



Departmental Reports



WISC



As we have mentioned, each department, under the direction of the Department Chairs and Subject Area Coordinators, has been working to address the instructional shifts and rigor of the new Common Core State Standards as well as addressing the four categories into which we organized the Critical Areas for Follow-up.

Depending on resources, district support and baseline knowledge of the department members, each department's progress has been different. As part of our WASC report preparation, each department chair reflected on the work done these last two years to address our Critical Areas for Follow-up.

ENGLISH DEPARTMENT REPORT

Alignment with our school's concerted effort to focus on our Critical Thinking SLO began two years ago by defining what critical thinking means as part of our English Department graduate profile. Next, we made sure those graduate skills and content objectives aligned with CCSS. Last year we backwards mapped, further defining outcomes for each course. These Critical Learner Outcomes now exist for each level of English, and they ensure both vertical and horizontal alignment.

Members of the department have participated in Instructional Rounds and have used these observations to inform our practice and to support the collaborative community we're striving to create. Thus far, seven of the 13 teachers in the English department have participated in Instructional Rounds. The remaining teachers have welcomed these observers into their classrooms. We will have two more Instructional Rounds before the end of the year, at which point all will have had an opportunity to participate.

To promote a positive learning environment for our students and a positive working environment for staff through our implementation of PBIS, every member of the department has posted Cardinal PRIDE posters in the classroom; each presents the third period PRIDE lessons; and every teacher passes out Cardinal Cash to students. Also, two English teachers participate in the Safe School Ambassadors Program, and all teachers have participated in Restorative Justice circles. Four teachers have used Restorative Justice circles in their classrooms.

All English department members maximize the impact of our extended weekly collaboration by being actively engaged in full department sessions, as well as breakout course level PLCs. In addition to this weekly collaboration, every teacher has participated in a full day professional development session with one of the course level PLCs. All work within the English Department is conducted in accordance with our departmental agreements, and seeks to integrate the practices of effective PLCs. To further improve our teaching, all English teachers have participated in LDC and ERWC training. In addition, three teachers are AP trained, six are AVID trained, and two have been to Puente training.

In the area of instruction, the department began this year by reviewing grade distributions to determine where we are, where we want to go, and to figure out how to get there. We've used full day pullout workshops to develop common assessments and to plan instruction to address our common objectives. In January we were able to norm our evaluations using student work and department rubrics. There is much work to be done, but we are working together towards a common goal, and this has strengthened the resolve and commitment of all teachers. In addition to designing curricula and assessments, the department has agreed to use Tutorial as an academic

intervention, allowing students to make up work that is completed in Tutorial.

In the area of assessment, our work has been driven by our graduate profile and critical learner outcomes for each course. Having completed the work to vertically align outcomes, our current focus is on creating common benchmark and summative assessments and rubrics. So far we have four writing assessments for each level. These tasks are constructed at DOK level of three or four; they are consistent with the LDC protocol, and they align to content mastery as defined by our critical learner outcomes. Every teacher contributed to the construction of these assessments and participated in the norming process.

In the area of technology, five of our teachers have completed *Illuminate* training, and we have all been trained to track Tutorial attendance on the iPad. Nine of the 13 teachers have a ChromeCart in their classroom. Seven teachers use technology for formative assessment, and all teachers participated in a Google Docs workshop led by other Mt. Pleasant staff members. In addition, some staff members have integrated technology into the classroom through programs such as noredink.com and vocabulary.com.

To improve our school's efforts to build a positive culture and community, nine of the English department teachers act as advisors, serving the extra-curricular needs of students. Within the department community, we have cultivated a culture of trust and respect among adults. We eat lunch as a department on Fridays and celebrate each other's birthdays. We gather socially to celebrate the end of each semester, and we've held department barbeques and gatherings off-campus. To meet our contractual obligation of using an online gradebook, every six weeks every teacher is up to date on grades entered into *Schoolloop*. Within each grading period, grades are updated and students are informed of their progress at least once.

As for our support and use of Tutorial, we check in students who attend, but it has been difficult to check out students from Tutorial and also be productive with the students who are attending. All department staff is committed to being in Tutorial on time for the students and for making accommodations to accept late/make-up work that is completed in Tutorial.

