable to meet our stated goals. Due to teacher vacancies and high teacher turnover in the math department, consistent implementation of math curriculum was not present to the degree planned. Despite the efforts in the math department, students did not make the stated goal of 28% meet or exceed proficiency (14%). Within the AMO's no subgroup (Hispanic and Student with Disabilities) made their stated goals. Two subgroups (EL and African American) had no students meet or exceed proficiency on SBAC.</p> <p>Due to the transition to distance learning in March 2020, we do not have CAASPP data or complete MDTP data. We did give the district DEMI math assessment in Spring 2021. As we were in a block schedule 3x3 model, not all students were enrolled in a math class during the testing window and as such, only 29% of the student body completed the math assessment. While the assessment rate was low, we feel the data still provides us insight to student math proficiency and have established goals and annual measurable outcomes associated with this data, as well as, aligned common assessments by math content level. Data from the DEMI indicated our students greatest area of strength and proficiency is in the math knowledge strand; 80% of our students grades 9-11 demonstrated evidence of proficiency or strength in math knowledge. Whereas, the application strand reflects an area of need as 58% of students showed incomplete evidence and 4% left blank. Likewise, for the communication strand 49% showed incomplete evidence and 14% left blank. The learning gap is evident in review of the DEMI data for our students with disabilities and our black and multilingual students. Although, our multilingual students showed a much higher rate of proficiency in the knowledge strand than our black students and students with disabilities</p> <p>Site common assessment data showed 10% growth in proficiency in learning target 1 and 24% growth in learning target 2 for Enhanced Math 1; 34%</p>

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

growth in learning target 1 and 40% growth for learning target 3 for Enhanced Math 3; and 15% growth in proficiency in learning target 1 and a decline of 15% for learning target 3 for Enhanced Math 3.

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

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

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

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

Data from California Dashboard, site based assessments, DEMI and administrative walkthrough tool.

*Major Differences

Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The instructional coaching positions were utilized to provide support to teachers via regular office hours during online learning. Teachers expressed usefulness of support. New teachers also expressed gratitude for supportive systems and structures for their success and success of students at Madison. In regards to site level assessments, we were unable to disaggregate data by subgroups to identify gaps for multilingual learners, students with disabilities, and our black students.

The department is still refining the type of most useful common formative assessment based on implementation of Guaranteed Viable Curriculum.

*Changes

Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

and beyond the school day.
Instructional coach .20 FTE for math will not be implemented this year as the lead teacher is unable to carry out these duties. We will reconsider implementation for 2022-23. Instead the .20 FTE will be utilized for a credit recovery zero period.

*Identified Need

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

Focus on math application and math communication during PLCs based on the DEMI data.

Implementation of data analysis protocols for data team meetings.

Data from California Dashboard

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	11	Improvement in CAASPP meet/exceed proficiency	14%	40%	CAASPP Math	Annual
June 2022	9-11	Improvement in proficiency over time on site common assessments in EM I, II, and III	Baseline	70%	Site Developed Common Assessments	Bi-Monthly
June 2022	9	Grade of C or better in 2nd semester IM 1.	Baseline	60%	Other (Describe in Objective)	Annual
June 2022	9-11	Demi math scores proficient or better in application strand.	38%	48%	DEMI	Bi-Annually
June 2022	9-11	Demi math scores proficient or better in communication strand.	37%	47%	DEMI	Bi-Annually

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	11	Black or African	Improvement in	0%	30%	CAASPP Math	Annual

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		American	CAASPP meet/exceed proficiency				
June 2022	11	English Learner	Improvement in CAASPP meet/exceed proficiency	0%	30%	CAASPP Math	Annual
June 2022	11	Students with Disabilities	Improvement in CAASPP meet/exceed proficiency	6.7%	30%	CAASPP Math	Annual
June 2022	9-11	Black or African American	Demi math scores proficient or better in application strand	22%	32%	DEMI	Bi-Annually
June 2022	9-11	English Learner	Demi math scores proficient or better in application strand	14%	24%	DEMI	Bi-Annually
June 2022	9-11	Students with Disabilities	Demi math scores proficient or better in application strand	17%	27%	DEMI	Bi-Annually
June 2022	9-11	Black or African American	Demi math scores proficient or better in communication strand	25%	35%	DEMI	Bi-Annually
June 2022	9-11	English Learner	Demi math scores proficient or better in communication strand	14%	24%	DEMI	Bi-Annually
June 2022	9-11	Students with Disabilities	Demi math scores proficient or better in communication strand	19%	29%	DEMI	Bi-Annually

Common Formative Assessments

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0346GP	Prof&Curriclm DevHrlyClsrcmTchr		\$3,000.00	\$3,594.30	0346-30100-00-1170- 2140-0000-01000-0000	Title I Basic Program	[no data]		Development of common assessments aligned to learning targets and data team meetings.

*Additional Supports for this Strategy/Activity

Math 180 Intervention Course

*Students to be served by this Strategy/Activity

9th grade students

*Strategy/Activity - Description

Math 180 intervention course paired with IM 1 course for incoming 9th grade students who demonstrate need for tier 3 math intervention based on previous years' math grades and math assessment data, as well as, math universal screener data.

This research based intervention course is intended to build confidence and competence in mathematics. The course includes monitoring tools for teachers to use data to differentiate instruction and target students' individual needs.

Teaching the course requires professional learning.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03465Y	Regular Teacher - Chizmar, Cailyn	0.40000	\$36,051.20	\$51,058.49	0346-30100-00-1107- 1000-1110-01000-0000	Title I Basic Program	[no data]		2 sections of Math 180. .20 FTE for Bassi and .20 for Chrisman.
N0346GF	Software License		\$6,000.00	\$6,000.00	0346-30100-00-5841- 1000-1110-01000-0000	Title I Basic Program	[no data]		Math 180 software
N0346GQ	Prof&Curriclm DevHrlyClsrcmTchr		\$2,000.00	\$2,396.20	0346-30100-00-1170- 2140-0000-01000-0000	Title I Basic Program	[no data]		Professional development aligned to SPSA goals.

