

The Single Plan for Student Achievement

Millennium High School

01-30286
CDS Code

Date of this revision: 2011-2012

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:

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Piedmont Unified School District 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 both learner and teacher. Classes and school-wide activities give students the opportunity to make choices about how their learning will be structured. Some classroom projects allow students to connect classroom learning to community. Also, we encourage community service projects that address real issues and needs in our 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 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 Title I funds from PHS to serve the Piedmont students who come to MHS. The Title I Targeted Assistance Program supports Millennium's efforts to have all students reach grade level proficiency through assisted access to curriculum.

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.

In the spring of 2010 the MHS Parents Club endorsed and voted in the concept of "highly encouraged" parent volunteer hours. Families of each child agreed to volunteer five hours of donated time to MHS or PUSD meetings, activities, etc.

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

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

English Language Learner:

There are two second language learner students presently enrolled at Millennium being served by the EL program. One student's native language is Spanish and the other one is Bulgarian. Both are fluent in spoken English, and have a basic command of written English. They are enrolled in the English Language Learner program through PUSD.

Special Education Students:

Millennium serves special education students through the PUSD Special Education Department. In 2011 we are currently serving 29 designated special education students. Once students come to MHS, many of the special education students can be put on a "watch and monitor" status due to the availability of accommodations for all students. 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. As a group, the MHS staff attends district-wide trainings and 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. We have specific evidence of students who demonstrate proficient language or math skills on the California High School Exit Exam but score "below basic" on STAR tests. This indicates to us that even though almost all students at MHS are now taking STAR exams, not all see STAR as the same "high stakes" test that the California High School Exit Exam is. While some of our students are lacking basic math and language skills, it is difficult to have a diagnosis of the specific areas of weakness due to our small population of students.

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.

It is interesting that in reviewing the California High School Exit Exam, a test which our staff believes gives a better indication of how students are achieving, scores from 2007-2008, 2008-2009, 2009-2010, 2010-2011 show the same thread of lower scores on areas of "writing strategies" and "writing conventions" even though the students overwhelmingly pass the test on their first try. Writing strategies and writing conventions are the two areas named above by the teachers: writing in a coherent, sequential way and application of grammatical skills in their writing.

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 and 21 out of 21 seniors met the UC/CSU guidelines to be eligible for 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.

State Accountability: Academic Performance Index (API)

From 2005 through 2010 the academic performance index for MHS has fluctuated dramatically. Some years have seen an increase, some have seen a decrease. Millennium High School did not receive a 2011 Growth score because the school's proportion of students excused at parent request compared to its 2011 Standardized Testing and Reporting (STAR) program enrollment on the first day of testing is equal to or greater than 10 percent. We continue to be convinced that the number of students

taking the test and the lack of student investment while testing, rather than actual skill level play into our scores. We are interested in improving our students' participation and investment in taking the test.

California Standards (STAR) Test

While Millennium students have participated in the STAR testing since 2005, the data in almost every category has questionable value because the samples are small. Of MHS's approximately 80 students the test results are for between five and twelve students for any given grade level and subject area.

That said, when we compare 2010 to 2011 across subject areas we show gains in three areas: World History and United States History increased dramatically, Algebra II and Summative Math (Math Analysis, Statistics, Calculus) increased slightly. Biological Science, Earth Science, and Chemistry remained similar. Algebra I and English Language Arts decreased. It is clear to the staff that the more we are able to align curriculum to standards, the more students will have success on these tests.

We do not have data indicating to what extent our STAR results are due to difficulties taking standardized test, or to students' not taking this test seriously. Ironically, standardized testing requires a high level of sequential thinking that, it seems, is particularly difficult for the current population at MHS. The faculty is working with students to have a more positive attitude toward taking this and other standardized tests, and we also feel it is important for us to develop alternative methods of assessment that are more reflective of the learning styles and needs of our student population. To this end, teachers in all subject areas have worked to assess students in a variety of ways.

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, and 2008-09. In 2010 all MHS students met California state guidelines regarding to the passage of the CAHSEE.

The California High School Proficiency Examination (CHSPE)

The CHSPE is an alternative to students who are far behind on credits or who wish to move ahead to higher education or career preparation. Approximately one student per year takes the CHSPE as a suggested safety net if progress towards graduation is in doubt. The Certificate of Proficiency does not equate with completing all coursework required for regular graduation. If one passes the test, the student may continue to take courses and work toward graduation at MHS, or leave school if 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 PUSD.

California English Language Development Test

All MHS students who are designated to be English Language Learners are CELDTed in October of each year. Each year the students are tested and progress as English

language learners until they are fully English proficient and are redesignated as such. The process at MHS follows the District guidelines for English Language Learners.