MARINE JR. ROTC DEPARTMENT REPORT

In an effort to improve instruction and student performance, in the last two years MCJROTC has done the following:

- Employed guided discussions that are both, teacher and student led.
- Used Classroom Performance System (CPS) – A lesson-based course of instruction in Leadership Education, Personal Growth and Responsibility, Career Development, General Military Subjects, and Public Service.
- Monitored student performance through built-in assessments.
- Embedded grading rubrics.
- Provided interactive activities for students.
- Graphed student performance data.
- Developed a variety of practical application-based assessments in many different subjects including military history, marksmanship, physical fitness, life skills, and many others.
- Developed team building skills.
- Promoted small group development and interaction through peer monitoring.
- Developed a parent outreach program to increase awareness of their child's performance.

- Used a variety of instructional strategies to ensure students are engaged in class.
- Focused on developing students' critical thinking and communication skills, both oral and written, with a strong emphasis on ELD.

MCJROTC uses System Approach to Training, which includes five phases:

1. **Analyze** - Reinforces and develops students' critical thinking skills.
2. **Design** - Helps students to develop concepts to meet critical thinking requirements for each period of instruction, and to accomplish required objectives.
3. **Develop** - Develops curriculum to meet the needs from design phase to enhance all students' ability to learn.
4. **Implement** - Prepares class, guides students, administers assessments, and reflects on students' outcomes.
5. **Evaluate** - Collects, manages, evaluates, and analyzes student data.

How MCJROTC tracks and evaluates student performance:

- Encourages all students to take advantage of tutorial and after school support programs.
- Determines learning style of each student - visual, auditory, or kinesthetic learner.
- Evaluates students' learning style based on a survey given during the first week of school and tracked during the grading period.
- Collects data from students' performance in different assessments given over each grading period.
- Identifies and counsels all students in MCJROTC that are not passing all classes with a grade of C or better.
- Identifies students that are not performing to standard in MCJROTC course.
- Identifies students who are failing. Assigns these students to do refresher training with a peer mentor.
- Coordinates with and formulates study plan with other teachers that have the same students that are not passing with a C or better.
- Encourages teachers to have students in MCJROTC that are in their class to form small study groups and work together. Uses senior cadets as group and peer leaders.
- Increases monitoring of students' grades through *Schoolloop*.
- Informs and encourages students to monitor their grades through weekly meetings with their teachers.
- Encourages students to make-up missed assignments by using tutorial and after school meetings with teachers
- Offers students opportunities for extra credit by doing tests, community service, and other school related events.
- Develops action plans for students that are not performing well due to family or social problems through various programs offered by Mt. Pleasant High School.

MATH DEPARTMENT REPORT

In the area of assessment, the Math Department has been analyzing the new SBAC test. We began by taking a look at the practice test released in 2013. We collaboratively attempted the 2014 Computer Adaptive Test (CAT). Each of these two practice tests consisted of 28 questions. Based on the released blueprint, we know that a full length CAT section contains 33-36 questions. Therefore, we feel that these two sets of 28 questions probably covered the breadth of standards adequately. We categorized each item not by standard, but rather by function (polynomial, radical, exponential, trigonometric geometry/measurement or statistics/probability). This portion of our work is almost 100% complete.

This categorization process serves multiple purposes. First, in terms of content, we were able to see the percentage of questions related to each function on the SBAC test. The next step would be to determine which content should be covered in Math 1, Math 2, and Math 3 since this is a test given to eleventh graders.

The Math Department has also started to look at the four claims in which students must show proficiency to be college and career ready. We will be reviewing the claims and the released questions for each claim to determine our next steps.

These last two years, we have used our collaboration time to debrief every district workshop and training we have attended. Our collaboration process has three components: First, the person who attended the training summarizes the information to ensure we have a common understanding. Second, we evaluate what can and can't be used in our Common Core classrooms. Finally, we agree to implement at least one strategy (not necessarily a whole lesson) from the PD in our classrooms for at least one level. For example, all the Math 1 teachers might agree to do a group project for projectiles in the first semester.