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0346GS	Short Term Leave Visiting Tchr		\$500.00	\$599.05	0346-30100-00-1162- 1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting teacher cost for period sub when Math 180 teachers are out.
*Additional Supports for this Strategy/Activity									
Administrative Walkthroughs									
*Students to be served by this Strategy/Activity									
All students									
*Strategy/Activity - Description									
Administration will utilize a site-developed walkthrough tool that includes measures of rigor, student engagement, consistent instructional routines and procedures, and students' use of academic language. Administration will provide timely and focused feedback to teachers based on walkthrough observations and aligned with the 5 Dimensions of Teaching and Learning. Observational data will contribute to the identification of next steps for professional development.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
Professional Learning Community									
*Students to be served by this Strategy/Activity									
9th - 11th grade students									
*Strategy/Activity - Description									
<p>In 2019-20, the Madison High School math department participated in the pilot for Enhanced Integrated Math I. Two teachers were part of the District research team of this pilot and one was be a pilot participant. The Enhanced curriculum is based on the Kendall Hunt Illustrative Math Curriculum. This problem-based pedagogy that is the foundation of the IM curriculum will make the rigorous learning standards in the high school courses accessible to all learners. Enhanced IM 1 is a problem-based core curriculum rooted in content and practice standards to foster learning and achievement for all. Students can learn by doing math, solving math problems in mathematical and real-world contexts, and constructing arguments using precise language. Teachers can shift their instruction and facilitate student learning with high-leverage routines that guide them in understanding and making connections between concepts and procedures.</p> <p>For this year, the Madison High School math department will continue to implement Enhanced Integrated Math I and II and also pilot our SDUSD Guaranteed and Viable Curriculum for Enhanced Integrated Math III.</p> <p>The goals of the PLCs for Enhanced Math I, II, and III will be the development of CFAs (common formative assessments), aligning rubrics within course-alikes, and standards based grading.</p> <p>With the focus on learning (assessment, calibrated rubrics and standards based grading), it will become easier for students, teachers, and parents to identify and pinpoint what exact mathematical concept a student is struggling with and also which ones they show strength. Assessments will provide</p>									

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

students with more than one chance to demonstrate their understanding. Benchmark feedback will be provided and students have the opportunity to improve and strengthen their responses. This promotes and encourages students having a growth mindset.

*Proposed Expenditures for this Strategy/Activity

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

*Additional Supports for this Strategy/Activity

In the research teachers' classrooms there will be frequent observations by district and site staff. Observers will be introduced to new instructional routines and lessons. The research and pilot teachers will be supported by District Math Resource teachers. Funding for visiting teachers for research and pilot teachers to have time to plan and revise curriculum.

Common Planning Period - Enhanced Math 1

*Students to be served by this Strategy/Activity

9th grade

*Strategy/Activity - Description

Teachers teaching EM 1 and the Math 180 intervention course assigned a common planning period during the school day. This allows for frequent calibration and collaboration on both the EM 1 and Math 180 curricula.

*Proposed Expenditures for this Strategy/Activity

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

*Additional Supports for this Strategy/Activity

None.

Reduced Class Size Integrated Math I

*Students to be served by this Strategy/Activity

9th grade students

*Strategy/Activity - Description

A schoolwide emphasis has been placed on services and supports to help our 9th grade student transition successfully. By reducing 9th grade core class sizes, the student:teacher ratio is reduced and a greater opportunity for teachers to establish supportive relationships and provide in-time supports.

*Proposed Expenditures for this Strategy/Activity

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

--	--	--	--	--	--	--	--	--

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

DRAFT

Goal 4- Supporting English Learners

Call to Action Belief Statement

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

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2020-21

*Analysis

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Analysis of district reclassification data indicates that Madison High School did meet its goal to reclassify the potential reclassification students at a 50% rate for 2019, but the lack of completion of the ELPAC in the 2019-20 school year leaves us with limited reclassification data. Seven students were reclassified in 2020-21; of those, five were students who are dual identified as English Learners and Students with disabilities. ELPAC data from spring 2021 reflect 21 students potentially eligible for reclassification, this reflects 20.7% of the English Learners during the 2020-21 school year. ELPAC in spring 2021 reflected 34.8% of our English Learners improved their proficiency by 1 or more levels between 2019 and 2021 administrations. The largest percentage of growth was for students scoring a 4 (well-developed) with 76% of the students with that score showed growth by 1 or more levels.

Analysis of 2018-19 PLC actions did not reflect intentional professional development focused on designated or integrated ELD instruction, nor did the data analysis emphasize how teachers would respond to learning. Therefore, strategies developed and implemented may have supported our English Learner students, but were not specific to supporting English Learners in language development. Supports for English Learners were limited and primarily focused on newcomers and not LTELs in that the ESL Assistant was utilizing a pull-out intervention method.

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

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

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

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

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

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

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

Overall there is insufficient evidence to show that all content teachers are including language development strategies and goals within the curriculum. Data from California Dashboard, Illuminate, and administrative walkthrough tool.

***Major Differences**

Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

No change.

***Changes**

Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We will continue to implement professional development and coaching for staff in the areas of integrated and designated ELD, as well as, funding for our EL para-educator. While students were taking a designated ELD course, the course was not differentiated for LTELs. In a SPSA review by our SSC, it was determined we discussed and recognized that our EL students have varying language needs and that our master schedule for 2020-21 would reflect a differentiation of courses for our LTEL and non-LTEL students. In 2020 we added a strategy for English Learner Support Plans - individualized plans for our EL students distributed to classroom teachers.

For the 2021 school year, we have adopted a district tool (English Learner Goal Setting; Reclassification) in place of our site developed English Learner

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Support Plans. This document is student developed with the assistance of the ALD teacher and copies are provided to all of the students' teachers. New this year is also the addition of supports. This includes a release period (.20 FTE) for our Multilingual Learner Coordinator to provide push in services to students, as well as, provide additional supports for staff. In addition, we are currently recruiting bilingual AVID peer tutors to provide additional classroom supports for our students scoring a 1 (minimally developed) on the ELPAC and who are exhibiting a need additional supports in accessing grade level curriculum.