SAT Data

2005-06: 16 students took the SAT

2006-07: 15 students took the SAT

2007-08: 11 students took the SAT

2008-09: 32 students took the SAT

2009-10: 23 students took the SAT

2010-11: 11 students took the SAT; 3 took the ACT

Students taking PHS Classes

Millennium high school students take a broad variety of classes at Piedmont High School. Currently in the 2011 school year, MHS students are accessing approximately 60 spots in PHS classes. Some MHS students take several electives at PHS. Some take needed classes such as PE for graduation or a language, such a French which is not offered at MHS, to be applicable for college. Several students access AP classes such as English. And still others access the ROP classes such as Sports Medicine and Biotechnology.

**Single Plan for Student Achievement
Millennium High School
Goals 2011-2012**

Evaluation of Progress toward 2010-2011 Goals:

1. Continue to improve student performance on the STAR as evidenced by increased STAR scores in the subject areas of Math, Language Arts, Science, and History.
 - a. Staff and Administration spent time teaching students and parents about the values of STAR testing. Classroom discussions were held regarding test strategies. Teachers opted to proctor their own subject areas so as to be a familiar face to students as they tested.
 - b. Administration and staff reviewed STAR test results.
 - c. Many staff members are giving traditional finals in order to prepare them for standardized test-taking for STAR and for their futures in college.

2. Work to improve the average California High School Exit Exam scores in the area of English Language Arts, specifically the sub-content areas of “writing strategies” and “writing conventions” which have to do with the knowledge and application of grammar and writing in a comprehensive and sequential way.
 - a. Added a Writing class for a whole semester to focus on writing fundamentals.
 - b. Establish cross-curriculum collaboration (especially between English and History) around writing.
 - c. Principal met with English teachers regularly to review state standards and evaluated alignment of English curriculum.
 - d. Students slightly improved in all categories under English Language Arts section of CAHSEE.

3. Email the PUSD graduate survey to all 2009 seniors so as to give MHS feedback about how students are doing in their first year out of high school.
 - a. This goal was not accomplished due to technical issues on our website and leaving of 2 administrators.

4. Utilize the PHS English Language Survey for students to get feedback from our MHS population once the survey is completed and adapted for MHS use. Utilize information from the MHS leadership class as a way to encourage discussion about the language arts program.
 - a. English Language Arts Survey was given to 36 MHS students.
 - b. Slightly more than half of the students feel that they are writing more than their previous school year. Some students who indicated that they were writing less came from a different school the previous year (such as Piedmont High School).
 - c. 25/36 students felt that the MHS writing program has prepared them academically for the future.
 - d. 25/36 students were able to list 3 steps in the writing process.
 - e. Students expressed the desire to have a wider range of books to select from, in order to stimulate students’ interests.

2011-2012 School Goals:

1. Develop school-wide behavior expectations to support student learning and engagement.
2. Evaluate World Language textbook.
3. Establish common assessments across department to measure three focuses – organization, writing, and logical thinking.

2011-2012 Action Plan for MHS Goals

Student Groups to Participate	Anticipated Annual Performance			
1. Grades 9 – 12	1. Increase student engagement in learning.			
2. Grades 9 – 12	2. Obtain student feedback from everyone taking Spanish this school year regarding Spanish textbook.			
3. Grades 9 – 12	3. 100% of MHS teachers pilot common assessments in their classes.			
Means of Evaluating the Goal	Data to Measure Academic Goals			
1. Review tardies, detentions, and mandatory G-Day tutorials.	1. Compare number of tardies, detentions, and mandatory G-Day tutorials throughout the school year.			
2. Review student feedback documents.	2. Compare data submitted, look for areas for improvement.			
3. Review common assessments in each class.	3. Compare common assessments and look for increase or decrease in the three focuses – organization, writing, logical thinking, and among students.			
Actions taken to Reach this Goal	Start / End Date	Expenditures	Cost	Funding Source
1. Establish tardy policy, formalize detention process, organize assemblies with respect as theme, and generate a Code of Classroom Behavior.	Sept. 2011 – June 2012	- 0 -	- 0 -	- 0 -
2. Obtain sample Spanish textbooks for teachers to review, compare textbooks based on students' needs.	Sept. 2011 – June 2012	- 0 -	- 0 -	- 0 -
3. Discuss common assessment among all staff members during staff meetings; every teacher pilots a minimum of one common assessment to measure one of the focuses.	Sept. 2011 – June 2012	- 0 -	- 0 -	- 0 -

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:¹

Names of Members	Principal	Teacher	Staff	Parent or Community Member	Secondary Student
Ting Hsu Engelman	X				
Pam Brandau		X			
Ve Hsieh			X		
Sati Shah		X			
James Rael				X	
Stuart Zangwell				X	
Madeline Appel					X
Liam Sondreal					X
Numbers of Members	1	2	1	2	2

¹ 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.

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: 11/9/10.

Attested:

Ting Hsu Engelman
Typed name of school principal

Signature of school principal, 11/18/11

Stuart Zangwill
Typed name of SSC chairperson

Signature of SSC chairperson, 11/18/11