

Monterey High School  
Monterey High School  
Self Study Report  
Self Study Report

February 2012

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and  
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Marcie Plummer, Principal  
Xavier Rodriguez, Vice Principal  
Alycia Yeh, Vice Principal

101 Herrmann Drive, Monterey, CA 93940  
Phone (831) 392-3801 Fax (831) 649-1154

# **2012 Visiting Committee**

## **Committee Chair**

Mr. Jeffrey Crass

## **Committee Members**

Mr. Michael Cook

Ms. Tobin Dean

Ms. Jeanine Miller

Dr. Martha Stuemky

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*Coordinator*

Marcie Plummer  
*Principal*

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*Focus Group Leader*

Catherine Browning  
*Focus Group Leader*

Michael Cook  
*Focus Group Leader*

Robin Coyne  
*Focus Group Leader*

Kathy Findley  
*Focus Group Leader*

Chris Fowler  
*Focus Group Leader*

Doreen Gray  
*Focus Group Leader*

Jane Holte  
*Focus Group Leader*

Rosanna McCormick  
*Focus Group Leader*

Carrie Parker  
*Focus Group Leader*

## **MHS Leadership Team (Con't.)**

Aaron Sanders  
*Focus Group Leader*

David Swartz  
*Focus Group Leader*

Paul Tanks  
*Focus Group Leader*

Geoffrey Tibbitts  
*Focus Group Leader*

Geoffrey Von Saltza  
*Focus Group Leader*

Rocky Salerno  
*Student*

Ivana Gill  
*Student*

Sherry Brady  
*Parent*

Elaine Smith  
*Parent*

### **EDITOR**

MajBritt Eagle  
*English Department*

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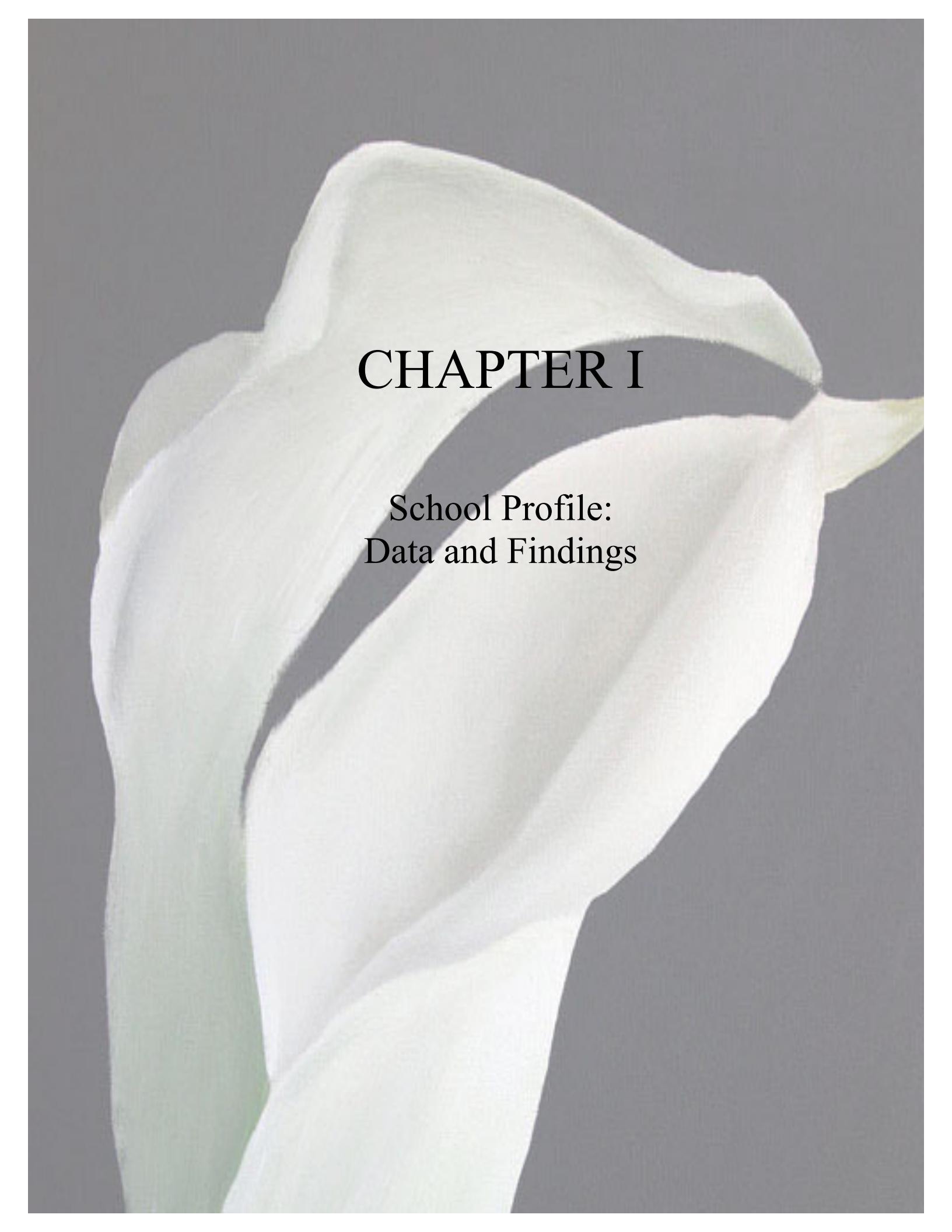
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## Acknowledgement and appreciation ~

All artwork used in the 2012 Monterey High School WASC Self Study Report is attributed to the students of Mrs. Catherine Melone's AP Art Studio class.



# CHAPTER I

School Profile:  
Data and Findings

## CHAPTER I: School Profile: Data and Findings

### **HISTORY**

Monterey High School, home of the Toreadors (DORES), overlooks the beautiful Monterey Bay and the historic downtown of the City of Monterey, California's first Capital. The State's Constitution was signed in 1849 in Colton Hall, two blocks from the school's hilltop location. The high school was built on its current site in 1905. At that time, Monterey public schools made up one of the largest school districts in the State. In 1963, Seaside High School became the second school in what was the Monterey Union High School District. The District unified in 1966 and became the Monterey Peninsula Unified School District (MPUSD). Central Coast High School, a small learning community, established as the district's continuation school in 1996, and Marina High, a third comprehensive high school, opened in 2006.

### **BACKGROUND**

The City of Monterey has a stable full-time population of 28,000 residents, 78.3% of whom are White, 2.8% African American, 7.9% Asian, 0.3% Pacific Islander, and 13.7% Hispanic or Latino. While fishing and related industries once provided employment to the majority of Monterey workers, that industry sector has been replaced by tourism, publishing, medical care, science and research, and military-related careers. The City of Monterey is home to the Monterey Defense Language Institute, Monterey Institute of International Studies, U.S. Naval Postgraduate School, Monterey Institute of Research and Astronomy, Monterey Institute of Research and Education, U.S. Navy Fleet Numerical Meteorology and Oceanography Center, Monterey School of Law, Brandman University, California State University at Monterey Bay, and Monterey Peninsula College.

Monterey High School is situated on 12.3 acres and contains 50 classrooms, a library, a lecture room, two gymnasiums, a dance studio, a cafeteria, and an administration building. In 2010, the District passed a \$78 million bond, and funds have been designated to upgrade the school's infrastructure. Renovations to the school's heating system, swimming pool, student bathrooms, counseling office, library, which includes constructing a College and Career Counseling Center and computer lab, and common areas will be completed in Phase I of the project, along with ADA compliance. Currently, the District is using general funds to upgrade the technology resources across the campus. MHS will soon become a totally wireless campus. The campus has undergone many changes since it was built, but it still retains an historic look and feel in many areas.

Students attending Monterey High School live within the Monterey Learning Community attendance boundaries or apply for attendance through the District's open enrollment or transfer policies. Monte Vista

## CHAPTER I: School Profile: Data and Findings

Elementary School and Colton Middle School are feeder schools to Monterey High. Students have unique opportunities to experience the rich cultural history of the area as well as the biodiversity of Monterey Bay and variety of coastal habitats. Historic Cannery Row, the Monterey Bay Aquarium, and the Monterey Public Library are within walking distance of the school, as are the Presidio of Monterey and several historic buildings and sites from Monterey's days as the State Capital.

Welcome to Monterey High School

*Be the change!*

## CHAPTER I: School Profile: Data and Findings

### **VISION, MISSION, AND DORES EXPECTATIONS**

#### **Overview**

Monterey Peninsula Unified School District has established a set of Core Beliefs and Objectives that guide the work through the entire system; in particular, they serve to guide the work of Monterey High School and set the expectations for the school's students and staff.

#### **Monterey Peninsula Unified School District Mission and Visionary Purpose**

*Through dynamic, engaging learning experiences and collaborative partnerships within our diverse Coastal community, the Monterey Peninsula Unified School District ensures that each student will attain the intellectual, social, and personal knowledge to seek passionately the challenges of the future.*

Among the core beliefs prescribed by the Monterey Peninsula Unified School District, that of the inherent value in all people and their need for respect and dignity, and that honesty, responsibility, and trust are essential to a thriving community of learners, are two of the statements we take very seriously at MHS. Because staff believes that expectations significantly influence performance, and that supportive and caring relationships are essential to community, Monterey High has created small learning communities in the form of academies that provide the rigorous coursework appropriate for the pursuit of education within the career pathways. MHS Administrators and staff believe that with these supports, students can and will succeed.

#### **Monterey High School Mission, Vision, and DORES Expectations**

Monterey High School's Mission provides a close-up picture of who the staff is and how school moved toward meeting its goals. In March 2011, staff participated in reflective activities allowing them to explore our purpose as a school and staff. Since the last full WASC Self Study Report, high rates of administrative turnover have plagued Monterey High. As a result, consistency in policies, procedures, and discipline has been tenuous at best, with stakeholders noting a deterioration of a healthy school climate and culture. That staff and administrators came together proved critical and provided them with topics for lively, healthy conversations. These conversations culminated in early October, seven months later in a new Mission, Vision, and DORES Expectations. The significant phrase, that "staff will ensure that each student will attain [the] intellectual, social, and personal knowledge", binds teachers as members of Monterey High School's educational community, as does their commitment to "graduate responsible, independent, and productive citizens". The Monterey High School community holds high expectations for its students and has pledged to work together to promote outstanding student achievement and character and "to become the change [we] wish to see in the world" (M. Gandhi).

## CHAPTER I: School Profile: Data and Findings

### **Monterey High School Vision**

Monterey High School strives to graduate responsible, independent, and productive citizens with strong critical thinking and academic skills by providing a rigorous, comprehensive curriculum in partnership with community, family, and a competent staff in a safe and caring professional learning environment.

### **Monterey High School Mission**

Through dynamic, engaging learning experiences and collaborative partnerships within our diverse Coastal community the Monterey High School staff ensures that each student will attain the intellectual, social, and personal knowledge to succeed as he or she faces the challenges of the future.

### **DORES Expectations**

- Demonstrate excellence**
- Own your own actions**
- Respect yourself & others**
- Encourage your peers**
- Sustain social responsibility**

## **STUDENT LEARNING**

### **The Expected School-Wide Learning Results (ESLRs)**

Monterey High School's ESLRs represent our vision for student learning and character development and are as important as the Vision and Mission statements, for they further describe the characteristics of the students we hope to create. Students graduating from Monterey High School will be the measure of how our staff has done in creating collaborative, self-directed, engaged students, who reach their academic potential. As a team, administrators, teachers, and support staff must examine student data in our emerging Professional Learning Communities better to gauge our progress and success in helping *every* student to achieve at high levels. The ESLRs are arranged in interdependent categories: *Academic Achievers, Collaborative Workers, Self-Directed Individuals, and Engaged Participants*.

## CHAPTER I: School Profile: Data and Findings

### **Academic Achievers**

Academic Achievement will be measured by the following:

- Demonstrating proficiency or better on state, national, and AP standards in all subject areas.
- Demonstrating higher order thinking skills for analyzing, synthesizing, and applying information to develop solutions to problems.
- Using appropriate technology for multimedia learning for gathering, processing, and communicating information.

### **Collaborative Workers**

Collaborative work will be measured by the following:

- Working and socializing effectively with others in a variety of settings.
- Demonstrating an awareness of the world's various viewpoints, belief systems, and cultures.
- Using effective leadership or team skills within groups.

### **Self-Directed Individuals**

Student ability to self-directions will be measured by the following:

- Exhibiting study/work habits that include regular attendance, punctuality, and effective time management.
- Developing personal goals for educational, vocational, and creative pursuits.
- Working independently when needed to complete assignments.

### **Engaged Participants**

Engagement will be measured by the following:

- Following curriculum and procedures required for the classes and the school.
- Contributing time, energy, and talent in co-curricular and extra-curricular activities to develop personal ties to the school and the larger community.

## **STUDENT DEMOGRAPHICS**

### **Overview**

Monterey High has a diverse student body with nearly equal White and Hispanic populations (41% White vs. 38% Hispanic) and smaller but still substantial Asian and African-American populations (6.6% Asian, 3% Filipino and 5.3% African-American). There are also a substantial number of students identified as

## CHAPTER I: School Profile: Data and Findings

economically disadvantaged (42% in 2011-2012) and as English Language Learners (ELL) (11% in 2009-2010). Overall enrollment in 2010-2011 is approximately equal to the enrollment in 2005-2006 (1367 in 2005-2006 and 1321 in 2010-2011, a decrease of 3.3%), although this stability masks a spike in enrollment from 2006-2009.

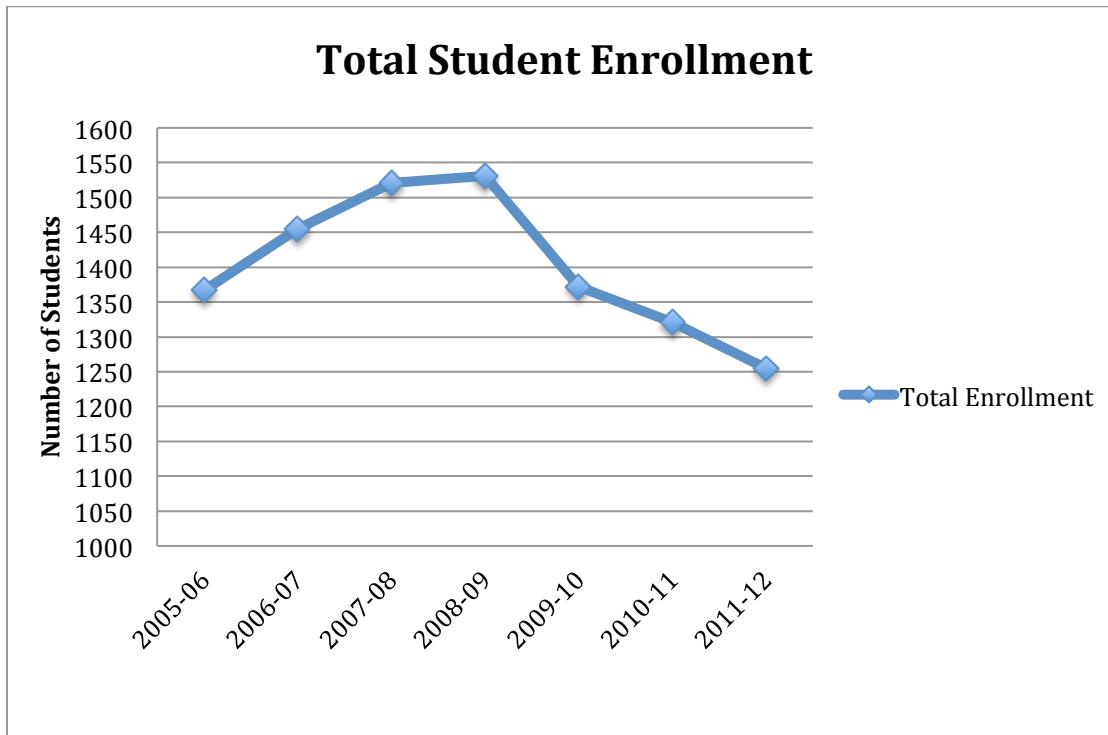


Table #1 – Total Student Enrollment

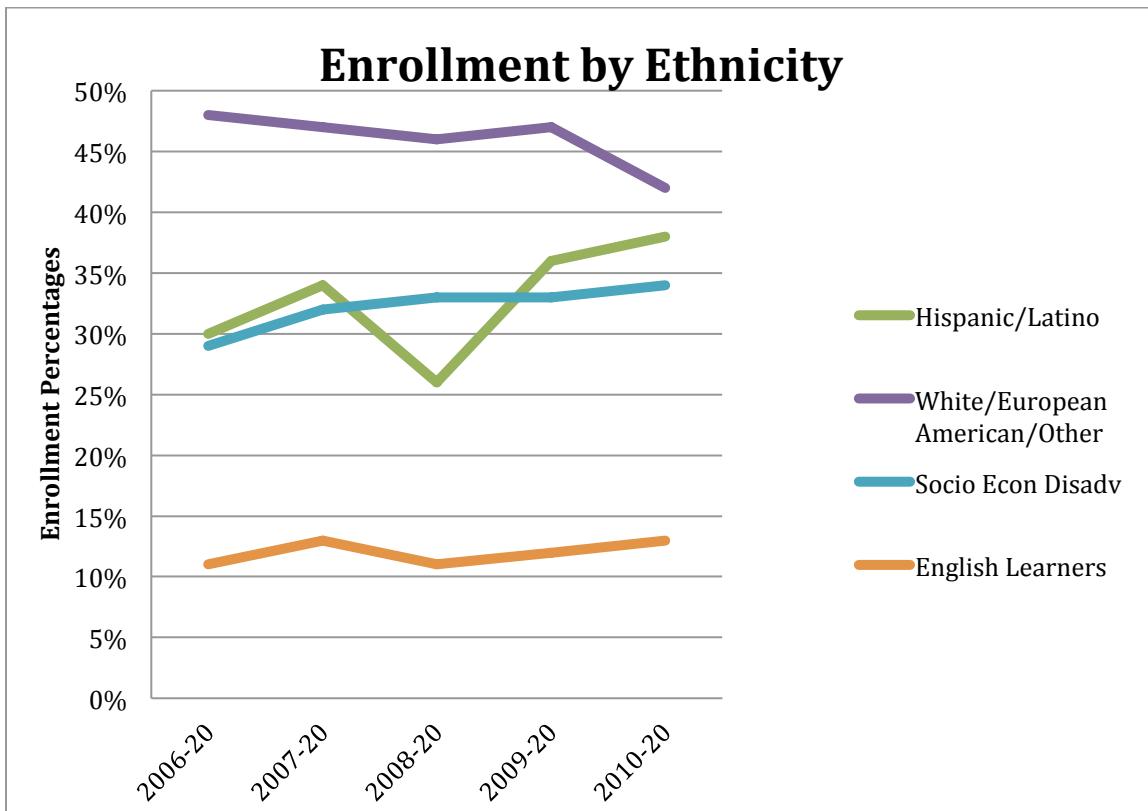


Table #2 – Enrollment by Ethnicity

Since 2005, there has been a gradual but consistent increase in the relative number of Hispanic students and a corresponding decrease in the relative number of White students. The relative share of Hispanic students rose from 31.7% to 38% while the relative number of White students fell from 46% to 41%. The relative number of Asian students remains constant at 6.6% while the number of African-American students has decreased fairly consistently, falling from 7.8% to 5.3%

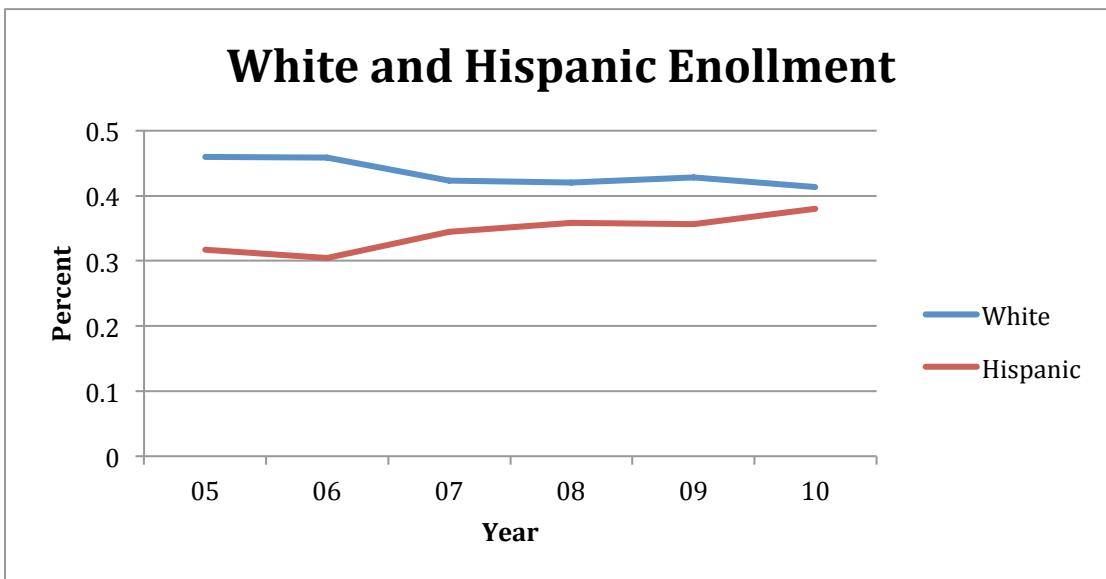


Table #3 White and Hispanic Enrollment

## ASSESSMENT DATA

### API Trends

API scores have increased gradually with school-wide API rising from 691 in 2005-06 to 758 in 2010-11, an increase in 67 points, or an average increase of 13 points per school year. The increase has been fairly consistent, with scores increasing for four of the last five years, but recently it appears that the rate of growth has slowed recently. Scores have increased across all subgroups with scores for Whites increasing by 49 points, and Hispanics by 102 points. Scores of students identified as Economically Disadvantaged have increased by 75 points and students identified as English Language Learners by 130 points. Even so, the API scores of Hispanics, students identified as Economically Disadvantaged and English Language Learners have been persistently lower than the school-wide average and large gaps remain. In 2010-11 the gap in White and Hispanic scores was 135 points, with Whites scoring 49 points above the school-wide average and Hispanics scoring 76 points below the school-wide average. In 2010-11, students identified as Economically Disadvantaged scored 91 points below the school-wide average and English Language Learners 127 points below the school-wide average. Although the gaps remain significant, progress in reducing these gaps over time is evident. The gap in White/Hispanic scores has fallen from 178 points in 2005-06 to 125 points in 2008-09, whereas the gap in the scores of English Language Learners compared to the school-wide average has fallen from 190 points to 127 points over the same time period. The gap in students identified as Economically Disadvantaged compared to the school-wide average has remained unchanged (from 99 to 91 points).

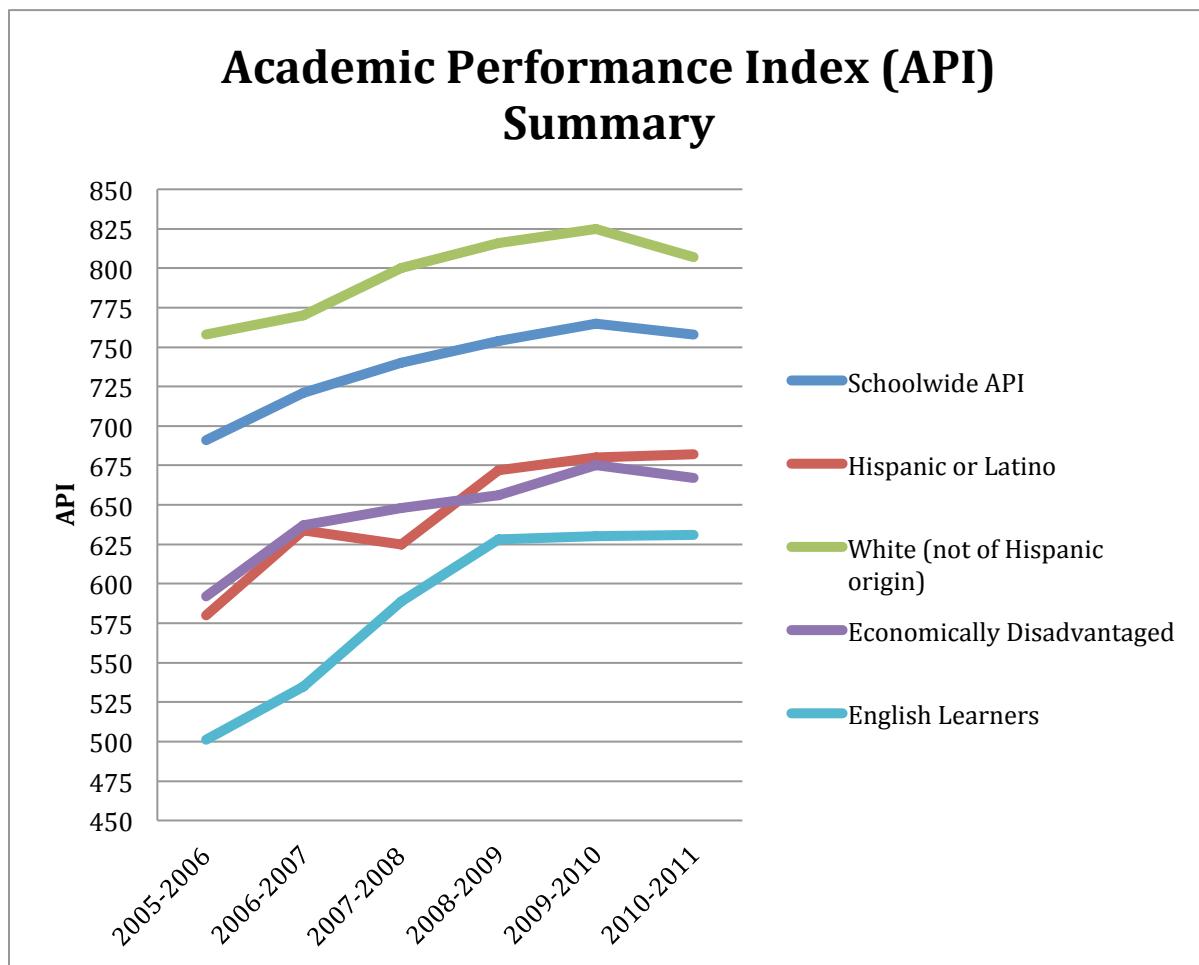


Table #4 Academic Performance Index Summary (API)

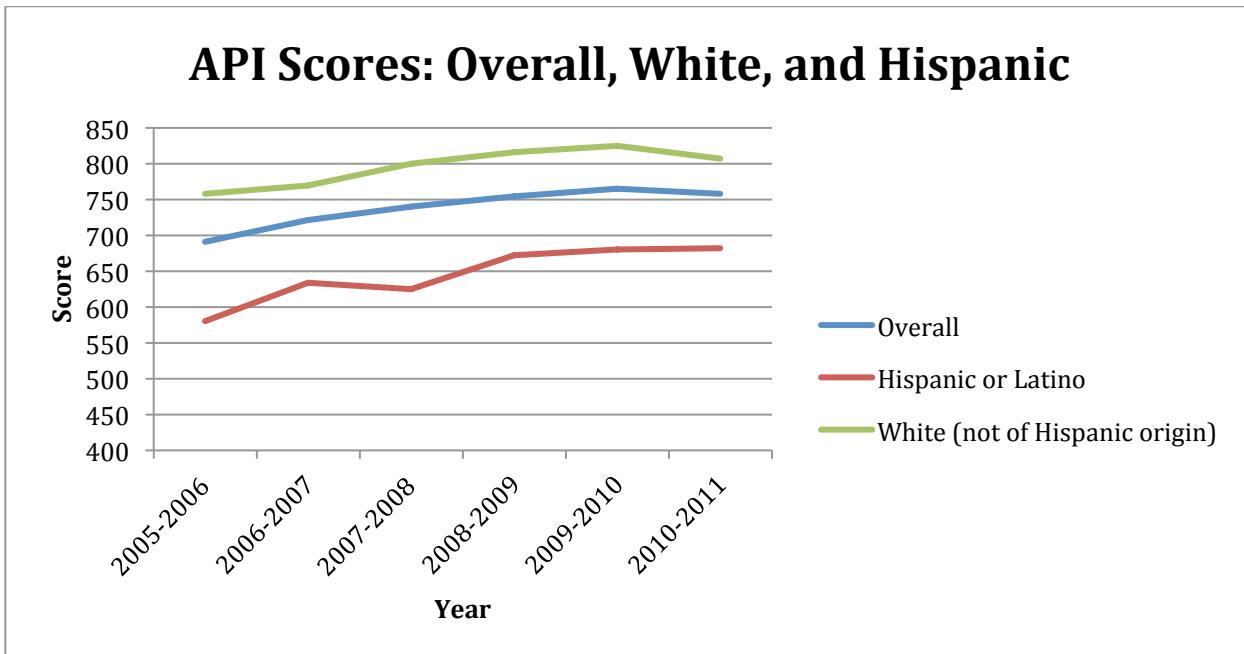


Table #5 API Scores: Overall, White, and Hispanic

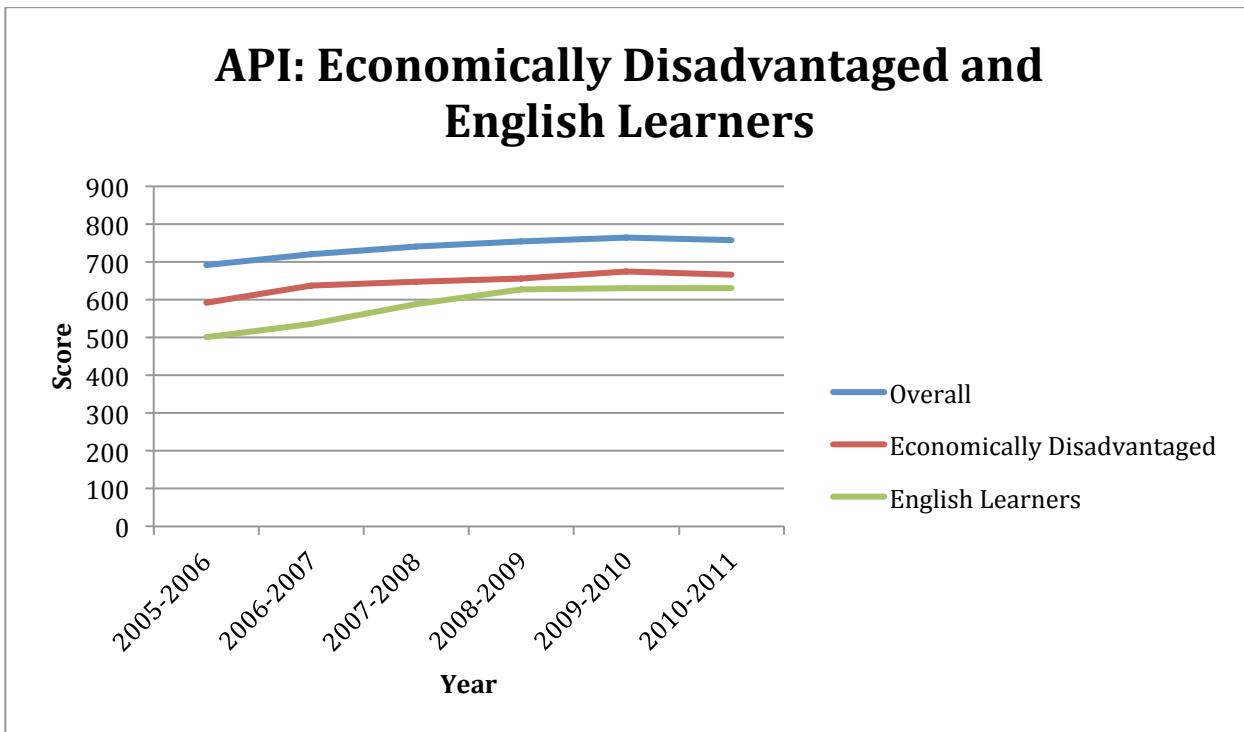


Table #6 API: Economically Disadvantaged and English Learners

## CHAPTER I: School Profile: Data and Findings

### CAHSEE Results

There has been a slight improvement in CAHSEE scores since 2007-2006 whether measured by mean 10<sup>th</sup> grade CAHSEE scores or by the percentage of 10<sup>th</sup> graders scoring proficient or advanced. The percentage 10<sup>th</sup> graders scoring proficient or advanced in Math increased from 54% to 60%, whereas in English it increased from 61% to 64%. The mean score of 10<sup>th</sup> graders taking the CAHSEE for the first time also increased from 381 to 393.