*Integrated English Language Development

Integrated English language development instructional practices will be embedded in content classrooms in order to address language development and access to curriculum. The professional development plan, with collaborative input from ILT, will focus on common instructional practices. Walkthrough protocol, developed by district's OLA department, will be utilized to observe the integrated English language development support and instruction in the classroom. The Enhanced Integrated Math I, II and III will also have embedded integrated English language development support.

*Designated English Language Development

In addition to their core English class, English Learners are placed in a designated English language development course (ALD, ELD). Teachers of ALD/ELD will have additional professional development provided by OLA. Walkthrough protocol, developed by district's OLA department, will be utilized to observe the integrated English language development support and instruction in the classroom.

New to 2020-21 and a continued focus for the master schedule for 2021-22 is differentiating courses for our LTEL and non-LTEL students.

Students who are dual identified Special Education and English Learner also receive designated English Language Development in a special education support class. This class is taught by an English credentialed special education teacher and utilizes the guaranteed viable curriculum for designated ALD/ELD.

Teachers in the ALD/ELD are implementing newly adopted SDUSD curriculum, are implementing AVID like content tutorials for increasing students' collaboration, and are regularly collaborating on best instructional practices to support language proficiency.

*Identified Need

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

In review of our district level data, 5.4% of English learners scored advanced or low risk on the FAST assessment in Spring 2021, which is 16.6% lower than the percent of all students. 14% of English Learners scored proficient or better on the application and communication strands on the DEMI, which is 24% and 23% lower than the percent of all students respectively.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	11	English Learner	Improvement in CAASPP ELA meet/exceed proficiency	0%	25%	CAASPP ELA	Annually
June 2022	11	English Learner	Improvement in	0%	30%	CAASPP Math	Annually

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			CAASPP Math meet/exceed proficiency				
June 2022	9-12	English Learner	Identified as advanced or low risk on FAST	5.4%	25%	Other (Describe in Objective)	Tri-Annually
June 2022	9-11	English Learner	Score proficient or better on DEMI math assessment application strand.	14%	24%	Other (Describe in Objective)	Bi-Annually
June 2022	9-11	English Learner	Score proficient or better on DEMI math assessment communication strand.	14%	24%	Other (Describe in Objective)	Bi-Annually

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	9-12	English Learner	95% of our ELs eligible for reclassification will reclassify	70%	95%	Other (Describe in Objective)	Annually
June 2022	9-12	LTEL	100% of LTELs will improve summative ELPAC score by one performance level or better.	39%	60%	Summative ELPAC	Annually

Enhanced Math Series Implementation

*Students to be served by this Strategy/Activity

English Learners

*Strategy/Activity - Description

The new Enhanced Integrated math I, II, and III curriculum will support EL students in their acquisition of English within the context of mathematics. The framework for supporting English language learners (ELLs) in this curriculum includes four design principles for promoting mathematical language use and development in curriculum and instruction. The design principles and related routines work to make language development an integral part of

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

planning and delivering instruction while guiding teachers to amplify the most important language that students are expected to bring to bear on the central mathematical ideas of each unit. The four design principles are:

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

*Proposed Expenditures for this Strategy/Activity

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

*Additional Supports for this Strategy/Activity

Professional Development

*Students to be served by this Strategy/Activity

English Learners

*Strategy/Activity - Description

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

Content area teachers will receive professional development in the area of integrated language development with the purpose of content teams adopting specific observable language strategies and goals.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0346GR	Prof&Curriclm DevHrlyClstrmTchr		\$2,000.00	\$2,396.20	0346-30100-00-1170-2140- 0000-01000-0000	Title I Basic Program	[no data]		Integrated language development PD.

*Additional Supports for this Strategy/Activity

Administrative Walkthroughs

*Students to be served by this Strategy/Activity

LTEL

*Strategy/Activity - Description

Administration will conduct focused walk throughs of the LTEL student population at Madison. In conjunction with the Office of Language Acquisition (OLA), MHS administration will utilize a walk through tool that identifies levels of student engagement and behaviors during different parts of the instruction. Administration will share observations with staff and co-create an action plan to improve the language acquisition for the students thereby improving their understanding of the core content standards.

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
ESL Assistant									
*Students to be served by this Strategy/Activity									
English Learners									
*Strategy/Activity - Description									
<p>ESL Assistant will work with designated ELD teachers to support small group and differentiated instruction in the ALD classroom. The ESL assistant will also work with ELD teachers to provide core content area teachers information regarding EL students as follows:</p> <ul style="list-style-type: none"> - Current ELPAC levels - Language goals - Appropriate supports for accessing curriculum - Monitoring and supporting reclassified students 									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03465X	ESL Asst - Martinez, Bertha	0.75000	\$22,500.00	\$49,446.75	0346-30100-00-2101-1000-1110-01000-0000	Title I Basic Program	[no data]		Providing push in and pull out supports for English Learners.
*Additional Supports for this Strategy/Activity									
English Learner Goal Setting									
*Students to be served by this Strategy/Activity									
English Learners									
*Strategy/Activity - Description									
<p>English learners will complete the SDUSD new English Learner Goal Setting form inclusive of ELPAC scores, FAST scores, and individualized student reflections and goals. ALD/ELD teachers will provide copies of the documents for their respective students to recognize students' identified areas of strength, challenges and goals.</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

*Additional Supports for this Strategy/Activity									
Multilingual Learner Coordinator/Student Support Provider									
*Students to be served by this Strategy/Activity									
English Learners									
*Strategy/Activity - Description									
<p>Release period for ALD teacher (.20) to focus on equity, access and progress monitoring for our English Learners. Position is tasked with coordinating assessments, supporting English learners and providing classroom teachers with supports as follows:</p> <ul style="list-style-type: none"> - English Learner Goal Setting documents - ELPAC and FAST data - appropriate accommodations and support recommendations for English Learners - providing teachers of English Learners regular updates on progress and instructional strategies being implemented in the ALD/ELD courses - coordinating peer tutors - push in supports as needed/requested 									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03465W	Regular Teacher - Zoltan, Cindy	0.20000	\$18,025.60	\$25,529.24	0346-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		Coordinating supports for English Learners
N0346GE	Short Term Leave Visiting Tchr		\$250.00	\$299.54	0346-30100-00-1162-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting teacher cost when .20 ML coordinator is not present.
*Additional Supports for this Strategy/Activity									

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

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

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2020-21

*Analysis

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

In review of the 2019-2020 plan, we did conduct professional development with a focus on effective co-teaching during whole staff meetings. Administrators also conducted regular classroom observations utilizing a tool with specific co-teaching "look fors." In reviewing walkthrough data, 80% of the walkthrough observations with a co-teacher or para-educator demonstrated use of co-teaching strategies from professional development. Of those co-teaching strategies, the predominant co-teaching strategy was use of cues and prompting.
Throughout the 2020-21 school year, paraprofessionals participated in multiple professional development opportunities.

