Model Programs and Practices

Description

Pacifica High School's (PHS) Model Program Practice (MPP) can be best summarized in the ***Intervention and Extension Activities*** we offer as a school. Within the school day, we have developed a targeted ***Multi Tiered Levels of Support (MTSS)*** structure to address the learning needs of each enrolled student, while further allowing us to identify and address the more challenging academic needs of targeted or underperforming students. Our **MPP "MTSS/ Intervention/ Extension"** program aligns with and yet is distinguished from GGUSD's 2017-2020 LCAP in a number of ways.

The State Priorities addressed by GGUSD District LCAP Goal 1A, **Actions 1A(1) and 1A(2)** include **State LCAP Priorities 1, 2, 4, and 7 (as referenced in Education Code (EC) sections 52060 and 52066).** Goal 1A states, "students will demonstrate continued growth in all content areas, including critical thinking and problem solving." **GGUSD Action 1A(3): Extended Learning Programs and Special Programs (State Priorities: 1, 2, 4, 7) – page 45** states that district schools will "Expand and improve extended learning opportunities and special programs for both intervention and enrichment needs." Schools will "continue to offer intervention/tutoring programs and evidence-based programs for students performing below grade-level standards and educationally disadvantaged youth." Furthermore **Action 1A(6): Assessment and Data Analysis (State Priorities: 1, 2, 4, 7) states that district schools, "**use multiple types of assessments to measure achievement and use data to inform instruction and use data to identify students with targeted instructional needs."

The implementation of Pacifica's Model Practice distinguishes itself from the district model by extending collaboration to a school-wide model for long-term capacity building through instructional leadership and a shared responsibility for supporting student achievement. Pacifica's Extension/Tutorial MPP has met and exceeded these goals through "long term capacity building" and "shared responsibility" (Action 1A(1) and 1A(2)), "evidence-based programs for students performing below grade level standards" (Action 1A(3)), and "use data to identify students with targeted instructional needs" (Action1A(6)).

Pacifica's Tutorial Program is a modified and enhanced version of our previous Professional Learning/Extension Schedule (PLEX) Program, which was awarded the 2015 Gold Ribbon Schools Program. Based on feedback from parents, students, and staff, a need existed to take a tailored approach to our previous Extension schedule.

Our current Tutorial Program is designed to provide students with an academic setting where they can receive additional support in any of their classes. Specifically, the Tutorial schedule provides two avenues towards increasing student achievement: (1) building professional capacity and leadership; and (2) addressing school improvement as follows:

   (1) The first is a built-in late start every Wednesday, which gives teachers one hour per week to meet and collaborate within their normal contractual hours. We currently use one Wednesday per month for a whole staff meeting, one for department meetings, and two for department, cross-curricular, or focus group collaboration.

(2) The second feature of our program is the weekly tutorial bell schedule. Under PLEX, every class period was "extended" by 25 minutes once every two weeks to provide additional support to students. So, students received extra time in every class, once every other week. The improved PHS Tutorial Program now provide a 33 minute "Tutorial" period at the end of 2nd period on Tuesdays and Thursdays. During this Tutorial time, students report to the class in which they need the most help. For example, a student who needs help in math can attend math tutorials four times in a two week period. So a student who chooses help in one class will be provided 132 minutes of additional help in that class instead of 25 minutes once every two weeks. Students who are failing classes will be assigned "Mandatorials," meaning they must attend tutorials for D/F grades.

In terms of the first avenue, the collaborative culture emphasizes the communal application of effective teaching practices consistent across all grade levels and content areas. Pacifica High School believes in developing shared expertise and perspectives with a common vision focused on teaching and learning processes, examining student data, and developing a sense of mutual support and shared responsibility for effective instruction. This shared expertise and collaborative spirit is the foundation for continued development and implementation of Professional Learning Communities (PLC): The PLC is a community of teachers and administrators who create a collaborative culture where teachers share their practices and put trust in one another, in students, administrators, and parents to increase student achievement. All members involved share the same vision and mission with a compelling purpose, shared standards, and an academic focus.

