

The Single Plan for Student Achievement

MILLENNIUM HIGH SCHOOL

01-30286
CDS Code

Date of this revision: 2009-10

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code Sections 41507, 41572, and 64001 and the Federal *No Child Left Behind Act* (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Karen Gnusti
Position: Principal
Telephone Number: 510.594.2702
Address: 760 Magnolia Avenue, Piedmont, CA 94611
E-mail Address: kgnusti@piedmont.k12.ca.us

Piedmont Unified School District

The District Governing Board approved this revision of the School Plan on _____

MISSION STATEMENT

Millennium High School seeks to instill in our students a commitment to the four founding principles of the school: respect, communication empowerment, and community. We are committed to supporting each student's personal and academic goals in an emotionally as well as physically safe environment. Students are recognized for and supported to develop strengths and talents unique to them as individuals, as well as challenged to expand their areas of competence and comfort. We foster a climate where respect for the learning process is upheld by honoring the diversity of learning styles and emotional histories present in our students. We promote academic excellence and personal growth through our dedication to meeting the needs of our students, regardless of each one's level of proficiency. We create opportunities for our students to become active, engaged participants in their school and larger communities.

MHS also is directed by PUSD Mission Statement:

Piedmont Unified, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, intellectually curious, and have a strong sense of self and community. Through quality instruction and shared leadership, the district will impart knowledge and promote creative and critical thinking in a safe, nurturing, and challenging environment.

In addition, we work to implement annually adopted District Goals:

- 1) Educational Program: Cultivate a learning community where students are engaged in their learning, strive for excellence, and are supported to achieve to their fullest potential.
- 2) School Environment: Provide a safe and healthy learning environment that promoted responsible citizenship, self-discipline, personal responsibility and resilience, compassion and mutual respect.

- 3) Communication Practices: Build and improve upon interactions and communication practices among students, staff, and community, in order to support a constructive partnership between schools and families.
- 4) Financial Management: Closely monitor and manage District finances in order to sustain educational program priorities over the long term.
- 5) Facilities Planning and Management: Maintain and improve the long-term safety, accessibility, usability and value of our school facilities within budget limitations and in collaboration with the City of Piedmont.

SCHOOL PROFILE

Millennium High School is a small, alternative public high school, part of the Piedmont Unified School District. Piedmont, a city of about 10,000 residents, is set in the hills on the east side of San Francisco Bay. Millennium is located on the Piedmont High School campus and shares many resources with the school.

Beginning in the 1997-1998 school year, Millennium High School transitioned from Piedmont's continuation high school into an expanded alternative high school. This change allowed the school to admit students from outside the Piedmont District, expanding the total school population as well as the MHS staff and its curricular offerings.

Millennium High School welcomes the majority of its students from the District's comprehensive high school. The school also offers enrollment to students beyond our district throughout the Bay Area who are seeking an education consistent with Millennium's mission and instructional style. The Millennium principal personally interviews all prospective students and their parents/legal guardians. The mission of the school is meticulously reviewed and the goals/ objectives/ learning plans of the students are reviewed and agreed to by all parties.

We serve a broad cross-section of students with diverse learning styles, proficiency levels, and personal needs. Students at MHS complete the same graduation requirements as students at

Piedmont High School. The MHS curriculum is aligned with Content Standards for California Public Schools, and our courses satisfy UC “a-g” admission requirements. MHS prides itself on building an educational community, with an array of educational options and instructional strategies not readily available in traditional classrooms. We support students to achieve their full potential and meet their self-defined academic, career, and life goals. Most MHS graduates pursue higher education at community colleges or four-year colleges and universities.

Students at MHS are challenged in small, interactive, heterogeneous, non-competitive classes. Instruction is individualized; students work at their own pace until mastery is achieved. Many opportunities are provided for experiential learning, self-directed projects, small group discussions, tutorials, community-based learning, service learning, interdisciplinary and multiple intelligences instruction, flexible scheduling and personal counseling.

From its inception, MHS was designed to have a “community-building approach” to education, guided by four founding principles: respect, communication, empowerment and community. While these principles are challenging to make operational, the staff of MHS strives to inculcate those founding principles in each year’s student body, and to create a culture in which they are sustained. Our intention is that all members of the community – student with student, staff with staff, and student with staff – will treat each other with respect, recognizing our diverse backgrounds and learning styles as a strength, not a weakness. Direct and honest communication is emphasized, with collective responsibility for addressing problems when they arise. We view everyone as potentially both learner and teacher. Classes and school wide activities give students the opportunity to make choices about how their learning will be structured. We have initiated some projects that allow students to connect classroom learning to community, by engaging in service-learning projects that address real issues and needs in society.