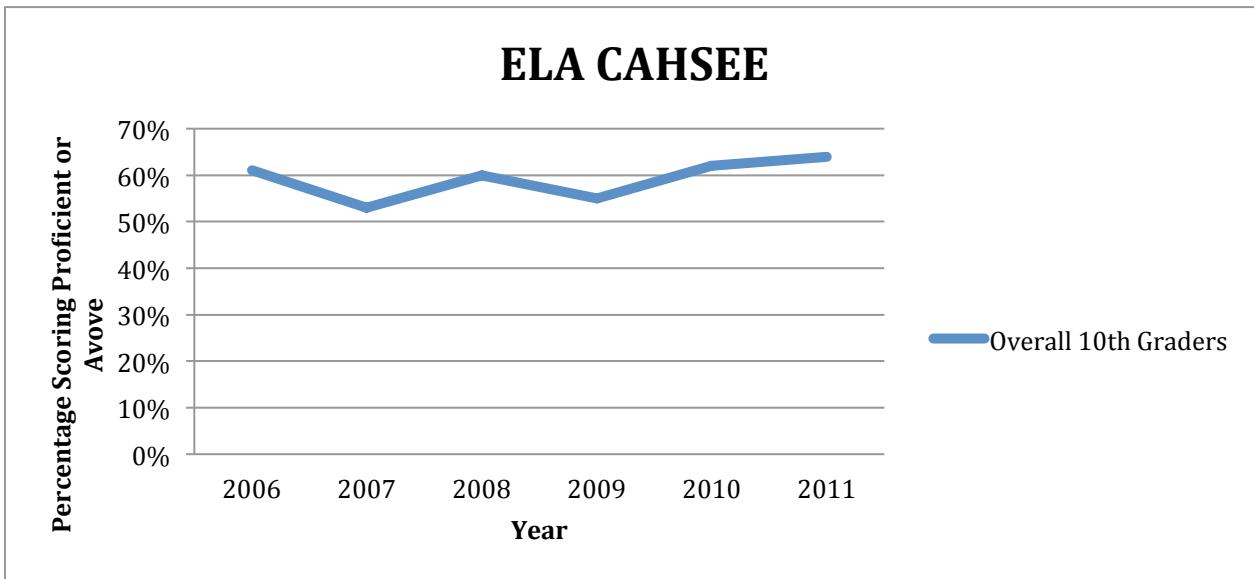


Table #7 ELA CAHSEE

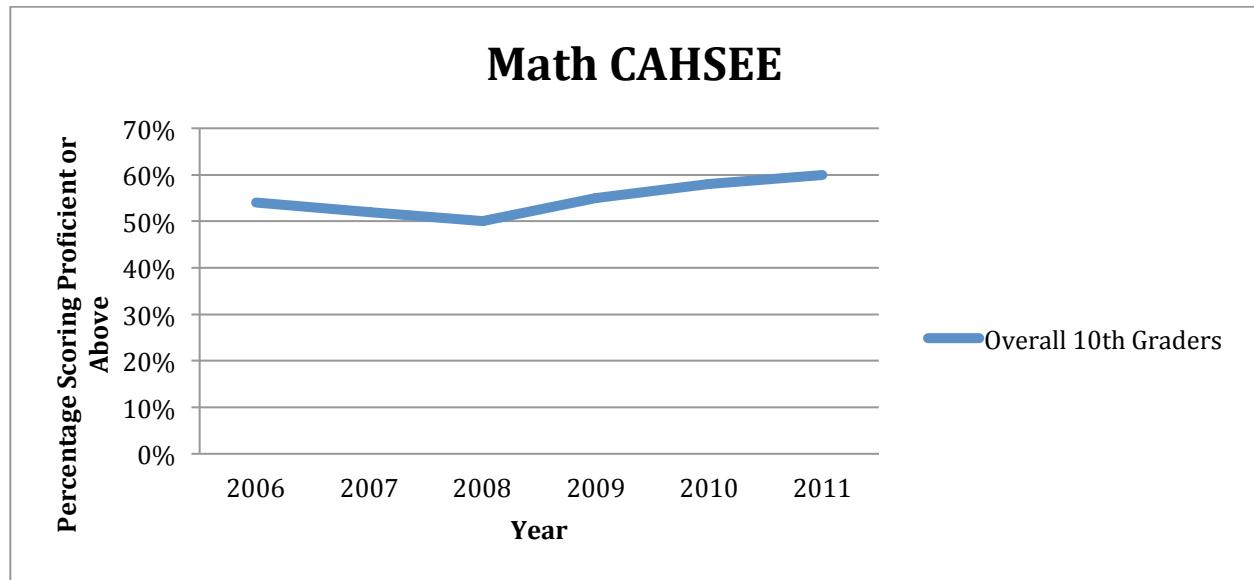


Table #8 Math CASHEE

## CHAPTER I: School Profile: Data and Findings

Large and persistent gaps remain in the performance on the CAHSEE. The number of white students scoring proficient or advanced in 2011 was 70% while the corresponding number for Hispanic students was 41%. Compared to a school-wide average of 60%, only 37% of students identified as economically disadvantaged students scored advanced or proficient and 57% of students reclassified as proficient in English (RFEP students). The overall CAHSEE results mirror the API results: overall improvement with a smaller increase in CAHSEE scores than in API; large and persistent gaps in the performance of white and Hispanics as well as the economically disadvantaged and English language learners compared to school-wide averages; and either a moderate reduction of these gaps in the API data, or little or no reduction in these gaps according to the case of CAHSEE scores.

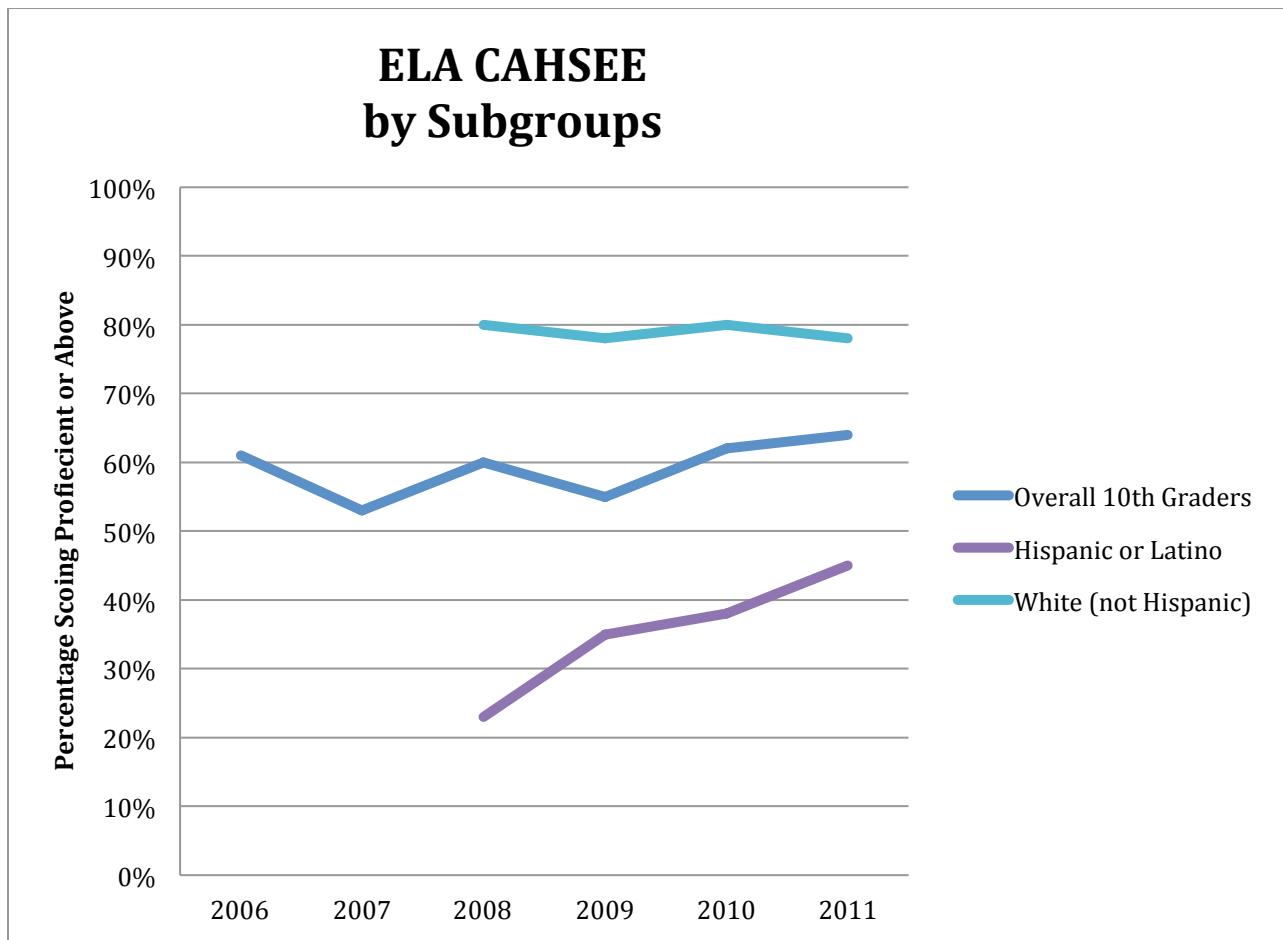


Table #9 ELA CAHSEE by Subgroups

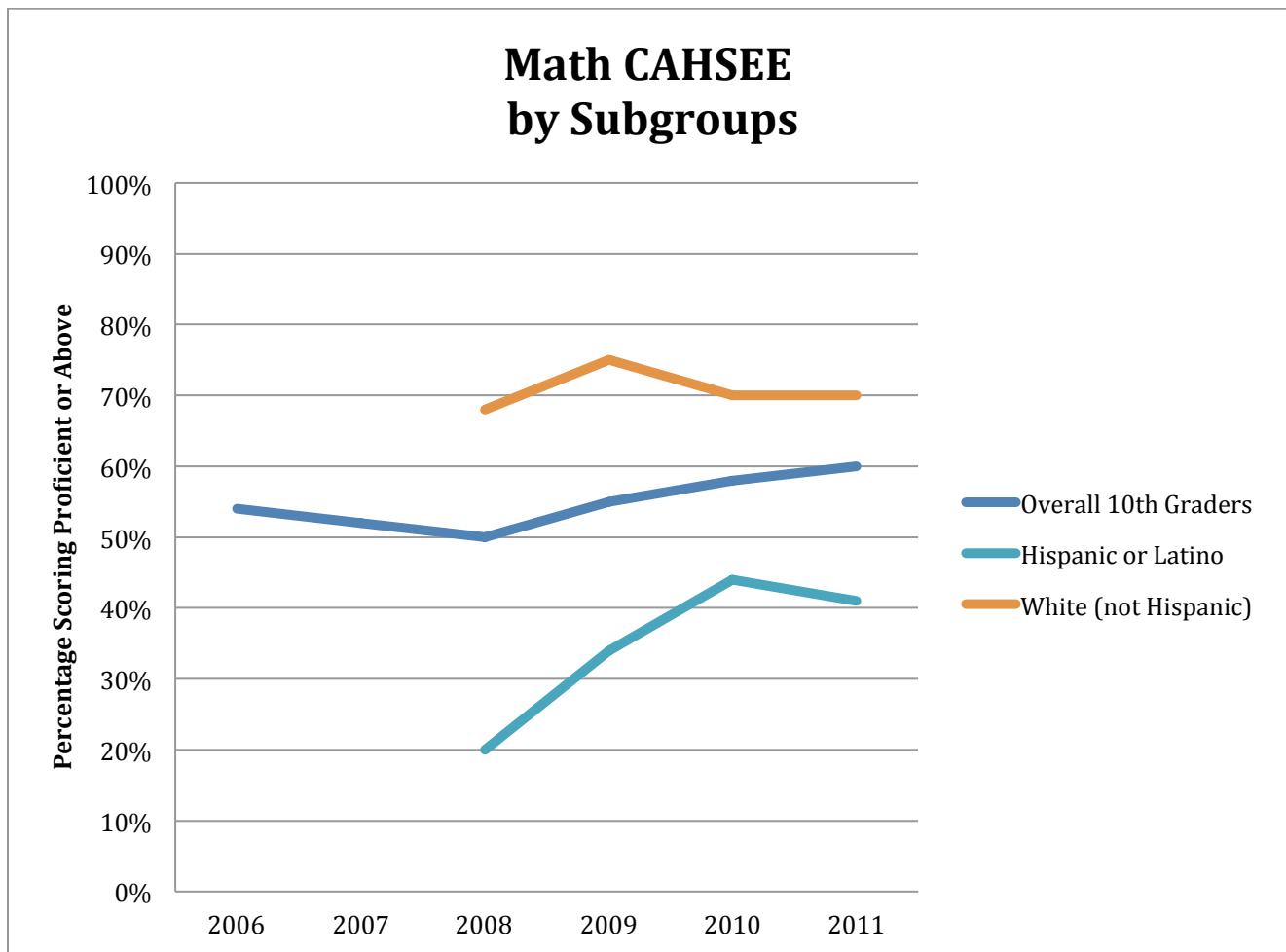


Table #10 Math CAHSEE by Subgroup

#### CST Results

Monterey High School's CST results are consistent with API scores and CAHSEE performance, specifically a small to moderate increase in performance with large and persistent gap in performance as measured across demographic subgroups. In particular, since 2007 there has been a small to moderate increase in the percentage of Monterey High students scoring proficient or advanced in the English Language Arts CSTs. This increase is in contrast to the performance on the Mathematics portion of the CST, which has declined over the same time period.

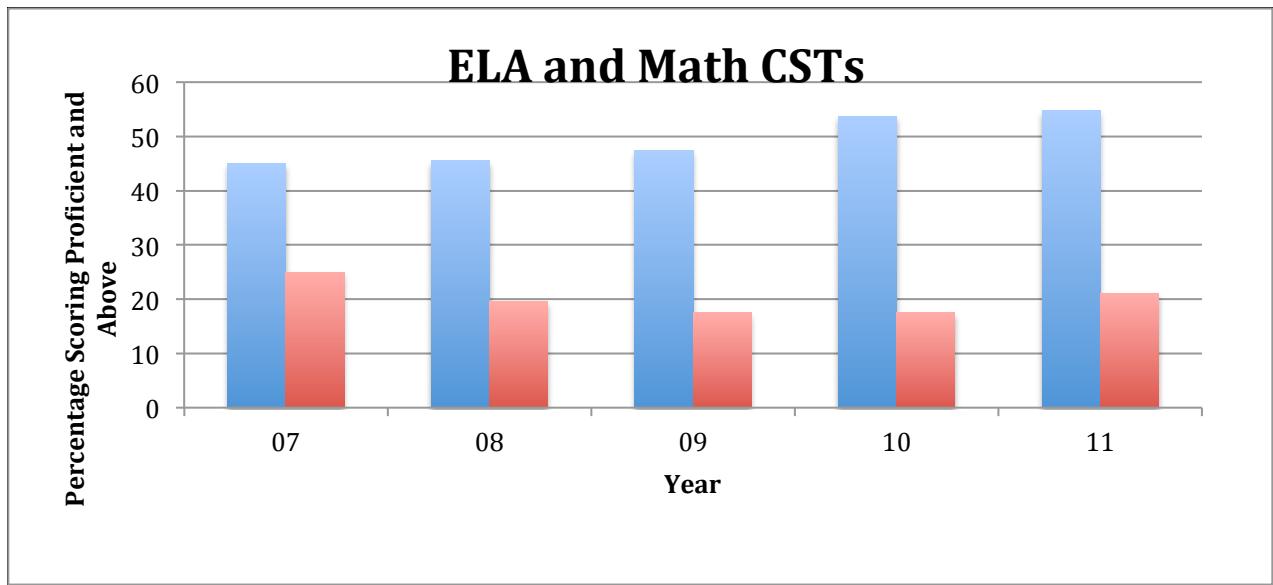


Table #11 English Language Arts and Math CSTs

The percent of students scoring proficient or advanced in the Science and History portions has also risen, with a larger increase in History. This result, however, is due largely to a lower percentage of students scoring proficient or advanced in History in 2007. Scores were slightly higher in Science than in history in 2011.

The number of Hispanic, Economically Disadvantaged, and English Language Learners scoring proficient or advanced on the CSTs is substantially lower than the school-wide average. The gap in the performance of White and Hispanic students is particularly disproportionate in Math and English Language Arts, as is the gap in the performance of the Economically Disadvantaged compared to the student body as a whole. While the gaps in Science and History are much smaller for both these sub-groups, the gap in the performance of English Language Learners is significant for all four sub-tests.

Overall, the data show a consistent view in the broadest terms, whether we look at API scores or CAHSEE performance. A small to moderate increase in overall academic performance, significant and persistent gaps in academic performance across demographic subgroups with little or no reduction over time, remains a concern and focus of PLC collaborations.

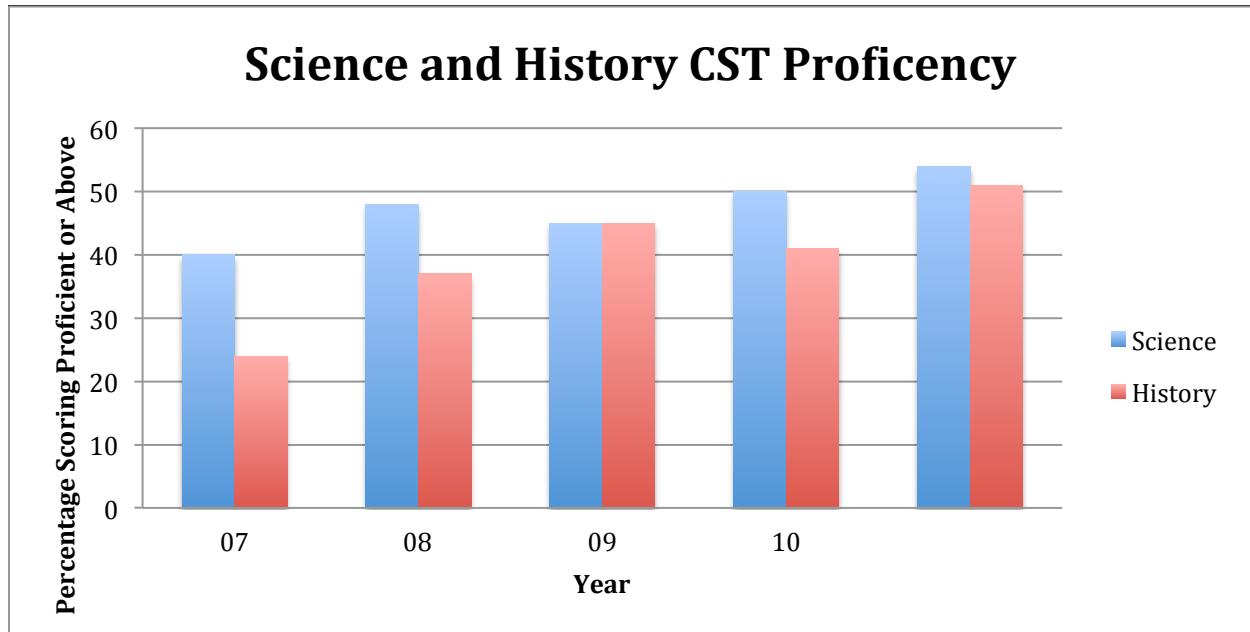


Table #12 Science and History CST Proficiency

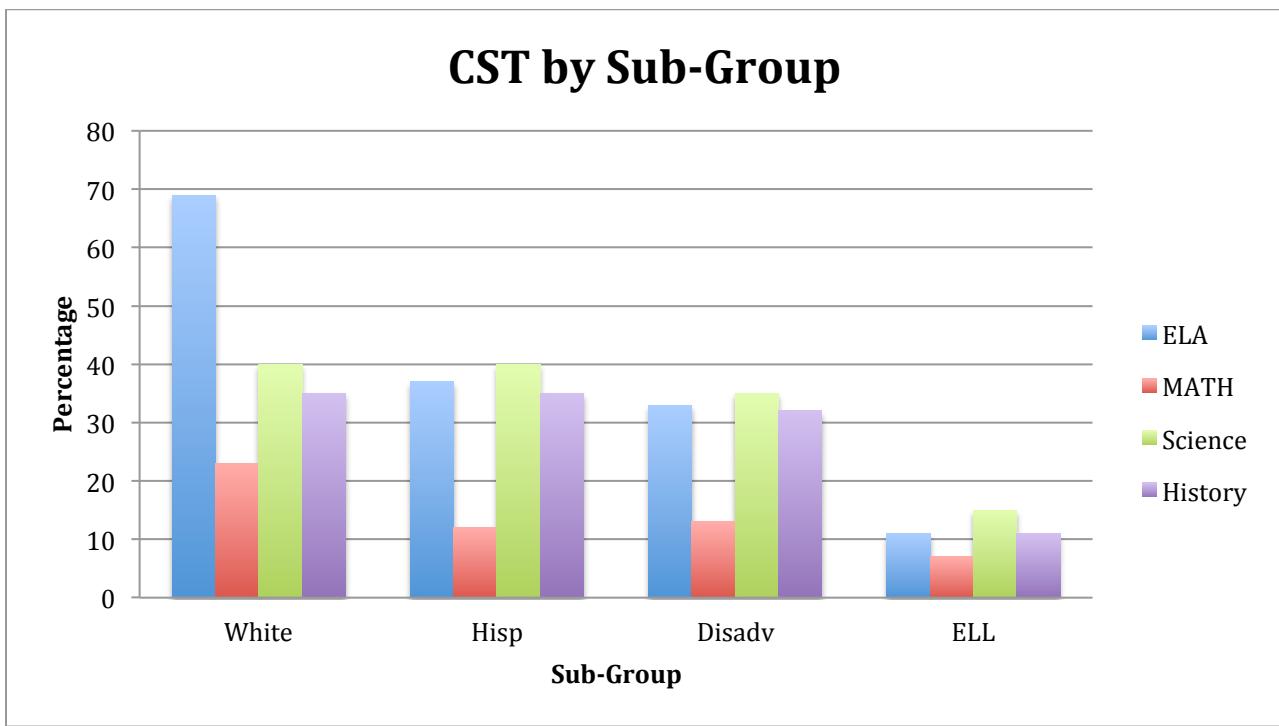


Table #13 CST by Sub-Group

## CHAPTER I: School Profile: Data and Findings

### Implications of the Data with Respect to Student Performance

Since the last WASC visit, Monterey High School has realized many changes. As staff prepared for this self-study and analyzed the demographics, CST results, CAHSEE results, and other data included in Chapter One of this report, the following implications have become more evident.

1. MHS continues to move forward. Despite a change in the Administrative Team (six Principals in six years), the teaching and support staff has remained somewhat constant. MHS students have made gains on CST and CAHSEE testing, enrolling in a-g courses, attempting the ACT / SAT, and meeting graduation requirements.
2. MHS has seen a decrease in overall enrollment over the last four years, while the number of Hispanic / Latino students and the number of Socio-Economically Disadvantaged students has increased.
3. MHS did not meet its API Growth Targets for 2010-2011. The scores of White and Socio-Economically Disadvantaged students fell 17 and 9 points, respectively, from the Growth Targets, while the English Language Learner score remained constant.
4. Overall, fewer students are proficient in math and science than in English and social science.

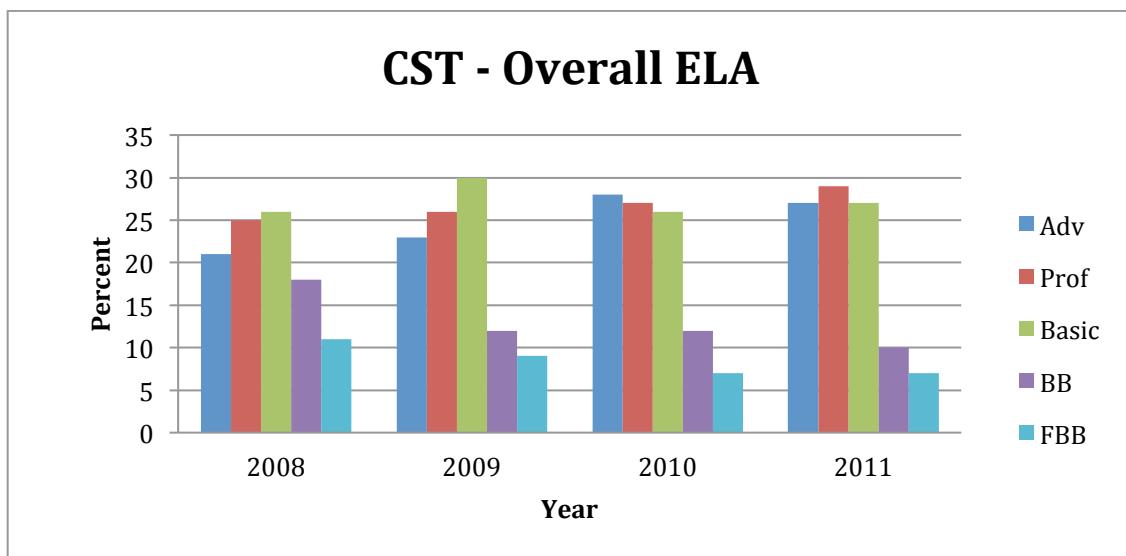


Table #14 CST – Overall ELA

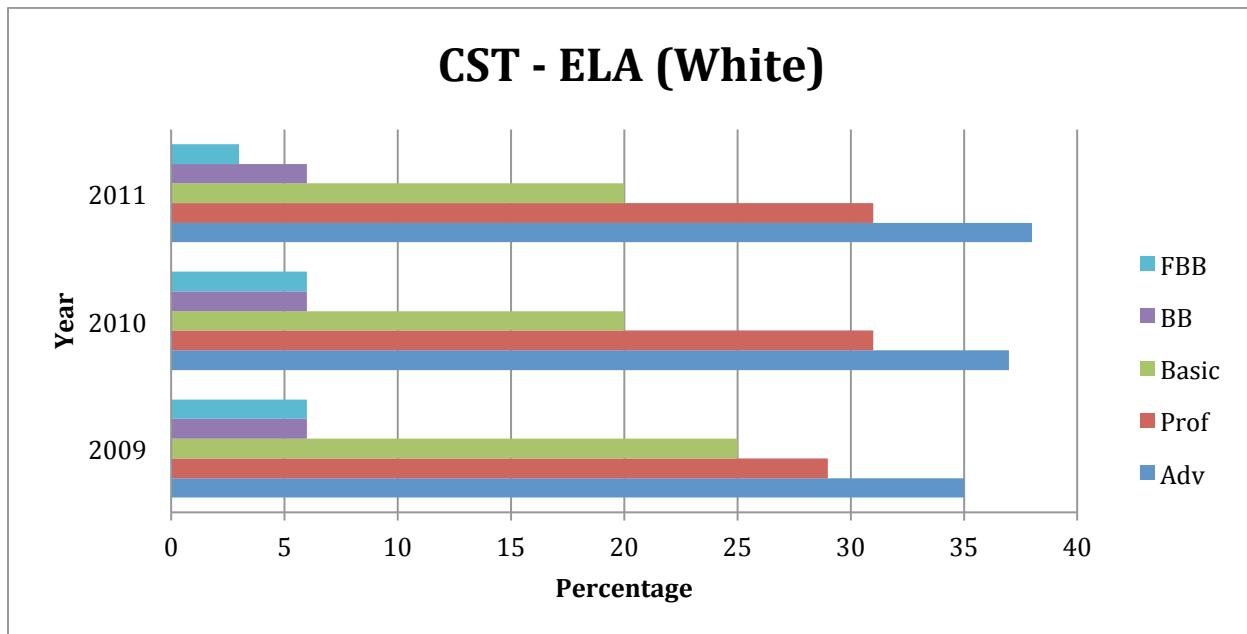


Table #15 CST - ELA (White)

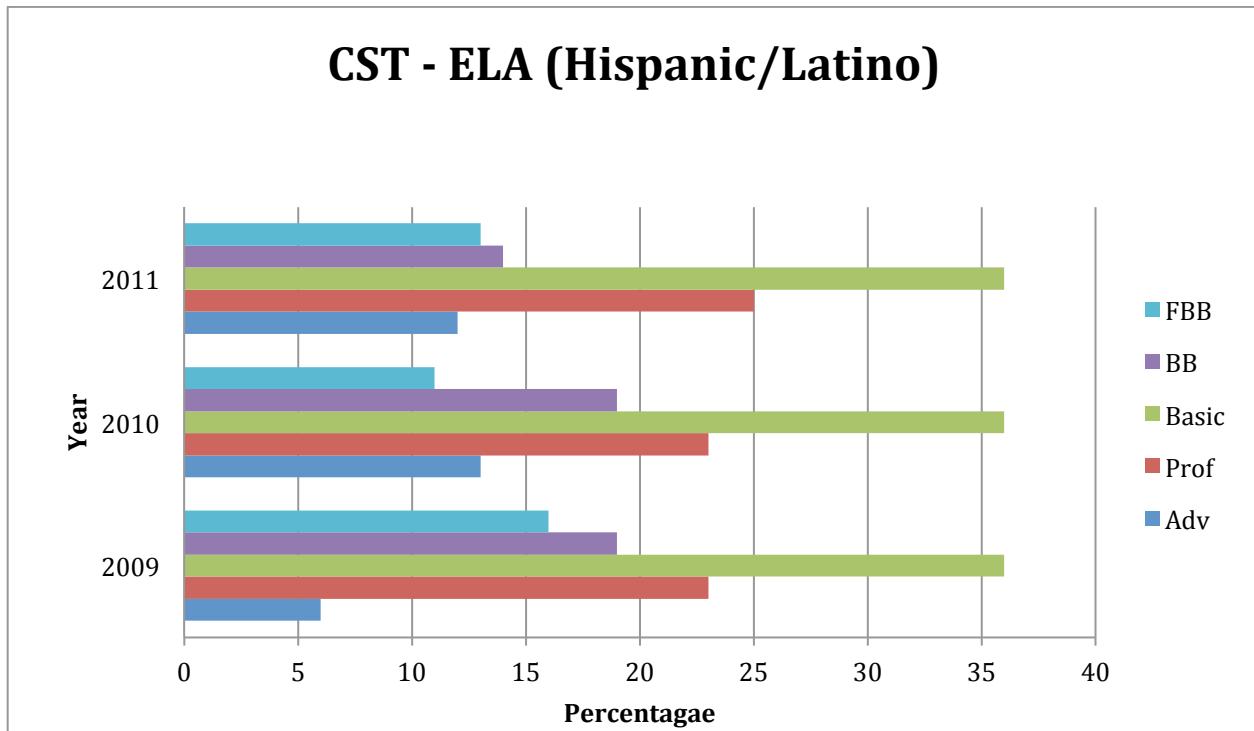


Table #16 CST - (Hispanic/Latino)

