

2015-2016 SPSA GOAL 1

The School-wide graduation rate will increase from 85% to 95% school-wide, from 60%-75% for our Students with Disabilities, and from 75% to 85% for our English Learner student population; the percentage of graduating seniors completing A-G requirements will increase from 43.2% to 53% school-wide, from 32.6% to 45% for our Hispanic student population.

CRITICAL AREAS FOR FOLLOW UP ADDRESSED WITHIN THIS GOAL

- **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** (Goal 1, Strategy 3, Actions 1 and 4).
- **Increase consistency and rigor school-wide in compliance with CCSS** (Goal 1, Strategy 4, Action 3).
- **The school will identify and implement interventions to support the academic, personal and extra-curricular needs of incoming 9th grade students** (Goal 1, Strategy 1, Actions 2 and 3).
- **MPHS will implement after-school and summer programs for credit recovery and academic advancement** (Goal 1, Strategy 2, Actions 1,2, and 3).
- **Immediately create systemic use of student data to drive instruction, master scheduling, teaching and learning** (Goal 1, Strategy 3, Actions 1 and 4)
- **Increase the percentage of students earning a C or better in all subject areas** (Goal 1, Strategy 1, Actions 3 and 5) (Goal 1, Strategy 2, Actions 1,2 and 3) (Goal 1, Strategy 3, Action 1).
- **Develop authentic data from student work that can drive instruction, course offerings and the master schedule** (GOAL1, Strategy 1, Actions 3 and 5) (Goal 1, Strategy 2, Actions 1, 2 and 3) (Goal 1, Strategy 3, Actions 1 and 4).
- **All students will be high school graduates** (Goal 1, Strategy 1, Actions 2 and 5) (Goal 1, Strategy 2, Actions 1,2 and 3).
- **MPHS will have an LEA goal of proficiency in ELA and Math for all students** (Goal 1, Strategy 1, Action 2).
- **MPHS will examine grading practices to determine the impact on student achievement and performance with movement to aligning grades to content mastery** (Goal 1, Strategy 3, Action 1).
- **Increase the school-wide graduation rate and the A-G completion rates** (Goal 1, Strategy 2, Actions 1,2 and 3) (Goal 1, Strategy 1, Action 6).
- **Increase the percentage of students attaining proficiency in English and Math as measured by CAHSEE and SBAC assessments** (Goal 1, Strategy 2, Actions 2 and 3).
- **Continue to develop and strengthen a viable and vibrant Professional Learning Community that represents all stakeholders** (Goal 1, Strategy 1, Actions 2 and 7) (Goal 1, Strategy 2, Action 2).
- **Explore the concepts of peer coaching that extend across the curriculum** (Goal 1, Strategy 2, Action 2).
- **MPHS will explore the development of a professional learning committee** (Goal 1, Strategy 4, Actions 1 and 2).
- **The school will identify and implement interventions that support the academic personal and extra-curricular needs of incoming 9th grade students** (Goal 1, Strategy 1, Actions 1, 4, and 6).

- **A culture of trust and respect is needed and is demanded for future systemic reform and subsequent success in regards to student performance, staff morale, and stakeholder involvement. A collaborative SLC (School-wide Learning Community) a viable (SLC) School Leadership Committee are essential elements of growth and school improvement (Goal 1, Strategy 4).**

STRATEGIES, PROGRESS AND EVIDENCE FOR GOAL 1

Strategy #1: During the 2015-2016 school year, Mt. Pleasant will identify and implement interventions to support the academic, personal and extracurricular needs of our students.

Progress on Action Items for Strategy #1:

- The addition of new staff, in particular our own site social worker, has allowed us to streamline and coordinate mental health and support services for our students. Ms. Vaca-Perez coordinates services from all the community-based organizations that work with our student population and manages our online referral system. Any staff member can use this referral system if there is reason to believe that students may need personal support.
- Our EL Coordinator, Mr. Maestas, a teacher on special assignment, meets with our EL students to monitor progress in all their classes, meets with parents if needed, makes student referrals to the SST team, and creates and monitors the students' Individual Learning Plans (ILPs). The EL Coordinator also runs our ELAC committee and works closely with our Parent Involvement Specialist.
- We offer a 25-minute tutorial period every day. This period is voluntary for students and mandatory for staff. During the fall of 2015, the staff engaged in a conversation to determine the purpose of Tutorial. We reviewed the data collected through administrator walkthroughs and discussed the effectiveness of Tutorial as well as our goals for Tutorial. We created and voted on a mission statement and staff commitments regarding Tutorial. The district provided all staff with iPads and an electronic attendance-monitoring program to collect data on the number of students using Tutorial.
- In an effort to create an AVID Small Learning Community (SLC), we increased the number of staff members teaching the 9th grade elective. The AVID team is now made up of 6 staff members who collaborate regularly to