The Math Department has implemented a PRIDE lesson in our 3rd period class, as has the rest of the school. The PRIDE initiatives have been designed to make our students aware of their responsibilities, both socially and academically. During collaboration, the Math Department discusses the PRIDE lesson by asking following questions: Did we all understand the objective of the lesson? How did the lesson go (pros/cons)? Can we repeat the same lesson next year, and if so, how can we improve it? The third part of this process is the most important. Since we are only choosing a few of the lessons to improve and implement next year, we are hoping that we have chosen the ones most impactful to students' lives. We also hope to share them out to the other departments after another year of analysis.

PERFORMING ARTS DEPARTMENT REPORT

The Performing Arts Department has been working to align grading structures and practices to create a clear set of comprehensible and achievable expectations for students. For the past two years, we have been creating rubrics and grading procedures in alignment with both, the old CA Performing Arts standards as well as the National Common Core Standards. (CA Performing Arts Common Core standards were officially adopted spring 2015, and are nearly identical to the National Standards).

There are currently 12 Performing Arts Courses taught at Mt. Pleasant. The rubrics span all levels from beginning to intermediate/advanced in every subject: Band 1, Band 2-4, Choir 1, Choir 2-4, Guitar 1, Guitar 2-4, Piano 1, Piano 2-4, Drama 1, Drama 2-4, Tech Theater 1, Tech Theater 2-4.

The most common need for rubrics in the Performing Arts is in Subjective Performance Evaluations. These exist in mainly three forms:

1. Self Evaluation (How did I do?)
2. Peer Evaluation (How did they do?)
3. Ensemble Evaluation (How did we do?)

Performances exist in mainly four forms:

1. Solo/Combo Rehearsal (in-class, usually informal assessments, sometimes formal)
2. Ensemble Rehearsal (in-class, almost always informal assessments)

3. Solo/Combo Performance (concert, in front of class, in a recital or other public performance)
4. Ensemble Grand (full concert, musical production, play, etc.)

The alignment of rubrics and assessment structures address the following Critical Areas for Follow-up:

1. Develop a system and process to develop performance data from student work to drive instruction and course offerings in support of rigorous student learning and effective teaching.
2. Collaboratively develop and publicize uniform evaluation rubrics aligned with consistent grading policies.
3. Increase consistency and rigor school-wide in compliance with CCSS

The work we have done also addresses the Critical Thinking Statement: *Students will think critically by defending and justifying their ideas using evidence and academic vocabulary.* By providing students with a representative value for varying performance levels, they better understand what is expected of them, and they better grasp “Higher Quality” performance.

Overall, we are seeing advanced students reaching for higher standards, where they would often reach “good enough” levels and plateau. Beginning students are quickly progressing through the levels with a clearer goal in sight. The rubrics need refinement to incorporate the new “Creating, Performing, Responding, Connecting” anchors; however, these activities do address them directly. All rubrics are available in our school’s website at mphs.schoolloop.com/music.

PHYSICAL EDUCATION DEPARTMENT REPORT

In the last year and a half, modifications have been made to instruction in the Physical Education Department. We have made some changes in the content we cover and in the way we deliver that information to our students. We have begun to incorporate technology in some curriculum. All PE teachers use *Schoolloop* to pass on information to students.

Our PE department is beginning to incorporate different levels of assessments for our students. We are creating tasks at DOK levels 1-3 and using them in most PE classes. We assess students by objective means, as well as by self-evaluations. Video equipment is becoming a useful tool in recording what the students are doing and showing student improvement. We are beginning to incorporate health related articles as research materials and as background information through the databases in our library.

Our department uses collaboration to learn from each other and to keep all departments members informed of district or site initiatives. We use our collaboration to coordinate our instruction and facility usage based on weather, as well as to share best practices.

In the area of building school culture and community, students taking a Physical Education class get the chance to work and get to know other students in their graduating cohort. Students are physically challenged in class and learn and grow as citizens by the shared work and accomplishments that come from the opportunities presented in PE. Making physical accomplishments and meeting goals and expectations help students to form bonds of mutual friendship and tighten community relationships. Students enter PE as freshmen, many times physically weak and self-conscious, and end up leaving the year with strength and confidence gained through interactions presented in PE.