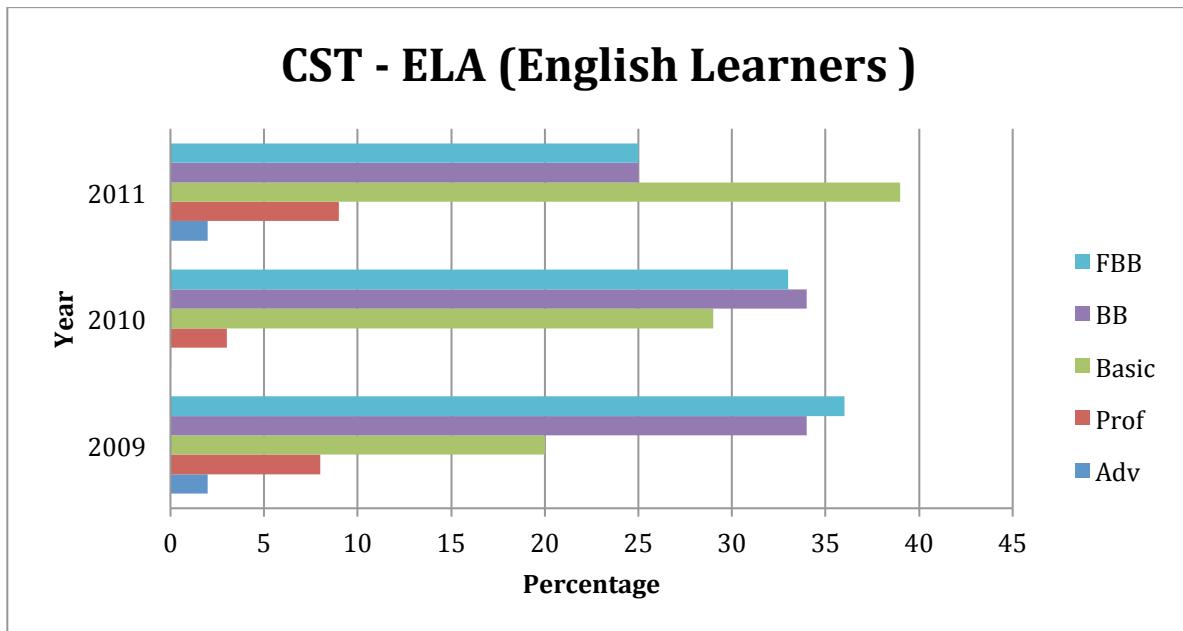


Table #17 CST – ELA (English Learner)

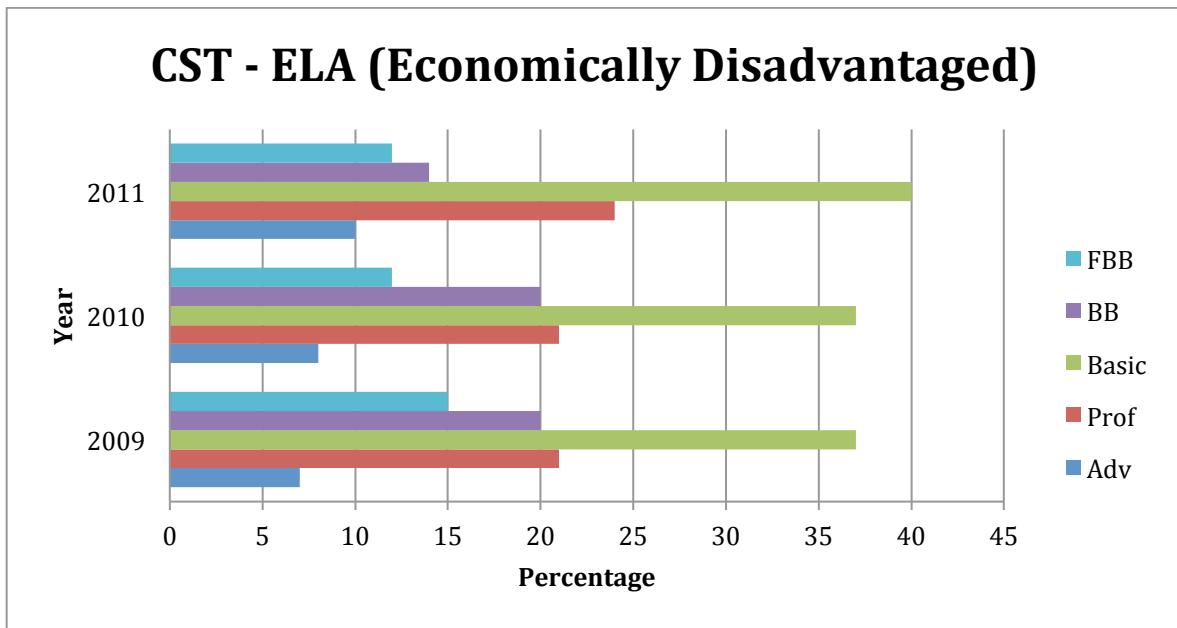


Table #18 CST – ELA (Economically Disadvantaged)

## CHAPTER I: School Profile: Data and Findings

### **Freshman Success – Freshman Academy and 21<sup>st</sup> Century Seminar**

It became clear to those who analyzed the 2011 first semester freshman grades, failure rates, attendance, and behavior data that Monterey High School students required additional support during their transitional year from middle school to high school to better prepare them for the rigor of an MHS educational and social experience. A team of dedicated teachers collaborated with site administrators to develop the Freshman Academy, an academy that focuses on career exploration and academic preparedness. Students in the academy participate in a newly developed class entitled 21<sup>st</sup> Century Seminar. The class supports students through their transition into high school with a combination of AVID organizational and study skills, research and report-writing skills, ePortfolio development, and a capstone iSearch paper. Six teachers representing all academic disciplines coupled with a Freshmen counselor teamed together to support the academy students. The 21<sup>st</sup> Century Seminar was approved and piloted in the 2011 - 2012 school year. Based on this year's success, additional sections are anticipated in the 2012 – 2013 school year.

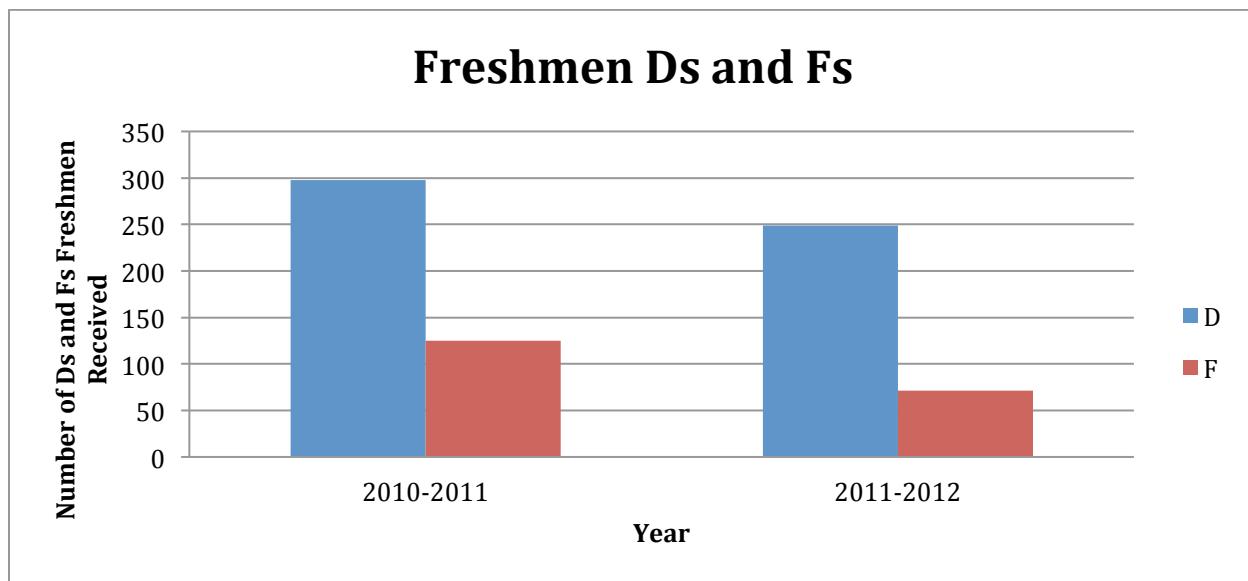


Table #19 Freshman Ds & Fs

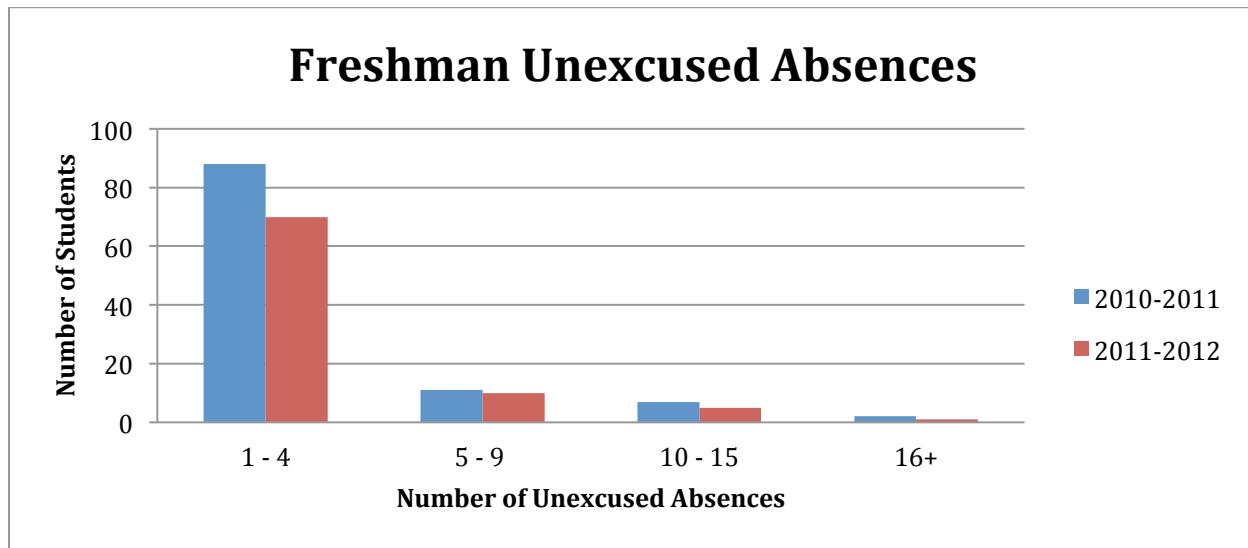


Table #20 Freshmen Absences

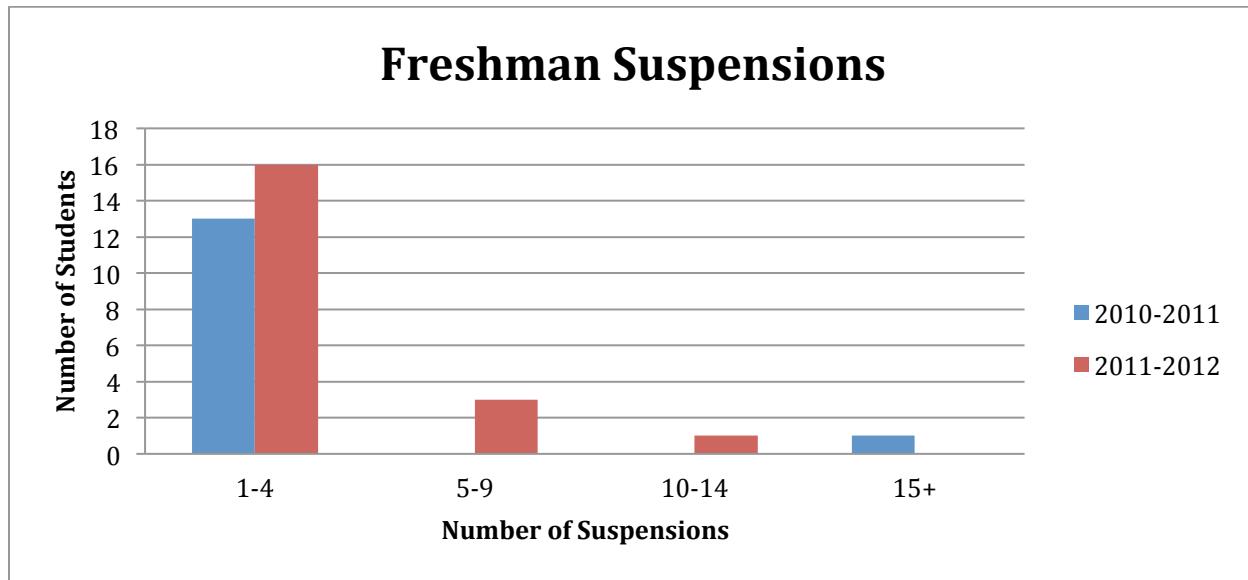


Table #21 Freshman Suspensions

#### Senior Success

##### Graduation

In an effort to increase graduation rates over the past three years, the Monterey High School Counseling Department has revised the audit system used to determine graduation credit status for Juniors and Seniors in collaboration with teachers and parents/guardians. Counselors review each grade level at every grading period from September through April. Eight times a year, a formal audit is conducted to determine students' status toward graduation. Counselors meet with students and their parents/guardians and teacher to

## CHAPTER I: School Profile: Data and Findings

strategize interventions necessary to guide and monitor student progress towards graduation. As a result the overall graduation rate has not dropped and remained steady at approximately 95%.

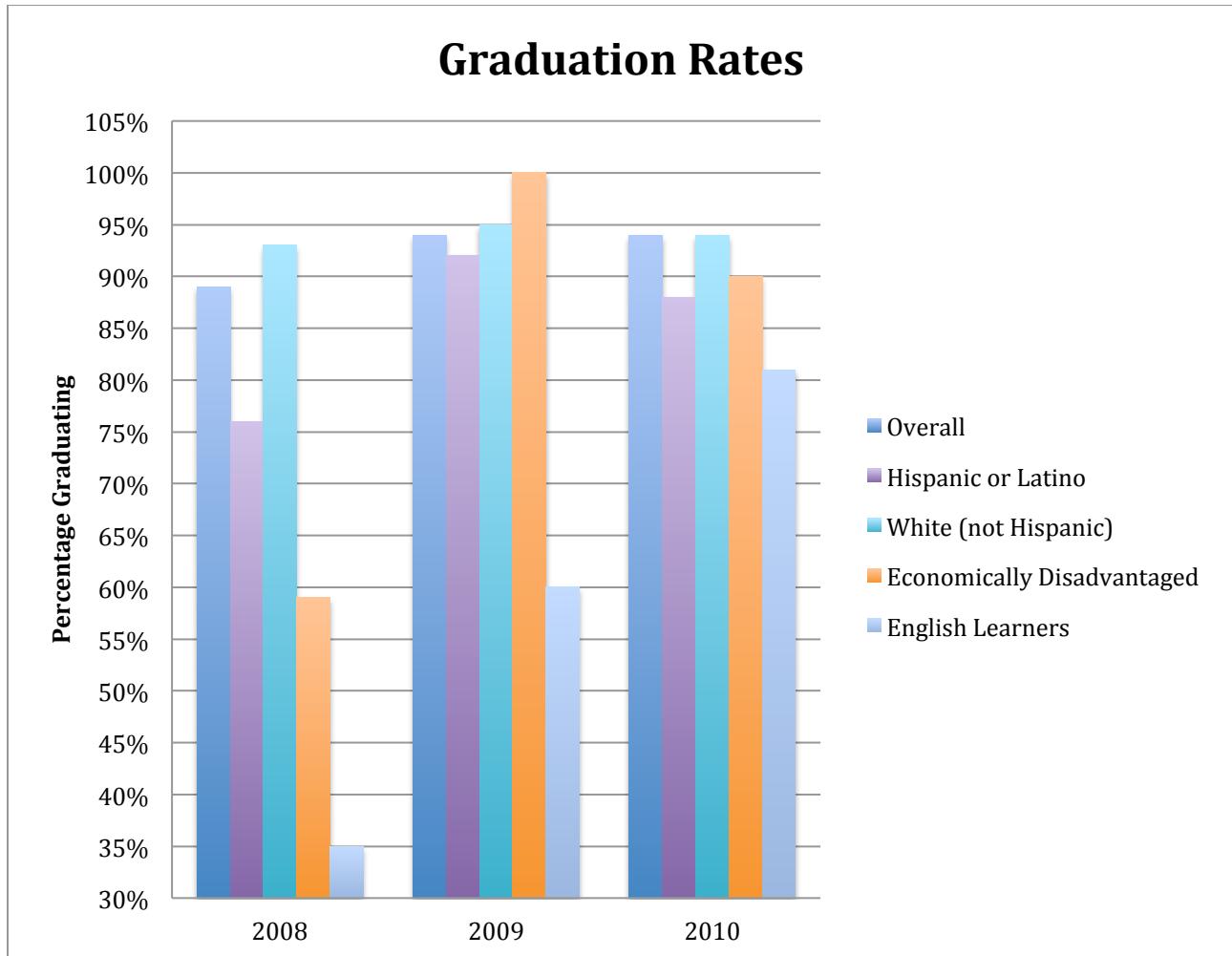


Table #22 Graduation Rates

## CHAPTER I: School Profile: Data and Findings

### A-G Requirements

Following a drop in the a-g requirements completed by graduation in the 2008-2009 school year, a renewed focus was placed on students successfully completing the a-g requirements at MHS. As part of this focus, the entire counseling teams, with the support of the college and career specialist, have used the frequent auditing of transcripts and student meetings as a tool to monitor students' progress towards successfully completing the a-g requirements. Another system in place to ensure a-g requirements are met by graduation is the correct placement of students in their courses. During freshman year, 9<sup>th</sup> grade students meet individually with their counselor to create a course pathway that addresses the prerequisite classes, ensuring that they are in place. The regular and frequent screening of student schedules and appropriate placement has resulted in more students graduating with college entry requirements fulfilled.

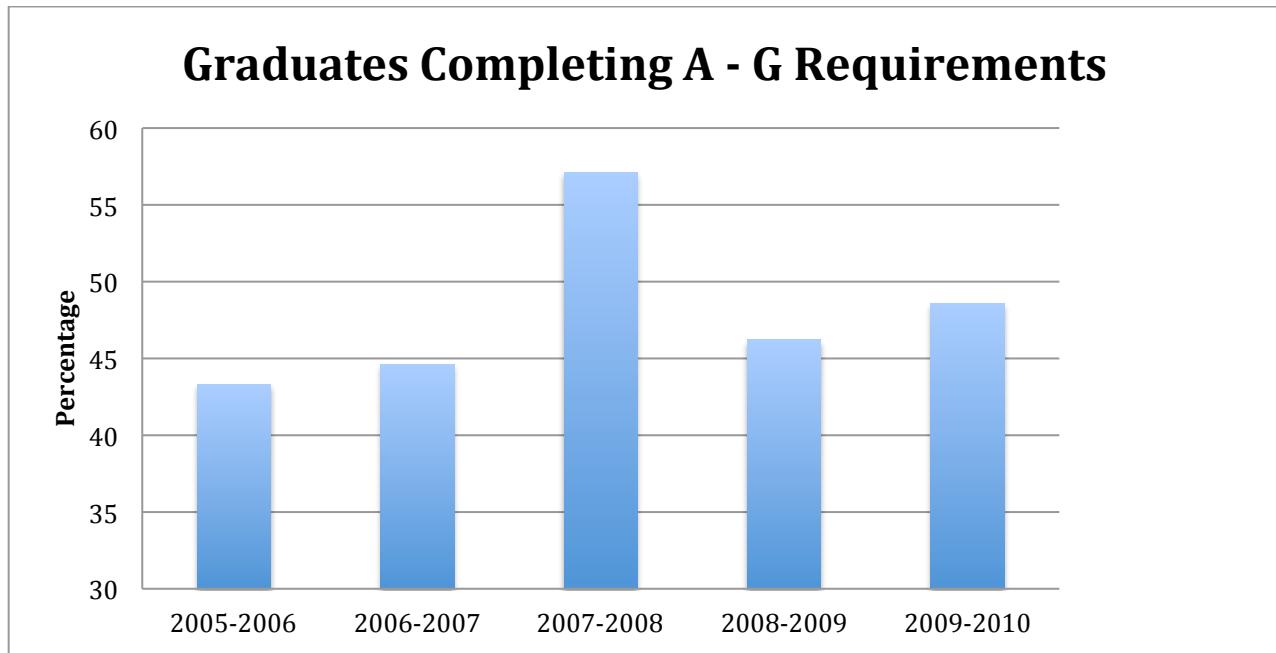


Table #23 Graduate Completing All

# CHAPTER II

## School Profile: Overall Summary from Analysis of Profile

## CHAPTER II: School Profile: Overall Summary from Analysis of Profile

### **IMPLICATION OF DATA ON STUDENT PERFORMANCE**

#### **Overview**

The Monterey High School staff is committed to the goal that all students realize the school's vision of becoming responsible, independent, critical thinkers, who possess the qualities of the characteristics described in our ESLRs.

### **EXPECTED SCHOOL-WIDE LEARNING RESULTS**

#### **Academic Achievers**

Academic Achievers will be measured by the following abilities:

- Demonstrate proficiency or better on all State, National, or AP Standards in all subject areas.
- Demonstrate higher order thinking skills for analyzing, synthesizing, and applying information for developing solutions to problems.
- Use appropriate technology for multimedia learning to gather, process, and communicate information.

#### **Collaborative Workers**

Collaborative skills will be measured by the following abilities:

- Work and socialize effectively with others in a variety of settings.
- Demonstrate an awareness of the world's various viewpoints, belief systems, and cultures.
- Use effective leadership or team skills within groups.

#### **Self-Directed Individuals**

Self-direction will be measured by the following abilities:

- Exhibit study/work habits that include regular attendance, punctuality, and effective time management.
- Develop personal goals for educational, vocational, and creative pursuits.
- Work independently when needed to complete assignments.

#### **Engaged Participants**

Participants will be measured by the following abilities:

- Follow the curriculum and the procedures required for the classes and the school.
- Contribute time, energies, and talents in co-curricular and extra-curricular activities to develop personal ties to the school and the larger community.

## CHAPTER II: School Profile: Overall Summary from Analysis of Profile

We believe that the ESLRs are reflected in the California content standards and are thus measured by such tools as the California Standards Tests and the CAHSEE. From analysis of the demographics, CST results, CAHSEE results, and other data included in Chapter One of this report, the following implications emerge:

We want all of Monterey High School students to realize the school's vision of becoming ***responsible, independent, and productive citizens*** who possess the qualities defined by the ESLRs:

### **Academic Achievers**

Focus: proficient thinkers, problem-solvers, communicators

### **Collaborative Workers**

Focus: leaders, culturally aware, respectful

### **Self-Directed Individuals**

Focus: responsible, independent, planners

### **Engaged Participants**

Focus: contributors, connected individuals

## **DATA DISCUSSION**

### **Summary**

Monterey High School has increased student success rates on the CAHSEE in both English Language Arts and math, in both pass and proficiency rates, yet the results for CSTs have been more mixed.

- *ESLRs addressed: Demonstrating proficiency or better on state and national standards in all subject areas*

Although groups made gains, the proficiency gap among English Learners continues to widen more than any other group. Only 8% of our English Learners made growth on the CELDT in 2011 compared to 2010.

- *ESLRs addressed: Demonstrating proficiency or better on state and national standards in all subject areas*

Monterey High School has increased the numbers of students achieving proficiency on the CAHSEE and CSTs yet has not decreased the number of students falling into the Far Below Basic, and in some cases, that band has widened as the proficiency band widens.

- *ESLRs addressed: Demonstrating proficiency or better on state and national standards in all subject areas*

## CHAPTER II: School Profile: Overall Summary from Analysis of Profile

Monterey High School had steadily increased its API score, a 74-point increase since 2005, until 2011, when the API dropped by 7 points.

- *ESLRs addressed: Demonstrate proficiency or better on state and national standards in all subject areas.*

Initial results from the Freshman Academy and 21<sup>st</sup> Century Seminar implementations look promising: attendance rates are improved, behavior has improved, and the number of students with failing grades has declined.

- *ESLRs addressed: Exhibiting study/work habits that include regular attendance, punctuality, and effective time management; Follow procedure required for class and school.*

### **CRITICAL ACADEMIC NEEDS**

Through examination of the data, the following areas have been identified as Monterey High School's critical academic needs:

1. Continued professional learning and collaboration about meeting the needs of students who are academically underprepared.

*ESLRs addressed: Apply information to develop solutions to problems; Working and socializing effectively with others in a variety of settings; Working independently when needed to complete assignments.*

*Aspects of the Vision addressed: Graduate strong, critical thinkers by providing a rigorous curriculum with a competent staff in a professional learning environment.*

2. Vertical articulation to provide coherence for students and a purposeful scaffolding of instruction toward higher levels of rigor resulting in mastery of standards as measured by the State of California and the Federal No Child Left Behind Act to include CST, CAHSEE, and graduation rates.

*ESLRs addressed: Demonstrate proficiency or better in all subject areas; Demonstrate higher order thinking skills.*

*Aspects of the Vision addressed: Provide a rigorous, comprehensive curriculum in a safe and caring environment.*

3. A comprehensive plan for academic and social supports, including ways to track involvement in activities, develop additional leadership roles for students, and ensure adequate interventions and people who know how to access them.

## CHAPTER II: School Profile: Overall Summary from Analysis of Profile

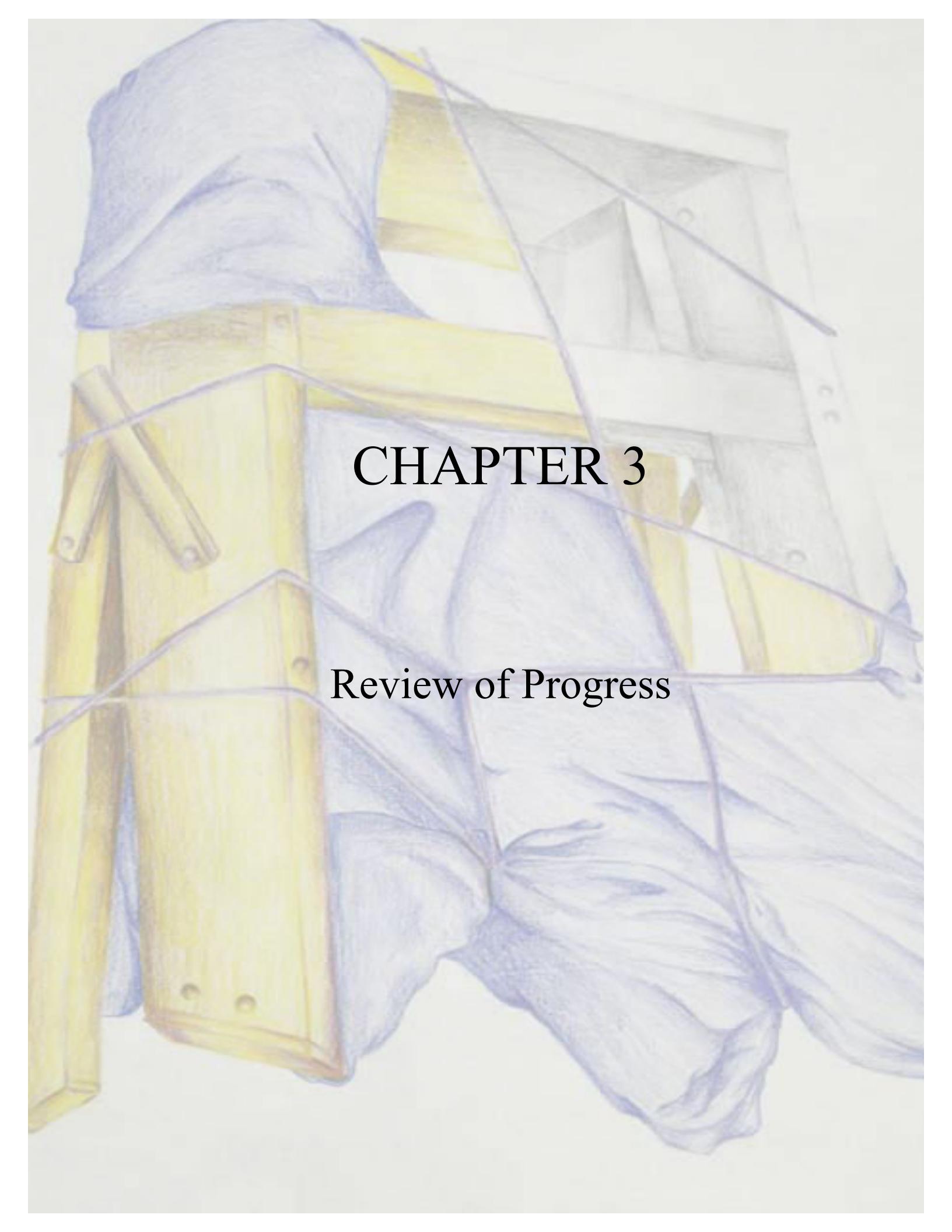
***ESLRs addressed:*** *Contribute time, energy, and talent in co-curricular and extra-curricular activities to develop personal ties to the school; Following the curriculum and procedures required for the classes and the school*

***Aspects of the Mission addressed:*** *Staff ensures that each student will attain the intellectual, social, and personal knowledge to succeed*

4. A concentrated school-wide focus on professional learning that addresses working with all populations to increase the percentage of students, who satisfy the requirements, thus creating a college-oriented culture and college readiness.

***ESLRs addressed:*** *Demonstrate higher order thinking skills for analyzing, synthesizing, and applying information; Develop self-directed individuals with personal goals for educational, vocational, and creative pursuits*

***Aspects of the Vision addressed:*** *Strive to graduate responsible, independent, and productive citizens with strong critical thinking and academic skills*



# CHAPTER 3

## Review of Progress

## CHAPTER III: Review of Progress

### **BACKGROUND**

Monterey High School's 2005 WASC Self Study Report identified seven key issues. However, since 2005 there has been significant turnover in both administration and teachers, including four principals and four assistant principals since 2008. This turnover has presented setbacks for staff when defining a consistent vision and creating systematic structures to support that vision. Despite these challenges, Monterey High School staff has maintained and encouraged a rigorous curriculum in order to grow as a Professional Learning Community focused on student success. Teacher leadership is dedicated to fostering a culture that encourages college and, although turnovers in administration have presented unique challenges, the focus on student learning has been constant.

**Key Issue #1 – Establish a comprehensive professional development plan including use of collaboration time for training on standard-based curriculum, assessment practices, analysis of student data, and supporting student achievement.**

### **OVERVIEW**

The Monterey Peninsula Unified School District has created and implemented a comprehensive staff development plan; however, with changes in site administration, no consistent site professional development plan has been implemented. There is a distinct need for a systematic structure of professional development, including both routine tasks and operations (policies and procedures, emergency procedures) and curriculum-based needs (teaching in the block, common assessments, student work analysis). During the current school year the WASC process has trumped department meetings and collaboration time. At times, staff has expressed frustration at the lack of time available for Professional Learning Community collaboration and department/school business. However, the WASC process has resulted in the formation of interdisciplinary teams that have focused on discussions around student learning in a new and exciting way. It is the hope of staff that the work of these teams, inspired by the WASC Self Study and emphasis on data analysis and student achievement, will result in dynamic, teacher-led PLCs that will drive instructional practices and improve school culture at Monterey High School.

### **SITE-BASED PROFESSIONAL DEVELOPMENT**

#### **Collaboration and Five Essential Practices**

Partially as a result of the administration turnover, Monterey High teacher leaders created a collaboration calendar. Because the current administration supports continued professional development and PLC training

## CHAPTER III: Review of Progress

opportunities, together with teacher leaders, we have developed a PLC training and collaboration calendar for the balance of the 2011-2012 school year. Over the past three years, there has been dedicated district-wide collaboration scheduled each Wednesday when students are released early. Trainings have focused on the district recommended Five Essential Practices: Clearly Stated Objectives, Gradual Release of Responsibility, Checking for Understanding, Student Engagement, and Rigor. Academic coaches and teacher leaders have shared best practices to the full staff, designed for use in the unique educational environment at MHS. District staff and site administrators have conducted multiple “walk-throughs” of MHS classrooms to provide feedback to teachers on the consistent use of these essential practices.

### **Focused Trainings**

Webinars are offered to all staff on a variety of topics including Understand Your School Climate and Technology for Online Teaching. Mini trainings were also offered on creating the vision and mission and Personal Education Values Assessment. Trainings were focused on reviewing Monterey High School’s vision and mission statements and how they relate to student achievement goals and ESLR alignment.

### **New Teacher Support**

The Beginning Teacher Support and Assessment (BTSA) program is required of all new Monterey Peninsula Unified School District teachers. Teacher leaders mentor new staff through the BTSA program. All participating teachers complete the BTSA requirements. Informal support for new teachers occurs within departments, as well as through academic coaches and administrators.

## **SCHOOL CLIMATE**

### **Policies and Procedures**

The current site administration has created an MHS Staff Handbook in order to streamline policies and procedures, emergency procedures, and information sources and foster a clear comprehension of existing structures. Trainings on discipline procedures and other daily routines have occurred at monthly staff meetings.