*Major Differences

Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

In 2020, while the progress reporting was completed for all students with IEPs, and will continue to be completed, SSC did not find that this information was the best data to have for moving more students towards increased proficiency levels on the CAASPP.
For all staff due to online learning and a desire to not remove teachers and paraprofessionals from the virtual classroom in the 2020-21 school year, we shifted to providing professional development outside of the instructional day.
Several teachers and co-teachers have attended UDL professional development and other opportunities after the instructional day, but this was not a

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

schoolwide sustained effort. Our instructional coach instead was utilized in a way that permitted teachers to attend regular office hours for support in engaging students in the online environment.

*Changes

Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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

Changes were made to last year's SPSA to include added goals for cohort graduation rate, UC 'a-g' completion rate, and semester grades. We are continuing with this data and change for this year's SPSA.

We are shifting our approach to data analysis to focus on the percentage of students with C or better grades at each semester rather than from the deficit lens of reviewing D and F grades.

Up until this year, it has been extremely ineffective to analyze FAST data for students with disabilities. This school year, we now are able to access sub group data for the FAST assessment within the Illuminate portal. We have now also equipped all education specialists with appropriate access levels in the FAST portal to allow for them to access their caseload data with more efficiency.

Also new this year is the implementation of the DEMI math assessment twice each year and an English common writing assessment twice each year.

*Identified Need

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

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

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	11	Improvement in CAASPP ELA meet/exceed proficiency	8.9%	25%	Other (Describe in Objective)	Annually
June 2022	11	Improvement in CAASPP math meet/exceed proficiency	6.7%	30%	Other (Describe in Objective)	Annually
June 2022	12	Increased cohort	75.6%	80%	Other (Describe in	Annually

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		graduation rate			Objective)	
June 2022	12	Increased UC 'a-g' completion rate	40%	55%	Other (Describe in Objective)	Annually

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	9-12	Students with Disabilities	Increase in students earning C or better in all classes each semester.	38%	48%	Other (Describe in Objective)	Semester
June 2022	9-12	Students with Disabilities	Identified as advanced or low risk on FAST assessment	11.1%	30%	Other (Describe in Objective)	Tri-Annually
June 2022	9-11	Students with Disabilities	DEMI math scores proficient or better in application strand.	17%	27%	Other (Describe in Objective)	Bi-Annually
June 2022	9-11	Students with Disabilities	DEMI math scores proficient or better in communication strand.	19%	29%	Other (Describe in Objective)	Bi-Annually

Professional Development

*Students to be served by this Strategy/Activity

Students with disabilities

*Strategy/Activity - Description

Schoolwide professional development focused on integrated English language development (academic conversations and academic language), literacy, differentiation, rigor, and student engagement.

Administrator over special education department and special education lead teachers will co-develop and facilitate professional development for para-educators, and new teachers to Madison regarding instructional models, reading IEPs, and strategies for effective and involved co-teaching.

*Proposed Expenditures for this Strategy/Activity

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

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0346GD	Prof&Curriclm DevHrlyClstrmTchr		\$1,000.00	\$1,198.10	0346-30100-00-1170-2140- 0000-01000-0000	Title I Basic Program	[no data]		Professional development aligned to SPSA goals.
*Additional Supports for this Strategy/Activity									
Student Scheduling									
*Students to be served by this Strategy/Activity									
Students with disabilities									
*Strategy/Activity - Description									
Students with disabilities will be intentionally scheduled to ensure access to the academic core classes with appropriate special education support. General and special education staff will ensure instruction is in direct alignment with student needs and the intervention enhances current instruction. PLCs will include ongoing monitoring of progress and adjusting support for students with disabilities as Education Specialists will participate in content area PLCs.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
The administrative team will conduct ongoing walkthroughs with a lens on students with disabilities and co-teaching practices. Teachers and co-teachers will be provided with meaningful and timely feedback.									
Professional Learning Community									
*Students to be served by this Strategy/Activity									
Students with disabilities									
*Strategy/Activity - Description									
Professional learning communities by department focused on standards based grading implementation and consistent instructional routines.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
Dedicated Collaboration Time									
*Students to be served by this Strategy/Activity									
Students with disabilities									

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Strategy/Activity - Description									
Opportunity provided to co-teacher partnerships to have additional time outside of the work day for collaborating on lesson planning, evaluation of student work and successful co-teaching partnership roles.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0346GZ	Classroom Teacher Hrly		\$4,000.00	\$4,792.40	0346-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Co-teaching partnerships meeting time beyond the school day to collaborate on lesson planning, evaluation of student work and successful co-teaching partnerships. Change from Tchr Hrly to Prof&Curriculum Dev Hrly.
*Additional Supports for this Strategy/Activity									
<div>DRAFT</div>									

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2020-21

*Analysis

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

During the 2020-21 school year, the newly formed site equity team reviewed data and participated in the development, coordination and implementation of a professional development plan. The team determined that one hour a month was not enough time to as a team review data and coordinate quality professional development.

There was positive staff survey response to the spring professional development co-led by the equity team and student leaders.

Based on NEST check in survey #2, 5% more students have hope (positive/optimistic outlook); 68.7% rated this question 4 or better on a 5 point scale.

In regards to restorative justice practices implementation, the online environment last school year eliminated discipline referrals and we do not have valid data to confirm effectiveness of the IMTSS team's initial purpose.

Boys to Men struggled to maintain engaged students during online learning. Only 5 students attended mentoring meetings regularly. Attendance did improve for 3 of those 5 students. The same 3 students also passed all classes with mostly 'A's and 'B's.