SCIENCE DEPARTMENT REPORT

In the last two years, Mt. Pleasant has expanded its course offerings in the Sciences. We have added two advanced placement courses to our schedule and have expanded the number of Forensic Science sections. This year, we currently offer both AP Chemistry and AP Physics for students seeking to obtain college credit for passing the AP Exam.

Given the shift towards the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), the Science Department at Mt. Pleasant has been awaiting the direction for new science course pathways from the district. Accordingly, our work to incorporate NGSS lessons is in its infancy. However, the shift towards NGSS with its embedded CCSS has allowed us to reflect and examine our current curricula. As a school we have agreed to focus our attention on our SLOs' Critical Thinking goal. Through the examination of our labs and projects tasked our students, the Science Department is actively working to revise/create lessons with critical thinking questions in place that enforce the new standards. Though this process is slow and the Science Department is without an adopted curriculum framework, the Science Department is being proactive in its attempt to restructure lessons and labs better suited for the new standards. A key change in the new standards is the incorporation of Earth and Space Science, as well engineering concepts within the stand-alone subjects of Biology, Chemistry, and Physics. This aspect is challenging, and the need for professional development to incorporate the new changes is a priority for the Science Department. In 2015, all science teachers participated in the Literacy Design Collaborative to assist teachers with a lesson-planning framework to help incorporate reading and writing into their curriculum. This was a single day workshop, and a follow-up training is needed.

In addition to our work with NGSS, our department has begun to actively look at the use of formative assessments to evaluate student work. The entire department has utilized D and F rate data to inform practice. After reviewing the data, Biology teachers have all agreed to offer make-up work to their students to help them improve their grade. This work continues as we work to create common labs for students in Biology, Chemistry, and Forensic Science.

To assist students in these changes to the curriculum, MP Science has continued to offer tutoring after school through the Goodwill ASSETs program, summer school enrichment through STEP-UP to Biology and Chemistry, and extracurricular enrichment through MESA.

SOCIAL STUDIES DEPARTMENT REPORT

The MPHS Social Studies Department has spent the past two years working to integrate the grade level requirements for the California State Content Standards for Social Studies and the Common Core State Standards for Literacy in History/Social Studies. The Social Studies Department has completed listing the main items of focus for each required class, based on the CA State Standards and is now working together in order to compile a selection of CCSS primary source documents, readings, and essential unit questions which will engage students. All Social Studies teachers, including our Special Education teachers, have been introduced to LDC and SHEG. As a department, we have agreed to integrate this methodology into our classrooms. Many of our shared primary source selections, lessons, and inquiry models are being chosen from SHEG. Our goal is to standardize a department-wide system for historical inquiry and development of critical thinking skills as students learn to defend and justify their ideas by using evidence and academic vocabulary.

Within the past two years, the Social Studies Department has had a change in department

leadership. Our previous department chairperson has moved into a MPHS Advisor position, and a new teacher was hired to take over the vacancy in the Social Studies Department. A new department chairperson was therefore elected and has worked to complete our past goals and to move forward with the above focus areas. In addition to merging the existing California State Content Standards for Social Studies and CCSS, all Social Studies teachers have been trained in, and are using, *Illuminate*. As department members become more proficient with *Illuminate*, it can be used to provide data to inform instruction and to generate common department assessments.

Teachers in the Social Studies Department continually take part in professional development and other opportunities that enrich the classroom and MPHS experience for our students. Besides LDC and SHEG training, within the past two years, members of the department have taken part in subject area conferences at Stanford University, at the US Federal Reserve, and at the Asilomar Conference Center, as well attending The California State Social Studies Conference. Three department members applied for, and received, ChromeCarts, which carry 36 computers for classroom use. The ChromeCarts are regularly shared within the Social Studies Department. Department members have also participated in Instructional Rounds.

Members of the Social Studies department actively support our MPHS community outside the classroom. Our department chairperson has taken on an additional leadership role by becoming a Safe School Ambassador mentor; two of our teachers tutor our students after school through the Goodwill ASSETs after school program; and our school's East Side Teachers Association (ESTA) site President is a Social Studies teacher. Our newest Social Studies department member will be coaching softball this school year.