### **Positive Behavior Intervention**

Teacher leaders have also provided staff training on Positive Behavior Intervention and Supports (PBIS). These trainings, coupled with support from district and site administrators, have resulted in a school-wide focus on PBIS as a means for creating a more positive school climate. The PBIS team continues to meet on a regular basis to monitor the campus climate, discuss student issues, and implement the PBIS plan.

## CHAPTER III: Review of Progress

### **Professional Learning Communities**

A variety of trainings focused on teachers forming and engaging in an actively functioning professional learning community has begun over the last few years; however, due to the administrative turnover, follow through has been inconsistent. The current administration has participated in a monthly district-wide PLC focused training and is now implementing that same training during Monterey High's collaboration meetings with all teachers. The training began on January 11, 2012 and will continue through the last week of school in June.

### **OFF-SITE AND DISTRICT STAFF DEVELOPMENT OPPORTUNITIES**

#### **Administrative Coaches**

Site administrators receive consistent, on-going coaching from Pivot Learning Partners as component of the Program Improvement district-wide plan. Administrators receive one-on-one coaching geared toward improving site leadership and empowering teacher leaders.

#### **Advanced Placement Training**

An increasing number of teachers are attending College Board trainings, including the CSUMB Advanced Placement Summer Institute. These trainings are essential to the growth of Monterey High School's Advanced Placement Program, evidenced by the increased advanced placement course development, Board of Education approvals, and consequent student access and success.

#### **AVID**

Staff members from all content areas attend the Advancement Via Individual Determination (AVID) five-day summer institute. Teachers are trained to use Writing, Inquiry, Collaboration, and Reading (WIC-R) strategies to increase student engagement and accessibility to content area curriculum for all students. A systematic plan to train all teachers is entering its third year and will continue until all 58 teachers are AVID trained.

#### **CAHPERD**

Physical Education teachers were trained at the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD) Convention that focused on promoting healthy lifestyles for all students. Monterey High School's Physical Education Department is eager to use its new knowledge to benefit MHS students especially in light of the growing obesity issues it faces. Unpacking and implementing the C

## CHAPTER III: Review of Progress

California Content Standards was also discussed. Teachers are beginning with the implementation of the required Physical Education Fitness Gram standard testing for all ninth and/or tenth grade students.

### **California Writing Project**

English teachers participated in multiple trainings from the California Writing Project with the goal of improving student writing through the improvement of the teaching of writing. Teachers spent time analyzing student writing and grading timed writes, as well as collaborating on best practices for the teaching and evaluation of high school writing.

### **District-Wide Collaboration**

All content area teachers participate in district trainings designed to share and receive standard-based lesson planning ideas, test-taking strategies, and benchmark assessment data analysis strategies. In addition, middle school teachers collaborated with high school teachers, discussing vertical articulation needs.

### **Leadership Training**

Key staff members have participated in multiple leadership skills trainings, including Link Crew, Renaissance Leadership, and California Activities Director training through in-services and off-site conferences. These trainings focused on strategies to increase student inclusivity, as well as to build a positive school climate in which all students feel encouraged and welcomed at school activities and events. Monterey High School's Leadership Team was also provided with training to help them with facilitation skills in their roles as WASC focus group leaders. As these teacher leaders move into their roles as PLC leaders, additional training will be forthcoming.

### **Partnership Academies**

Teachers in the two MHS partnership academies, Sports and Recreation Careers (SPARC) and Art Careers Academy (ACA) attended the California Partnership Academy that focused on implementation of the partnership grant and strategies to increase student participation, diversity, and academic success. SPARC teachers presented a seminar on best practices within the academy structure and were praised publicly for the success of their program.

### **SALT**

All science, math, and English teachers have been trained in Secondary Academic Language Tools (SALT). SALT focuses on providing teachers with strategies to make complex academic language accessible for all

## CHAPTER III: Review of Progress

students. The SALT trainings have resulted in a marked change in the way content area curriculum is communicated to students.

### **21<sup>st</sup> Century Seminar**

Several staff members were trained on the 21<sup>st</sup> Century Seminar curriculum that focused on curriculum and the implementation of the Sakai method, an on-line, technology-supported teaching, learning, and research platform. This open academic environment allows Monterey High School students to interact electronically in an academic setting. As the program evolves, technological equipment becomes available, and additional staff members are trained, each MHS student will develop an e-portfolio.

### **Key Issue #2 - Implement strategies that increase access to rigorous standards-based curriculum for under-represented groups and expand the use of pacing guides in core classes.**

#### **BACKGROUND**

Monterey High School has made major changes to increase access to rigorous, academic curricula for all students. Many more students are benefitting as teachers begin use of common practices that are supported district-wide.

#### **RIGOROUS CURRICULUM FOR UNDER-REPRESENTED GROUPS**

##### **A-G Courses**

All mainstream content area classes have been restructured to meet a-g requirements; this has resulted in more students taking college preparatory courses, which increases diversity in those classes. The total number of seniors who have successfully completed all required a-g coursework has risen 4.2% over a four-year period (48.6% - 2010, 46.2% - 2009, 57.1% - 2008, and 44.4% - 2007).

##### **Advanced Placement**

Advanced Placement course offerings rose from four in 2007 to ten in 2011. Advanced Placement teachers received extensive training from the College Board regarding the philosophical shift in the student placement and teaching. This training resulted not only in an increase of course offering, but also in more diverse student participants. The previous, antiquated gatekeeping mentality toward Advanced Placement class access has been replaced with an open access attitude, thus allowing greater student participation. In the process, Monterey High School has maintained consistent AP test scores. Of those students taking an AP test, 63% scored a three or higher in 2010. This data can be compared favorably to 2008, when the AP

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program was significantly smaller and 54% of test-takers received a score of three or higher. One area of concern is the decline in the percentage of AP students sitting for exams. In 2008, 62% of students taking an AP class sat for the exam. While the number of AP students has increased, the number of test-takers declined in 2010 to 49%. We are examining possible reasons for the decline: one, economically disadvantaged students' inability to afford the AP test, and, two, senior AP students who have received a score of 4 or 5 in their junior year electing not to sit again for the exam their senior year, as the UC system allows for only one score of 4 or 5 to count within a subject area.

### **Untracking**

Over the past four years, a concerted effort has been made at Monterey High to untrack students in favor of scheduling all students in college preparatory courses. Formerly, Monterey High School students were scheduled in either non-college preparatory English, college preparatory English, or Honors or Advanced Placement English. The non-college preparatory courses have been eliminated and all students are now offered either college preparatory or honors levels. In math, non a-g courses, such as Informal Geometry, also have been eliminated in favor of a double-block, college preparatory Geometry, Algebra I, and Algebra II. For the same reasons, Earth Science, a course that had traditionally been a placement option for students not qualified for Biology, has been eliminated, and all students are now placed in a-g science courses, including most freshmen, who are placed in either Biology or Oceanography. One tangible result of these changes has been an increase in students taking rigorous, a-g courses and qualifying to enter college upon graduation. In consequence, there is a need for significant teacher professional development in techniques by which to differentiate instruction. While Professional Learning Communities began to address this issue in some depth during the first year of their implementation, inconsistencies in administration interrupted the process. SALT has helped in this regard, but further professional development would be appropriate.

### **EXTRA SUPPORT FOR UNDER REPRESENTED STUDENTS**

#### **AVID**

In the 2010-2011 school year, Monterey High School implemented the AVID program for qualified freshmen and sophomores based on the needs of a changing student population who required additional assistance in order to develop college-ready academic skills. In the first year of implementation, sixty freshmen were enrolled. In its second year, forty-nine sophomores continued in AVID, while sixty-nine new freshmen were enrolled.

## CHAPTER III: Review of Progress

### **Block Scheduling**

The block schedule dramatically changed student schedules and course offerings. Within the A/B block schedule, students have eight periods and attend four blocks each day on alternating days. Each block is ninety minutes long, with a slightly shorter timeframe on collaboration days. This schedule allows greater access to both core curriculum and elective courses for all students. Furthermore, students needing additional support, credit recovery, or acceleration have the time within their schedule to receive it. Staff is reviewing the efficacy of the eight-period day as it relates to student engagement and achievement. To date, only anecdotal evidence exists to support or refute the value of the block schedule, but further research, including ongoing CST and benchmark assessment data analysis and staff input, will determine the future of this schedule district-wide.

### **English Language Development**

English Language Development 4-5 is a single period class that supports EL students with their mainstream English class. Students are placed in ELD 4-5 based on their CELDT score. All EL students now have a designated counselor, who monitors their academic and language acquisition success and communicates regularly with families and teachers regarding students' progress towards graduation.

### **Online Credit Recovery**

The Advanced Placement Exam Review (APEX) Learning Center utilizes a digital curriculum that allows students to attain mastery of specific content areas to recover credits toward graduation, prepare for the CAHSEE, or challenge course placement. Even though a certificated teacher supervises the center, administers virtual lessons and assessments, and reports regularly to the counselors and administrators, computers and Internet access are configured specifically to ensure student integrity in completing coursework.

### **Scholar Athlete Seminar**

Many of our underrepresented students wish to participate in the Monterey High School athletic program. In order to support them and other athletes, who must maintain the academic eligibility required for participation, the Scholar Athlete elective class was designed and included in the 2011-2012 master schedule. This year, an AVID and 21<sup>st</sup> Century Skills-trained teacher leads the class using a variety of strategies to motivate student athletes into transferring their dedication on the athletic field into the classroom. Students are regularly given progress reports to track classroom success and are taught study skills and organization techniques explicitly.

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### **DOUBLE-BLOCK CLASS DESIGN**

#### **Mathematics**

Students requiring extra support in math classes are enrolled in a double-block Algebra I, Algebra II, or Geometry. The double-block affords teachers extra time to reinforce the skills necessary for math concept mastery. Enrollment in the double-block Algebra classes has increased from 159 students in the 2010-2011 school year to 182 students in 2011-2012. Double-block Geometry has increased from 95 students to 130 students over the same time period. Double-block Algebra II, newly implemented in 2011-2012, has 85 students enrolled. The enrollment increase is credited to a detailed freshman screening process and the identification of upper classmen who scored from basic to far below basic on the CSTs.

#### **Transitional English**

Double-block classes have been created within the regular block day for students requiring additional language support. In the Transitional English class, designed to build academic language and support the mastery of grade-level reading standards, students meet ninety minutes daily. Students are placed in transitional English only after looking at multiple data points including grade-level standard mastery, CST scores, and CELDT designation. The curriculum used for this course is the ninth grade Holt English Language Arts text and Kate Kinsella 3D, a program that supports long-term English Learners' use and mastery of academic vocabulary.

### **DISTRICT-WIDE FOCUS**

#### **Pacing Guides**

With participation from department teacher leaders, pacing guides were developed district-wide based on focus standards, textbook recommendations, and teacher feedback. Pacing guides now exist for the following classes: English, United States History, World History, Algebra I, Algebra II, and Geometry. Teachers developed quarterly benchmark assessments to gauge mastery of focus standards and content knowledge. Teachers revise both the guides and benchmark assessments annually based on student success, fluctuating calendars, curricular requirements, and input from other teachers. Teachers have prepared preliminary guides for Chemistry; others are in progress.

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### **Key Issue #3: Fully Integrate state standards and embed ESLRs into the school culture at Monterey High School.**

#### **BACKGROUND**

Over the past three years, MPUSD and Monterey High School have dedicated significant time to careful analysis of the California State Standards, with the goal of identifying essential standards. As a consequence, all content area classes have pacing guides that address essential standards and cover supportive curriculum prior to the spring CST testing. School benchmark and common formative assessments track student progress throughout the year. Benchmark Assessment data, coupled with past years CST and CAHSEE data, identify students who will benefit from extra support. Furthermore, Monterey High and MPUSD anticipate the eventual emphasis on Federal Common Core Standards and have devoted time to compare the Common Core Standards to the essential standards emphasized on current pacing guides in an effort to match the current curriculum to the eventual shift to the Common Core Standards.

#### **STANDARDS-BASED INSTRUCTION AND INTEGRATION**

##### **Evaluation**

In cooperation with the Monterey Bay Teachers Association (MBTA), Monterey High School administrators use the California Standards for the Teaching Profession (CSTPs) in all observation and evaluation of certificated staff. MBTA and MHS recognize the need to emphasize common standards when evaluating teachers' instructional practices. The CSTP thread runs through all evaluation forms, from the pre-observation to the final evaluation document. CSTPs also are the basis for the Five Essential Practices, which all teachers are expected to consider in lesson planning and instruction. Evaluating staff based on common standards is resulting in greater consistency in the manner in which instruction is delivered across all content areas, with the goal of moving away from a single strategy of direct instruction to one in which students take significant responsibility for their learning.

##### **CAHSEE Data**

Teachers have had multiple professional development opportunities and support from academic coaches in providing significant preparation for students prior to the California High School Exit Exam (CAHSEE) test administration. Standards emphasized on the CAHSEE have been identified and form the basis for test preparation in core content area classes, specific CAHSEE preparation classes, and weekend Boot Camps. As an example, past CAHSEE data have shown student difficulty in both writing strategies and essay writing.

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Quarterly ninth and tenth grade MHS benchmark assessments now include essays designed to mirror CAHSEE prompts. Monterey's English teachers, guided by the California Writing Project, have developed an assessment rubric that combines the CAHSEE standards rubric with elements from the Scholastic Aptitude Test (SAT) rubric. Teachers receive release time from classroom responsibilities to assess benchmark essays, including developing common anchor papers, and then using graded essays as re-teaching tools. Mock CAHSEE exams are administered to freshman students in the early spring providing data that drive the interventions. Monterey High School offers two standards-driven CAHSEE support classes for juniors and seniors who have failed a portion of the test.

### **Advanced Placement Courses**

Advanced Placement courses have syllabi based on standards developed by the College Board. AP teachers have been trained in the College Board standards and expectations and all current AP courses and teachers have College Board approved syllabi. Summer Advanced Placement programs are available for any teacher who has not recently updated his training or who is looking forward to teaching an advanced class and has not had the initial training.

### **ESLRs**

In a process that began in the Spring of 2011, Monterey High School staff began collaborating on revising the 2005 ESLRs; in consequence, current ESLRs reflect the goals of the 2011 Single Plan for Student Achievement and topics of future collaboration. Standards-based instruction has been an ongoing site and district goal. In the process of selecting essential standards and developing vision and mission statements, the Monterey High School ESLRs have served as both a foundation and a guide. Teachers are expected to design lessons that foster higher order thinking skills and ensure that rigor and critical thinking are emphasized and encouraged.

### **Standards-Based Grading**

Achieving standards-based grading has become a focus of many staff members. Inconsistent grading policies among departments and even among teachers of like courses have resulted in considerable student and parent concern. There is a need for professional development in standards-based grading, particularly in light of the impending shift to Common Core Standards. The Assessment Training Institute (ATI) has trained multiple Monterey High School staff members in sound, research-based grading practices. It is anticipated that these teachers will become advocates of calibrating grading policies among their particular departments. District

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support and MPUSD School Board grading policies reflect this shift in policy. As a result, several departments and individual teachers are incorporating common standards-based assessments; however, a school-wide shift to this philosophy has yet to happen. Calibrating grading policies will be a difficult process and will require staff to move from working in isolation to working collaboratively. Although challenging long-standing grading policies and philosophies amongst a diverse teaching staff is daunting, the potential for a positive shift in school culture related to grades and measures of student and school success makes the effort worthwhile.

### **Standards-Based Technology Use**

Monterey High has made significant leaps in the area of embedding technology into the curriculum. Because technology use embeds all areas of the State Framework and Content Standards, it is significant that MHS is a wireless facility with high-level technology available to students and teachers. In the past two years, the library has begun the process of becoming a 21<sup>st</sup> century media center. Old and outdated computers have been replaced with state of the art laptops connected wirelessly to the Internet. Students benefit from library time for research or other technology-based projects. All science and math instruction is supported with use of Elmos and screens. Interactive whiteboard installation is scheduled for all classrooms over the summer of 2012. With the addition of these technological devices, struggling students have the benefit of both direct and visually supported instructional methods. This conversion process is ongoing and it is the commitment of both staff and administration to continue moving toward using technology in relevant and meaningful ways in a school-wide effort to support standards-based instruction.

### **Project-Based Learning**

In order to encourage higher order thinking skills and self-directed learning, many of Monterey High School's programs include project-based learning opportunities for students. A prime example is the MAOS Biotechnology course. In its second year, Biotechnology students are working within a self-directed, larger framework of science and engineering standards. Projects that include extensive use of the scientific method and the inquiry cycle have included watershed studies, architectural and engineering design, computer and information technology, ocean and environmental studies, and robotics. The Automotive Technology Career Pathway also provides students with project-based experiences that include internships in the greater Monterey community. The Arts Career Pathway's Film & Video Production and Cinema Arts also provide students with a project-based structure.

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### **COLLABORATIVE COMMUNITY AND SCHOOL CULTURE**

#### **Positive Behaviors Intervention System**

To help our students become better citizens and improve school culture, Monterey High School implemented a positive behavior program (PBIS) that provides a systematic structure for positive intervention in discipline and student recognition. As a result of extensive teacher training and planned implementation, the initial teacher and student response has been positive.

#### **Link Crew**

Link Crew is in its second year of implementation. This successful mentor program focuses on training upper classmen to welcome and nurture incoming freshmen. In its second year, the program has become an important support system at Monterey High. Freshmen are welcomed at a spirited orientation rally prior to the start of school. The Link Crew conducts activities throughout the year that celebrate student success. In conjunction with Link Crew, this year teachers began an event called Open DORES. Link Leaders lead the freshman through team-building and team-spirited activities. All these transition activities are resulting in a strongly bonded, more active, well behaved, and academically successful freshman class.

#### **Key Issue #4: Continue to collect, analyze, and use student achievement data to modify instruction, support student learning, and close the achievement gap.**

### **DATA TO SUPPORT STUDENT LEARNING**

#### **Illuminate**

In the past year, MPUSD has completed an important data collection and analysis conversion to the Illuminate Data System. Illuminate provides teacher access to extensive student and site data, including CST, CAHSEE, and CELDT score reports, student transcripts, benchmark assessment data, and demographic information. Staff uses this extensive and evolving database to build comparative reports on most components of student demographics. Since Illuminate is internet-based, staff can access the data on any computer. Even though staff has been trained on the specifics of Illuminate, and there is a complete help module built in to the program, there are some teachers who are still uncomfortable with parts of the system. Additional trainings are needed to ensure that teachers can use effectively the vast capabilities of data analysis available in the Illuminate system.

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### **Grade Cameras**

Grade cameras have been provided to all teachers and will eventually make the process of grading benchmark and common assessments timely and relevant not only in regards to assessment, but also in regards to re-teaching opportunities. Teachers have access to audience response remotes to collect immediate student data regarding mastery of content standards.

### **Professional Learning Communities**

This year the emphasis on WASC Focus Group meetings has usurped significant PLC collaboration time that staff would have otherwise preferred to dedicate to student achievement. Although the cross-curricular nature of the WASC groups has generated valuable dialogue, a full commitment to the PLC process was postponed. PLCs were started in earnest during the 2010-2011 school year, but the change in administration and the time commitment to the WASC process led to a reformation of PLCs and a refocus of its goals. The Staff supports a PLC model in which teachers of like-grade levels and content can meet regularly to discuss student achievement data and share best instructional practices. There is a need for development of common assessments in all curricular areas, so staff would like to refocus the PLC structure with these goals in mind. Due to the impending transition to the Common Core Standards, common formative assessments, and standards-based grading, teachers recognize the need to develop SMART goals in order to monitor, reflect, and establish accountability procedures carefully as a function of the MHS PLC.

**Key Issue # 5 - Employ instructional strategies to increase student focus and engagement in meaning-centered learning, as well techniques to monitor classroom instruction. School and district must continue to offer professional development for teachers and administrators to address these topics and emphasize teacher expectations and student engagement.**

### **OVERVIEW**

Several strategies to increase student engagement and raise teacher expectations for students have been led by different site administrators at Monterey High. These have included PLC training and SMART goal development, and lesson planning focused on a consistently reflective Cycle of Inquiry, Dr. Richard DuFour's PLC training, a Monterey High School Wiki page, teachers' identifying *adopting*, and meeting consistently with academically at-risk students, and a bell schedule that included office hours for student support. Due in part to changes in administrative leadership over the past several years, some of these strategies have not had consistent support and have not been fully implemented. Although there has been significant potential for increased student engagement, without clear guidelines or significant student or staff

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support, along with the move to an 8-period day, the office-hour bell schedule and “adopting” a student fell away at the end of the implementation year.

### TEACHING STRATEGIES

#### Five Essential Practices

In the past two years, our school district, supported and reinforced by the MHS site administration, has made a concerted effort to unify district-wide expectations for instructional practices, known as the Five Essential Practices: Student Engagement, Rigor, Checking for Understanding, Gradual Release of Responsibility, and Clearly Stated Objectives. Multiple professional development opportunities focused around each of the five practices. Several of these trainings, facilitated by district staff and academic coaches, focused on specific strategies geared toward the MHS student population led by MHS teachers. As an example, teachers noted for engaging students skillfully presented their techniques and offered classroom methods that they use daily to increase student participation. Perhaps because respected MHS teacher leaders presented these topics, staff responded to the training positively. Ongoing district and site administrators and coaches’ visitations continue to focus on collecting data on the effectiveness of the Five Essential Practices that further enables them to assess teacher implementation of these practices. According to the visitation data, use of the Five Essential Practices has increased among certain staff, with the Gradual Release of Responsibility model noticeably increased. It is critical that this process continue with the commitment to reducing the amount of direct instruction used in MHS classrooms.

#### Course Syllabi and Lesson Plan Templates

As a part of a district-wide emphasis in consistency and accountability, new syllabus templates for all secondary courses have been developed, which include an emphasis on different student learning styles. A district-developed lesson plan template designed around the Gradual Release of Responsibility method was distributed this year. An issue with both these new documents is a lack of teacher training on the purpose and use of each document. Teachers with AP courses, or certain elective classes, have had difficulties fitting class expectations and grading policies into the syllabus template. An unintended result of syllabus consistency has been parent confusion regarding course information. Because each syllabus contains the same district-provided information, specific, unique course-related information often becomes secondary and lost in the form’s common language.

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### **STUDENT ENGAGEMENT**

#### **CAHSEE Support**

After an analysis of student data, it was determined that the Monterey High School staff needed to emphasize the importance of the California High School Exit Exam and engage students in targeted CAHSEE preparation. A variety of data showed that although significant numbers of students were passing the test, students achieving scores of proficient or above were few; therefore, Monterey High's Adequate Yearly Progress (API) was low. For the past two years, leadership students, in conjunction with key staff members and administration, have conducted a CAHSEE 380 Rally designed to encourage sophomores to achieve a score of 380 (proficient) or better on the CAHSEE. These events provide a rally-like atmosphere with motivational guest speakers conducting frank discussions about the benefits of achieving a proficient score. Follow-up discussions are held in sophomore English and math classes with time devoted to test-taking strategies and test preparation using release questions, APEX tutorial, and this year using Schmoop, a newly released internet-based program. Students identified as skill deficient are assigned to CAHSEE support classes and weekend Boot Camps. As a result of all these efforts, there has been a moderate increase in CAHSEE scores, and more seniors are passing the CAHSEE and receiving their diplomas.

### **MEANING-CENTERED LEARNING STRATEGIES**

#### **Professional Development**

Multiple measures have been undertaken to increase certificated staff's understanding and implantation of meaning-centered learning strategies. For the past three years, MPUSD has provided staff with a consistent, themed, professional development in student engagement and meaning-centered learning. The continuing development of career pathways, academies, and career technical education curriculum reflects this emphasis. In addition, teachers have received training and coaching in a variety of pedagogies and strategies. These include SALT, AVID, and the Understanding by Design backward mapping process characterized by learning the goals that drive lesson planning.

#### **Academic Coaching**

Academic Coaches in mathematics, English, and English language development have been present on the Monterey High campus for the past three years. Coaches have been available to assist teachers in specific content areas, lesson planning, instructional practices, student engagement, and classroom management strategies. Coaches often present model lessons in the classroom and have frequent reflective conversations with teachers regarding the Five Essential Practices and instructional best practices. Staff turnover has been an issue within the academic coaching ranks. The roles of academic coaches at the district and site level are

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not clearly defined, since in their desire to help teachers, particularly new teachers, academic coaches often provide support in ways not directly related to student instruction, such as making copies, printing out benchmark assessment forms, etc.

### **EXPECTATIONS**

#### **Grading Policies**

The MPUSD Board of Education policy changes regarding grading significantly altered the way grades are calculated beginning in the 2010-2011 school year. The staff's ability to modify grading strategies was a result of their attending the Assessment Training Institute (ATI), which emphasizes student mastery and the need for a uniform grading policy district-wide. Grading now focuses on content standard mastery as opposed to homework, and authentic student growth as opposed to task completion. An example of this change is the expectation that neither homework nor a final exam can exceed 15% of a student's final grade. The Illuminate online grading program reflects the same percentages when calculating grades, although there remain multiple ways to override the program. Greater checks and balances and training are needed for staff to understand the reasons for the new grading system; these will encourage fidelity to its use. A lack of significant professional development has also led to the ongoing controversy regarding "zero" policy. The MPUSD Board attendance/make-up work policy mandates that no student shall receive a zero on an assignment due to an absence, and that a zero entered into the grade book automatically defaults to 22% if the assignment is not made up or excused by the student's teacher. The foundational philosophy driving the policy suggests that missed assignments due to attendance issues should not undermine a student's chances of passing a class, for this may substantively affect student engagement and motivation to continue in the class. This issue remains controversial among MHS staff members. While there has been some training provided, the staff desires ongoing, research-based professional development in order to understand the Board's grading policy and the philosophical assumptions underlying the policy, which might encourage increased staff participation in its implementation. Although students, parents, and guardians were invited to attend community collaboration meetings with district administration to discuss these issues and confirm expectations, they continue to question the policies, and their support for this significant philosophical shift is not solid.

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**Key Issue #6: The school stakeholders need to develop a set of core values and vision that supports the belief that all students can achieve at high levels.**

### **OVERVIEW**

Our belief that all students should be provided with opportunities to achieve at their highest levels has resulted in the implementation of multiple strategies to include all students in our school vision and mission. The foundations of this belief and the action plan created as a result gave staff an amended focus on the Monterey High School Expected School-wide Learning Results (ESLRs), coupled with the 2011-2012 Single Plan for Student Achievement. Both documents were revised with input from the MHS staff, the School Site Council, ELAC, and district personnel. A school-wide focus on every student achieving to his potential resulted in the following.

### **OPPORTUNITIES FOR ALL STUDENTS**

#### **After-School Support**

The After School Academy (ASA) offers daily support and enrichment classes and programs for all students. ASA offers multiple opportunities for tutoring and support for students in their core academic classes, as well as a variety of enrichment programs from dance to art to theater. Student athletes participate in study halls and tutoring programs through ASA, with the goal that no athlete be academically disqualified. Academies also offer after school tutoring for students in need, and the math department has made a concerted effort to offer daily tutoring in all levels of mathematics.

#### **Associated Student Body (ASB) Leadership**

In an effort to include a more demographically diverse group of student representatives in Monterey High School's ASB Leadership class, at the end of the 2010-2011 school year the deadline for application submissions was extended while staff nominated students with leadership potential who were representative of the school's demographic makeup. As a result, the ASB Leadership class grew by an additional 24 students. The class is making progress in unifying ethnic groups on campus in a variety of activities that historically had limited participation.

#### **AVID**

Freshmen and sophomores benefit from support skills training in AVID classes. Both classes have been met with positive response from both students and staff. Strategies such as Cornell Note-taking, organizational skills, and researching and report writing are critical components of their curriculum. For AVID,

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professional training and utilizing peer-tutors, equally important, was occurring in 2010-2011. Participants visited AVID classroom and developed relationships with freshman AVID students, encouraged them to become active participants in their own learning, and tutored them in content area classes. This collaboration between upper classmen and freshmen proved exceptionally fruitful for both the students receiving tutoring and their mentors. Unfortunately, master schedule constraints reduced opportunities for peer tutoring. AVID teachers and administrators will collaborate on the 2012-2013 Master Schedule to include a design that encompasses the AVID tutorial component and a new AVID class for Juniors.

### **21<sup>st</sup> Century Seminar**

Although the 21<sup>st</sup> Century Seminar class is in its infancy, it is having a positive impact on participating freshmen by encouraging them to become active members of the Monterey High School academic and extra curricular community, develop collegiate and career goals, and work diligently to achieve them. Because we understand the need for support in these areas, Monterey High School provides freshmen students with a dedicated counselor. In collaboration with the 21<sup>st</sup> Century Seminar teacher, the freshmen guidance counselor administers the Choices program and develops a Personal Learning Plan for each ninth grade student that results in his choosing a potential career pathway and academy. This process helps students grow into independent, goal-oriented learners.

### **Credit Recovery**

Students in need of credit recovery have multiple opportunities to make up the needed credits. The APEX lab is available for students to recover lost credits and stay on track for graduation and completion of a-g requirements during the regular school day, after school, during some weekends through planned credit recovery Boot Camps, and during intercessions. Students are also encouraged to take classes at Monterey Peninsula College to recover credits.

### **English Language Development**

As a result of the ELD program's restructuring, the focus on placing students in ELD based on CELDT scores has resulted in a higher percentage of ELD students mainstreamed into college preparatory classes. Additional support is necessary for newly mainstreamed students as they are challenged greatly to succeed in rigorous content-area courses.

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### **Freshmen Academy**

The Freshman Academy is in its first year at Monterey High School. After experiencing the positive impact of the Link Crew efforts to support incoming freshman, staff and administrators joined at the end of the 2010 -2011 school year and designed a Freshmen program that gives these students an overview of academies and possible career pathways. With a group of dedicated teachers and the support of the district's Curriculum and Instruction Department, the 21<sup>st</sup> Century Seminar was designed for the Freshmen Academy students. Freshmen students were placed together in classes so teachers could better support their needs. Teachers have reported a successful implementation and are excited about plans for 2012 – 2013.

### **Link Crew**

Link Crew Leadership class is in its second year at Monterey High School. In Link Crew, upper classmen, selected by application, support incoming freshmen in their transition from middle school to high school. The class represents the diversity of the school's campus and broadens opportunities for leadership training for Monterey High School's interested students.

### **Monterey Public Library Partnership**

A cooperative relationship with the Monterey City Library began this year and all MHS students now have library cards. Additionally, library personnel gave all MHS students tours of the library and an introductory seminar on research skills. Teachers can request specific research materials from library personnel and can escort their classes to the library at will. Students also have access to the Monterey County Library on-line tutoring programs. Because of this affiliation and support, all Monterey High School students benefit from the advanced skill training and additional academic support provided during and after school hours.

### **Parent-Guardian/Teacher Conferences**

The revamped parent/teacher conference system allows for greater communication between parents and teachers. For the past four years MHS has dedicated three early-release days each semester for teachers to meet the parents and guardians of students in danger of failing, although conferences are open to all families. This method of communication has led to a greater accountability for struggling students and more concrete and consistent teacher communication with parents.

### **Student Council**

The Monterey High School Student Council was planned and implemented this year with representatives from each third period class meeting to discuss school issues, share concerns, and report to their respective

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classes. Although newly implemented, it has proved fruitful in encouraging a diverse representative group both to have a voice in the decision-making process and to benefit from leadership training. Leadership class, also represented, takes suggestions and concerns back to their class for discussion. Administrators and teachers will address concerns and answer questions posed.

### **Key Issue #7: Staff needs to develop a school-wide structure for group decision-making to insure that changes become part of school culture.**

#### **OVERVIEW**

In past years, the Monterey High School Curriculum Council, made up of Department Chairs, was the decision-making body; however, new structures are in place such that site-wide decisions are evolving. For example, the school's site Curriculum Council has been replaced with a broader, more inclusive Leadership Team made up of a wide spectrum of teachers from all departments with varying levels of tenure; furthermore, plans are under development for the 2012-2013 school year for a tiered teacher leadership structure.

#### **Site Leadership Team**

The Leadership Team discusses a variety of topics, from routine school issues to complex curriculum decisions. Issues remain regarding the dissemination of information discussed at Leadership Team meetings and the overall need for communication among administrators, Leadership Team, and teachers.