FUNDING AND GOVERNANCE

The Piedmont Unified School District Bylaws and Policies are followed at all times. Meetings of the School Site Council are held at least 4 times per year to review the school plan, vote on

budget and analyze assessment data. All meetings are open to interested community members and notices of the meetings are advertised in the weekly newsletters. Members are elected to represent parents/community and school staff and students. The School Site Council annually reviews the school plan and presents it to the Piedmont Board of Education in the fall of each school year.

Millennium receives the Title I from PHS to serve the Piedmont students who come to MHS to better access the curriculum. The Title I Targeted Assistance Program supports Millennium's efforts to have all students reach grade level proficiency.

PARENT INVOLVEMENT

Piedmont Unified School District receives federal funding to support our unique learning community. One of our responsibilities under section 1118 of the Elementary and Secondary Education Act is to support meaningful parent participation. We work to engage parents in regular, two-way, and meaningful communication involving student academic learning and other school activities to insure the following:

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved into their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) that we offer a flexible number of parental involvement opportunities so that many parents as possible are able to attend;
- (E) that we will provide materials to help parents work with their student to improve academic achievement as appropriate.

GIFTED AND TALENTED

The District's program serves GATE students who are talented in traditional academic area as well as areas including creativity, leadership and visual and performing arts. At Millennium, identified GATE students typically have been underperforming in the traditional setting and come to Millennium for a more creative way to approach the curriculum. Classroom teachers differentiate instruction for all students and the gifted students have opportunities to extend and/or create with the teacher avenues for exploration that connect their interests with their learning.

EQUAL OPPORTUNITY AND ACCESS

Millennium High School mission is to offers opportunity for all students to access the curriculum. Within our system to educate all students we have access to PHS English Learner and Special Education programs.

English Language Learner:

There are three students presently enrolled at Millennium being served by this program. We do have two students currently identified as 2nd Language learners; Russian is the native language of two of them; the third student's first language is Mongolian. All three are fluent in spoken English, and have a basic command of written English. They are enrolled in the English Language Learners program at Piedmont High School.

Special Education Students:

Millennium serves special education students through the PUSD Special Education Department. Other students who might be candidates for special education services in a more traditional setting are able to access our curriculum without special services. Our smaller, more personal classroom environment addresses the different learning styles of our special education students. Our goal is to provide education in the least restrictive environment to all students, including our special education students.

TEACHING AND LEARNING

Millennium High School is a school community in which teaching and learning is a collaborative process between faculty and students, so that by graduation, students will have worked towards becoming:

Self Directed Learners Who:

- Demonstrate academic skills that meet state requirements
- Are prepared for success in academic settings beyond high school
- Recognize and use their unique ways of learning, as well as develop a range of learning skills and strategies

- Identify, advocate for and pursue their personal interests and abilities

Critical and Creative Thinkers Who:

- Demonstrate the ability to access, analyze, apply, generalize, synthesize, express and evaluate information from varied sources
- Experience, investigate and evaluate different perspectives from which they can then develop their own opinions
- Are motivated to initiate their own in depth exploration of a variety of issues and interests
- Access their imaginations to envision solutions and express ideas

Effective Communicators Who:

- Demonstrate proficiency in the use of written and oral language
- Can use technological tools for problem solving and communication
- Are present and connected with others, listening with empathy and open minds

Responsible Citizens Who:

- Seek active membership within their communities
- Are respectful, open and ethical in communications and decision making
- Become economically self sufficient
- Are self aware about and responsible for how their actions impact themselves, others and the global environment
- Make a contribution to the community at large

PROFESSIONAL DEVELOPMENT

Millennium teachers and administrators participate in staff development both individually and as a group. Individually, teachers take relevant content and methodology classes and workshops ranging from techniques for helping reluctant writers to a Masters Degree in educational technology. As a group, the MHS staff attends District wide trainings, but also engages in an ongoing process of evaluating and refining the school's goals and strategies for

achieving its mission. Staff will periodically request and participate in a day-long retreat to guide the staff through a continual process of re-evaluating the school's commitment to its core values.

STANDARDS, ASSESSMENT AND ACCOUNTABILITY

MHS students are not scoring as well on standardized tests as we would like, in part because of lack of interest in test taking. We have specific evidence of students who demonstrate proficient language or math skills in other situations but score "below basic" on STAR tests.

While some of our students are lacking basic math and language skills, we do not have a diagnosis of the specific areas of weakness. Our STAR test samples are too small to be conclusive in any area of the test. Based on a writing exercise we gave the entire student population in November, 2006, many of our students show high level comprehension and critical thinking skills, but have difficulty organizing and expressing their ideas in a coherent, sequential manner. They also either lack knowledge of certain basic writing conventions (grammar, punctuation and spelling) or are not rigorous in their application of this knowledge. Individualized instruction in MHS English classes suggests that students often know the rules intellectually, but these rules are not "second nature," and students may not bother to apply them.