We are using the newly adopted 2014 bell schedule, with its built-in collaboration period, to expand our Social Studies Department by including the Social Studies Special Education (SPED) teachers. This has developed into a mutually beneficial relationship, as regular education teachers learn more effective methods of modifying lessons for the SPED population, and SPED teachers learn the pace of regular education curriculum and instructional practices such as our newly adopted primary source and SHEG selection list.

The Social Studies Department supports the district's vision as well as the Mt. Pleasant mission of preparing all students for college by having A-G college electives in California Problems, Psychology, Sociology, AP World History, and SJSU Dual Enrollment Courses in Macroeconomics and Political Science.

SPECIAL EDUCATION DEPARTMENT REPORT

At Mt. Pleasant High School, the Special Education Department offers three main specialized programs to meet the needs of our students with disabilities. These programs are Specialized Academic Instruction (SAI) or Special Day Class (SDC), Emotional Disturbance (ED), and Intellectual Disability (ID). SAI and SDC classes focus on providing access to the general curriculum in a smaller class setting and are offered in all core subjects. Repetition, visual aids, graphic organizers, teacher and peer modeling, reading guides and the use of manipulatives are some strategies to support students with learning towards mastery of content in the SDC classes. The ED program provides a more holistic approach to supporting students with emotional and behavioral needs. Classes in the ED program are more self-contained and have at least one paraprofessional in each class. A school social worker is assigned to the ED program. The social worker oversees all ED students and offers individual and group counseling. The ID program is also a self-contained class that includes life skills training. Once a

week, the ID class attends a community outing to receive Community Based Instruction (CBI), which focuses on mobility training and social skills. The ID teacher works closely with parents in monitoring the unique needs of the ID students.

The Special Education department also includes one full time school psychologist who manages initial and triennial IEP evaluations, cognitive assessments, and other student supports, as needed, if a crisis should occur. The Special Education Department is assigned one Program Specialist and one Behavior Specialist. The Program Specialist supports students that require additional IEP-related services and/or an alternative placement. The Behavior Specialist supports the ED program and works closely with case managers and high-risk cases that require behavior intervention, such as behavioral assessments and Behavior Intervention Plans (BIP). Other service providers within the Special Education Department include a Speech Therapist, an Occupational Therapist and an Adaptive PE teacher.

The Special Education department identified the need for common instructional strategies and routines in the Special Day Classes to enhance student engagement. These strategies and routines are directly tied to the curriculum, expected student outcomes, and class assessments. The following strategies were agreed upon: posting a daily agenda, posting student goals and objectives, posting and using an Essential Question to drive instruction, assigning a Do First/Do Now activity, assigning Exit Tickets at the end of class, using Cornell note-taking and a reading graphic organizer designed to support reading comprehension of expository text, creating/sharing/editing documents on Google Docs, and sourcing/analyzing/comparing primary source documents.

Scholastic READ 180 and MATH 180 continue to be offered as Special Day Class intervention programs for the students that need intensive reading/writing and mathematics enrichment and support. Both are innovative, research-based programs that help our Special Day Class students build the knowledge and skills essential to college and career success. The programs are also guided and monitored by CCSS creators and well-known professors of educational research. In addition to whole-class and small-group activities, the READ 180 students work from specially designed interactive workbooks and computers to access the corresponding software.

READ 180 provides a collaborative venue for improving reading/writing skills where students can read for a variety of purposes, create original and creative compositions, determine central themes and main ideas of reading selections, demonstrate mastery of the ability to clarify and organize thoughts, exhibit mastery of sentence and paragraph structures, demonstrate knowledge of language terminology and application of concepts such as capitalization, punctuation, and grammar usage, improve vocabulary, and demonstrate listening skills during lecture and within cooperative learning groups.

The Study Skills course was recently added back as a course offering in the Special Education Department. The goal of the new Study Skills curriculum is to provide students lifelong study skills, and to support two specific groups of students: those who need direct teaching of executive functioning skills and those who are fully mainstreamed and need additional support to pass their classes.