#### **Parent Volunteers**

The School Cite Council meets regularly to make decisions within their purview and includes significant student and parent involvement. The Parent Teacher Student Association (PTSA) continues to support MHS staff, students, and administration. The PTSA has become much more active in recent years by offering grants to teachers who wish to complete classroom projects not funded through the site. PTSA has also recruited staff and students to beautify the entire campus by planting native vegetation throughout the campus and to complete quarterly cleanings of the entire MHS campus. The English Learner Advisory Committee (ELAC), now administered by a bilingual school administrator (Spanish), seeks a broader, parent-based, membership. Communication between the ELAC committee and School Site Council has improved greatly this year, and the administrator in charge of ELAC regularly communicates with the ELD-delegated counselor to ensure that ELAC's considerations and feedback regarding MHS academic support programs are realized. Although parents and students have representation on all WASC focus groups, their participation has not been consistent.

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Leadership students are aware of the WASC process and have participated consistently in developing certain student surveys to collect support data.

### **Boosters**

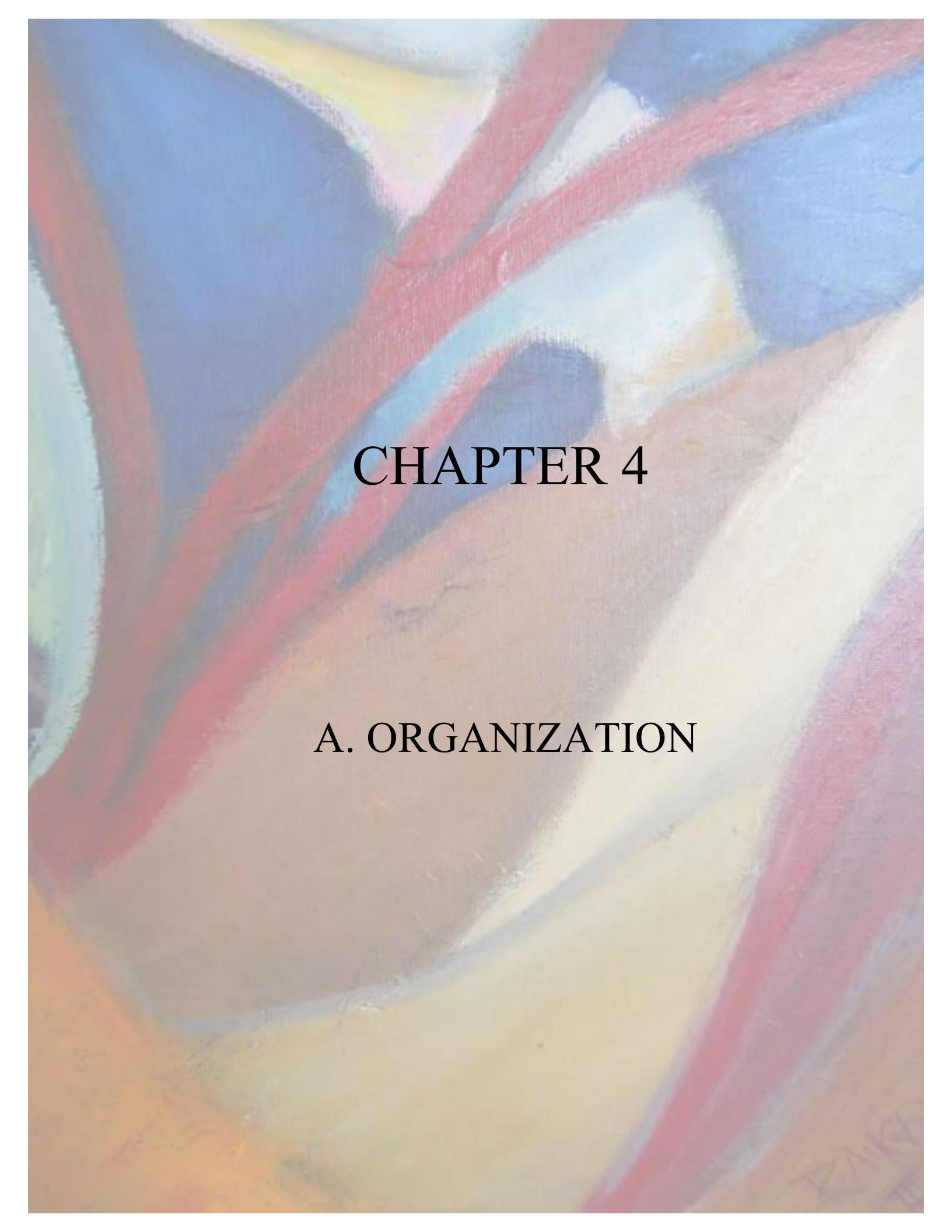
Several parent booster clubs are active among athletic teams, each of the performing arts programs, and in fine arts as well. Parents, teachers/coaches, and administrators discuss school needs related to the club's emphasis and contribute necessary funding to support student needs. The concept of a unified booster club in each area of concentration, such as one Athletic Booster Club and one Performing Arts Booster Club, is under consideration to enable groups to have greater fund-raising power.

### **PBIS Team**

A Positive Behavior Intervention Program (PBIS) Team was established from a core group of teachers who lead a school-wide implementation coupled with positive school climate and culture modifications. With their assistance and as a result of concerns expressed, a three-day Challenge Day (student/staff sensitivity training) will be facilitated in late March. The PBIS Team works within the School Climate/Safety Committee. Together they continue developing and implementing a school-wide plan for improvement.

### **CONCLUSION**

Since the last WASC Self Study Report was written in 2005, Monterey High School has experienced many changes in both administration and teaching staff. Six acting principals have passed through the school's administration since then. There has also been significant turnover in both teaching and support staff, which has created challenges in maintaining and augmenting school culture. This year, however, there is an overall increase in cooperation and collaboration among teachers. Staff and administrators are optimistically exploring new and creative ways of promoting student success. In this era of information technology, teachers have come to rely on the analysis of student data more than ever to design their instruction and to maximize student achievement. Teachers, support staff, and administrators agree that a multi-year, targeted, and consistent training plan must focus these strategies. Setting and maintaining priorities in developing a focused plan that continues to address student achievement, school-wide decision-making, and a rigorous, standards-based education for all students is in progress. While much has been done toward meeting those goals, more is yet to be accomplished.



# CHAPTER 4

## A. ORGANIZATION

*A-1: To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve high levels? To what extent is the school's purpose supported by the Governing Board and the central administration and further defined by expected school-wide learning results and the academic standards?*

## MISSION & VISION

### Background

“Monterey High School strives to graduate responsible, independent, and productive citizens with strong critical thinking and academic skills by providing a rigorous, comprehensive curriculum in partnership with community, family, and a competent staff in a safe and caring professional learning environment.” The goal for Monterey High School teachers is providing quality educational experiences to all students. MHS has a rich tradition of outstanding student achievement and a sound, standards-based education that promotes high moral character for all students. The MHS Vision complements the district’s core beliefs of rigorous core curriculum and an environment targeted toward individual student achievement and personal responsibility.

The Vision, Mission, and DORE’s Expectations state that the job of the school is to create “productive, critical thinkers.” The Mission emphasizes that all students will be supported in becoming productive, critical thinkers, by engaging in dynamic learning experiences in collaboration with Monterey’s diverse coastal community.

Although staff viewed the school’s previous guiding statements as clear and effective; there is always a need to periodically revisit the guiding statements, especially given staff and administration turnover. Over the last year, staff reviewed and revised the Mission, Vision, and ESLRs. These revisions were supported by the school district’s central administration. In the Fall of 2011, the staff met to review and approve the final draft with 100% approval.

### Expected School-wide Learning Results (ESLRs)

The Mission identifies the fundamental purpose of the school, and the ESLRs represent the skills and qualities our students will possess if we completely fulfill our Mission as educators. During the 2010–2011 school year, the school began its review and revision the school’s ESLRs and decided to view the ESLRs as a vision of an ideal MHS student: The ESLRs represent the knowledge and skills that all MHS students should possess by the time they graduate. Staff was adamant that MHS graduates should possess knowledge and skills beyond proficiency. Staff proposed significant revisions to the current ESLRs, especially related to

measurability. In Fall of 2011, a representative committee met to refine and finalize the ESLR language. The following ESLRs were presented to staff and approved in 2011:

### **Academic Achievers**

Academic Achievement will be measured by the following:

- Demonstrating proficiency or better on state, national, and AP standards in all subject areas.
- Demonstrating higher order thinking skills for analyzing, synthesizing, and applying information to develop solutions to problems.
- Using appropriate technology for multimedia learning for gathering, processing, and communicating information.

### **Collaborative Workers**

Collaborative work will be measured by the following:

- Working and socializing effectively with others in a variety of settings.
- Demonstrating an awareness of the world's various viewpoints, belief systems, and cultures.
- Using effective leadership or team skills within groups.

### **Self-Directed Individuals**

Student ability to self-directions will be measured by the following:

- Exhibiting study/work habits that include regular attendance, punctuality, and effective time management.
- Developing personal goals for educational, vocational, and creative pursuits.
- Working independently when needed to complete assignments.

### **Engaged Participants**

Engagement will be measured by the following:

- Following curriculum and procedures required for the classes and the school.
- Contributing time, energy, and talent in co-curricular and extra-curricular activities to develop personal ties to the school and the larger community.

To foster an understanding of the school's guiding documents, the administration has posted the Mission, Vision, and ESLR on the MHS website for public view; in addition, information about them is contained in the Principal's Newsletter, also posted on the MHS website. Teachers have posted Mission & Vision

statements and ESLRs in all of the classrooms. During the self-study process, however, several stakeholders pointed out that students and parents are not fully aware of the Mission, Vision, and ESLRs. That is not to say that they are not available or even to say that students, teachers, and parents have been acting against the fundamental principles of the ESLRs, but simply that students and parents have not been made sufficiently aware of these documents, which do much to guide the efforts of the school staff. The school should develop a better approach to strengthen stakeholder awareness of the ESLRs and highlight their significance.

*A-2: To what extent does the governing board: a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single school-wide action plan and its relationship to the Local Educational Association (LEA) plan?*

## PURPOSE

### Policies and Bylaws

Monterey Peninsula Unified School District's governing board is comprised of a seven-member Board of Trustees, which acts the policy-making body for the entire school district. Members serve a four-year term and staggered elections are held every two years. Public Board of Trustee meetings are held twice a month, usually the first and third Mondays at 7:00 p.m. Each month prior to the meeting, MHS' student board member discusses his school report with the Principal and presents the information to the Board of Trustees. The Board has clearly organized policies that conform to California civil law and the California Education Code. School and district personnel believe that these policies reflect the values and expectations of the community. The key Board policies that demonstrate alignment with the school's stated mission can be found in the following sections of the Board policies: Section 0000 – Philosophy, Goals, Objectives, and Comprehensive Plans; Section 5000 – Students; Section 6000 – Instruction. Per policy, the Board members vote to approve each school's Single Plan for Student Achievement (SPSA) and each school's WASC self-study.<sup>1</sup> The Board of Trustees has issued a set of Core Beliefs; in turn, the district has a focused set of goals and mission.

The school district has a clearly defined Mission that supports the stated mission of Monterey High School: "Through dynamic, engaging learning experiences and collaboration partnerships within our diverse coastal community, the Monterey Peninsula Unified District ensures that each student will attain the intellectual, social and personal knowledge to passionately seek the challenges of the future." (Monterey Peninsula Unified School District Mission Statement) School district personnel closely monitor all facets of the school's operations, including students' achievement of the ESLRs. The Board approves MHS's WASC Self-Study and the annual Single Plan for Student Achievement. The ESLRs are infused throughout both of

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<sup>1</sup> See <http://www.gamutonline.net> for the district's policies and regulations. username: MPUSD password: public

these plans. During monthly meetings with the school's principal, the Superintendent and the Assistant Superintendent of Secondary Education and Directors address topics such as student performance data, personnel, and the fiscal health of the school. These meetings are also an opportunity for professional development in the areas of curriculum, instruction, and assessment. The school's assistant principals have a similar meeting with district coaches once a month. Counselors meet with the Coordinator of Prevention and Counseling of once a month to ensure that they are employing best practices with respect to student support services.

School district personnel and the School Board play an especially active role with respect to curriculum. According to Board Policy 6141: *The Governing Board accepts responsibility for establishing what students should learn. The Board shall adopt a district curriculum, which reflects district philosophy, responds to student needs and abilities, and is consistent with the requirements of law. If possible, this curriculum shall also reflect the desires of the community and the needs of society as a whole. The Board considers continuous curriculum improvement to be a top priority for the district. Curriculum development and evaluation will therefore be an ongoing process in the district, routinely supported by planned allocations of resources and staff collaboration time.*

### **Site and District Collaboration**

Members of the MHS staff continue to serve on a variety of district-wide committees dealing with curriculum, instruction and assessment. For example, the district conducts regular Curriculum Counsel meetings with school representatives, where the committee members work on defining a standards-based curriculum for science, math, English, and History/social science courses and provides professional development for teachers in key courses such as the MHS Students Achieving Success Intervention class (SAS), and English/English Language Development (ELD).

Since the 2005 WASC Self-Study Report, MPUSD high schools have been introduced to district initiatives that have brought us together around common efforts. As a result of an English Learner Taskforce that interacts with English Learner Advisory Council (ELAC), we have been provided with an EL coach, who visits our campus regularly, works with teachers, observes in classrooms, and models best practices to enable us to achieve the ELSRs school-wide for all students. The district supports the school's commitment to data-based decision-making regarding curriculum and instruction. Three years ago, the district introduced and

emphasized the use of Illuminate, which empowers school sites to collect and manage student performance data. Most certificated employees at MHS have received basic training in this software and three employees have had more advanced training. As a result, counselors have been able to assess the skills of entering classes for scheduling purposes. With respect to the relationship between the school and district, areas for improvement remain. In particular, staff at MHS, express their desire for more face-to-face interaction with Board members. There was a sense that greater personal contact between site staff and Board members would increase the effectiveness of both groups.

*A3: To what extent, based on student achievement data, do the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards?*

*To what extent does the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?*

## STUDENT ACHIEVEMENT

### Data-Driven Decision Making

Monterey High School staff is committed to using a wide variety of student performance data to improve teaching, learning, and student achievement. On the leadership level, the school's WASC Leadership Team, comprised of administrators, teachers, several department chairs, and a representative from the classified staff reviewed data related to student performance, attendance, discipline, and campus climate. Campus leaders used this data to make decisions about academic interventions and course offerings, which are grounded in the data. For example: The 2011-2012 implementation of a Freshman Academy was the result of examining data of entering 9<sup>th</sup> grade proficiency levels in math and English. CAHSEE support programs are developed based on data indicators of students who will struggle with the CAHSEE. Students are placed in interventions based on the data. Changes to our English Learners (EL) program were also developed based on data that showed EL students were not academically successful. MHS Counselors uses a variety of data indicators – past CST scores, past grades, teacher recommendations, past course history, EL level, number of years as an English learner, and CELDT results – in order to ensure students receive the appropriate program of math, English, EL, science, special education, and AP courses.

Based on data, development of a site-based, student-driven master schedule ensures students are placed appropriately in courses, including those that meet specific student learning needs such as EL pathways, AAA pathways, and various career and/or academy pathways. This development also includes the use of a six-year plan for advising and monitoring students as well as a home/school communication policy that requires teachers and counselors to meet with students and parents and for the purpose of developing individual learning plans (ILP) for students needing intervention supports and/or credit recovery. This process is accomplished through the use of the Student Success Team (SST) of counselors, administrators, teachers, parents/guardians, school psychologist, if warranted, and the student after a thoroughly examination of the student's data. Data examination is the critical component of the decision-making process at SST and 504 meeting, decisions that serve students' needs.

The school administrative team, departments, and defined Professional Learning Communities (PLCs) are at the beginning stages of development. The staff and school leadership continuously review the results from the State's Academic Performance Index (API) and the Annual Yearly Progress (AYP) to determine specific subgroups of students who made progress as well as subgroups of students that need additional support. However, reviewing student work and achievement data through formative and summative assessments is in the beginning stages at Monterey High as part of the Professional Learning Community (PLC) Rollout that began second semester. PLC training will continue as outlined on the Collaboration Calendar.

Monterey High, through the WASC Self-Study process, has begun developing a PLC model, looking at student achievement of critical academic needs in conjunction with the school's revised Expected School-Wide Learning Results, and academic standards. Staff is beginning to do a better job of using data to evaluate programs, but there is still a considerable amount of work to be done in this area. Both teachers and administrators identify data analysis and its use in modifying instructional strategies as an area for continued growth. There has been a significant increase in staff participation in the planning process and their input and suggestions are reflected in the time, fiscal, personnel, and materials resources allocated in Monterey's revised School Plan for Student Achievement. However, until recently, staff and student involvement in school action planning has been limited due to turnover in site leadership.

The WASC Self-Study process has provided an opportunity for staff to participate in the planning process. The need to develop clear means for staff, student, and parent participation in the school action plan development, implementation, and monitoring of process resulted in a wider recruitment of stakeholder involvement. Monterey High School publicized broadly for committee participants through local media ads, email blasts, school-wide all-call message solicitations, and at the Principal's parent meeting during back-to-school night. Grading and assessment policies support standards-based instruction and align with end-of-course requirements to ensure students are meeting minimum passing requirements for each approved course. Summative and formative assessments such as benchmarks and common formative assessments are used for monitoring student achievement throughout a course and along with CST.

### **Single Plan for Student Achievement**

The MHS School Site Council, comprised of members from all of the school's stakeholder groups, grounds its decisions in student data, especially student performance data. CST scores, semester grade data, and survey data on campus climate issues are some of the key measures the School Site Council uses. Analysis of the data collected as noted above, and its analysis in the PLC groups, will give both site leadership and

staff the necessary information to refine the SPSA to meet students' academic needs and close the achievement gap. The 2011-2012 SPSA was reviewed by staff and approved by the District's governing board. The current Single Plan for Student Achievement has main five main goals:

- Improve student achievement – English Language Arts

Monterey High School will target instruction and monitor student progress toward the mastery of standards as measured by CST, CAHSEE, formative common assessments, benchmark assessments, and grades.

- Improve student achievement – Math

Monterey High School will target instruction and monitor student progress toward the mastery of standards as measured by CST, CAHSEE, formative common assessments, benchmark assessments, and grades.

- Improve student achievement – English Learners

Monterey High School will provide support to the English Learner population to close achievement gap.

- Improve school culture

Monterey High School community will create a positive and effective learning environment through the inclusivity among diverse cultures and populations as measured by annual data reporting, drop-out rate, attendance, discipline, student and parental involvement, and connectedness to school.

- Improve student achievement – Academies and/or college/career pathways

Monterey High School students will participate in a self-selected academy and/or a college/career pathway thus fostering student achievement, creating equal access and increasing college and career readiness as measured by graduation rate and college entrance data.

*A-4: To what extent does a qualified staff facilitate achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development?*

*A-5: To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?*

## LEADERSHIP

### Professional Learning and Data Analysis

The new administrative and leadership team have been reviewing existing processes to determine the degree to which their actions are focused on improving student learning. The administrative team and leadership have taken the lead in analyzing data and designing interventions. Administrators and staff are currently discussing staffs' professional learning needs to provide clarity around the topic of PLC development and data analysis. A 16-week PLC Rollout is currently underway. The rollout includes a variety of professional reading opportunities from common sources – *Learning by Doing* by DuFour, which was distributed to all staff and articles from *Using Data to Improve Learning for All* by Nancy Love and *On Common Ground: The Power of Professional Learning Communities*.

Teachers and administrators agree that professional learning must be ongoing and embedded in daily practice school-wide. Staff has been provided with a variety of district-led professional development opportunities that include a focus on newly adopted curriculum materials specifically in English Language Arts, mathematics, and English Language Development (EDGE-Intensive English and English 3D Kate Kinsella). New teachers are provided with ongoing professional development and peer support using the Professional Standards for the Teaching Profession following the BTSA model. Additional professional development opportunities include: Assessment and Grading, Lesson Study for Algebra I, Secondary Language Acquisition and Tools (SALT), AVID strategies, and Advance Placement (AP) training.

Administration should continue to identify professional learning needs, deliver professional learning opportunities, assessing the results. Staff agrees that continuity in professional learning over an extended period of time that allows for implementation, data collection, and analysis is a critical missing component to their professional education. This year, cost-effective webinar opportunities are offered to include a variety of selections available to staff both during and after school hours. Titles include: Ten Things That Matter From Assessment to Grading, New Insights on How Effective PLCs Improve Schools, Using Mobile Device

in Teaching and Learning, and the Annenberg Foundation's social science series that supports Monterey High academies' Service Learning/Internship senior requirement.

All of the webinar opportunities are provided in order to support teachers' needs for professional learning – but behind the teachers needs are the identified *student* needs. Professional development offered to teachers is research-based and aligned to the District's LEA plan and the school's School Plan for Student Achievement (SPSA). Although opportunities were offered, participation was low. A continued area for growth is staff participation in Professional Development webinars.

Monterey High administrators communicate with the district's BTSA Coordinator and content-area coaches to suggest areas of concentration on which they may focus based on observations and walk thru notations. Authentic formal observations and post-conferences provide administrators and teachers with cognitive coaching opportunities and collaborative conversations regarding appropriate, standards-based instruction, and classroom management styles that are appropriate for meeting students learning needs. Ninety-two percent of the MHS staff is being formally evaluated in the 2011-2012 school year in an effort to create an instructional baseline from which to begin discussions during PLC collaborations.

### **Summary**

Teachers have a number of opportunities to share their ideas through academic coaching, common preparation periods for shared planning and articulating, BTSA support, and academy teams that work toward shared group projects and presentations. Although common preparation periods are not commonly used for meeting, teachers do have a collaboration period each week for that purpose. They design the agendas for those meeting times without appropriate emphasis of the PLC model of DuFour's Cycle of Inquiry. Administrators and staff agree that further professional development in the use of the Cycle of Inquiry and data discussions is necessary in order to establish an effective PLC culture and fully utilize the common preparation and collaboration times available.

### **QUALIFIED STAFF**

#### **Highly Qualified**

While the district and Monterey High School strive to attract and retain highly qualified teachers, it is very difficult given the cost of living on the Monterey Peninsula and competition from two other peninsula districts that are classified as basic-aid and higher per ADA expenditure. Therefore, they offer higher teacher salaries and somewhat lower class sizes. It is difficult to find teachers, specifically in the area of math,

science and special education. The District and school follow policies and practices for hiring highly qualified teachers, who meet both state and federal criteria for meeting specialization credential requirements, which include the Clear Language Acquisition Development (CLAD) certificate. The majority of teachers at Monterey High School are appropriately credentialed and highly qualified (NCLB) in subject areas taught. The District pays for the required training and/or assessment fees to support all teachers in becoming highly qualified. All but two members of the faculty are CLAD certified and they are in process of earning their CLAD certification.

### **BTSA**

Interns and new teachers must meet university and/or Beginning Teacher Assessment and Support (BTSA) requirements. The school continues working to ensure teachers are highly qualified. Additional training and support is provided whenever necessary. Teachers who need additional training and support may also participate in the Peer Assistance and Review (PAR) process. Academic coaches also provide support for teachers within the classrooms and help facilitate articulation and planning meetings.

### **Instructional Strategies & Coaching**

While professional development and academic coaching support is provided, there is a need to improve instructional strategies that meet the District's identified Five Essential Instructional Practices:

- Clearly stated learning objective and language objectives
- Gradual release of instruction and phases of instruction that are appropriate-especially within the 90-minute block period
- Continued standards-based instruction and rigor development
- Checking for understanding and responding to instructional needs
- Student engagement, including classroom management strategies

Therefore, the school administrative team is conducting classroom visits and providing feedback to teachers to include these Five Essential Instructional Practices. Teachers who have effective strategies in one or more of these areas are encouraged to share them with other teachers who may benefit. Academic coaches are sometimes available to support teachers who want to improve in a specific instructional practice but visits are often infrequent, an area for concern.

### **Policies and Procedures**

The District and school have written staff handbooks and accountability guides that outline and describe policies, procedures, expectations, and responsibilities for teachers, classified staff, paraprofessionals, and

site administrators. In addition, there are parent and student handbooks that provide information regarding policies, procedures, and expectations. The district's published course catalogue and course descriptions are available on the MHS website that describes expectations for high school graduation as well as college entrance requirements.<sup>2</sup>

While these policies and procedures are written and available to all staff, parents, and students, it is necessary to periodically review them to ensure that stakeholders are not only aware of them but understand their intent and are clear on their role and responsibilities for implementation. Monterey High School's new administrative team recognizes the need to provide structured time to review these documents and ensure stakeholders are aware of their roles and responsibilities and are fully implementing them. During the first weeks of the 2011-2012 school year, MHS administrators distributed, discussed, and reviewed staff handbooks as part of an in-service, while students reviewed theirs during school-wide grade-level assemblies. Parents reviewed the same documents during a Principal-led discussion at Back-to-School night.

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<sup>2</sup> See [www.mhs-mpusd-ca.schoolloop.com\catalog](http://www.mhs-mpusd-ca.schoolloop.com\catalog)

*A-6: To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school-wide learning results?*

## RESOURCES

### Human Resources

Monterey High School has a highly qualified staff. Ninety-two percent of the teachers at Monterey High have met the “highly qualified” teacher requirements of No Child Left Behind and all teachers are instructing within their credentialed area. Twenty one of the certificated staff has a master’s degree and the average number of years of experience is 12.6 years, which is 1.4 years fewer than the state average. In addition to the certificated teaching staff, MHS has three full-time administrators, three full-time counselors, and one part-time counselor. The part-time counselor focuses on at-risk students and conflict resolution. To support all facets of the school’s program, MHS has thirty classified employees, of which 57% are full-time and 43% are part-time. Among the classified employees are maintenance staff, office support staff, cafeteria staff, campus safety monitors, and paraprofessional educators.

Based on the 2010-2011 projected enrollment and general and categorical resources, a student-driven master schedule was created taking into consideration student performance on prior years’ assessments. Site administration requested and received four (4 additional, full-time certificated employees (FTEs) allocated to high impact areas – Algebra I, Geometry, Algebra II, and English 10. Additional sections were devoted to CAHSEE preparedness in math and English, EL support, credit recovery, and 21<sup>st</sup> Century Seminar for Freshman Academy students. All additional sections paid out of categorical funds were outlined in the School Plan for Student Achievement. Further additional staffing and sections were added to the master schedule to expand both the school’s fine arts and performing arts programs. A request for support to meet the needs of MHS’ at-risk students, resulted in the approval and hiring of a .5 FTE at-risk counselor, a .5 FTE campus monitor, and an intervention teacher for 2011-2012 school year. In an immediate response to lowering class-size in impacted programs, the District approved a mid first-quarter reorganization that added a section of World History, English 10, Students Achieving Success (SAS), and later – two additional CAHSEE intervention classes.

In response to the 2005 WASC Action Plan action items concerning communication improvement, expansion of AP course offerings, and increased student access, resources were allocated in the 2011-2012 SPSA for the following:

- Library Technician hired to develop library systems and MHS website using district-sponsored School Loop technology
- Staff attended 4-day AP Institute Training
- Staff released to develop AP Audits and course descriptions

In 2011, all subject area classroom were re-designated to a common building. This was done out of a need for subject-alike team collaborations and planning for future team teaching opportunities. Having subject alike teams in close proximity encourages instructional team planning around students' academic and social success. At the same time, in the case of MAOS, teachers within that academy relocated to a large facility dedicated to biotechnology, math, and science, where they are currently piloting a team-teaching approach to biotechnology and integrated math.

Although technology plays a significant role in bettering opportunities in the classroom, the support offices (counseling and front/back office) lagged. In the summer of 2011, to address the need for enhanced stakeholder communication and office productivity and efficiency, the classified office support team and administration discussed needs and concerns and strategized solutions. As a result new computers were purchased and distributed.

### **Financial and Material Resources**

The Monterey Peninsula Unified School District provides an average of \$5,191 for each student at Monterey High School. This funding is sufficient for the school's most basic education needs; however, MHS can not provide the extended, beyond-basic classroom instruction and the level of interventions and materials necessary to fully close the growing achievement gap. On the other hand, the school is fortunate to have a parent community that supports students through a variety of booster clubs. PTSA disperses over \$3,000 in grants each year. The Monterey Peninsula Foundation Youth Fund Grant has generously donated \$20,000 over two years to the schools football program. The Monterey High School Baseball Parent Booster, and the Monterey Peninsula Youth Fund Grant contribute over \$14,000 annually. The Friends of Monterey Drama averages between \$1,500-\$2,500 in donations each year to support the school's program and the Star Grant contributed \$5,000 as well. A full-time office manager manages the school's budget to ensure that all grants, donations, and funds aligned to the Associated Student Body (ASB) accounts are managed properly. This staff member works closely with site and district administration to ensure that funds are allocated in a timely and effective manner; however, additional training must be provided regarding updated and appropriate accounting procedures and State law.

The School Site Council monitors the School Plan for Student Achievement (SPSA) funds, which are used to address the needs of students who are testing “basic or below” on statewide assessment tests. In the 2011–2012 school year, the full budget was \$179,322. The SPSA funds are dedicated to professional development, academic intervention, technology support, and educational materials as outlined in the Plan.

Since the last WASC self study, the MHS community has been working to upgrade the technology on campus. By supplementing site and district funding with grants, the school has been able to expand its hardware inventory; however, access to twenty-first-century resources continues to be a growing problem.

The MHS Network: The computer network is now being utilized at near to full capacity. Traffic is charted, storage is monitored, and there have been recent upgrades to the fiber optic lines connecting the campus to the Internet. In 2011, the district finished the installation of wireless access throughout the campus. To handle the increased use of the Internet, the school district has increased bandwidth. In the 2012 summer, electrical service will be upgraded to add to the school’s electronic capacity.

Computer Technology and Labs: The school has one fully equipped and one partially equipped ROP-funded computer labs, one APEX lab, and four mobile labs. In the spring of 2011, the school purchased an additional 83 computers for counselors, office staff, library student lab, and College and Career Center use. In addition, all three Special Education tutorial support classrooms are now equipped with four or more desktop computers. Counselors received laptop computers to schedule student in the classrooms and maintain minutes and file notes during student planning meetings, ie., SST and 504 meetings. Because MPUSD and its governing board recognize the value of technology in student learning, it has become a district-wide focus. Every core content subject area classroom is outfitted with a computer, LCD projector, and large projection screen. This allows our instructional staff to design lessons that include PowerPoint presentations, educational videos, and more interactive modeling and guided practice. The recent exclusion of access to full services for Apple computer products and teachers’ personal laptops is a critical problem on the Monterey campus.

With current available computer technology, the Monterey High School instructional staff has access to some software, Microsoft Office Suite, and the ability to stream video from educational online resources. In order to address the needs of 21<sup>st</sup> century and visual learners, Monterey High School will

subscribe to the United Streaming program as outlined in the school's SPSA. As a result, all curricular subject areas will have the capacity for differentiated instruction using technology to meet students' various learning modalities.

The lack of electrical service, sufficient wireless hubs and Ethernet connections has become an obstacle in the expansion of both ROP and non-ROP labs. As well, of technology support is significant and a source of constant frustration. Due to the popularity of the Career Technical Education course offerings and the development of Career Pathways, there exists a need for additional hardware and software. In the summer of 2012, electrical upgrades are scheduled for Monterey High School that will result in the completion of the ROP computer labs and the College and Career Center. Both are in progress and serve students as they navigate the job market and their career goals and their continued educational options. The new library computer lab is currently in the design phase. When completed, it will broaden the library's capacity to an additional 25 desktop computers for class projects and research.

**Illuminate:** All teachers use Illuminate's online grade book feature. In addition to posting a full grade book, teachers use this program to post assignments. Both students and parents have access to this information through the Parent Portal, which is growing in its use.

**MHS Website (School Loop):** The MHS website ([www.mhs-mpusd-ca.schoolloop.com](http://www.mhs-mpusd-ca.schoolloop.com)) has evolved into an excellent high school website. Each teacher has rights to a web page that provides students with access to calendars, class notes, student resources, and webcasts. Although it is used minimally among staff, the school's library technician is assisting teachers in creating their pages in order to grow the teacher webpage component.