In regards to the second avenue, the improved Tutorial Program allows for targeted additional time to improve student achievement while narrowing the achievement gap. The tutorial activities are collaborative in nature, allowing for a combination of both purposeful teacher support and individualized student-centered activities. Although some of the Tutorial activities are teacher facilitated, including re-teaching previously taught material, providing grade checks to all students, especially those at risk, conducting review sessions for upcoming unit exams, SBAC training and practice tests, practice AP exams, and providing one-on-one tutoring support, most activities foster the collaborative spirit as gathering missing or late assignments, retaking assessments, working on extended projects and if time allows, working independently on improving grades in targeted courses. The Tutorial Program also allows students to take initiative to reach the necessary standards and progress towards passing the course, resulting in an overall school-wide decrease in the D and F rate.

Here is the link to the PHS Tutorial Program Website:
http://bit.ly/PHSTutorialProgram

Implementation and Monitoring

In the Spring of 2010, the PLEX Program was introduced and the staff collectively came to consensus to increase the minutes in their contractual day in order to assist with efforts towards closing the achievement gap. Working with our District goals and analyzing school data, PHS staff worked together to create a schedule that would provide opportunities to close the achievement gap in two ways:

1) **Teacher Collaboration:** Built in weekly collaboration time enables teachers and staff to work together, focusing on ways to improve student achievement. This valuable time has grown to include cross-curricular collaboration, Inclusion collaboration (time for Special Education teachers and content teachers to co-plan for co-teaching) and collaboration for horizontal/vertical alignment.
2) **Extension Schedule:** Designated time in the weekly schedule that would allow teachers to focus on student needs. Over time each department created extension activities, and as teachers continue to explore ways to better meet students' needs, they share schoolwide their discoveries, which include *Google 20 Time* and *Flipping the Classroom*.

Since that time, the District has incorporated a new Strategic Plan which includes new Vision and Mission statements that aligns to the District's LCAP priorities. The new GGUSD Vision Statement "Drives why we do what we do, where we are going and who we are." In the quest to prepare "all students for success, "PHS adheres to the GGUSD Mission Statement: "To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations." Three goals accompany the Strategic Plan: Goal 1- Academic Skills, Goal 2- Personal Skills, and Goal 3-Lifelong Success.

As we strive for continuous improvement, Pacifica stakeholders provided constructive feedback and input as we seek to best meet the needs of our students. Continued conversations within departments and across campus revolve around how to best use our collaboration and extension time, as well as what changes may be needed in our schedule to best serve our students' needs.

After careful review of our teacher, student, and parent surveys, as well as multiple sources of student achievement data, we unamiously decided to modify the extension schedule to ensure targeted student support via our current PHS Tutorial Program, while keeping the existing effective Collaboration Wednesdays. That is, Tutorials are now held Tuesdays and Thursdays weekly, with exception of Final Exam or Testing days.

During a whole-staff examination of the data during August 2018, the faculty began to brainstorm ideas for refining the extension system in order to meet targeted areas of needs in order to address the achievement gaps between Overall outcomes and sub populations. The faculty developed the Tutorial bell schedule that would refine the existing Extension schedule in order to address targeted needs and close achievement gaps.

Overall, Pacifica Students have achieved steady overall positive trends in student outcomes with respect to SBAC performance in ELA and Mathematics, D/F grade distributions, and percentage of students who completed the a-g requirements for college admissions. There are some gaps however. Even though we closed the a-g achievement gap for Latino students (17 point gap in 2017 to a 14 point gap in 2018) the gap still exists. Our SBAC ELA achievement gaps increased for Latino students (6 points), English Learners (5 points). In SABC Mathematics, although our Overall and subgroups score improved significantly, gaps still exist (Latino 14 points, and 39 points EL).

As we focused on closing the achievement gap, we realized that PHS Tutorial Program would provide students with multiple opportunities to increase academic achievement. For instance, students now have the flexibility to choose which tutorial to attend based on their performance

in current classes. At the same time, teacher teams also work together to make exceptions based on content need. To share, our teachers regularly communicate with each other to ensure that struggling students get balanced support from all needed classes.

For monitoring purposes, students sign-up ahead of time in the teacher's designated Tutorial Binder to provide the reason for signing up and identify the class in which they need support. Teachers will then review students' requests to provide individualized support tailored to students' needs. To add, if students have all Cs or above, they can choose which of their classes to attend (unless a "Mandatorial" is given). "Tutorials" can be turned into "Mandatorials" based on teacher decision. A "Mandatorial" is simply requiring a student to attend a specific tutorial to receive additional help. If students have a D or an F in one or more classes, they must attend tutorial in those subjects until their grade improves to a C or above. If multiple D's and F's, they divide their time between those classes).