Two of the three teachers who teach Social Studies courses have attended trainings by the Stanford History Education Group (SHEG). In the U.S. History Special Day classes, students are learning to read and think like a historian. Historical thinking skills taught in these classes are sourcing primary source documents, gathering information from multiple sources, responding to

text-based questions, and learning how to corroborate evidence used in different resources (textbooks, primary sources, video clips, etc.) Another focus of the U.S. History classes is teaching reading and writing skills using expository text.

Within the past two years, the eleven teachers of the Special Education Department participated in various professional development opportunities. Since the beginning of the 2015-2016 school year, the Special Education teachers have attended subject area Professional Learning Community (PLC) collaboration sessions with the other content area departments. In the past, the department held separate collaboration sessions that included Individual Education Plan (IEP) implementation strategies and case-management related training. As a result, the department occasionally coordinates separate pullout sessions to address IEP and case management training needs.

Four teachers (English and Social Science) have received Literacy Design Collaborative (LDC) training. There, the teachers learned how to create units based on writing tasks and backwards planning. The English teacher participated in ERWC (Expository Reading and Writing Course) training, which focused on how to implement ERWC modules into the Basic English 1 curriculum. English 1 PLC meets once per grading period to align curriculum and review student work. The English teacher also started working with the Instructional Coach to organize units and focus on improving student writing through more effective lesson delivery. Two Social Science teachers attended trainings by the Stanford History Education Group (SHEG) on the reading and writing strategies that encourage students to “Think Like a Historian.” The MATH 180 teacher attended the *Math Leadership Summit*, which addressed strategies necessary to raise math achievement for all students and transform school performance. There, participants discussed the effects of positive engagement, unpacked technology’s role in personalizing and progressing math instruction and intervention, and shared influential teaching and learning strategies. She also attended a two-week summer intensive training hosted by Faculty Academy for Mathematics Excellence (FAME) group of Krause Center for Innovation. This training was designed to increase content knowledge and promote the use of technology in instruction to support and enhance mathematics teaching and learning. Both math teachers participated in CCSS Math Training, which consisted of “pull out” sessions to look through Common Core Standards for each math level and collaborate on strategies for implementation and support. The three Study Skills teachers participated in the Multiple Strategies for Academics and Transition (MSAT) training. They learned strategies to support learning, organization, time management, build structure in the classroom, and transition Study Skills into a class where students learn skills that will help them in all their classes instead of solely a study hall type of class. They also attended Mathematics Vision Project (MVP) Curriculum Training, a summer workshop with authors of math curriculum with additional pull out days during the school year to work through modules. One teacher went to an IEP Goal-writing Symposium and learned about more beneficial ways to write IEP goals for students. Different types of assessment to identify student achievement were also discussed. One of the teachers from the Emotional Disturbance (ED) program attended a Therapeutic Crisis Intervention (TCI) training to facilitate students in an escalated emotional state. The whole department participated in Restorative Justice training in support of the school’s movement toward more positive behavior intervention. Five teachers participated in the Instructional Rounds, which allowed them to observe colleagues teaching styles and strategies and reflectively collaborate with their fellow observers on the experience.

All eleven Special Education teachers are trained in conducting the Wechsler Individual Achievement Test, third edition assessment (WIAT-III). The WIAT assessments are standardized tests used to determine academic abilities of students compared to their peers of the same grade

level. The Special Education teachers are also experienced case managers. Each closely oversees 12-25 students yearly. Each case manager is responsible for implementing the IEP, monitoring academic and behavior goals, and collaborating with the general education teachers. Each case manager holds about 20-30 IEP meetings annually. The IEP team includes, but is not limited to, an administrator, general education and special education teachers, the student, parents, and other support staff as needed. The IEP meeting involves all stakeholders with the primary goal of supporting the student's individual academic and behavioral needs in order for the student to make progress and be successful in the least restrictive setting. For most students with IEPs, there is a need for constant contact with the student, his or her parents, and teachers throughout the school year. All special education teachers are given one release period to case manage appropriately.

The Special Education Department works collaboratively with the Workability I Program, which offers transitional services for students with IEPs. Transition is an essential part of the IEP. Transition assessments are given each year and are aligned with college and career goals. The Workability program also offers opportunities for career training, career and college exploration outings, and other post-secondary transitional support.