Monterey High School was recently approved for The Safe and Supportive Schools Grant (S3), which funds \$125,000 each year for three years, totaling \$375,000. The grant will fund the existing and new initiatives to improve school safety and culture. The grant specifically targets areas such as bullying, substance abuse, and school connectedness. In April 2012, the Monterey High School educational community will participate in a three-day Challenge Day program that emphasizes cultural sensitivity and awareness. The program is front-loaded and followed by *Be The Change* curriculum to support the PBIS program currently implemented that focuses on enhancing school climate. Each day of the program affords training

for 100 students and fifty staff members. Challenge Day activities will be funded through the S3 grant and SPSA's Goal #4.

In an effort to increase MHS' CAHSEE passage and graduation rates, fiscal resources have been allocated to daily CAHSEE preparation classes, housed within the school's master schedule, after-school online CAHSEE preparation, and weekend CAHSEE Boot Camps. As a result of these early interventions, the October 2011 test administration resulted in forty-four of forty-nine seniors passing math, ELA, or both. After reviewing 2011 CST data, resources have been allocated to further support students who are not proficient. Roving teachers will provide small-group instruction focused on specific skills tied to the CST strands identified as areas of weakness. Funding sources are reflected in the SPSA.

One of the resources with which both teachers and administrators struggle the most is the resource of time. Although staff values professional learning and collaboration opportunities, they also value instructional time and hesitate to plan release days. As MHS moves toward broadening the academies and career pathways, the need for collaboration and professional learning becomes greater. The continued planning of our collaboration calendar and schedule will be of utmost importance.

### **Evidence**

- Staff meeting agendas
- Professional development day agendas
- Professional development day surveys
- Early release Wednesday schedules
- SPSA budget for professional development
- Staff applications for professional development funding
- Master Schedule
- Opening Day agenda
- BTSA materials
- Department and subject-level team collaboration materials
- Leadership Team: agendas and minutes
- School Site Council: agendas and minutes
- Single Plan for Student Achievement

- Student data reports used by departments and subject-level teams
- WASC Focus Groups: rosters, agendas, and minutes
- School Board policies and procedures
- Principal meetings: agendas and minutes
- Assistant Principal meetings: agendas and minutes
- Counselor meetings: agendas and minutes
- District Assessment Committee: agendas, minutes, and working drafts of common course syllabi
- Illuminate district training materials
- Agendas and minutes from Mission and ESLR Committees
- Mission and ESLR posters
- MHS website: [www.mhs-mpusd-ca.schoolloop.com](http://www.mhs-mpusd-ca.schoolloop.com)
- Memos to staff on mission statement and ESLRs
- Staffing statistics
- School Site Council materials and budgets
- PTSA materials and donation information
- Various Athletic Boosters materials and donation information
- Music Booster donation materials
- Drama Boosters donation materials
- Technology inventory
- Financial audit clearance
- S3 Grant
- Challenge Day Manual and Materials

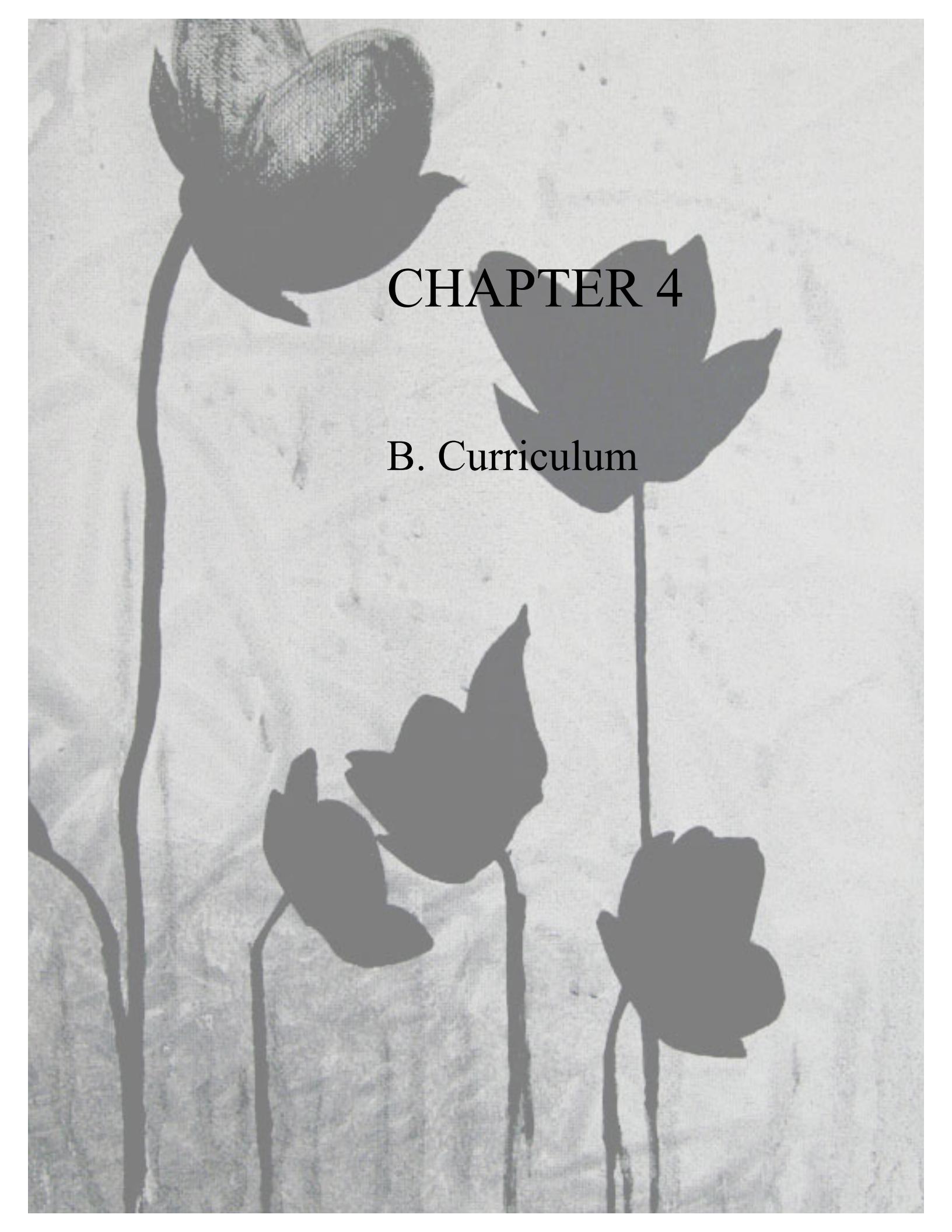
**Strengths**

- Vision and Mission development
- ESLR revision in keeping with Vision and Mission
- Highly qualified staff
- On-line tools: MHS webpage, Illuminate, Video Streaming
- Financial support from parents through Boosters
- DORES Expectation development and implementation
- PLC training and implementation
- Subject-area common formative assessments development
- Broad and consistent communication systems development

- Realignment of staff room assignment around subject-alike teams
- Opportunities for professional development
- Leadership opportunities for staff increased substantially

**Areas for Improvement**

- More collaboration time
- More frequent subject-area analysis of student data and discussions around closing the achievement gap
- Comprehensive school-wide professional learning plan
- Increased technology support
- Strengthening communication systems for stakeholders around ESLRS
- Continued deferred maintenance and infrastructure improvement



# CHAPTER 4

## B. Curriculum

*B-1: To what extent do all students participate in rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results?*

## **BACKGROUND**

All Monterey High School students have access to a rigorous, standards-based curriculum that supports the achievement of the California State Content Standards, as well as the Monterey High School ESLRs.

Curriculum rigor has been strengthened through the school and district's emphasis on the Five Essential Instructional Practices, including: student engagement, rigor, clearly stated lesson and language objectives, gradual release of responsibility model, and ongoing checking for understanding. The Gradual Release of Responsibility Model, has provided our staff the opportunity to design lessons that are appropriate for the block schedule and the framework to take subject area curriculum to a more rigorous level of implementation and student understanding for all students.

Students have access to a variety of courses that allow them to meet the a-g requirements. More students are choosing courses that prepare them for college. To support their interests in higher education, in February of 2011, Monterey High School teachers and administrators reviewed and requested additional a-g course offerings. For example, this year AP World History, AP U.S. Government and Politics, AP Spanish Language was added to the master schedule, while non a-g approved courses, like Earth Science, Integrated Science, Pre-Algebra, and Graphic Design II were dropped from the course option form. Ceramics, Dance I, II, Advanced Dance, Professional Dancer Training (2012), and Marine Biology were submitted for a-g approval. Additionally, AP Spanish Literature, AP Human Geography, AP Statistics, and AP Calculus B/C were submitted in November for the District's Board of Trustee's approval for implementation in the 2012-2013 school year.

## **CTE Career Pathway Sample**

### **Sample CTE Courses**

#### **Automotive Technology**

ROP teachers have regular contact with industry professionals locally and throughout the State. Programs provide relevant and rigorous real-world scenarios to prepare students for the transition into entry-level work or continued education at post-secondary institutions. To that end, students are given opportunities to

compete in local events such as the Monterey Peninsula College Automotive Skills competition. Monterey is one of three high schools nationwide selected to compete in a high school Auto Body Skills contest: a 1965 Ford Mustang is being completely restored and upgraded. This project reflects the school culture in its build design.

### **Robotics Engineering Technology**

During its first year as a CTE elective offering, Robotics Engineering Technology is quite successful. Monterey High student will be competing at a regional competition in San Jose, California, with over fifty teams showing off their skill in building authentic robots. The robotics team is partnered with Naval Postgraduate School (NPS) and Carmel High School mentors.

### **Service Learning Mentor Support**

At California State University at Monterey Bay, students are required to take a one-semester class in Service Learning. To fulfill the internship requirements, they often participate with teacher mentors in courses such as biotechnology. The Service Learning program will expand to include most other ROP/CTE class in the spring 2012 semester. ROP offers field trips that enable students to experience real world practices that connect to classroom learning. ROP has guest speakers from the Naval Postgraduate School, Mazda Raceway race team, facilities' tours, industry workshops presented by Mazda, General Motors, Mother's Polishes, Edelbrock Industries, RM Auctions, Russo and Steele Auctions. Students can volunteer through Motorsports Club to participate in race events and operations. In August, Monterey High School offered twelve internships for Auto Tech students at Russo and Steele Auctions.

## **ENGLISH LANGUAGE ARTS**

### **English Courses**

All English Language Arts courses are aligned to the California Content Standards. Courses offered at Monterey High School include college preparatory ELA 9,10,11, and 12; Honors English 9 and 10, AP Language and Composition; AP Literature and Composition; and Expository Reading and Writing. Applied Communications is offered grades 9-12 as a speech class and is the second of only two English electives offered. Although the English Department has worked together well as a team, teachers will need more dedicated time to align curriculum and assessments to the Common Core Standards.

**English Instructional Strategies**

ELA teachers use the pacing guides and focus on essential standards established by the district and several Monterey High School teachers. Two district-wide collaborations were held this year for all teachers to analyze benchmark data and performance. Teachers returned to the site for re-teaching as needed.

Engagement methods for English classes include multi-modal presentations that indicate the extent to which students have mastered the learning objectives, productive group work, and meaningful dialogue about academics. Currently, English teachers need more time to collaborate, develop common formative assessments and rubrics, and align curriculum more closely to student needs.

In 2010, teachers selected and adopted Holt as participants in a district-wide committee that included representation from all three comprehensive high schools. Two ancillary materials were selected: The *Holt Interactive Reader* is used to practice annotation of text for college reading. The *Interactive Writer and Speaker* takes students through the writing process and scaffolds the writing genres.

Most teachers were trained in collaborative scoring of essays through the Central Coast Writing Project. Teachers continue to work together to refine Benchmark Writing Prompts. For sophomores, the spring writing uses a practice CAHSEE prompt; and for juniors, a mock CSU Early Placement Test (EPT) prompt. Teachers took two pullout days last year for collaborative scoring of benchmark writing tests. The calibration process includes a selection of anchor papers using a CAHSEE rubric. Teachers also chart common errors and areas for future instruction. Core and supplementary novels and plays include classic and contemporary texts with differentiated reading opportunities in literature circles and other extended reading activities.

**ELD PROGRAM****Transitional English**

Transitional English follows the California Content Standards for 9<sup>th</sup> grade ELA. Students are placed in Transitional English using multiple data points. Transitional English is a two-period core-class, as opposed to the one-period core that mainstream students receive. Transitional English presents the core in a scaffolded manner following strategic pacing, while using sentence frames, partnering, and Holt resource materials for re-teaching. In addition to following the pacing for 9<sup>th</sup> grade Holt, transitional students use English 3D materials. English 3D is a curriculum created by Dr. Kate Kinsella for struggling long-term English Learners. English 3D explicitly teaches writing and discussion through a variety of routines (Academic Discussion, Words to Go, Section Shrink, 10-Minute Paper, etc.). The text focuses on relevant

topics of interest (video games, cyber bullying, graffiti, animal research, etc.). Dr. Kinsella and her associates train and coach MPUSD teachers in this new curriculum. Transitional English teachers need time to meet district wide to discuss pacing, best practices, develop common formative assessments, rubrics and align curriculum to student needs. It is also essential that Transitional teachers, district wide, meet to share resources in an effort to align English 3D routines with Holt. District-wide collaboration would make the transition between the two curricula smoother and more streamlined for students.

### **ELD Support**

After completing Transitional English, English Learners go on to mainstream English and take an ELD 4 support class if they are unable to re-designate (students must meet minimum district requirements to RFEP). ELD 4 also uses English 3D materials. Intensive English supports the California State Standards for 9-12 English Language Arts with an emphasis on the essential standards. This course differentiates instruction for English Learners by teaching the ELA standards that correlate with the ELD standards at the beginning proficiency level. Instruction supports students in accessing the English Language Arts standards at their grade level. This course utilizes the ELD standards as an on-ramp to the ELA standards, with the achievement of the ELA standards as the ultimate objective. Students are placed in Intensive English using multiple data points. *Edge* is a replacement curriculum and is a two period class as opposed to the one period core the mainstream students receive. This course provides for acceleration for English Learners who have ELD support. There are three levels of the Intensive English replacement program. Once students are language ready, they move into the Transitional English class and then into their grade-level English course.

### **Language Support**

*Edge* materials build on interest, skills, prior knowledge, and students' cultural experiences while improving students' skills in listening, speaking, reading, and writing in English, with an emphasis on academic vocabulary. Intensive English teachers require more time to meet together across the district to discuss pacing and best practices and to develop common formative assessments and rubrics, and to align curriculum to student needs. Intensive classes are comprised of English Learner students with beginning, early intermediate, and intermediate levels on the CELDT. Teachers need additional coaching to meet these very different needs, but with only one ELD coach, shared with other schools, teachers do not have great enough access to targeted coaching in support of Monterey's English Learners. Professional development supporting differentiating instruction is essential. Monterey High School's ELD teachers were given release time this year to observe and collaborate with their district colleagues. Additional peer observations are planned for Spring 2012.

## **MATHEMATICS**

### **Math Courses**

Math courses align with the California Content Standards. MHS offers the following courses: Algebra 1, Geometry, Algebra II, Math Analysis, AP Statistics (2012), Calculus A/B, Calculus B/C (2012). All Algebra and Geometry courses are offered in double blocks to accommodate students who have not reached proficiency in their prior math experience and require a class that meets daily. Algebra 1, Geometry, Algebra II, and Math Analysis have focus standards and pacing guides that ensure emphasis on those standards. Most courses follow the general curriculum; however, in the single Algebra II class, the current pacing guides need additional alignment. Individual teachers review classwork, “exit tickets,” homework, formative and summative assessments. The results are used to plan re-teaching concepts, interventions, and instructional guidance. Math teachers require additional meeting time to discuss student work in their PLCs.

### **Math Instructional and Planning Strategies**

Teachers use a variety of strategies to engage students, including pair work, small group work, and work on individual whiteboards. Within the MAOS Academy, there is regular collaborative work between math and science. There are also some informal references to the use of math in other subject areas; but at this time in general, there are no significant interdisciplinary arrangements between math and other departments.

Beginning in 2010, MHS went to a block schedule with four 90-minute periods per day following an A/B model – eight periods over two days. The primary rationale was to accommodate struggling students and provide additional course offerings. Under this schedule, Algebra I is scheduled every day for 90 minutes. The purpose of the block Algebra is to give students more time to learn concepts and to be able to offer review of pre-algebra skills that many students lack. Also beginning in 2010, Informal Geometry was discontinued because it does not meet the UC/CSU a-g requirements. Instead, Block Geometry sections were offered to students who struggle with math. Again, the purpose is to give students more time to learn the standards. Students are placed into block or non-block geometry based on Algebra 1 grades, CST scores, and teacher recommendation. During 2010-2011, Algebra II was offered as a non-block course that met every other day. Additionally, enrollment in Algebra II was increased in order to have more students completing the a-g requirements. The fast pace and A/B schedule proved difficult for a significant percentage of the students, especially struggling students. Therefore, beginning this year, MHS offers three sections of Block Algebra II in addition to seven sections of non-Block Algebra II. After a year of planning, MAOS math teachers are piloting an integrated block Geometry/Algebra II class, preparing accelerated

students for dual CSTs in 2012. The pilot will provide data for determining whether team teaching integrated math will be expanded in the master schedule.

## **SOCIAL SCIENCES**

### **Social Science Courses**

The Social Science Department at Monterey High offers required courses for each of the grade levels. Geography and health are semester-long classes taken in the freshman year. Sophomores have an option of taking either a college preparatory world history class or a newly offered Advanced Placement world history classes. AP world history had four sections filled in its pilot year. U.S. history or AP U.S. history is offered to juniors, while seniors can choose either a semester of civics and economics, or AP government and politics/economics. AP human geography and AP psychology will be offered in 2012-2013. Monterey High School offers two additional classes as electives, psychology and sociology. Students may elect to study one or both of the classes. The standards for these two classes are based on both the American Psychological and Sociological standards for high school classes. The Social Science Department meets district-wide with their colleagues several times a year to review standards and review pacing guides.

### **Social Science Instructional Strategies**

Monterey High School teachers use a variety of teaching strategies and methods to present curriculum and assess student work. Objectives are written and displayed on the board for students to review prior to class beginning and to check on their success in mastering the material. Methods vary by teacher, but they generally include the use of the textbook, study guides, class projects, class discussions, films and video clips, subject reviews, and formative and summative assessments. Teachers encourage students to demonstrate higher order thinking skills and have been trained in the use of Bloom's Taxonomy vocabulary. Technology is incorporated in courses to present information and allow the students to create projects. Students are given frequent opportunities to work collaboratively. Students are encouraged to develop an awareness of differing points of view, belief systems, and cultures.

## **SCIENCE**

### **Science Courses**

The goal of science curriculum is to help all students apply concepts through meaningful experiments, projects, and class discussions. Science teachers focus on helping students learn to gather data, solve problems and draft writing about their work in lab reports. Science courses currently offered at Monterey

High School includes Oceanography, Biology, AP Biology, Chemistry, Marine Biology, Physics, and AP Environmental Science. In 2012-2013 Honors Physics will be added to the course offerings.

### **Science Instructional Strategies**

Teachers work collaboratively across the district to adopt focus standards, pacing guides, and benchmark assessments for Biology, Chemistry, and Physics in an effort to explore different ways of helping students' progress. All courses use the California Science Content Standards. Science teachers engage students using a cooperative-learning model for labs. Lessons are structured using the gradual release of responsibility method, i.e. the "I do, You do, We do" model.

## **WORLD LANGUAGE**

### **World Language Courses**

The World Language Department offers Spanish I, II, III, IV, and AP Spanish Language, which prepares students to compete on the national exam offered by the College Board. In 2010-2011, Italian was reinstated with two beginning levels, I and II. In 2011-2012, Italian III and IV were added and French I and II. Both French III and AP Spanish literature are offered for the 2012-2013 school-year. Spanish teachers use a screening assessment for students challenging a level of language or who are native Spanish speakers to ensure proper placement.

### **World Language Instructional Strategies**

The goal of world language instruction is to help students apply new language skills through meaningful interaction, writing, discussion, cultural experiences, and projects. Language teachers focus on helping students learn to communicate in the target language not only through oral interaction but through reading and writing, as well.

## **PHYSICAL EDUCATION**

### **Physical Education Courses**

Physical Education courses are broken into two sections. Physical Education I is offered to freshmen and II, to sophomores. The sections are taught separately, not combined as in past years. . In keeping with the Framework outline, an upper class Physical Education III elective class, Weight Training, is offered and Personal Fitness and Introduction to Yoga will be offered in 2012-2013. Although Physical Education teachers use the California Content Standards, the district and/or department has not generated focus

standards or pacing guides and has not begun unpacking the standards. It is important to begin unpacking the standards in order to provide students with a comprehensive and balanced physical education program that extends beyond that which takes place on a field or in a gymnasium court.

### **Fitness Gram**

Currently, the Physical Education Department is implementing the annual Fitness Gram. Teachers have been issued iPads to ensure result bookkeeping is immediate and accurate. The Monterey Peninsula Unified School District's IT Department ordered 3G iPads with wireless capabilities to access the Illuminate information system and the Fitness Test website. Students are graded on their engagement in cardiovascular activity, flexibility, and strength work. The Physical Education and NJROTC teachers across the district have met twice this year to dialogue in regards to the new Fitness Gram Requirements. For the first time, all freshman will take the Fitness Gram three times. Activities are adjusted to encourage students to reach their varying physical levels.

### **Standards**

Physical Education teachers require training to enable them to unpack State Standards. Only one of the three Physical Education teachers attended the 2010-2011 CAPHED Convention for training in unpacking standards and best practices. The Department will be given the opportunity to attend the 2011-2012 convention. Currently, activities are centered around field and inside court sports and are deficient in other areas. The academic classroom component of the Physical Education standards will be addressed after teachers have been provided with appropriate standards training.

## **FINE AND PERFORMING ARTS**

### **College Preparatory, Standards-Based Courses**

Monterey High offers intermediate and advanced courses in Photography, Drawing and Painting, Orchestra, Band, Choir, Ceramics and Theater as well as AP Art Studio and AP Music Theory, which meet the UC a-g requirement. All courses use the California State Content Standards from the California VAPA State Framework. The Dance Program was reintroduced in 2011 with Dance I, Dance II, and Advanced Dance was added this year with Professional Dancer Trainer being offered in 2012-2013. The once long-standing program (1969-1994) is making a strong comeback. The courses currently await approval for meeting the a-g requirements in the Fine Arts category. The dance program contains a strong historical, cultural, technical, and creative focus and produces a Spring Dance Concert scheduled for April 20 and 21, 2012. MPUSD's VAPA teachers are working together to agree on mastery standards for each discipline.

**Experiences Beyond the Classroom**

MPUSD music teachers have traditionally met together as a district as well as in the professional organizations. This year, however, MPUSD has offered opportunities for all of the Visual and Performing Arts teachers- elementary, middle, and high school-to meet together and work on common strategies, focus, and assessment. MPUSD sent nine VAPA teachers to the California Arts Project Intensive five years ago and over the last two summers seven VAP teachers (including four from Monterey High) participated in AP seminars. In addition, most of the Monterey High VAPA teachers attend State Conferences and workshops on their own and occasionally with school support. We also have close working relationships with several community arts organizations. The Drama Department follows the California Content Standards for Drama and produces several Main Stage performances per year. Drama classes provide students opportunities to interact and work with entertainment industry professionals from theater, film, and television. The Monterey High School drama program has expanded over the past year, currently offering Drama I, Drama II, and Professional Acting Training courses with an afterschool, articulated course that focuses on production, titled Stage and Studio. The advanced classes provide the pathway geared towards students who wish to pursue the arts professionally and opportunities to present theatrical productions to the community via pilot touring program of an improvisational acting troupe and a production troupe that present shows in at other schools throughout the district and other local districts. KMST, a local television station, is currently filming these productions for regional television airing. Interdisciplinary collaboration with photography, dance, art, and music on all theatrical productions and projects is encouraged. The school sends Drama instructors to professional development conferences such as CETA. Students are always active and participating in the lessons. This program demonstrates a tremendous amount of parental involvement and support in the form of fundraising and participation in the productions. Currently, grants are being pursued and plans are in development to create a larger professional performing arts theater. The goal is to bring greater community to the campus to enjoy and support the Monterey High Performing Arts and its productions.

**SPECIAL EDUCATION****Overview**

Specialized programs/pathways have been established at Monterey High School to support secondary level students in obtaining District graduation requirements (Excellence: A Commitment to Every Learner [ExCEL], Applied Academics Academy [AAA], Certificate of Completion Diploma, and Certificate of Achievement Track.

**ExCEL (Excellence: A Commitment to Every Learner)**

Through the ExCEL Project, special education, 504, English Learner, and Title 1 students at the Monterey High School are supported in the general education environment by a variety of service providers including teachers, paraprofessionals, peer tutors, and community volunteers. Special Education students are enrolled in tutorial support classes taught by special education teachers.

The Tutorial Support program exists within the ExCEL and Key program as the required support period for students' with IEP'S. Generally, these students have most or all of their other classes in the regular education setting. However, not all students in Tutorial Support are on IEP's; students with 504's, students with a need for additional support and those enrolled by parental request have joined the program. Thus, the program has become an effective and integral part of our RTI (Response to Instruction) initiative at Monterey High School. The program is structured to encourage students to become independent life-long learners. There is a tracking component of the system and an accountability component. In the classroom, the students' latest progress grades are displayed under ID number. A student who has C's and/or above receives a graduation rosette under their ID number. In addition, the clusters of students are recorded under teacher and subject headings. The students are required to use their planners and/or another organizational system to record assignments. They also have a binder in the tutorial support room in which they maintain a log of their work completed during the class. Other paperwork in the binder includes a calendar of the school year, their transcript, progress reports, an analysis of their strengths and weaknesses, goals for the academic year and a monthly calendar. This calendar is used to record information from their teachers. Tutorial support staff receives said information via 'phone, email or word of mouth. The purpose of this paperwork is to encourage organization skills, self-reflection and independence. Students are able to use a tutorial support class as an alternative environment for test taking. The student must have permission from the appropriate teacher and the integrity of the test is guaranteed. The process by which the testing materials change hands is decided on a case-by-case basis. Most of the students with IEP'S take classes in regular education where their case carriers track them to make sure the students are being successful and that their needs are being met. Aides also work with staff and students in a 'push-in model' to provide additional support in the mainstream classes.

**Triple A – AAA Pathway (Applied Academics Academy)**

The courses of study in the "Triple A" pathway are designed for Special Education students who can be successfully employed citizens upon completion of their high school education but who may be unable to

complete all of the requirements for a standard high school diploma and pass the California High School Exit Exam (CAHSEE). Students must complete the required credits to earn a Certificate of Educational Achievement. The AAA program offers a self-contained environment to educate those students who need more individualized support. Typically, the AAA students are taught using textbooks that are more suited to their needs. The essential state standards are covered and the material is presented in a variety of learning modalities.

Applied academics is an approach to learning and teaching that focuses on how academic subjects are applied to the real world. Academic subjects include subjects like communications, mathematics, science, and basic literacy. Students connect their acquired knowledge with the world they experience and with what interests them. The basic principle behind this approach of study is that when academic content is made more relevant, participatory, and concrete, students learn better. Students can retain knowledge more and apply learning in their lives. Students completing this course of study will a) earn School Employment (STEPs) course certificate of competency b) exit high school with an employment portfolio c) participate in graduation activities, d) receive a certificate of Educational Achievement, and e) remain eligible to receive special services until age twenty-two. Students graduating from the AAA Program will have the necessary skills and opportunity to work toward Post-Secondary options (18-22 years), which include Transitions Academy, Community College, and Vocational Institute and Employment.

### **Life Skills Program**

The development of a life skills program is based on the need, perceived by staff and parents, to provide more intensive, concentrated, and differently focused services and programs for students with moderate to severe intellectual disabilities, dual sensory impairment, and/or multiple handicaps. The development of this program does not supplant the District's inclusionary philosophy. Students will continue to be included in regular education classrooms and programs to the maximum extent appropriate, as determined on an individual basis for each student, by each student's team. The purpose of the program is to ensure that we are teaching the skills necessary for students with significant disabilities to be truly included, truly participatory, and as independent as possible in both the school community and the community at large.

*B-2: To what extent do all students have access to the school's entire program and the assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?*

## ACCESS AND GUIDANCE

### Background

Students have access to Monterey High School's entire program. To MHS staff, *access* means much more than just open enrollment or a function of scheduling. *Access* means that students are given the support necessary to develop skills needed to meet the requirements of the standards-based instructional program successfully. To that end, in an effort to meet the needs of all students, Monterey High School has developed academy programs and career pathways to successfully connect students to their teachers, their academic programs, and plans for career and college readiness using smaller, more intimate environments.

## LEARNING PLANS

### Summary

Monterey High School academies provide opportunities for meaningful participation, encouraging students to take responsibility for learning. To learn responsibility, students engage as partners with their counselors to write Individual Learning Plans (ILPs) and set goals based on what was difficult for them in earlier grades and what they would like to accomplish in high school. Counselors help students set goals initially at the start of their freshman year. These goals and individual learning plans follow each student through their senior year. Counselors, students, and families work in tandem to ensure that students continue on a graduation and a –g pathway while at Monterey High School. Currently there are approximately seven hundred students enrolled in one of the four academies.

## ACADEMIES

### Art Careers Academy (ACA)

The Art Careers Academy at Monterey High is a California Partnership Academy. Students are scheduled in courses meeting a – g requirements and technical classes focused on the visual and performing arts. The faculty team works together in planning activities, supervising, and preparing to meet the needs of the students. The current core team is made up of six faculty members in the English, social studies, and science disciplines with classes designated specifically for Art Careers Academy students. The ACA sections of

these classes emphasize the arts while maintaining the California Content Standards. When possible, integrated or teamed projects are included in the curriculum. Scheduling difficulties sometimes occur, which prevent the designated classes from being purely for academy students. Students must also be enrolled in a visual or performing arts class. Students eligible for advanced placement classes are encouraged to enroll in them. The senior capstone project is researched, proposed, and completed in the portfolio class. The Monterey community partners are necessary providers of speakers, mentors, shadows, internships, and project support. Currently there are 149 students enrolled in the ACA.

### **The Freshman Academy (TFA)**

The Freshman Academy (TFA) was implemented in 2011-2012. TFA provides students with the tools to explore college and career pathway options that enable them to make informed decisions for high school and their future. Through its core class, 21<sup>st</sup> Century Seminar, students focus on areas of rigorous academic preparation incorporating a technology core. The course is technology based and focuses on Cornell note-taking, organizational, reading and writing strategy skills, and research methods. Students are supported also through an upper classman mentoring program, and a team of dedicated teachers, as they transition from middle school to high school in the integration, research skills, and both community and global awareness.

### **Global Rights Administration& Business Academy (GRAB)**

GRAB is Monterey High School's newest academy being offered in the 2012-2013 school year. Interested students will explore ethical and thoughtful approaches to legal investigations and Homeland Security, or finance and business practices with an international focus. Teachers will challenge students' consciousness, preparing them to enter fields in security and law or business and finance, or enter higher educational programs with a shift of thought from isolationism to international considerations and cultural awareness. GRAB community partners include the Defense Language Institute, Monterey Institute of International Studies, and the Monterey Police Department.

### **Monterey Academy of Oceanographic Studies (MAOS)**

The Monterey Academy of Oceanographic Studies, a specialty high school academy of students who are interested in Monterey Bay's unique marine habitat. MAOS attracts 9<sup>th</sup>-12th grade students from within MPUSD and outside the district who are drawn to the Monterey Bay's unique marine habitat. Students take part in rigorous interdisciplinary courses that challenges their thinking. They explore the relationships among these courses in their daily lives and futures. College preparatory curriculum is supplemented with several guest speakers and field trips and culminates with internships. Students

engage in hands-on science labs, attend field trips, and come in frequent contact with oceanographic experts as part of their senior internships. Students can enter the work force immediately after graduation or continue to college. Currently 247 students are enrolled in the MAOS academy. Since its inception in 1997, 538 out of approximately 600 MAOS students were accepted to and attended four-year universities.