Evidence:

- Data from electronic referral system
- MOU with community –based organizations
- Master Schedule
- ILPs completion report for students below a 2.5 GPA
- ELAC agendas and sign-in sheets
- Agendas and activities from Monday school-wide collaborations
- Tutorial Mission Statement posters.
- Administrators' walkthrough data
- iPad Tutorial attendance reports
- Master schedule
- AVID meeting agendas and sign-in sheets
- List of trainings attended by AVID Site Team

ensure the academic success of the students in the program.

- This school year, besides offering college field trips for students through the AVID and Puente programs, with the help of our Parent Involvement Specialist we will be offering three parent field trips second semester. Most of the parents in our school community are immigrants and may have never been on a college campus so it's difficult for them to allow their students to live on campus and/or understand the difference between four-year universities and community colleges. This field trip is part of an effort to provide opportunities to the parents to learn about college firsthand.
- This school year we were not able to offer the two planned study skills classes to our at-risk students. The teacher who ran the program was relocated during the summer to a different high school.

- College field trip schedules
- Master schedule

Strategy #2: During the 2015-2016 school year, Mt. Pleasant will implement after school and summer programs for students to recover failed courses and/or accelerate their learning.

Progress on Action Items for Strategy #2:

- We offer Cyber High online courses every semester to 12th graders who are behind credits towards graduation.
- We also offer Cyber High courses in the summer to rising 11th and 12th graders who need to make up a D or an F grade. This helps increase the number of students who graduate on time and complete A-G requirements.
- Besides the summer classes paid for by the district, through our partnership with Goodwill ASSETs, we have been able to offer our 9th-12th grade students additional recovery and enrichment courses.

Evidence:

- Summer school applications
- Summer school master schedules
- Cyber High reports
- Google Drive attendance tracking for Cyber High
- Graduation rate data
- A-G completion rate data

Strategy #3: During the 2015-2016 school year, Mt. Pleasant will restructure collaboration time to focus on sharing of research-based instructional strategies, analyzing student work, and developing formative and summative assessments.

Progress on Action Items for Strategy #3:

- These last two years, we laid the foundation to restructure our collaboration time. This school year, during the department chair meetings we began the work of learning about research-based practices in the areas of instructional strategies, and protocols for analysis of assessment data.
- We have begun the conversations to restructure the work done during the

Evidence:

- Department chair meeting agendas and sign-in sheets
- Readings discussed during department chair meetings

department chair meetings to allow for a more collaborative structure among members, and to facilitate this type of work during departmental collaboration meetings.

- Within some departments, teachers have begun organizing themselves into PLCs to share best practices, analyze student work and create formative and summative assessments.
- Agendas for emerging PLCs: English 1, English 2, English 3, Biology

Strategy #4: During the 2015-2016 school year, Mt. Pleasant will develop a comprehensive professional development plan focused on the implementation of the Common Core State Standards, specifically our Critical Thinking Vision Statement: *Students will think critically by defending and justifying their ideas using evidence and academic vocabulary.*

Progress on Action Items for Strategy #4:

- Every teacher has participated in the first round of training of Literacy Design Collaborative (LDC). This training presented a national lesson-planning framework, format, and structure to ensure that the tasks and assignments we give to students are complex and challenging. The trainings were held on site and at the district office and were led by our district's English Subject Area Coordinator, Ms. Davis.
- Last school year we began training groups of teachers to participate in Instructional Rounds. To date, 40 certificated staff members have participated in these rounds. It is our first attempt to de-privatize our classroom practice and open our classroom doors to other teachers. We have plans to hold two more sets of Instructional Rounds and have 100% certificated participation.
- Most of our collaboration time has been used to engage in the cycle of improvement as part of the WASC process. To allow departments to continue their work implementing the instructional shifts demanded by the CCSS, administration has offered full day professional development collaboration time to the departments. English, Foreign Language, Math and Special Education departments, as well as Biology have taken advantage of this opportunity.
- The district's Subject Area Coordinators, under the direction of the district's Instructional Services Division, have been offering full or half-day pullout sessions as well as after school sessions around topics and strategies related to the implementation of the Common Core State Standards.