Our students are earning credits at a rate and in content areas that will allow them to graduate in four years. Last year 100% of our students graduated; 90% percent of our students were planning to attend college. That said, Millennium has a broader and more encompassing mission. It includes a commitment to our students' emotional well being, as well as to their participation in a school community that will prepare them to be self directed, contributing adults in a larger world.

unknown to the scorer. In general, we were able to pinpoint areas of both weaknesses and strengths common to our students and not reflected in the STAR test scores.

California High School Exit Examination (CAHSEE)

No student will receive a public high school diploma without having passed the CAHSEE, as well as having met PUSD requirements for graduation. All of Millennium's seniors passed the CAHSEE in 2006-07, 2007-08 for 2008-09 all seniors will have passed the test.

California High School Proficiency Examination (CHSPE)

The California High School Proficiency Examination (CHSPE) *provides an alternative to students who are far behind on credits or who wish to move ahead to higher education or career preparation.* In both 2005-06 and 2006-07, one student took the exam in order to leave school and move on with their lives. Sometimes the CHSPE is suggested as a safety net for students whose progress towards graduation is in doubt.

The Certificate of Proficiency does not equate with completing all coursework required for regular graduation. If you pass the test, you may continue to take courses and work toward graduation at MHS, or you may leave school if you are at least 16 with verified parental permission. A student who receives a Certificate of Proficiency without completing all credits required by the PUSD will not be awarded a high school diploma by the district.

CELDT Results

The 2006-07 school year is the first that MHS students have taken the CELDT. Of the three students who took the test, two were ranked as advanced and one as intermediate. All three are enrolled in Piedmont High School's English Language Learners program. We continue to access this program for two of our students.

SAT Data

In 2005-06, 16 students took the SAT, 2006-07, 15 students took the SAT, 2007-08, 11 students took the SAT and 2008-09, 32 students took the SAT . Our students score around 300 to 800.

Students taking AP Classes

The number of Millennium students who have completed an AP class at Piedmont High School (or elsewhere) continues to increase. Currently, two students are taking AP English at PHS and doing well; three students are taking Bio-tech and three MHS students took AP Calculus last year. Those who choose to take AP classes do well.

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

SCHOOL GOAL # 1: Improve students' performance on the STAR as evidenced by increased STAR test scores in all subject areas; and strengthen our alternative types of assessments in the core subject areas: Math, Language Arts, Science & History.

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 1: Improve students' performance on the STAR as evidenced by increased STAR test scores in all subject areas; and strengthen our alternative types of assessments in the core subject areas: Math, Language Arts, Science & History.	
Student groups and grade levels to participate in this goal: All 9-11 th grade students	Anticipated annual performance for each group: Improvement across all subject areas
Means of evaluating progress toward this goal: The administration and teaching staff will systematically study, disaggregate and use academic performance data to identify areas of continuous growth. Staff will conduct a review of curriculum Blueprints in subject areas to support curriculum development and assist in test taking Students will have opportunity to practice test taking and will be encouraged to take the test by informing parents of the importance of the STAR data for the school's continuous growth goal in math.	Group data to be collected to measure academic gains: STAR Test Record # of students participating and compare to last year Teachers assessments Counselor report Teacher Evaluations
Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date
Staff development and student trainings Develop test taking skills Develop assessments that use common vocabulary with the STAR assessments Inform MHS parents about testing Encourage positive attitudes around assessment Connect student learning with assessments	2009-2010
	Proposed Expenditures
	Estimated Cost
	Funding Source

¹ See Appendix B: Chart of Requirements for the SPSSA for content required by each program or funding source supporting this goal.

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:³

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jamie Adams	X				
Beth Gilbert		X			
Ve Hsieh			x		
Sati Shah		X			
Irene Nelson				x	
Stuart Zangwell				x	
Deah Schwartz				x	
Alex Sheldon					x
Rose Keller					x
Missy Betts					x
Numbers of members of each category	1	2	1	3	3

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

- X School Advisory Committee for State Compensatory Education Programs
- X English Learner Advisory Committee
- X Community Advisory Committee for Special Education Programs
- X Gifted and Talented Education Program Advisory Committee

___ Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: ___10/12/09___.

Attested:

Jamie Adam
Typed name of school principal

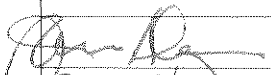






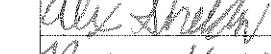



Signature of school principal Date 10/12/09

Deah Schwartz
Typed name of SSC chairperson


Signature of SSC chairperson Date 10/12/09

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 Deah Schwartz				x	
 Alex Sheldon					x
 Rose Keller					x
 Missy Betts					x
Numbers of members of each category	1	2	1	3	3

³ At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.