### **Sports and Recreation Careers Academy (SPARC)**

SPARC, a California Partnership Academy, offers 10<sup>th</sup>-12<sup>th</sup> grade students interested in careers with sports progressions and health-related fields. College preparatory curriculum is combined with a sports focus in order to make school relevant, interesting, and engaging. Curriculum is enhanced and complemented by a series of guest speakers, field trips, volunteer opportunities, and internship programs. SPARC Academy combines business and education with a focus on sports medicine and an emphasis on critical thinking, listening, speaking, reading and writing. Students learn the root of sports medicine as well as the history of sports in America. Non -fiction reading selections help students explore the American dream in terms of sports careers. Students take a Sports Medicine class and participate in a portfolio class to highlight their internships. This academy provides students coursework and encourages students to build community alliances with business and community members, so they can achieve their academic and professional goals. Students assist MHS athletic or community sports teams and volunteer to assist in local recreational events for twenty hours a year. Many students intern as juniors and seniors for an additional 60 hours. Currently there are 104 students enrolled in the SPARC academy. In 2010-2011 there were 30 seniors in SPARC. Twenty-nine (29) of these seniors are now attending college. Eleven (seniors are attending a 4-year public university. Fifteen are attending junior college, two are attending military universities, and one is attending a private university.

## **CAREER TECHNICAL EDUCATION (CTE)**

### **Background**

Monterey High School students participate annually in MHS' Elective Fair, which gives them the opportunity to learn about the specific programs of study. With guidance from their parents, teachers, and counselors, all MHS students learn about the various programs of study available to them within the academy and career pathway structure. For example, students interested in science careers may select the Monterey Academy of Oceanographic Science Academy (MAOS), to study courses in science, technology, engineering, and math to learn how these disciplines are applied in the Marine Biology, Environmental, and Oceanographic Science industries. Another option for students to study science, and its application in the

real world setting, is available through the Sports Professions and Recreational Career Academy (SPARC). Students in the SPARC academy study anatomy, physiology, and health sciences as they are applied in Sports and Recreational Careers industry. These programs of study offer an engaging, real world experience for MHS students and bring relevance to what they are learning in the classroom. Team of dedicated teachers, parents, and counselors review students' academic progress and apply supports to their educational program as needed. For example, tutoring sessions, as well as counseling are available to all students to help them remain on track with their studies and engaged in learning.

Students are further supported in their college and career goals by the College and Career Planning Specialist, who plans workshops and activities to support students' the knowledge and skills necessary for college and career readiness. Examples of workshops and activities include: How to Apply for Financial Aid and Financial Literacy. The College Application Process, college visitations and guest speaker events are also offered year-round. Students also have the opportunity to explore the world of work through a myriad of work based learning events. Guest speakers, field trips, job shadowing, internships and community service projects are all available to Monterey High students. Students also have their choice of a variety of clubs on campus that offer enrichment activities in their areas of interest such as the Auto Club which provides students the opportunity to participate in events sponsored by the local Transportation/Automotive industry. Students are able to participate in competitions and leadership activities that develop their knowledge and skills and immerse them in learning about all aspects of the industry they are studying. Monterey High School has developed strong advisory committees and business and educational partnerships within the local community to be able to offer these opportunities for all students.

Monterey High School's CTE courses are taught by highly qualified teachers, who are credentialed and experienced and have connections to local industries. The career pathways are developed and supported by advisory committees of both high school and higher education educators joined by industry specialists. For example, the Automotive Technology pathway has an Advisory Committee composed of professionals from Laguna Seca Raceway. Several courses are articulated with Monterey Peninsula, Hartnell, or Cabrillo community colleges and are embedded in Monterey High School's growing career pathway choices. Because Monterey High School students are encouraged to consider academies and career pathways as viable educational options, counselors provide information needed for students to make well-informed choices. Monterey High School freshman participate with their counselor in the Choices Program that assists them in screening their academic and career interests. Additionally, upper classmen can participate in

an exploration of their career strengths through the administration of the Armed Services Vocational Aptitude Battery (ASVAB) offered annually, facilitated by the school's NJROTC program lead teacher. Once the student chooses an academy and/or career pathway, an educational plan is prepared.

### **CTE Partners and Advisories**

Monterey High School's local and regional partners – Monterey Peninsula College (MPC), Hartnell Community College, the Defense Language Institute (DLI), the Monterey Institute of International Studies (MIS), the Naval Post Graduate School, and California State University at Monterey Bay (CSUMB) - together with local businesses partners and the Monterey Bay Aquarium, collaborate with MHS core content and Regional Occupation Program (ROP) teachers in providing a seamless program of compatible high school and college classes, service learning, and internship opportunities for all students.

MHS' established advisories are serving as the model for those under development in the district. Monterey High School's continued goal is developing additional advisories with a focus on the following:

- Interaction, cooperation, and collaboration between MHS staff and college educators
- Joint planning, driven by both MHS and college faculty, focused on integrated curriculum from high school to college, leading all students to employable skills
- Coordinated class sequencing
- Engagement of business partners, not only in an advisory capacity, but also as critical partners in developing employability skills for all students
- Sharing or leveraging resources, including faculty, facilities, and funds and working together to grants that advance the mission of the partnership

As a result of these established and developing partnerships, Monterey High School expects and is monitoring the following key student outcomes:

- Connecting high school and college to support student success
- Curriculum alignment across educational sectors and stated career requirements
- Core academic and career technical curriculum aligned with college curriculum to provide a seamless transition in to college courses
- Courses that prepare all students for and connect to post-secondary course work, as well as the job market

- Articulation agreements resulting in dual credit whenever a course is equivalent to college course and documented with “credit by exam.” (Students develop a college transcript concurrently with their high school transcript.)
- Including business partners as vital members of MHS’ Academy and Career Academy/Career Pathway Advisories.

The Monterey High School Career Pathway Plan has been reviewed with students and their parents. The Plan is posted on the school’s website. Included in the Career Pathway plan for 2012-2013 are nine newly introduced classes that add to the sixteen already offered.

*B3: To what extent do all students have access to the school's entire program and the assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?*

*Variety*

## **GRADUATION REQUIREMENT COMPLETION**

### **Overview**

Monterey High School offers a variety of programs to assist all students in reaching the requirements of graduation by providing a variety of academic and personal services. There are three counselors on campus who monitor the progress of each student. These counselors continuously check grades and GPAs, completing credit reviews and requirement audits, and monitoring attendance. Formal audits are conducted eight (8) times each year for both juniors and seniors with students, staff, parents/guardians to support them in their goals to graduate, attend institutions of higher learning, or enter the work force. Counselors maintain contact with students, teachers, and parents to ensure that all students are receiving the help they need in order to succeed. Illuminate's Parent Portal is an additional tool that eases communication between all relevant groups. The counselors and assistant principals also meet weekly to implement strategies to help struggling students. In addition, Monterey High has a variety of programs that are used to identify at-risk students who may need extra help to meet their academic goals. These programs include the previously discussed SST, IEP, and 504 programs. In addition, the district offers independent study courses through Central Coach High School, allowing students to stay on schedule for graduation. To inform and assist parents of these struggling students, the counseling department offers Parent Resource Nights. On these nights, the entire school community is invited to attend, but an emphasis is placed on parents of students who have been identified as at-risk. These nights include breakout sessions on study skills, online safety, time management, drug and alcohol use, and motivation.

All students are encouraged to consider post-secondary school admission and professional career options. Administrators, counselors, and teachers collaborate regularly around students who are deemed at-risk of not graduating and determine appropriate interventions to ensure that all students pass the California High School Exit Exam (CAHSEE) and are on track for graduation. Sophomore students scoring below basic and far below basic in the CSTs are strategically placed in an additional period of English and/or Mathematics with curriculum that supports CAHSEE passage. Juniors and seniors, who have not passed one or more of the CAHSEE, are provided with Saturday Boot Camp intervention classes weeks before each test administration. The curriculum at the CAHSEE Boot Camps is individual and targeted. English Learners

struggle the most with passing the CAHSEE; while they may meet all remaining requirements for graduation, the CAHSEE remains their greatest obstacle.

Tutoring is available daily at Monterey High School with certificated teachers in math and college students in other curricular areas. Students also have tutorial services through the Monterey Public Library, located just two blocks from campus. Struggling students can makeup credits from classes failed in several ways:

- Repeat the course at Monterey High School
- Repeat the course or an approved substitution at any of the post-secondary school
- Repeat course in the APEX credit recovery class at Monterey High School after school
- Repeat the course in the APEX credit recovery class at Monterey High School during school as a part of the regular block schedule

## **Evidence**

- Incoming Freshman Link Crew Program
- School Loop
- District Homework Policy
- Tutoring programs
- Individual teacher web pages
- Advanced Placement data
- Academic nights
  - Advanced Placement Information Night
  - Grade level parent nights
- Special Education (see rooms 35B, 93, 71, 96, 97)
- SST Program
- College and Career Center
- 2011 School Climate Survey
- PLC Subject-level teams
- Collaboration logs
- Professional development samples
- Data on Masters degrees
- Master Schedule

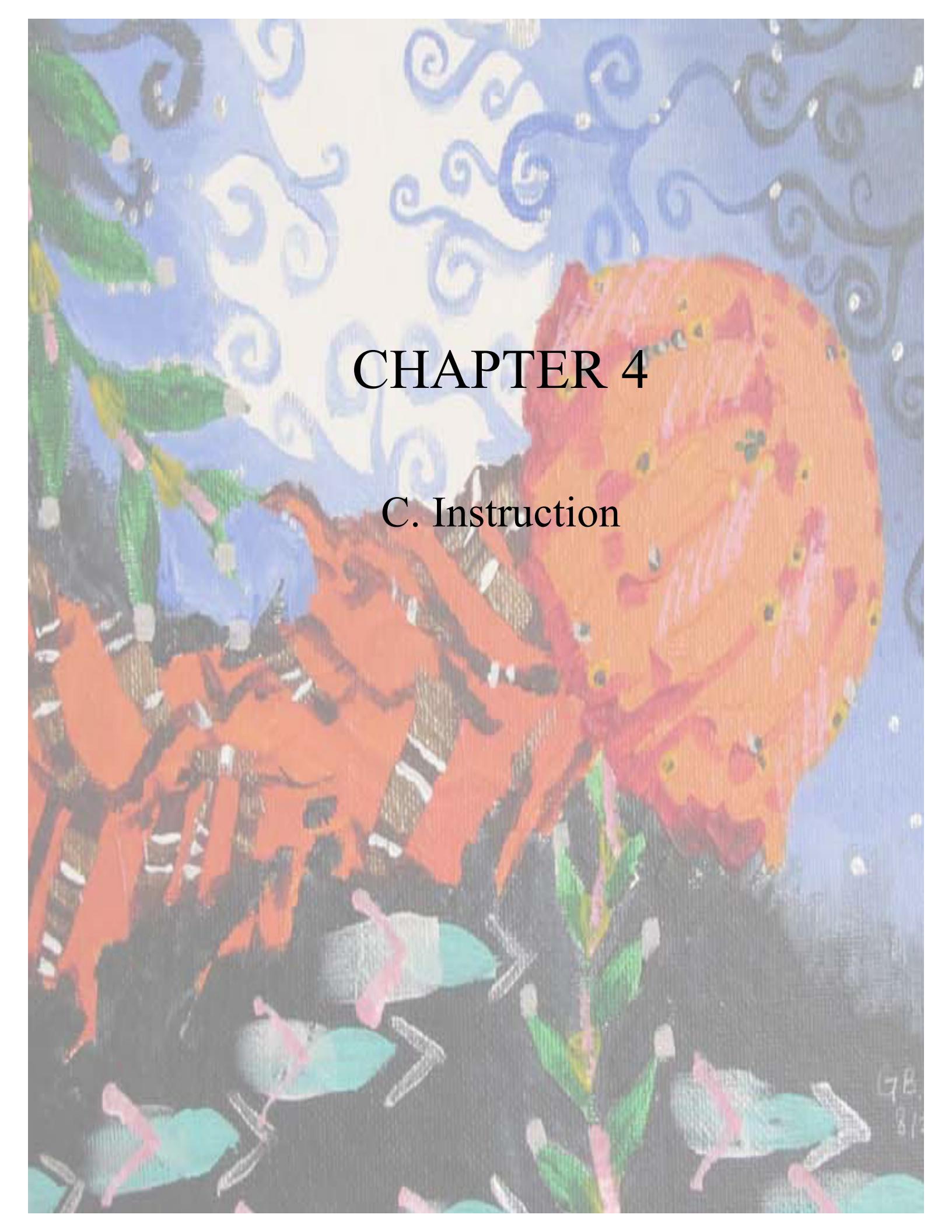
- Student work (See classroom Evidence Boxes)
- 2011 School Climate Survey
- API, CST, CAHSEE data
- SAT and ACT data
- CAHSEE Mock Exam and results
- CAHSEE Boot Camp testing workshops and classes
- 504/IEP programs
- Central Coach Independent Study Contract Concurrent Program
- D/F statistics
- Parent communication via e-mail (School Loop and teacher web pages)
- Daily Bulletins
- Individual Staff Syllabi

### **Areas of Strength**

- Variety of courses
- College and Career Center
- Alternative Education programs and CAHSEE Preparation Program to ensure graduation
- Academic tutoring
- Rigorous curriculum aligned to standards
- Expansion of the Advanced Placement course offerings
- Open access for all students desirous of being challenged in Advanced Placement courses
- Career-themed Academies
- Career Pathway development
- Support systems for helping all students access rigorous curriculum

### **Areas for Improvement**

- Scheduled time to support the development of cross-curricular units
- Better communication between teaching staff and counselors about students who are in jeopardy of not graduating
- Better communication between teaching staff and parents/guardian about student progress
- Consistent progress monitoring students in jeopardy of not graduating
- Expansion of Monterey High School Credit Recovery/Online Learning Lab program
- Principal's Newsletter



# CHAPTER 4

## C. Instruction

*C-1: To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results?*

## INSTRUCTION

### Overview

Monterey High School has recently begun to reorient all instruction around the Five Essential Practices: rigor in following standards-based instruction, student engagement, gradual release of information through appropriate phases of instruction, checking for understanding, and clearly stated learning and language objectives. The goal is to ensure that teachers use the Five Essential Practices as the foundational principles of all instruction at Monterey High.

The Five Essential Practices are the focus of teacher observations and administrative classroom walkthroughs, as well as both pre and post-observation meetings with teachers. The administrative team conducts regular observations as well as the follow-up instructional conversations with each teacher who has been observed. Teachers are observed for an entire 90-minute class period and during post-observations meetings authentic feedback on the Five Essential Practices is given and strategies discussed.

The Five Essential Practices have also been the focus of professional staff development through district and site trainings. Teachers have begun to implement a common lesson plan format around four key questions related to the Five Essential Practices:

- What do we want our students to know?
- How will we know if they know it?
- What do we do if they don't know it?
- What do we do when they know it?

The overarching focus and goal of the Five Essential Practices are contained within the school's ESLRs. Lessons are conveyed to students with the ESLRs in mind, ensuring that students leaving Monterey High School are academically prepared, skilled in collaborative teamwork, have experiences that promote skills to become independent and self-directed learners, and lessons that provide opportunities for students to be engaged participants in their own education. In practicing the gradual release of responsibility phases of instruction, teachers provide direct instruction, guided instruction, a significant focus on collaborative learning, and then independent practice. Teachers are working towards meeting the goals and intent of the ESLRs they established within their daily practices.

Another step taken at Monterey High is to have all teachers post clearly stated objectives in every classroom for every lesson. This goal was a primary focus of walkthroughs last year and has become part of the teaching culture. Because they are posted and referenced, most students are aware of a meaningful plan for the day's lesson and how it aligns to the State Content Standards. Teachers are now being asked to establish language objectives for students with limited language access. Site trainings are in the planning stages to achieve that goal for Spring 2012 implementation. As teachers develop their PLCs around common course outcomes, they will be able to support each other in developing clearly stated learning and language objectives as a component of their common lesson planning and articulation efforts.

Two central areas to improving instruction have been a renewed focus on differentiating instruction and supporting new teachers. Differentiating instruction has been one of the topics of professional development and conversations with staff during collaborations within their PLCs. Teachers are beginning to practice collaborating on issues of how to reach all students within heterogeneous classrooms and sharing strategies used to differentiate when students have not reached mastery. Monterey High School has redoubled efforts to support new teachers. New teachers have both formal and informal support mechanisms. They attend BTSA classes and are guided by both an academic coach and an experienced teacher mentor. The master schedule allows some teachers within the same department to have a common preparation period, and teacher can use this time to support new teachers on staff. Since we have a shared vision of what curriculum and instruction should look like, we are beginning to work together towards meeting these common goals.

### **Creating Self-Directed Learners**

#### **After School Academy (ASA)**

Monterey High offers several support programs. After School Academy (ASA) assists students by providing a support system for students through its tutoring program, APEX online classes, and before, lunchtime, and after-school support. CHASEE Boot Camps provide students with the extra support they need in order to pass the exam required for graduation. In March, both CST and AP Boot Camps will also be available.

#### **AVID**

AVID offers at-risk students that have demonstrated the potential to attend a four-year college the necessary skills to be successful in their academic careers. AVID students are offered supports skills, which include Cornell note taking, study skills, and organizational techniques that compliment a variety of learning styles. AVID teachers are a vital support link to all academic programs and assist students and teachers during the instructional day.

**Career Technical Education (CTE)**

Career Technical Education (CTE) courses help students learn to use 21<sup>st</sup> century technology and critical thinking skills in areas such as Automotive Technology, Bio Technology, Robotics Engineering Technology, AP Environmental Science, Athletic Training, and Health Careers. Beginning in the 2012-2013, students will be able to choose from nine additional CTE classes in business, law, and technology totaling the number of CTE classes to twenty-five. All twenty-five classes are aligned to a specific career pathway both within and outside the academy structure.

**21<sup>st</sup> Century Seminar**

The 21<sup>st</sup> Century Seminar prepares freshman for the rigor of pathway and academy, standards-based curriculum. Through a focus on technology, reading and writing strategies, and research methods, students prepare for the capstone iSearch assignment. The Seminar offers freshmen strategies that include Cornell note-taking, organizational, and time-management skills. In addition to study skills, students are encouraged to become responsible and self-directed learners. The Seminar class provides students with an overview of academies and career pathways, enabling them to make informed decisions.

**Advanced Placement**

Monterey High School's Advanced Placement program has been expanded to include students, who in prior years might not have been afforded the opportunity of AP selection. If a student is willing engage at a high level of rigor by taking courses with a college curriculum, the expectation is the skills they learn will then be used in other academic classes. Students learn the art of analytical writing through document-based, free response, and continuity and change over time essays. Students are taught to interpret the questions not merely answer them.

**MAOS**

MAOS attracts 9<sup>th</sup> through 12<sup>th</sup> grade students drawn to the Monterey Bay's unique marine habitat. Students take part in rigorous interdisciplinary courses that challenge their thinking. Students explore the relationships among these courses in their daily lives and futures. The MAOS program has introduced a team taught math course entitled Amplify, which combines Geometry and Algebra II. Amplify prepares students for AP Calculus A/B in their junior year. MAOS has also created elective classes - Bio Technology, Ecology of the Monterey Bay, and Field Studies. These classes expose students to a hands-on approach to oceanographic science in the local ecology of the area, which gives purpose and meaning to their studies.

**Navy Junior Officer Training Corp (NJROTC)**

NJROTC is an outstanding alternative to taking a physical education class. Students are supported in all their academic classes by the dedicated staff. Discipline, self-respect, and accountability are mainstays of this program as students prepare for a possible future in the military, while becoming school leaders as well.

**Visual & Performing Arts**

Monterey High School promotes higher level learning skills in its creative programs in both the visual and performing arts. The Art Academy focuses on visual arts such as painting, photography, drawing, and film. Prominently located on building around campus are student-painted murals. Students are engaged daily in photography and filming their next video. Monterey High's Performing Arts Program course offerings are quite extensive with a variety of opportunities in drama, instrumental music, and choral music. Monterey High School's drama and music teachers and students have produced and directed several outstanding plays, orchestral and choral recitals. Monterey's new dance program has exceeded expectations and will perform in their first dance showcase on the Harmon Gym stage in the Spring.

*C-2: To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?*

## STRATEGIES AND RESOURCES FOR STUDENT SUCCESS

### AVID Training

Monterey High School teachers have been able to take advantage of numerous professional development opportunities that have greatly enhanced their repertoire of instructional techniques. Over the summer, several teachers attended AVID training in Sacramento. The five-day training gave teachers several tools to assist with student engagement. Trained teachers are now requiring their students to use the Cornell note-taking strategies in their curricular classes. Students using this method are benefitting in many ways. They interact and question each other and write questions and summaries of what they learned during class. AVID also gives students a variety of resources and strategies from Costa's Levels of Thinking and Questioning and Bloom's Taxonomy. Currently, teachers use such strategies as dialectical journals, synthesis journals, graphic organizers, quick writes, Socratic seminars, tableau, storyboards, and student-led collaborative opportunities.

### Clearly Posted Objectives and Standards

Another critical strategy of classroom instruction is the clear posting and discussing of relevant standards and objectives so that the students can understand and synthesize them. Just as important is establishing the clear intended purpose of each lesson in order to answer student-posed relevancy questions. Students engage more enthusiastically when they understand the connection of the content to their overall academic experience.

### Cross Curricular Research Projects

Students attending Monterey High School are routinely assigned various cross-curricular research projects. Projects require students to produce creative presentations such as videos, photo journals, family trees, PowerPoint presentations, and simulations. As an example, an Economics teacher has students create a business plan and actually engaged in the enterprise and report on the business venture's profitability. AP World History classes are using outside secondary sources that introduce students to high-level academic writing that requires higher order thinking skills. AP World History is also using various primary source sites, like the one at Fordham University to supplement textbooks. Students are encouraged to use online sources for research and exploration.

**English Language Development (ELD) Instructional Strategies and Curriculum**

ELD or Transitional English presents the core in a scaffolded manner following strategic pacing, while using sentence frames, partnering, and Holt resource materials for re-teaching. In addition to following the 9<sup>th</sup> grade Holt pacing guide, transitional students use English 3D materials. English 3D is a curriculum created by Dr. Kate Kinsella for struggling long-term English Learners. English 3D teaches writing and discussion explicitly through a variety of routines, such as academic discussion, words to go, section shrink, ten-minute presentations. The text focuses on relevant topics of interest, for example: video games, cyber bullying, graffiti, animal research, etc. Dr. Kinsella and her associates train and coach MPUSD teachers in this new curriculum. It is essential that Transitional English teachers collaborate district-wide about pacing, best practices, common formative assessment development, rubrics and curriculum alignment to meet our students' needs. Alignment would make the transition between the two curricular areas smoother and more streamlined for students. The challenge remains in finding the best instructional strategies to ensure success for students entering Monterey High School with no English skills. Currently, students without language skills are mainstreamed in some content classes. Students are monitored and evaluated on a regular basis. There is need for additional support for Transitional students in their core content classes.

**Gradual Release of Responsibility**

When examining instructional strategies used in the Monterey High School classrooms, there are some basic principles to review. One of the cornerstone instructional techniques is the Gradual Release of Responsibility Model. The best teaching is born out of modeling and then practice. Too often teachers make the assumption that students come to class pre-programmed with the skills necessary for success. In gradual release, teachers first model what it is they want the students to do and then practice it together. Then students practice the expected outcomes together, which fosters collaboration and cooperation. After collaborating, students are given the opportunity to practice independently.

**High Stakes Testing Preparation**

In the 2011-2012 school year, Monterey Peninsula Unified School District contract with Shmoop, a digital curriculum and test prep publisher. Shmoop offers online learning, test prep (SAT, ACT, PSAT, AP Exam) and teaching materials on the Web and on the most popular mobile and eBook platforms. Shmoop uses current events, pop culture, and a teen-friendly voice to make learning more fun and relevant for today's students. All teachers and students have free access to all the curricular programs Shmoop offers relevant to MHS course offerings.

## **Internships**

### **Automotive Technology**

Participation in the Auto Technology career pathway provides students with several interesting internships at local auto body shops, Laguna Seca racetrack, and this year, the Monterey Concorso de Italiano, and the Naval Postgraduate School's (NPS) robotics lab. The Monterey Naval Post Graduate School supports the MHS Robotics Engineering Technology class, newly added to the Automotive Engineering career pathway. Students have hands-on experience creating their own autonomous robot and are competing in a statewide competition at San Jose State University later this year.

### **Monterey Academy of Oceanographic Studies**

MAOS requires students to complete an internship, which gives them real life instruction in the world of marine biology. Many of these internships utilize local resources, such as the Monterey Bay Aquarium, Hopkins Marine Station, and other local agencies. MAOS students, as mentioned in C-1, regularly attend field trips in the community working with marine biology professionals. On these field trips, students also learn about the local environment and ecology firsthand, under the guidance of their instructors.

### **Sports Professions and Recreational Careers**

SPARC Academy requires students to complete an internship. Many of the internship are in the medical field. While sports-related fields might be the emphasis of the academy, students are given the opportunity to pursue their interests in other fields as well. Students complete the experience by writing a detailed account of their experience. SPARC students attend numerous field trips to various universities that introduce them to different college campuses and programs in an ongoing process of career and college planning.

## **Monterey High School Technology**

### **Overview**

Monterey High School's technology provides staff with many challenges. With the shrinking state budget and an outdated school infrastructure, technology has been slow to improve at Monterey High. This year, as a result of the community bond passage, Monterey High School has had an infusion of technology upgrades in hardware and software. The infrastructure requires upgrading in order to expand existing computer labs, classroom and library technology.

**Conversion to Technology-Based Library**

The Monterey High School library has recently increased the number of laptops, so that two classes can access library labs at the same time. Teachers take their students to the library to conduct research and benefit from online learning opportunities. The 21<sup>st</sup> Century class uses an online curriculum during a part of the instructional period. Teachers can make use of streaming video and web content to bring an added dimension to their instruction. Quizdom individual response devices serve as an exciting supplement to classroom instruction that both engage the students and produce useable data that serves as an indicator of student learning and success.

**Credit Recovery Computer Lab**

APEX online computer lab classes give students the opportunity to regain lost credits, thus keeping them on track for graduation. APEX is a rigorous, supervised program that uses technology to present the curriculum and allows students to self-pace their credit recovery. Progress is made in classes scheduled within the school day, after school, and during intercession weeks and weekends. A dedicated teacher, who monitors the program, reports student progress weekly to counselors, teachers, and administrators. Students at risk of falling behind are required to attend a counselor/parent/student conference to review program plans and reset goals and objectives.

**School Loops and the Parent Portal**

During the 2011-2012 school year, the Monterey High School's website was overhauled with the addition of School Loops. Teachers can link their profiles or websites to the school's site in order to facilitate student access and use. Many of the staff websites offer student access to lectures through PowerPoint, PDF, and other document formats, assignments, handouts, resources, research links, and messages that keep parents and students informed. Students can also access missed assignments and class presentations. One student was able to access all her class materials while on vacation during Thanksgiving break. This year, an MHS math teacher developed a series of videoed math mini-lessons, which students use to support home assignments. Some teachers allow students to use their cell phones for research and calendar planning. The Parent Portal is linked to the online grade book that all MHS teachers use to post grades. This is a relatively new system that teachers are beginning to use more proficiently. Parents and students are accessing it frequently and requesting the most updated information available.

**Evidence**

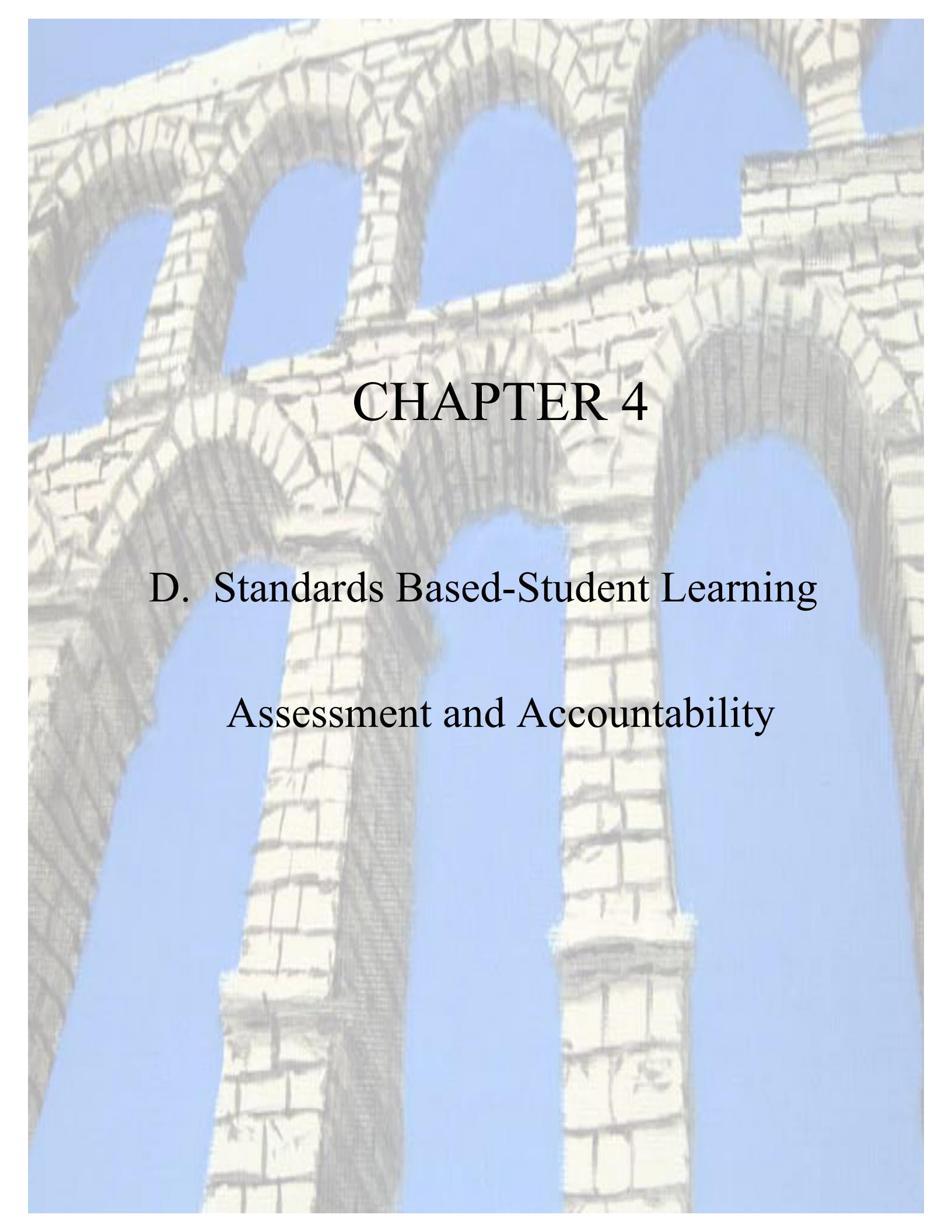
- Master Schedule
- WASC Surveys
- AP test scores
- CST scores
- CAHSEE scores
- Student work
- Teacher observations
- Individual Staff Syllabi

**Areas of Strength**

- Access to a challenging college-preparatory curriculum
- Teacher willingness to try new technologies
- Creative internship programs
- Developed career pathways
- Academy teacher teams

**Areas of Improvement**

- Collaborative learning
- Critical thinking across the curriculum
- Synthesis of multiple sources for all students
- De-emphasis on lecture in some disciplines
- Ninety-minute block instructional planning



## CHAPTER 4

### D. Standards Based-Student Learning

#### Assessment and Accountability

*D-1: To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the parents and other shareholders of the community?*

### **PROFESSIONALLY ACCEPTABLE ASSESSMENT PROCESS**

During the first staff development day of 2011-2012, Monterey High School administration presented a report on student performance on California High School Exit Exam and California Standards Tests. These reports were focused on CST performance, but with the addition of common assessments and the continuing development of common benchmark finals across defined core academic classes, future reports may now include assessment results from Illuminate. This reporting was implemented in the first semester of 2010, transitioned from the use of DataDirector in previous years.