In addition to teacher monitoring, PHS counselors and site leadership team also work tirelessly to ensure ongoing student progress and achievement. In addition to advocating for students' well-being and offering valuable resources for their educational advancement, site counselors and administrators allot dedicated time in direct service to and actively make contact with students to discuss student progress towards goals. Their duties are focused on the overall delivery of the total program through student counseling, individual student planning, and targeted enrichment/ intervention/ responsive services.

Overall, PHS's Tutorial Program provides students needed individualized attention. Our teachers and staff are committed and dedicated to prepare all students to successfully achieve their personal and academic goals both inside and outside of school.

Results and Outcomes

The results of the increased collaboration time and PHS Tutorial Program have been remarkable. Collaboration time fostered improved instruction which led to progress towards narrowing the achievement gap for all PHS students, including the targeted population.

Aligning with the Common Core State Standards (CCSS), PHS Tutorial Program provides necessary collaboration time that allowed the staff to develop lessons with a clear and consistent message towards closing the achievement gap and mastering grade level standards for all students. Inquiry-based learning and collaborative problem-solving activities that mirror twenty-first century skills were the driving force behind collaboration plans. Higher expectations and agreed upon learning outcomes motivated teachers to use collaboration time to design lessons that integrated Common Core components, including annotating texts, responding with text based evidence, and demonstrating depth of knowledge. They are shared across departments on Google Drive, in shared department collaboration meetings, or highlighted in monthly faculty meetings.

The collaborative spirit and efforts have provided time to improve horizontal and vertical alignment. Since the beginning of the PLEX schedule (and now Tutorial Program), PHS was pleasantly surprised to realize increased student AP eligibility and preparedness along with the demand for increased sections of AP classes. Shared collaboration time allowed teachers to understand the skills and scholarly habits that students need to develop in order to be prepared and to be successful in all classes, including AP courses. For example, the Social

Science and English departments have been collaborating on cross curricular assignments for 8 years. This practice developed a strong foundation that created a safe, collaborative working culture. Their commitment to support each other with writing assignments for three grade levels allowed for effective implementation of the CCSS. This safe environment allowed new ideas to percolate, and the creation of shared Essential Questions, Lesson Series, and Writing Objectives. Both departments share the content instruction, and the assignments are scored using a common rubric and are factored into both of the students' English and history grades. Completion and turn in rates have increased in both classes. Ultimately the goal is for all students to be empowered with college readiness skills and to close the achievement gap schoolwide.

Additionally, PHS staff is motivated to continue to refine and strengthen the PLCs and collaboration time as well as create new goals for student success with PHS Tutorial Program. Students know that the Tutorial schedule provides time to review, to get caught up, to explore, to collaborate with peers, or to speak one-on-one with his/her teacher.

At Pacifica, we continually use data to provide valuable information about student achievement to support instructional decision making. A close examination of site data shows significant increase in regards to a-g rates and SBAC scores, as well as lowered D/F rates. The number of students taking a-g required courses for entrance to the state's four-year university system has increased. Specifically, our a-g completion rates have increased from 58.6% in 2016 to 64.5% in 2018.

As evidenced by both our SBAC ELA and SBAC Math scores, student achievement has also increased schoolwide as well as with our Latino, English Learners, and Socioeconomically Disadvantaged subgroups. From 2016 to 2018, the number of students who met or exceeded standards in ELA increased by 8% schoolwide. Similarly, we also experienced a 10% increase in the number of students who met and exceeded standards in Math from 2016-18. Additionally, our D rates have decreased from 7.6% to 6.1%, and our F rates from 6% to 4% within the past two years.

In summation, PHS Tutorial Program provides avenues to support students in and out of the classroom. For instance, we used Tutorial time to share expected Student Learning Outcomes in addition to providing students with opportunities to identify their areas of academic needs. In the same manner, collaboration time was used to develop the lessons, and Tutorial time was used to additionally support the PHS's elements of "Prepare, Honor, Succeed." This year, PHS Tutorial Program has been used to help students create scholarly habits and develop a growth mindset in the classroom. The flexibility is endless, and the valuable ways to use the Tutorial time increases annually, ensuring all Pacifica Mariners can fulfill their dreams for the future.