*Major Differences

Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Boys to Men was not implemented with the same robustness as initially intended. COVID-19 impacted the organization and they did not have the same full staffing as before. Students were reluctant to receive online mentoring from their home.

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Not all staff participated in professional opportunities occurring outside of the school day. Many were focused on engaging all students in an online platform and student/parent outreach outside of the instructional day.

*Changes

Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We will revisit Boys to Men Mentoring to determine if the organization is again available to meet the needs of our students on campus.

We will monitor student grades from a perspective of students with C grades or better rather than a focus on 'D' and 'F' grades. We will include data analysis regarding student attendance and student perception data.

*Identified Need

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

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

In addition to enrollment and CAASPP data from previous years, we reviewed passing semester grades (pre-COVID), FAST reading assessment data, and DEMI math assessment data to establish goals and to support our black youth.

Data from annual district report and 2019 California Dashboard.

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	12	African-American/Black Youth	Decrease school suspensions	11.5%	5%	Suspensions (Classroom and School)	Annually
June 2022	9-12	African-American/Black Youth	Decrease discipline incidents logged for disruption/defiance	48.5%	30%	Suspensions (Classroom and School)	Annually

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2022	9-10	All Students	e Completion of at least 1 ethnic studies course prior to graduation	Baseline	100%	Ethnic Studies Courses	Annually
June 2022	9-12	African-American/Black Youth	Increase in students earning C or better in all classes each semester (2018-19)	40.2%	55%	Grades	Semester

*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Beginning in the Fall of 2021, Madison High School site selection/hiring panel will complete anti-bias training before conducting any interviews. The staff diversity goal at Madison High School is to maintain or increase the percentage of diverse educators and staff from current year to the following year.
- ✓ 2. Madison High School will develop a Site Equity Team that meets quarterly throughout the school year to monitor student access to programs, learning, attendance and discipline data with a focus on Black Youth. Site Equity Team will also monitor the staff diversity goal.
- ✓ 3. In 2021-22 school year, Madison High School will develop and implement a site-specific system for tracking classroom referrals to determine if some students are disproportionately being referred.
- ✓ 4. Madison High School will create a process for ensuring all students are assigned a Student Champion (staff member) to help them through any suspension or expulsion process.

Site Equity Team

*Students to be served by this Strategy/Activity

Black students

*Strategy/Activity - Description

Site equity team comprised of students and staff established in 2020. Working with SDUSD Youth Advocacy department, the team used data to conduct a needs audit, develop a year-long plan, and assess progress. In collaboration with our SDUSD Youth Advocacy department, the team led the site in professional development in the areas of:

- * Understanding Race and Our Racial Identity
- * Institutional and Implicit Bias/Racism

The focus of the equity team this year is on Culturally Responsive and Sustaining Practices with a focus as follows:

- * Awareness of our Learners through student voice and empathy interviews

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

* Learning partnerships									
* Quality Learning Interactions: Welcoming and Connecting									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0346EH	Prof&Curriclm Dev Vist Tchr		\$2,000.00	\$2,396.20	0346-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Site Equity Team meetings. Revised to Prof/Dev Hrly if unable to schedule meetings during school day.
*Additional Supports for this Strategy/Activity									
IMTSS Team									
*Students to be served by this Strategy/Activity									
Black students									
*Strategy/Activity - Description									
To accomplish this goal, IMTSS Lead Teacher will coordinate the work of the IMTSS plan. The IMTSS teacher will lead the work of school-wide and classroom level PBIS implementation, restorative justice practices, school culture improvement (#theNEST), and student intervention systems and resources. The action plan also includes the IMTSS lead coordinating professional development for PBIS, RJP, and culturally responsive teaching.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
Professional Development									
*Students to be served by this Strategy/Activity									
Black Students									
*Strategy/Activity - Description									
Schoolwide staff meetings led by site equity team will focus on culturally responsive teaching practices.									
Funding for additional professional development with a focus on equity and restorative practices to include SDCOE, SDUSD and other opportunities, as well as, site team book studies (book titles: Grading for Equity, Justice on Both Sides, So You Want to Talk About Race, The Dream Keepers, Cultivating Genius, Culturally Responsive Teaching and the Brain, and Belonging Through a Culture of Dignity).									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student	Reference	Rationale

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

							Group		
N0346GU	Prof&Curriclm DevHrlyClstrmTchr		\$3,000.00	\$3,594.30	0346-30106-00-1170- 2140-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Professional Development
N0346GV	Supplies		\$1,000.00	\$1,000.00	0346-30100-00-4301- 1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies or transfer to conference fees for equity PD.
*Additional Supports for this Strategy/Activity									

DRAFT

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2020-21

*Analysis

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Madison High school set two parent involvement and community engagement goals. The first goal was that 50% of families (up from 25%) would note a positive response on the CHKS survey regarding increased parent education opportunities to include parents as partners in educating students. The second goal was 50% of families (up from 25%) would note increased parent involvement in site-based decision making. Due to school transition to online learning in the spring we do not have updated CHKS data to confirm if this goal was met. We will continue to have this as a goal now that we have returned to on-site instruction and anticipate data at the end of this school year.

While our PIQE classes during 2020-21 did not have as many graduates as the previous year, we believe this is due to the online meeting environment and the technical barriers for some families. In 2019-20, we had 85 graduates and in 2020-21 we had 36 graduates.

In regards to our parent outreach goals, our website and youtube analytics show more parents are getting information compared to meeting attendance data from previous years. SSC discussed utilizing a service that allows for video embedding and ease of translation to be a positive (newsletters via S'more). Analytics from S'more shows an increase from fewer than 200 readers to views of over 1,000 for each publication due to the change in delivery of the newsletter (direct, website, and social media).

We did increase parent accounts in the PowerSchool Parent Portal from 58% to 66% by May 2021. The number of parent emails in PowerSchool remained unchanged at 89%. In regards to utilizing SchoolMessenger via PowerSchool to send emails and callers, we are finding that many families have blocked messages from SchoolMessenger. Our site tech was working to assist families, but once they block the messages we have found it to be a difficult process for them to unblock.

We were not successful in having a fully elected ELAC.

We had regular parent attendance and participation in SGT and SSC meetings, but we will continue to have these goals in place.