We attend and encourage our students and their families to participate in extracurricular activities such as pep rallies, games, field trips, and other community events. We also endorse and support the different clubs and organizations available to students, and, especially, the Cardinal PRIDE and Safe School Ambassador initiatives. With SPED being a significant and large population on campus, our teachers find it meaningful to serve on committees that contribute to decision-making that impacts our students. Two teachers from the department also serve on the School Site Council, which creates and reviews the Student Plan for Student Achievement, discusses school issues, and addresses community concerns. One teacher is part of the Special Education Task Force, which meets once a month and includes other special education staff from other school sites, as well as the ESTA president and special education director. The meetings focus on pertinent issues by school site, effectively implementing students' IEPs, as well as shifting the focus of Special Education to improving instruction.

VISUAL ARTS DEPARTMENT REPORT

This is a summary of the work of the Visual Arts Department to address the four major categories into which we organized the 30 Critical Areas for Follow-up from the 2014 Visiting Committee Report. In the area of Instruction, the Visual Arts Department has:

1. Created a mission statement and action plan to help focus our instruction.
2. Created an online art resource list to integrate technology into curriculum.
3. Created, and plans to expand, our shared art terminology and vocabulary.
4. Begun to discuss how our curriculum and instruction will need to change to support 21st century skills in art.
 - a. The department has looked at the 21st century art classroom and compared and contrasted it to our own classes.
 - b. The department has discussed lessons that fit the 21st century model.
5. Begun creating interdisciplinary projects with other departments:
 - a. Ms. Palmer is actively working with the Science Department to develop a school-wide recycling program.
 - b. Mr. Cavada is actively working with the English Department to produce our literary magazine, The Cardinal Quill.

In the area of Professional Development the Visual Arts Department has:

1. Attended a two-day training focused on:
 - a. Visual Art /ELA Common Core State Standards.
 - b. Visual Art National Common Core Standards.
 - c. Introduction to DOK.
2. Visited Los Altos High School to improve teaching practices and to observe:
 - a. Teaching strategies and curricula.
 - b. Instructional materials and resources used for effective teaching.
 - c. Evidence of practice aligned to CCSS.
 - d. Evidence of scaffolds and strategies that support lower performing students.
 - e. Evidence of enrichment to engage and challenge advanced students.
3. Linked classroom projects/lessons/activities to DOK levels in order to improve our understanding of DOK.
 - a. We have not come to consensus as to what constitutes the different DOK levels and thus need more training.
 - b. Our department has begun to construct DOK question stems.
4. Discussed critical thinking in the art classroom and completed a critical thinking matrix that:
 - a. Defines critical thinking in art.
 - b. Identifies what students are doing, producing, and saying to demonstrate critical thinking.
 - c. Clarifies teacher practices that support critical thinking.
5. Unpacked and charted the district's 5Cs:
 - a. Defined the 5Cs in each Visual Arts subject and why each is important.
 - b. Explained what the 5Cs look like when demonstrated by students in visual arts.
 - c. Developed a flowchart of the 5Cs in an art class setting with plans to share with all departments.
6. Created procedures for analyzing student artwork:
 - a. Established norms.
 - b. Established lists of materials needed.
 - c. Identified what is to be gained from analysis of student artwork.
 - d. Defined DOK levels for all projects, lessons, and 21st century skills.
 - e. We are in the beginning stages of analyzing student work and are still refining our procedures.
 - f. We have completed three rounds of student work analysis sessions

In the area of assessment, the Visual Arts Department has:

1. Discussed how to improve grade trends of students with D/F within our classes.
2. Created a common rubric for student assessment and recognize that the rubric is incomplete for the range of art projects.
3. Agreed to use a combination of multiple choice, fill in the blank, written and verbal peer critique, students' reflections, and rubrics for assessment.

There are a couple of items which do not fit in the categories above but which we would like to address:

1. The majority of the Visual Arts Department has been trained on the *Illuminate*.
2. The majority of the Visual Arts Department has been trained on Google apps.
 - a. Our department has requested further professional development for use of these applications, specifically Google classrooms.