Evidence:

- LDC agendas and training sign-in sheets
- English Department's summative assessment tasks
- Instructional Rounds agendas and sign-in sheets
- Departmental full day professional development agendas and sign-in sheets
- English, Science, Social Studies, and Math district workshop agendas and substitute requests

2015-2016 SPSA GOAL 2

The percentage of students attaining proficiency in English and Math as measured by CAHSEE will increase school-wide from 51.8% to 60% in English and from 53.6% to 60% in Math, for our English Learner student population the proficiency rate will increase from 39.6% to 52% in English and from 46.5% to 54% in Math, for our Hispanic student population the proficiency rate will increase from 46.4% to 58% in English and from 46.8% to 58% in Math, for our Students with Disabilities the proficiency rate will increase from 10.9% to 25% in English and from 6.1% to 20% in Math. (This goal was rewritten when we revised the 15-16 SPSA in January 2016).

CRITICAL AREAS FOR FOLLOW UP ADDRESSED WITHIN THIS GOAL

- **MPHS will implement interventions and supports for students at-risk of not attaining proficiency on the CAHSEE** (Goal 2, Strategy 2, Actions 5 and 6)
- **Explore the concepts of peer coaching that extend across the curriculum** (Goal 2, Strategy 1, Actions 2 and 7).
- **Develop authentic data from student work that can drive instruction course offerings and the master schedule.** (Goal 2, Strategy 1)

STRATEGIES, PROGRESS AND EVIDENCE FOR GOAL 2

Strategy #1: During the 2015-2016 school year, Mt. Pleasant will examine existing grading practices to determine the impact on student achievement and performance and move toward aligning of grades to mastery of content.

Progress on Action Items for Strategy #1:

- This school year, department chairs received a report on grade trends from 2012-fall 2015. This report compared first grading period grades with first and second semester grades and highlighted the importance of first marking period grades as a determiner of semester grades. The department chairs discussed the results and read an article about how to use this type of data with their departments. The department chairs were charged with sharing this report with their department members.
- The administrative team has had conversations with individual teachers about the purpose of their grades and whether or not their grades are a representation of content mastery in their discipline. These have been confidential conversations as issues with students and parents have arisen. We have not had a school-wide conversation on the purpose of grading.

Evidence:

- Department chair meeting agenda
- Grade Trends report
- *How PLCs Do Data Right*, Richard DuFour

Strategy #2: During the 2015-2016 school year, Mt. Pleasant will implement interventions and supports for students at risk of not attaining proficiency on the CAHSEE (This strategy was rewritten when we revised the 15-16 SPSA in January 2016).

Progress on Action Items for Strategy #2:

Although, the CAHSEE was not administered during the 15-16 school year, we continued to provide the following interventions and supports:

- Under the direction of the district office, we provide Supplementary Education Services (SES) to our EL students at risk of not attaining proficiency in English and Math. Our Parent Involvement Specialist contacts parents and families to ensure they participate in our site provider fair so they can make an informed decision about which provider they would like to offer tutoring services to their child. The counselors follow up with the families of students who did not attend the fair and ensure these students are signed up for tutoring services.
- These last two years, all students at risk of not attaining proficiency in CAHSEE were placed in English and Math support classes that address the skills tested in the CAHSEE. This school year we have one English Support and one Math Support in our master schedule to address the needs of these students. Placement in these classes is based on feeder school grades and test scores.
- To ensure all Students with Disabilities receive the accommodations and modifications to which they are entitled, the SPED department offers training to the staff, ensures general education teachers participate in the IEP meetings, distributes IEP summaries to the students' teachers, and works with the counselors. The APED, and the testing tech also work closely with the Special Education department to obtain the most updated IEP information, in particular testing accommodations and modifications.
- This school year all counselors were trained on how to read an IEP to ensure students are properly placed and counselors were also given a Special Education Information System (SEIS) account so they can access the IEP quickly and easily.