Despite our outreach last school year, online meeting attendance for parent education/ "Coffee with the Counselor" events was extremely low despite advertising in multiple languages, offering morning and evening times, and hosting events aligned to the resources parents requested at the beginning of

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

the year.					
*Major Differences					
Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).					
<p>The School to Career Coordinator position became vacant in December 2020 and remained vacant for the remainder of the school year. Parent outreach and coordination dipped slightly with this staffing vacancy. We were able to utilize office and support staff during online learning - coordinated by our IMTSS lead - to continue family outreach.</p>					
*Changes					
Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.					
<p>Parent education opportunities will continue to be provided to address the needs of parents of all grade levels and targeted to topics parents have expressed interest in and which align with the goals outlined in our SPSA.</p> <p>All parent events will utilize multiple methods (SchoolMessenger, Social Media, Website) and languages to communicate upcoming events. This year, we will capitalize on the flexibility technology provides by hosting virtual events and also providing videos for parent events and parent education opportunities. We hope the flexible options for parents (live and pre-recorded) will help them better connect with the school in order to better support their students.</p> <p>Currently we are pending approval to implement a contract with Talking Points to allow for all staff to use an online platform to send a text message via a website to families. The message will be translated into the parent/guardians' language of choice and will allow for parent/guardian to respond in home language. Once this is implemented, SSC proposed a schoolwide adoption of a "family contact" hour.</p>					
*Identified Need					
<p>Within the CAL-SCHLS (CSPS) it was identified that parents did not feel overwhelmingly engaged as partners in the education of their child. All three areas of the CSPS survey in regards to parent involvement (partnership, parent contributions, and input on site-based decision making) evoked "strongly agree" from only 25% of the respondents.</p> <p>Madison High School did not have a functioning ELAC in 2018-19, nor were parents represented in the Site Governance Team. In 2019-20 we had a goal to have a fully functioning ELAC, and regular attendance of parents at SSC and SGT meetings.</p> <p>Met the goal for a functioning ELAC in 2019-20 but not 2020-21, and we had regular parent participation at SSC and SGT. As these were newer goals, we changed the language regarding the percentage of parents in attendance and participating in these site-based decision making groups. We need to continue our focus on outreach and providing all parents with increased opportunities to learn about their students' educational experiences and participate in meaningful meetings in order to provide parent voice and perspective.</p>					
*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2020	Other (Describe in Objective)	To increase parent engagement by	25%	50%	CAL - SCHLS (CSPS)

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		providing increased parent education opportunities to include parents as partners in educating students.			
June 2020	Other (Describe in Objective)	To increase parent involvement in site-based decision making.	25%	50%	CAL - SCHLS (CSPS)
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2022	ELAC	All ELAC positions filled	75%	100%	Other - Describe in Objective
June 2022	SGT	Monthly parent representation at SGT meetings.	80%	100%	Committee Attendance
June 2022	SSC	Regular parent attendance from parent representatives at monthly SSC meetings	66%	90%	Committee Attendance
June 2022	Other (Describe in Objective)	Positive survey results on site based end of year survey regarding parent education.	Baseline	90%	Other - Describe in Objective
June 2022	Other (Describe in Objective)	Increased parent attendance at parent education events.	Baseline	50%	Other - Describe in Objective
December 2021	Other (Describe in Objective)	Increased parent accounts in the PowerSchool Parent Portal	65%	80%	Other - Describe in Objective
December 2021	Other (Describe in Objective)	Increased parent email addresses recorded in PowerSchool for school messaging	89%	100%	Other - Describe in Objective
PIQE - Parent Institute for Quality Education					

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Families to be served by this Strategy/Activity									
Spanish speaking families and parents of 9th graders is the targeted focus audiences for capturing parents early on in their students' high school careers as partners in the educational process for the first sequence of PIQE classes. PIQE graduates from previous years provided next series of courses with a focus on Social-Emotional Learning.									
*Strategy/Activity - Description									
In order to establish a culture of parent involvement as partners, Madison High School will host PIQE (Parent Institute for Quality Education) in both English and Spanish for families of 9th graders and PIQE graduates.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0346D6	Contracted Svcs Less Than \$25K		\$5,221.00	\$5,221.00	0346-30103-00-5853-2495-0000-01000-0000	Title I Parent Involvement	[no data]		PIQE contract expense.
N0346GH	Prof&Curriclm DevHrlyClstrmTchr		\$7,000.00	\$8,386.70	0346-30106-00-1170-2140-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Transfer to account 5853 for additional PIQE contract expense and 4301 for any supply fees.
*Additional Supports for this Strategy/Activity									
In the event we are able to have meetings in person, we will provide light refreshments for PIQE sessions. In order to support parents in attending the meetings (if approved for in-person meetings) childcare will be provided. Attendance of counselors, administration, and other key staff at pre-determined PIQE sessions.									
Parent Education/Training Workshops									
*Families to be served by this Strategy/Activity									
All Families									
*Strategy/Activity - Description									
In order to provide meaningful grade-level appropriate parent education, the counselors will host regular parent education workshops. Meeting topics and times will be responsive to parent needs based on family surveys and from on-going feedback and requests from families. Topics will also be aligned to grade level student education workshops. In order to ensure that all members of the Madison High School community have access to the topics and information provided, sessions conducted by counselors will be posted to the Counseling webpage. Highlights from the meeting will be included in the bi-monthly publication "Warhawk Whisper" which is hosted on our school webpage and sent electronically.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03465Z	School Counselor - Guerra, Elizabeth	0.10000	\$8,755.80	\$12,455.97	0346-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		No longer need to fund .50 counselor. Use .10 equivalent to transfer to Counselor Hrly to host after hours parent education events.