WORLD LANGUAGES DEPARTMENT REPORT

During the past two years the Mt. Pleasant World Languages Department has been engaged in addressing the Common Core State Standards for English Language Arts/Literacy. Our teachers have been going through a series of self-studies, self-reflections, and evaluations of sample critical thinking and DOK level three lessons. Our department has been spending time taking a close look at our current practices to see how and if our goals, units, lessons, and activities align with the CCSS expectations and those of the district. We have been studying the definitions of the district's 5 Cs: Communication, Critical Thinking, Creativity, Collaboration, and Civic Engagement. We, as a department, have spent most of our time studying and expanding our understanding of how the CCSS apply to our World Languages Department and what our role is to support all core classes. In essence, we have been attempting to develop a deeper understanding of what is expected of our department.

We are currently at the end of this discovery stage, and are assessing whether our current practices include lessons and tasks at DOK level three or higher to align with the district's instructional initiatives. We are defining critical thinking at each level of language learning and developing tasks at DOK level three or higher even when students are limited in language and vocabulary.

In our current evaluations, we have discovered that we all must address the discrepancies in our horizontal and vertical alignment in one of our two programs. We have discovered that our standard Spanish courses are not currently horizontally or vertically aligned to each other, to the State Content Standards, or to the Common Core Literacy State Standards. We have therefore, re-shifted our focus to address our lack of alignment in our lower levels and define those discrepancies at each language level. We plan to define the critical learner profiles and expected outcomes for each level. Our intent is backwards plan, revise, and align our summative assessments and benchmarks to our expected outcomes.

We have also discovered that our upper division courses are currently aligned horizontally at the AP level, and our students are doing well with an average success rate of 3.6 out of 5 on the Advanced Placement exams. The department has committed to improve the vertical alignment of the Spanish Heritage program. This is an effort to increase our success within this program by revising and vertically aligning the Heritage 1 courses with the AP courses.

As a department we have started unifying our practices and ourselves by reaching a common agreement to work together and align our goals and outcomes. We will begin to develop common summative and formative assessments in March 2016. We currently have a common departmental green sheet that outlines expected behaviors and grading policies. We have also vertically aligned grammar instruction through a departmental grammar chart. We have reached some minor agreements: to include the Cultural Community Service requirement, which the AP level currently has in place; to use *Illuminate* to give immediate feedback to students; to use *Schoolloop* to assign assignments, grades and to communicate with students and teachers; and update to *Schoolloop* every two weeks and allow students to make up work during tutorial.



School Action Plan Refinements



WISC

The 2014 WASC Action Plan, which was part of our WASC Self Study, with input and participation from School Site Council, became our SPSA for the 2014-2015 school year. This Action Plan was written in alignment with the two overarching district goals: 1) All students will graduate from high school and 2) All students will be proficient in Math and English. With creation of the Local Control Accountability Plan (LCAP), our district's goals became more specific: 1) ESUHSD will provide high quality instruction and learning opportunities preparing every student to graduate ready for college and career, and 2) ESUHSD will engage all stakeholders by promoting opportunities that strengthen the skills, competencies, and abilities for students, parents, staff, and community.

Over these last two years, some of the school goals and strategies have remained the same, but others were changed, added, or deleted as positions were added, school needs changed and the district direction shifted.

After the elimination of the CAHSEE as a California graduation requirement, and as part of the review of the Action Plan in preparation for this WASC cycle, the School Site Council members voted to rewrite the goal, strategies and action items specific to the proficiency CAHSEE rates and include instead the SBAC proficiency rates. Although currently all we have is baseline data on the SBAC proficiency results, we can easily identify a need to increase the percentage of students meeting or exceeding the standard in English and in Math.

Attached is our School Action Plan as it appears in our revised Single Plan for Student Achievement.

2015 – 2016 Single Plan for Student Achievement

Revised and Approved on
January 5, 2016

Mt. Pleasant High School



Mt. Pleasant High School

2015 - 2016 Single Plan for Student Achievement

School: Mt. Pleasant High School

District: East Side Union High School District

County-District School (CDS) Code: 43694274334900

Principal: Martha Guerrero

Date of this revision: January 5, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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Position: Principal

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The District Governing Board approved this revision of the SPSA on _____.



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