Evidence:

- SES fair sign ups
- List of SES providers
- Contact logs

- Master schedule
- Placement charts
- Feeder school data sheets

- SPED IEP summaries
- Copies of Notices of Meeting (NOMs)
- Database of testing accommodations

- SEIS accounts

2015-2016 SPSA GOAL 3

The percentage of parents participating and involved in school meetings, events, and organizations will increase from 30%-50%.

CRITICAL AREAS FOR FOLLOW UP ADDRESSED WITHIN THIS GOAL

- **Collaboratively develop and publicize uniform evaluation rubrics aligned with consistent grading policies** (Goal 3, Strategy 3, Action 1) (Goal 2, Strategy 1, Actions 1 and 2).
- **Continue to develop and strengthen a viable and vibrant Professional Learning Community that represents all stakeholders** (Goal 3, Strategy 1, Action 7).
- **MPHS will develop and implement a parent involvement plan** (Goal 3, Strategy 1, Action 1, 2,3 and 4).
- **Increase the percentage of parents participating and involved in school meetings, events and organizations** (Goal 3, Strategy 1, Action 5)

STRATEGIES, PROGRESS AND EVIDENCE FOR GOAL 3

Strategy #1: During the 15-16 school year, Mt. Pleasant will develop and implement a parental involvement plan that will address the six types of parental involvement: 1) parenting 2) communicating 3) volunteering 4) learning at home 5) decision-making 6) collaborating with the community.

Progress on Action Items for Strategy #1:

- We offer monthly parent workshops on topics suggested by parents. These monthly workshops are facilitated by our staff members or by community experts.
- Staff from Foothill Community Family Health Center and the Bill Wilson Center supports our parent workshops by providing the presenters for the workshops, dinner, and raffle items for participating parents.
- Since the Parent and Community Involvement Specialist was hired last year, she coordinates these parent workshops and events. Administration coordinates outreach efforts with her but no longer leads these efforts.
- All information publicizing any school event or workshop (print, phone, email) is sent in English and Spanish to address the needs of our largest language minority group.
- Teachers use *Schoolloop* to post assignments, and this school year, as part of a new contractual responsibility, all teachers post their gradebook on *Schoolloop* to update students and parents on the students' progress.

Evidence:

- Parent workshop calendar
- Workshop sign-in sheets

- Parent workshop agendas

- Administrator weekly meetings with PCIS

- Copies of mailers
- *Teleparent* messages

- *Schoolloop* usage reports

- Two years ago, in order to attract more parents to our beginning of the year Back to School Night, we changed the format and structure of the evening. The traditional Back to School Night involved parents rotating in and out of classes following their child's schedule and listening to short ten-minute presentations from each of their child's teachers. This format did not give teachers and parents an opportunity to interact and was meaningless for our large group of non-English speaking parents. Our new format is more of an Open House and gives parents an opportunity to interact with the teachers, see the work their students are doing in class, enjoy the students' projects, meet representatives from the community based organizations that serve their students, have dinner together, and see a more natural interaction between students and staff. Our parent participation has increased since we instituted this change, and the reaction from our staff has been very positive.
 - Last school year, Mt. Pleasant celebrated its 50th anniversary with an extended Homecoming celebration, which included a firework display and an invitation to alumni to participate in the halftime parade. We spread the word about our celebration through social media, flyers, postcards to the surrounding community and the nearby schools. Through these efforts we reached members from almost all graduating classes as well as retired Mt. Pleasant staff members who joined in our celebration. This celebration brought a sense of community and pride to our current students and staff.
- Parent sign-in sheets
 - Number of hot dogs served
- 50th anniversary celebration postcards and flyers

2015-2016 SPSA GOAL 4

The reported incidences of defiance and disrespect to staff will decrease from 30%-205. The reported expellable, violent, and/or citable offenses will decrease from 15% to 5%.

CRITICAL AREAS FOR FOLLOW UP ADDRESSED WITHIN THIS GOAL

- Explore the concepts of peer-coaching that extend across the curriculum (Goal 4, Strategy 1, Action 2)
- All students will be educated in teaching and learning environments that are safe, drug-free and conducive to learning (Goal 4, Strategy 1, Action 1)
- Increase the number of students, teachers and parents reporting that Mt. Pleasant is a “safe” school site (Goal 4, Strategy 1, Actions 1-7).