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0346GI	Supplies		\$1,911.00	\$1,911.00	0346-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Meeting supplies and light refreshments
*Additional Supports for this Strategy/Activity									
In the event of in-person meetings, light refreshments for parents attending the meetings, child-care, interpreting services and printing fees for materials provided to parents.									
Family Outreach and Engagement									
*Families to be served by this Strategy/Activity									
All families									
*Strategy/Activity - Description									
Beginning with the 2020 school year, Madison High School now has a Family Engagement committee that meets regularly to guide site based decision making regarding increasing parent engagement.									
All communication now that is sent through SchoolMessenger is sent in all home language. We also communicate with our Spanish speaking families points of staff contact for individualized support in Spanish.									
The goal is to increase modes of outreach with parents and increase parent engagement and interactions with our platforms and staff with the purpose of making sure our parents are included, have a way to communicate with staff in their language of choice, and are informed in order to better support their students.									
Actions include:									
<ul style="list-style-type: none"> - Regular newsletters using S'More (Warhawk Whisper and Hawktalk Express), which allows family to select language preference; - Developing a system for all staff to utilize Talking Points - a centralized parent engagement platform with translation in 100 languages which allows for two way school and home communication - Parent workshops offered in English and Spanish - Video recordings of parent workshops and other important school topics posted in YouTube to include Closed Captioning with language options - Outreach to include parents to serve on site governing committees - Campaign to increase accurate email and telephone information in PowerSchool and Power School Parent accounts - Accessible webpage with translations and a Warhawk Assistance link to provide timely and responsive supports 									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0346GB	Software License		\$7,300.00	\$7,300.00	0346-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Talking Points parent engagement platform
*Additional Supports for this Strategy/Activity									

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2020-21

*Analysis

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

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

While the graduation rates increased, this is a cautionary analysis as we changed to an online learning environment from March 2020 to April 2021, with the option to return to onsite instruction in April 2021.

We will use June 2019 graduation data for the purpose of our goal-setting this year. June 2019 data reflects an overall cohort graduation rate of 94.6 (a 3% increase from prior year); however, our two lowest performing groups of students were our black students with a cohort graduation rate of 87.5% and our students with disabilities with a cohort graduation rate of 75.6%. While both subgroups' cohort graduation rate increased by 6.4% and 21.8% respectively, both are considerably lower than the schoolwide rate.

Students in 2019 graduating meeting A-G requirements was 73% overall, a 2.6% decrease. Our lowest performing groups were as follows: Homeless (36.4%), Students with Disabilities (40%), Black Students (42.9%), and our English Learner (66.7%).

District graduation rate data used for this analysis.

*Major Differences

Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

A new strategy was added during the 2020-21 school year - credit recovery courses. We were able to offer 3 math courses, 1 chemistry course, and 2 Edgenuity online labs.

*Changes

Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

In review of the cohort graduation data and the UC a-g graduation rate data, we have included African Americans as a subgroup for our AMOs related to graduation rate. We have also added our Homeless Youth to the increased UC a-g graduation rate data. SSC additional proposed a review of semester grades as another metric in our analysis and we have added data regarding grades of 'C' or better at the semester to our plan.

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

Our efforts to provide students and parents with resources and education as it pertains to post-secondary options will continue with expanded topics and greater flexibility for access. As this is year 3 of our IMTSS implementation, we will continue to revise our IMTSS plan.

*Identified Need

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

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	12	Increase graduation rate	94.6	97%	Graduation/Promotion	Annually
June 2022	12	Increase in percent of graduates meeting UC a-g requirements	73%	80%	Other (Describe in Objective)	Annually
June 2022	9-12	Increase percent of students with all C or better grades at semester (2018-19)	55.5%	65%	Other (Describe in Objective)	Bi-Annually

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	12	Students with Disabilities	Increase cohort graduation rate	75.6%	80%	Graduation/Promotion	Annually
June 2022	12	English Learner	Maintain cohort graduation rate	100%	100%	Graduation/Promotion	Annually

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2022	12	Black or African American	Increase cohort graduation rate	87.5%	90%	Other (Describe in Objective)	Annually
June 2022	12	English Learner	Increase in percent of graduates meeting UC a-g requirements	66.7%	75%	Other (Describe in Objective)	Annually
June 2022	12	Black or African American	Increase in percent of graduates meeting UC a-g requirements	42.9%	55%	Other (Describe in Objective)	Annually
June 2022	12	Hispanic or Latino	Increase in percent of graduates meeting UC a-g requirements	74.6%	80%	Other (Describe in Objective)	Annually
June 2022	12	Homeless/Foster	Increase in percent of graduates meeting UC a-g requirements	36.4%	45%	Other (Describe in Objective)	Annually
June 2022	9-12	Students with Disabilities	Increase in percent of C or better grades at semester	38.3%	48%	Other (Describe in Objective)	Bi-Annually
June 2022	9-12	English Learner	Increase in percent of C or better grades at semester	45.5%	55%	Other (Describe in Objective)	Bi-Annually
June 2022	9-12	Black or African American	Increase in percent of C or better grades at semester	40.2%	55%	Other (Describe in Objective)	Bi-Annually
June 2022	9-12	Homeless/Foster	Increase in percent of C or better grades at semester	38.2%	48%	Other (Describe in Objective)	Bi-Annually

Postsecondary Options Education

*Students to be served by this Strategy/Activity

All students and parents.

*Strategy/Activity - Description

Focus on providing students and families information on post-secondary options, counselor-led parent and student education opportunities,

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

schoolwide advisory lessons, parent nights, and increased communication regarding opportunities. Counselor and School-to-Career Coordinator will coordinate and facilitate these activities.

New Freshman Foundation course partnering with counselors to start students' high school careers with college and career research and exposure and four-six year education plans.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F034660	School Counselor - Guerra, Elizabeth	0.10000	\$8,755.80	\$12,455.97	0346-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		No longer need .50 counselor FTE funding. Use for additional counselor hrly for parent workshops.

*Additional Supports for this Strategy/Activity

Monitoring Students and Intervention Plans

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

Increased and regular monitoring of students on track for graduation by counseling team for grades 9-12. Development of aligned systems to better monitor, meet with students and families, and develop intervention plans. Development of credit recovery plans with credit checks twice yearly.

Implementation of SDUSD High School Monthly Calendar for monitoring.

Implementation of universal and tiered counseling lessons.

Collaboration between the counseling team, IMTSS team and administration.