STRATEGIES, PROGRESS AND EVIDENCE FOR GOAL 4

Strategy #1: During the 2015-2016 school year, Mt. Pleasant will identify key safety issues, review current discipline practices, and identify and implement interventions for students.

Progress on Action Items for Strategy #1:

- The School Site Council receives monthly updates on discipline and behavioral issues and continues to serve as our Safety Committee. Every year, the SSC, in its function as the Safety Committee, provides input and approves the school’s Safety Plan.
- This is our first year of implementation of Positive Behavioral Interventions and Supports (PBIS). We began our implementation by defining the behaviors we expect from our students and by creating a series of incentives to promote these behaviors. Our next steps will be to incorporate PBIS practices into our discipline process. This will need to be part of a series of school-wide trainings and conversations on classroom management, teacher-student interactions, resolutions to referrals, and responses to discipline issues.
- To support our PBIS implementation, we have continued to grow our Safe School Ambassadors Program (SSA). Currently we have 56 students trained as Safe School Ambassadors. These young people were recommended by staff based on their social standing among their peers, and they represent

Evidence:

- SSC agendas and minutes
- Safety Plan

- PBIS Team meeting agenda
- PRIDE posters and Behavior Matrices
- School-wide lesson plans
- PRIDE page on *Schoolloop*

- Safe School Ambassador sign-ins and agendas
- SSA PowerPoint presented to the ESUHSD School Board on Feb. 4, 2016

the diversity of the student population. They meet every two weeks with their adult mentors to find solutions to the peer problems they encounter and to plan the next steps of implementation.

- We are also working with our part-time Restorative Justice (RJ) social worker to expand the use of RJ techniques by teachers. Ms. Pandarinath offers regular trainings to our staff and serves as a resource whenever teachers or admin encounter situations that require something other than a discipline consequence.
 - We are proud of our efforts in combining PBIS, SSA, and RJ to address safety and discipline issues and to create positive interventions for our students.
 - In the fall of 2015, we surveyed students during their third period class to gather baseline data on school culture. The prompts to which the students responded addressed: **PRIDE** (**P**ersonal Responsibility, **R**espect, **I**ntegrity, **D**etermination, **E**ngagement), involvement in clubs and sports, parent-teacher and school-parent communication, as well as awareness of Common Core State Standards. This was the first student perception survey conducted at our school in eight years. This goal was our first step towards addressing the following Critical Areas for Follow-up from our 2014 WASC Visiting Committee report:
 - Increase the number of students, teachers and parents reporting that Mt. Pleasant is a “safe” school site.
 - A culture of trust and respect is needed and is demanded for future systemic reform and subsequent success in regards to student performance, staff morale, and stakeholder involvement.
 - The school will identify and implement interventions to support the academic, personal and extra-curricular needs of incoming 9th grade students.
 - All students will be educated in teaching and learning environments that are safe, drug-free and conducive to learning.
 - This survey was done online and we recorded 1138 responses from 1393 possible respondents. The staff debriefed the survey results at the January 2016 collaboration meeting and we learned the following:
 - Around 50% of our students are involved in either clubs or sports on campus.
 - The students generally have a positive perception of school culture.
- List of RJ trainings
 - Referrals to RJ Social Worker

 - Student Perception Survey Results

However, there is a consistent 20-25% of the student population who report that they are not receiving support in and out of the classroom and are not being engaged in their learning.

- We need to address the 20% of our students who report that most of their teachers do not maintain a positive environment for learning.
- The students report that 90% of the households receive informational letters and mailings from the school.
- Although the majority of the students are informed about the new Common Core State Standards and our school-wide PRIDE campaign, we have not reached all students in these two areas. We have to ensure consistency of message and practice from all teachers and staff.
- Throughout the survey, regardless of the topic surveyed, we found 20-25% of the student population reporting lack of engagement with the school, its initiatives, the teachers, and the learning. We need to identify and target these students to better meet their needs.

In January 2016, after a review of the SPSA, the Action Plan, and the alignment with the Critical Areas for Follow-up, School Site Council voted to amend the SPSA by rewriting the Goals, Strategies and Action Items that mentioned the CAHSEE. These items were either deleted or rewritten using the SBAC proficiency baseline data we received earlier this school year. The new Single Plan for Student Achievement is included in this report beginning on page ___ in Section V: School-wide Action Plan Refinements.