*Proposed Expenditures for this Strategy/Activity

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

*Additional Supports for this Strategy/Activity

IMTSS

*Students to be served by this Strategy/Activity

All students, Hispanic, African-American, English learners, and students with Disabilities

*Strategy/Activity - Description

Focus on improving school culture in order to increase student engagement. IMTSS teacher lead and culture team facilitate regular meetings to analyze progress towards implementation of PBIS, RJP, and RtI.

IMTSS teacher lead developing and implementing a plan for tiered behavior and academic interventions for students.

The IMTSS team has partnered with SWIFT Education Center to strengthen our IMTSS implementation.

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Regular Teacher - Kon Chen, Ni				0346-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F03465T	Tiered intervention matrix.
	Regular Teacher - Kon Chen, Ni				0346-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F03465U	Tiered intervention matrix.
*Additional Supports for this Strategy/Activity									
Resources and supplies to improve school culture - #theNEST campaign.									
College and Career Center									
*Students to be served by this Strategy/Activity									
All students									
*Strategy/Activity - Description									
<p>Creation of a College and Career Center.</p> <p>The purpose of the College and Career Center is to provide comprehensive college and career guidance for all grades 9-12. Students should graduate high school with an awareness of their strengths and passions, exposure to career fields and options, and college and career opportunities.</p> <p>Through a coordinated effort between the School to Career Coordinator and the Counseling team, Madison High School students will establish college and career goals and be able to visualize their pathway to success.</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
Extended Day Credit Recovery Opportunities									
*Students to be served by this Strategy/Activity									
Credit deficient students									
*Strategy/Activity - Description									
Before/after school online lab credit recovery opportunities for students to retake courses during the school year to move towards on-track status without dependance on summer school.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed	FTE	Salary	Estimated	Funding Source	Funding	LCFF Student	Reference	Rationale

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Expenditures			Cost	Budget Code	Source	Group		
F034661	Regular Teacher - Mikamo, Courtney	0.20000	\$18,025.60	\$25,529.24	0346-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		.20 FTE previously approved for math inst. coach. Now for credit recovery period.
F034662	School Counselor - Guerra, Elizabeth	0.30000	\$26,267.40	\$37,367.93	0346-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Use .30 to fund additional before/after school credit recovery courses as needed.

*Additional Supports for this Strategy/Activity

Homework Lab

*Students to be served by this Strategy/Activity

All Students

*Strategy/Activity - Description

Supervisor to provide supervision of library homework lab. Develop an open homework lab schedule. Coordinate peer, college and staff tutors. Monitor student attendance. Staff tutors to provide additional homework assistance in the homework lab on a rotating basis.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0346GC	Classroom Teacher Hrly		\$10,500.00	\$12,580.05	0346-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Homework lab facilitator hourly expense and homework lab tutors hourly expenses.
N0346GG	Classroom Teacher Hrly		\$20,210.00	\$24,213.61	0346-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Homework lab and tutoring hourly.

*Additional Supports for this Strategy/Activity

Before/After School Tutoring

*Students to be served by this Strategy/Activity

All Students

*Strategy/Activity - Description

Aligned to assessment data and student progress towards proficiency. Structured small group tutoring sessions aligned to standards/critical concepts. Includes clear invitation and communication home. System to monitor students participating in small group before/after school tutoring.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0346GX	Classroom Teacher Hrly		\$12,000.00	\$14,377.20	0346-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Before/After School tutoring

*Additional Supports for this Strategy/Activity

Weekly Advisory									
*Students to be served by this Strategy/Activity									
All Students									
*Strategy/Activity - Description									
Thirty minute weekly advisory period. Students have the opportunity based on grading period data and teacher recommendation to participate in intervention or enrichment. Cycles change after each grading period. The goal is to provide six week intervention cycles in needed subject area to move students toward proficiency. Students not in need of intervention will have the opportunity to explore enrichment opportunities each six week cycle.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
DRAFT									

STEAM

Our Vision

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

STEAM Belief Statement

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

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

School Leadership Actions

Leadership Practice

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

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

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

- Quality Tier 1 Instruction

- Professional development schoolwide with focus on rigor (concept, process, and product), formative assessment, student engagement (PBL, culturally responsive teaching), and differentiated instruction (to meet the needs of English learners, students with disabilities, and GATE students) in order to improve student achievement and increase access to rigorous learning experiences.
- Focused administrative walkthroughs with specific teacher and student action look fors and timely constructive feedback to teachers based on 5 Dimensions of Teaching and Learning Instructional Framework.

Professional Learning Communities (PLCs)

- PLCs by department meet monthly with the focus on Standards Based Grading Implementation and ILT determined Quality Learning Interactions (QLI) and Quality Teaching Practices (QTPs)

Building the capacity of teacher leaders

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

Madison Leadership Team

- Newly developed MLT - Madison Leadership Team representing membership from across different focus areas (ML, D/HH, SWD, Equity, IMTSS).
- Partnership with SWIFT Education Center with focus on IMTSS and equity based leadership.
- Priorities for this year include: establishing a clear vision that drives instructional outcomes, developing an action plan for establishing school wide consistent instructional routines and procedures, and developing an action plan for data--based decision making to support universal instruction in literacy, math, SEL and behaviors.

Timely Monitoring of Student Progress

- Implementation of data analysis protocols in ELA and math PLCs.
- Administration and counseling monitoring student progress specific to English Learners and Students with Disabilities.

Madison High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- IMTSS Lead and administration frequent monitoring of student behaviors (attendance, discipline incidents, and suspensions).

Implementation of IMTSS.

- RtI model (academic, social/emotional, behavior) tiers of intervention
- Clear and high expectations (PBIS)
- Restorative justice practices
- IMTSS Culture team
- Systems in place for review of data
- System in place for student interventions.

Equity team

- Principal serves as member of site based equity team established in 2020-21 school year.
- Equity team meets monthly to plan and develop school wide monthly professional development. The focus for this year is culturally responsive and sustaining practices
 - Awareness of our learners
 - Learning Partnerships

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**

APPENDIX C**SCHOOL PARENT COMPACT**

APPENDIX D

DATA REPORTS

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

- Illuminate
- California Dashboard

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

APPENDIX E**2021-22 SPSA ASSESSMENT AND EVALUATION**

APPENDIX F**WASC RECOMMENDATIONS (WASC SCHOOLS ONLY)**