During the start of the second semester, collaboration meetings provided teachers with time to meet in subject-level teams to discuss common assessments and testing results in order to identify program strengths and weaknesses and to develop improvement plans to enhance student learning. Over the past three years, the English, Social Studies, Math, and Science Departments have received test results broken down by individual teacher in order to conduct closer analysis. The PTSA and the School Site Council also review the test results.

Parents, guardians, and other stakeholders are made aware of the school's testing performance via PTSA meetings, the school website, the district websites, monthly Board of Trustees meetings, and at the Principal's Message to the Community during the September Parent/Teacher Conferences. Test results are discussed at SST, 504, and IEP meetings when reviewing students' Individual Learning Plans and when counselors consult with students and parents/guardians to develop their future course schedules. Individualized test scores are also mailed home.

**D-2: To what extent do teachers employ a variety of assessment strategies to evaluate student learning?**  
**D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?**

### **STRATEGIES TO EVALUATE AND MODIFY TEACHING/LEARNING**

During the self-study process, Monterey High School staff conducted a school-wide analysis of the school's programs, including assessment strategies. One of the key conclusions from the self-study is that Monterey High teachers employ a variety of assessment strategies to evaluate student learning. The teachers at MHS work both individually and collaboratively to develop effective assessment strategies. The following list details some of the key strategies teachers at Monterey High use to formally assess student progress:

- Multiple choice testing
- Student presentations
- Essays
- Lab reports
- Collaborative projects
- Written reports
- Listening comprehension and speaking assessments
- Portfolios
- Speeches
- Performances in drama, music, and dance

Informal assessment strategies, typically used on a daily basis, include:

- Daily performance observation
- Classroom discussions,
- Journal writing
- Homework question

A school-wide survey regarding assessment of student learning reveals that the majority of instructors use short answer quizzes (91.7%), projects (83.3%), and chapter tests from textbooks (79.2%) to assess student progress towards learning objectives. 70.8% of teachers use district benchmarks as a means of determining student progress. Common department assessments exist in English and Math only as a form of summative assessment in their courses. Teachers are currently working together to develop common formative assessment as well as rubrics. Teachers who use rubrics indicate that they help both students and teachers

identify areas for improvement. The extent to which teachers utilize rubrics varies by department. Teachers in the Social Studies Department regularly use rubrics to assess student essays and presentations. Common departmental rubric development is an area for continued growth. While there is discussion about common rubrics, teachers tend to individualize them to meet specific course requirements. The Monterey High staff is starting to use common assessment results as a catalyst for curricular modification. If students do not demonstrate mastery of a particular topic, teachers often reteach a particular section of the unit, and provide review exercises. For students who regularly struggle on assessments, Monterey High offers an after-school, staff-led program, which takes place in the ASA classroom. The school informs students and parents about tutoring opportunities through a variety of channels:

- Teacher Referrals,
- Counselor Referrals
- Campus Flyers
- Parent Newsletters
- School's Website
- Back-to-School Night
- Parent-Teacher Conferences

As mentioned earlier, collaboration plays a key role in the development of assessment strategies at Monterey High School. During weekly collaboration time, teachers meet to develop a variety of common assessments. Over the past three years, there has been an effort by departments to develop common formative and summative assessments. This effort has not been consistent due to the changes in leadership over the same period of time.

Special Education and general education teachers collaborate to provide appropriate accommodations for those students served by the program. For students served by the Special Education Department, individualized assessment strategies are developed using information from the student's IEP or 504 plan (monitored by counseling). Accommodations can include the following:

- Taking Un-Timed Tests
- Using Small Group Settings
- Having a Paraprofessional Educator read test questions aloud

Student Success Teams also play a role in developing assessment accommodations. These teams may include, but are not limited to, the school psychologist, counselors, an administrator, classroom teacher(s), the student, and their parent(s). Grades serve a similar valuable purpose by helping students and

parents/guardians identify areas of strength and those areas needing improvement. Teachers evaluate student work in relation to standards and are working towards providing appropriate accommodations and modifications to ensure that student can access the course content. Teachers are required to inform students and their parents/guardians how student achievement is evaluated and when achievement goals are not met. Grades are based on impartial, consistent evaluation of the quality of the student's work and mastery of course content and objectives.

*D-3: To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school-wide learning results?*

### **APPROPRIATE ASSESSMENT AND MONITORING SYSTEMS**

State standardized testing results and school accountability report cards are published on both the district and school websites. Individual testing results are sent via U.S. mail to parents/guardians and a record is kept in the student's cumulative file in the Registrar's Office. Administration is in the process of disaggregating the 2010-2011 test results for staff use during the August 2012 site Staff Development days.

The Counseling Department has an academic planning and monitoring system that involves students and parents. For parents of eighth graders, the counselors host Freshman Orientation evenings: two meetings with the eighth-grade parents to introduce the high school program, graduation requirements, and college entrance requirements. In late summer, counselors make presentations to incoming freshmen, who participate in a Link Crew-led Freshmen Orientation.

Prior to registering students for classes at Monterey High, counselors visit social studies classes in all grade levels to give presentations about graduation requirements and college admission criteria. They also meet with students individually to review their ILP, graduation status reports, and academic goals. In addition to meeting with the students, counselors host a series of evening meetings so parents can stay informed about graduation and college admission requirements. During the meetings for sophomores and juniors and parents, counselors emphasize the importance of registering for the PSAT, SAT, and/or ACT. Special conferences are held for seniors and their parents if there is the possibility of the student failing a course required for graduation. Starting this year, the Counseling Department, includes a College and Career Specialist, who assists students with career development, course planning, and post-secondary planning.

Individual teachers report student academic progress on many occasions throughout the school year. Teachers are required to update grades on Illuminate's Parent Portal every two weeks. Within the first six weeks of each quarter, student progress reports are available for parent pick-up during Parent/Teacher Conferences or are sent home to those who do not attend. Plans are underway for an e-mail transmission of grades. Quarter grades and semester grades are sent home via U.S. mail. In addition, teachers report their grades online and maintain updated records on Illuminate's Parent Portal. Monterey High School's teacher

web pages are available for those teachers who wish to post their syllabi, weekly calendars, lectures, homework, course expectations, contact information, and other information important to the course. The amount of information available on School Loop varies by teacher. Individual teachers also report on student progress via telephone, e-mail, and parent-teacher conferences. SST, 504, and IEP meetings serve as venues for teachers, parents, counselors, administrators, and students to discuss academic progress. Student achievement is recognized and celebrated through the California Scholarship Federation (CSF), academic awards nights, sports banquets, daily bulletin, and e-bulletin. The Students and Athletes of the Month program serves as another means for recognizing student achievement in academics, athletics, and citizenship. Each teacher is given the opportunity to nominate students by notifying the school secretary electronically with a short support narrative describing why administration should choose their particular nominee(s).

During the 2011-2012 school year, Monterey High School's Bell Schedule Committee will determine how instructional minutes are distributed and if office hours can be incorporated in the 2012-2013 school day. Individual teachers currently offer opportunities for extra help every day before school, during lunch, and after school. The certificated, staff-tutoring program explained in D2, allows for further monitoring of student progress.

This year, a part-time counselor was hired to specifically support at-risk students. The counselor has a roster of students who are in danger of failing or with consistent behavioral problems and works with them exclusively. Monterey High School staff and administrators use a variety of strategies to help students and parents monitor academic progress. The following list details some of the key strategies:

- Mandatory two-week grade updates on Illuminate's Parent Portal
- Mid-quarter progress reports, quarter report cards, and semester report-cards distributed at Parent/Teacher Conferences and via U.S. mail
- E-mail correspondence with parents
- Parent/Teacher/Student Conferences
- Student Progress Audit through Counseling Office for students and parents/guardians to monitor academic progress
- Counselor led Education Mini-Seminars for families (evenings)

*D-4: To what extent does the assessment of student achievement in relation to the academic standards and the expected school-wide learning results drive the school's program, its regular evaluation, and improvement and usage of resources?*

### **DEMONSTRATION OF STUDENT ACHIEVEMENT**

The Monterey High School staff's desire to continue improving the school's assessment results is one of the key forces driving school improvement efforts and one of the reasons why teachers have been moving to more common subject-level assessments over the past three years. On the school-wide level, assessment results led to several recent attempts to improve student achievement. Grade analysis showed that a large number of students have Ds and Fs over the course of the semester; therefore, there was a move to create a comprehensive school-wide intervention program, which began in the 2010-2011 year. This directed D and F students to participate in a credit recovery program, offered daily during and after school. The staff recognized the need for the intervention and participated in discussion groups that offered input on the program's improvement for 2011-2012. Freshmen also were found to be in need of extra academic support as they have a high percentage of Ds and Fs. This conclusion led to the creation of a freshman academy and 21<sup>st</sup> Century Seminar class during the 2011–2012 school year, which prepares student for the rigor of high school classes. As noted in Chapter I, the Freshman Academy has proven valuable as an intervention to address the high percentages of students with Ds and Fs noted above.

Assessments results also serve to shape the decisions of the School Site Council (SSC). One of the stated purposes of the SSC is to provide assistance to students testing "basic and below" on the CST. The actions and budget allocations of the SSC are designed to help bring all students into the proficient and advanced categories.

### **EXAMPLES OF STUDENT ACHIEVEMENT ON ESLRs**

Students are required to demonstrate proficiency in all core academic classes through the use of analysis, evaluation, and application. This allows students to develop higher order thinking and academic mastery. As an example, students paraphrase Shakespearean language into a modern video presentation. Students demonstrate social skills, community awareness, and leadership skills by demonstrating mastery of academic standards. In Economics, students work in groups to design, develop, and implement a pseudo business. They present a business to real world investors in a PowerPoint presentation. By using a variety of strategies, including time management; setting personal, academic, and career goals, students are supported in becoming self-directed individuals. Monterey High School Freshman Academy's 21<sup>st</sup> Century Seminar

prepares students to be self-directed through the use of these strategies, reinforcing them with Cornell note-taking, study skills, and organizational skill. MHS' students participate in a wide variety of co- and extra-curricular activities. Academic-based club participation is on the rise supported by teacher advisers. MHS' athletic program continues to drive students toward high achievement, leadership, and connection to the Monterey community at large.

### **Evidence**

- Online grades using Parent Portal
- Mock CAHSEE
- Test scores
- Science: Lab reports, PowerPoint presentation, benchmark assessments, quizzes, and essays
- Visual and Performing Arts: Instrumental music competition and performances; theater performances, competitions, and improve shows; vocal music shows and competitions; dance shows and recitals, choreography, and performance assignments
- World Language: Oral and PowerPoint presentations quizzes, exams, and essays
- Social Studies: U.S. History research paper, Economic pseudo business, essays, quizzes, tests, and collaborative discussions
- Special Education: Tutorial Support and Push-in Schedule
- English: Fall, winter, spring benchmark assessments, Shakespeare language translation video, debate, quizzes, benchmark assessments, and essays
- Physical Education: Performance tests, fitness gram, and journals
- Mathematics: Diagnostic tests, benchmark assessments, common finals, pacing guides

### **Areas of Strength**

- Majority of parents/guardians and students access assessment results for feedback
- Majority of teachers use multiple measures to evaluate student achievement of academic standards and school goals
- Staff has received training and is using Illuminate and its grade-book feature and Parent Portal, all of which are designed for analyzing test results

### **Areas for Improvement**

- The majority of subject-level teams will continue to engage in collaboration and development and analysis of common assessments.
- All teachers will continue to maintain high expectations and deliver challenging assignments

- Teachers require additional training in data analysis to drive instructional strategies.
- Teachers require training on analyzing and using data effectively.
- Continue communicating student success to parents.
- Staff is using and receiving training on Illuminate, which is designed for analyzing data

# CHAPTER 4

## E. Support for Student Achievement

### School Culture and Support for Students' Personal and Academic Growth

*E-1: To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?*

## PARENT INVOLVEMENT

### Support for Student Achievement

Monterey High School is a community that consists of many groups that contribute resources toward the success of students. One of the most vital components is parents and their involvement in school activities. Monterey High School encourages parents to participate regularly in various ways. Parents participate regularly in School Site Council, various Booster Clubs, Parent Academy, and PTSA. In addition, parent volunteers assist with school events, such as coaching athletic teams, the Friends of MAOS, front office support, and chaperones for field trips. Parent organizations are also diligent in their efforts to raise funds for programs, such as clubs, music, dance, theater, and sports. Parents are invited to take part in their children's academic planning through Back to School Night, Parent/Teacher Conferences, College Planning Night, and Monterey's Open Door Policy to meet with school counselors. Student grades are mailed home on a semi-quarterly basis, and parents are able to access up-to-date grades online through the Parent Portal. Parents have expressed concern, however, over teachers not communicating often enough. Announcements that should be communicated to parents are completed using a telephone system that automatically calls parents with a recorded message or through the Principal's Secretary, who sends out email blasts to parents regularly. MHS's goal is to have parents become more involved in school activities and PTSA, an involvement that is important in their students' success.

### Community Resources

Monterey High School uses the community resources effectively in a number of ways to support instruction, learning, and a well-rounded high school experience for its students. Monterey High School has a variety of pathways through which local community business can positively support students. Many of these are formalized, such as PSTA, NJROTC, Link Crew, twenty-five school clubs, academic academies, and ASA. Each of these programs is located on campus and influences students on a daily basis. Monterey High School also has more informal community support for specific activities ranging from sport team boosters to food concessions for the Fine and Performing Arts. Recently, The Dan Albert Athletic Field was completely renovated by a community-led coalition, funded in part by donations made complete the Honor Wall that borders the field's entrance. Furthermore, Monterey High School has four academies that have a number of professional advisory and community support groups.

**Parent/Community and Student Achievement**

The School Wide Learners Results are posted throughout the campus, however, many students are not familiar with the ESLRs or the school's the vision. One thing is clear. Monterey High staff is concentrating on implementing them through focused instruction on creating Academic Achievers, Collaborative Workers, Self-Directed Individuals, and Engaged Participants as stated in the recently updated ESLRs.

Monterey High has a college and career specialist, who assists students and parents with the college application process and applying for scholarships. As well, Monterey High has Community Liaison, who ensures that all students come to school. He also supervises students to ensure that they remain on campus during the school day. Additionally, three campus monitors support lunchtime activities, both on and off campus to ensure student safety.

Sixty-six percent of students feel that their teachers have high expectation of them. This rate does not match the discrepancy, where 80% of parents feel that their children's teachers have high expectations. A common vision for MHS students' achievement would provide a better collaboration between parents and students, parents and teachers, and the community and school. Even so, as a result of many of the resources mentioned above, students have become self-directed individuals and have given back to their school and their community in many ways through internships and volunteer work. Many Monterey High School students are engaged participants in both the classroom and the community events as noted in Chapter 4 C2. Students are advised and assisted in the planning of internships experiences that will ensure their personal success as Monterey High School students.

*E-2. To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvements?*

### **Safe, Clean, and Orderly Environment**

Four years ago, Monterey High School underwent a construction effort to comply with ADA requirements and upgrade facilities, which included new accessibility ramps, increased electrical wiring, new PA/All Call/Bell system, and upgraded landscaping. However, the only significant improvements to the campus have been the remodeling of the Science Building and campus-wide painting of hallways and outside buildings. Parents led an effort to improve the area around the Administration Building by providing landscape materials and installation time. This year, the District Maintenance Department collaborated with site administration to develop a regular grounds-keeping schedule that includes monthly landscape maintenance. The custodial staff has been reduced significantly in number from past years due to budget constraints and operates currently with a skeleton crew. Parents and staff have made minor improvements but the buildings and facilities as a whole are still very much in need of renovation. The Monterey community recently passed a significant bond measure. These funds are already having a positive impact on Monterey High School's as regards infrastructure. The electrical and fiber optic improvements will continue throughout the 2012 summer. However, the following areas of improvement continue to be of concern:

- Heating
- Flooring
- Lack of window coverings/broken window coverings
- Non-functional windows/broken and boarded windows
- Securely fenced campus
- Appropriately-sized, updated student classroom furniture
- Water damage/mold

The flow of students on campus for fire and emergency drills is well executed but emergency vehicle access in the quad area is limited. Due to the large and expansive grounds, the student population tends to wander. Even though efforts were made to shrink student access to certain areas of campus during breaks at the beginning of academic year 2010-2011, it is virtually un-enforceable. Discussions are underway on a school-wide-fencing plan, although no immediate schedules have been developed. Monterey High School takes pride in the planning and implementation of safe school procedures and programs. This year, MHS is a safer, cleaner, and healthier school.

**Clubs, Organizations, and Activities**

There are many programs and groups on campus that help to support safety and responsibility. New to the Monterey High School is the Student Ambassador Program, currently under construction. A teacher leader has been trained by district personnel to plan and implement this program for 2012-2013. This student intervention program teaches students to identify the problem areas on campus and come up with action plans to resolve the issues. Areas of focus include drug/alcohol awareness, campus climate, bullying, GSA, elementary/middle/high school collaboration, school stress, personal and family issues, cyber safety, and campus environment. The Student Ambassador Program will be open to all students wishing to make a change or difference in the campus culture while at MHS. The Leadership Program organizes all of the school dances and many school events, such as the Blood Drive and other community services events. The leadership program is also instrumental in the existence of the many clubs on campus. These clubs offer an opportunity for students to engage in outside activities that interest and excite them.

Link Crew Leadership is a student-driven program that gives freshmen and transfer students an opportunity to interact with upperclassmen and establish positive relationships before the school year begins. The program begins with two days of Link Crew Leader training that teaches the leaders how to effectively lead a small group of ten to fourteen incoming freshmen. On the day of orientation, all incoming freshmen are assigned to a Link Crew Leader, who begins to establish a basic rapport with the freshmen. Throughout the day, students participate in name games and group building games, which lead up to a group task that culminates the experience. Students are also given a campus tour and fed lunch before walking through a school day. Transfer students have their own tour group separate from the freshmen that caters to their specific questions and needs. Each year over 100 applications to be a Link Crew Leader for a program that needs approximately 80 Link Leaders. Students apply because they want to make a difference for incoming freshmen, just like their Link Crew Leaders did for them. Two staff members who have all received the Link Crew Advisor training from the Boomerang Project, based in Santa Cruz. One advisor has also received the follow-up training.

**Events**

Every 15 Minutes is a national campaign that occurs every three years to educate students on the risks of drug and alcohol abuse and the danger of driving under the influence of these substances. Over the course of two days, announcements are made every fifteen minutes over the intercom that a student has been killed in a drinking and driving accident. These students are released from school and unable to communicate with their families or friends. On the final day, the Monterey Police Department with the help of the Fire

Department and Community Hospital of the Monterey Peninsula set up a mock drinking and driving accident on the football field where the student body and the community can witness the trauma and tragedy that results from drinking and driving. This highly effective program discourages high-risk behavior among the students.

In an effort to improve Monterey High School's climate and culture significantly as outlined in the 2011-2012 SPSA and S3 Safety Grant, a three-day program will be designed and implemented through an experienced Challenge Day staff along with an MHS team of three teachers, one counselor, and two administrators. The team volunteered to prepare and deliver a preliminary work plan, developing the teacher/student teams, preparing staff, and working closely with the Challenge Day staff. Freshmen through juniors are the target groups, 100 students and thirty staff members each day. Funds are budgeted for an additional two years of shorter programs through 2014, since a systemic climate change happens over time with consistency. Challenge Day activities provide inspiration and celebration of diversity and connectedness for students and staff.

Homecoming Week is an exceptionally fun-filled week with an assortment of safe, clean, and orderly activities for students. Each day of Homecoming Week centers on a new theme in which all students are encouraged to dress up and take part in the positive festivities. Events include float building for the Homecoming Parade, Homecoming Court Nominations and voting activities, a Homecoming Dance, a Homecoming Rally, and the Homecoming football game. Homecoming is an all-inclusive week with plenty of opportunities for students to share in school spirit and promote positive behavior within their school and their community.

Sober Grad Night is an all-night “safe and sober” graduation party with games, music, dancing, crafts, food, and prizes. Senior class parents organize this positive send-off to the graduating class. They transform the gym using an annual theme. Parents with students in other classes volunteer to work in several shifts. The senior parents spend a year in the planning process for what is always a very successful event.

### **Supervision and Safety**

The administration hired an additional part-time campus monitors to help monitor the student body after school as well as at lunch. Teachers are consistently encouraged by the Principal to step out of the classrooms and help supervise the students and promote responsible behavior. Staff is provided with specific steps to ensure student safety in the event of a disaster. The school provides at least one emergency practice

every year for the entire staff to learn how to properly evacuate classrooms and ensure student safety. In order to maintain the safety and academic integrity of the campus, campus monitors, administrators, and staff are required to report dress code violations. First offenses require students to report to the attendance office to retrieve extra clothing or a parent must bring them appropriate clothing. There is a continuum of disciplinary actions for students who repeatedly violate dress code.

The School Resource Officer is present on campus frequently. She provides support for campus monitors as they re-enforce positive behavior among all students. This Officer is able to interact with students and teachers, share her knowledge of legal protocols, and assist in the intervention and discipline of students who are engaging in negative or high-risk behavior that may endanger themselves or others. Monterey High School has little issues with arrests and vandalism but theft and drug use are areas for attention and improvement.

*E-3: To what extent do students receive appropriate support along with an individualized learning plan to help ensure academic success?*

### **High Expectations/Concerns for Students**

There are many ways Monterey High staff demonstrate concern and high expectations for students. There is a concerted effort to honor individual differences and provides an environment conducive to learning. Also supporting the learning process, the student planner outlines the policies and procedures of Monterey High School. It covers attendance, discipline, student dress code, campus behavior, and academic expectations. Concurrently, our staff has adopted a PBIS matrix, which outlines high expectations for student behavior and is communicated positively and fairly by teachers and other staff. To encourage good behavior, when teachers spot a student doing well, that student is encouraged with a DORES ticket. These tickets can be handed in to the office for weekly drawings for community-donated prizes. Also, the school has monthly student and athlete awards. The selected students are honored at a staff meeting during the month in which they are selected. Next, the school has initiated LINK crew, AVID and 21<sup>st</sup> Century classes to help freshman transition smoothly from middle school to high school. The freshman counselor meets with all freshman students and uses the CHOICES program that allows students to explore their personality type and analyze how it relates to career choices. Goals in high school and beyond are set with the Six-Year Plan. This planning allows students to begin their high school experience with an understanding of what it takes to reach their goals in high school and beyond.

With all the efforts that are being made this year, teachers need to continue improving on the expectations they maintain for their students and the student understanding of those expectations. Only 40% of students surveyed felt they received regular feedback from their teachers and only 50% said their teachers tell them when they are doing a good job. Moving forward, teacher will strive to better communicate expectations to students and recognize them when they met or exceeded teacher expectation.

### **Atmosphere of Trust, Respect, and Professionalism**

There are a multitude of ways that Monterey High School creates an atmosphere of trust, respect, and professionalism. One way is through written student policies and procedures printed in the student planner that is distributed to each student at registration. Additionally, each registration packet contains a copy of Parent/Guardian and Student Rights. Also included is information outlining the expectations and rights of students, parents, and staff. Monterey High School publishes and enforces a school dress code. Students are expected to adhere to the dress code in preparation for career readiness.

Lastly, the school monitors and documents student progression toward graduation and postsecondary goals through the six-year planning process, the Choices program, junior and senior audits, and credit recovery options. These processes message students and parents that Monterey High School is working consistently to assist students in reaching their goals and preparing them for life after high school as college and career ready young adults.

*E-4: To what extent do students have access to a system of personal services, activities, and opportunities at the school and within the community?*

### **Personalized Supports**

Monterey High School offers personalized support in various areas for students including health, career and personal counseling, and academic support. For instance, counselors meet regularly with an average of twenty-five students individually each day and in class settings for personal, career and college counseling. Students who need extra psychological assistance are referred to the school's part-time psychologist or part-time at-risk counselor. The Student Success Team (SST) reviews student data, whereby the student, teachers, counselors, and administrators work together to find the best learning environment to support student learning. MHS has adopted the Positive Behavior Intervention System (PBIS) in addition to the Students Achieving Success (SAS) class for students needing extra help with behavior. There are a variety of academic support systems for students who need extra help academically, including, extended teacher office hours, clubs, tutoring, and the After School Academy. MHS also has a strong KEY Program on campus to support students with severe emotional needs that often extend beyond the classroom. Because staff recognized the need for more student support, this year counselors have visited all freshman classes to assist with academic and career goal planning. Second semester, counselors will visit all juniors and seniors as well. Seniors are further assisted this year with counseling sessions in classrooms to work together on the UC Mentor program.

### **Strategies for Student Growth and Development**

At Monterey High School, the school leadership and staff plan to personalize and differentiate instruction for all students to assist them in successfully accessing rigorous, standards-based curriculum. Teachers provide many opportunities so that students can feel included and successful. Seventy-seven percent of students surveyed say they like being at school and 77% also say they feel successful. Staff is using the Five Essential Practices, focusing on student engagement, posting and reflecting on daily objectives, maintaining rigor, and continuously checking for understanding and adjusting to meet students instructional needs. The focus on using the gradual release of responsibility has been sustained for the past two years. Teachers are requested to use a lesson plan that aligns with the Five Essential Practices that works well for a 90-minute block period. PBIS interventions and the SAS class developed for students who are not successful in the classroom, encourages them to own their actions in an attempt to remediate. The DORES Expectations are designed to

give students practice for acceptable and expected behavior on and off campus. For students who continue to struggle, Saturday academic program and after school tutoring is also available.

Over the past few years, staff has focused on helping students needing interventions. Students are referred to the SST by a parent, teacher, counselor, psychologist, or administrator. For MHS students, academies are a popular draw to career pathways that allow them to focus on a specific interest. Currently, Monterey High School supports four academies, including the Freshmen Academy piloted this year. An additional academy will be piloted next year. Global Rights Administration and Business (GRAB) will feature career pathways in law and government sector employment as well as international business and finance.

Monterey High staff is focusing on creating a positive and safe learning environment. As difficult as these positive changes have been over the past six years of administrative instability, staff continues to use the strategies noted in this section to support student both academically and personally.

### **Support Services and Learning**

MAOS Academy, ACA, and SPARC Academy offer integrated, college preparatory curriculum in partnership with over forty organizations representing business and community members. These schools within-a-school models provide student access to mentoring, job shadowing, motivational activities, volunteer opportunities, and internships. In 2012 -2013, an additional academy will be piloted that will add to students opportunities for support. With the growing number of career pathways being offered, all students have opportunities available to them for both academic and extra-curricular partnerships. One of the most successful CTE Career Pathway, and the model for future pathway development, is the Automotive Technology Career Pathway.

In addition to academies and pathways, Monterey High School offers other student support service. Two Intervention Counseling programs: Family Student Support (FSS) and Positive Behavior Support (PBIS), are available to all students and parents. Teams provide focused services for students needing interventions for academics, behavior, and attendance. Support is currently available through the Intervention Counseling program to assist parents by providing professional presentations on various topic regarding parenting and teen social issues. A variety of extra-curricular opportunities are offered at Monterey High. Currently, students can participate in sixteen competitive athletic programs and twenty-five clubs advised by teachers and community volunteers.

### **Co-Curricular Activities**

Monterey High's leadership program, academic academies, social and academic clubs, and athletic programs focus on creating a positive school culture, which emphasizes student learning, community involvement, and celebration and understanding of cultural diversity.

Over the past two years, Monterey High has begun a revision of the traditional leadership program. Historically the leadership program has focused primarily on student activities and events, and the student population in the leadership class has been less than representative of MHS' demographics. Recent changes to the program include implementing a service-centered curriculum with campus events focused not only on traditional student activities (rallies, noontime activities, spirit weeks, etc.) but also on building community among MHS students and the larger Monterey community. Examples of this include bi-annual blood drives, canned food drives, cultural awareness activities, and a strong focus on designing school spirit activities. A specific example of this is moving the physical location of noontime activities to different locations throughout the campus to capture the participation of various social groups. Furthermore, the counseling department, Activities Director, and site administrators have worked together to populate the leadership class with students who represent MHS' demographic makeup.

Student leadership has also grown in terms of supporting academics on campus by staging rallies and other supporting activities that focus on the California High School Exit Exam. Administrators have supported these efforts by acknowledging students who score proficient or above on the exam and providing them with 380 Club t-shirts that celebrate their achievement.

MHS also has a growing number of campus clubs, which offer students of diverse backgrounds a common meeting place and peer group to nurture common academic and social interests. These clubs include KEY Club, Robotics, American Field Service, World Without Borders, Journalism, Photography, Gay Straight Alliance, Fellowship of Christian Athletes, and the Mural Club, which, over the past several years has greatly beautified our campus with murals celebrating school spirit and our diverse coastal and campus communities.<sup>3</sup> See Appendix for complete club list

Co-curricular activities also help students place real world relevance to academic concepts. These activities include academy-supported internships, City of Monterey job shadows, Link Crew, Scholar Athlete, ROP, and AVID. Students are increasingly taking advantage of ASA sponsored after-school activities. The block

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<sup>3</sup> See Club List in Appendix

schedule has provided students with unscheduled periods opportunities to take advantage in tutoring services and credit recovery. All these activities provide activities for students, which take them beyond the classroom and encourage them to focus on academic success.

### **Student Perceptions**

Dialogue with students through Leadership Class, Student Council, The Galleon student newspaper staff, and surveys are currently the tools used at Monterey High for students to express their thoughts and ideas. However, these forums do not provide an accurate accounting of the student body's perceptions. Initial interviews with students indicate that student leadership are generally populated by students who are popular, above average academic achievers, are actively involved in school activities, and comprise a small sampling that is not representative of the overall student body. A wider variety of surveys should be used via the school newspaper or online surveys to provide students, staff, and administration with an accurate picture of student body perceptions.

### **Student Involvement in Curricular/Co-Curricular Activities**

Monterey High School has many curricular/co-curricular activities in which students are encouraged to participate. After School Academy (ASA) offers a Scholar Athlete class that supports the school athletes from over thirty different teams by instruction them in developing good study skills and time management. In addition, ASA offers after-school weight training and fitness, as well as math tutoring and credit recovery.

This year, Monterey's Leadership class has been expanded to include a more diverse population. As a result, a more inclusive environment exists for all students. The newly established Student Council is another vehicle through which students participate in governance. Of the 54 students council members, seven were chosen as Principal's Student Advisory members and report on student opinions and concern. The MHS School Site Council includes students serving along with teachers and parents to help evaluate the school's academic achievement and programs. Teachers advise twenty-five clubs, which provides students with opportunities to explore their interests beyond school hours. Monterey High School is improving, monitoring, and evaluating student involvement in curricular/co-curricular activities; however, there is still work to be done in this area.

The staff nominates Students and Athletes of the Month and awards them with t-shirts at a staff meeting. New to the campus in 2011-2012 is the Renaissance Leadership program. Teachers were trained in the summer of 2011 and are implementing this program that focuses on student recognition. Another support

system exists through the implementation of the 21<sup>st</sup> Century Seminar for Freshmen Academy students, a technology-centered, transition class that gives freshman the skills necessary to succeed in a rigorous high school college preparatory program.

**Evidence**

- November 17, 2011 Student Survey
- Booster Clubs
- Friends of MAOS brochure
- Parent, Teacher, Student Association (PTSA) Calendar, Agendas, and minutes
- Parent Portal registration forms
- MHS Student Planner
- PBIS Matrix PBIS Program Implementation
- DORES Dollars
- CHOICES
- Six-year Plans
- Registration Packet
- Staff Directory
- Counselors' Student Audit Worksheet
- Counselors' Office and Classroom Calendars
- College and Career Center Plans
- Articulation Schedule
- SST and 504 Conferences
- IEP Conferences
- Back-to-School Night
- Safe School Ambassadors
- Student Clubs
- Link Crew Leadership
- 21<sup>st</sup> Century Seminar
- After School Academy
- Service Learning
- Math Tutorial
- Students Achieving Success class

- School Psychologists' Schedules
- At-Risk Counselor Schedule
- APEX Credit Recovery with Student Achievement Tracking System
- Teen Truth Live Assembly Schedules
- Field Trips
- College Tours
- KEY Program
- Open DORES Orientation
- AVID Rosters
- Pacing Guides and Benchmark Assessments
- Gear Up Calendar
- MHS Nurse's Schedule
- S3 Grant
- Saturday School
- Gradual Release Lesson Plan
- Five Essential Practices
- Collaboration Meeting Agendas
- PLC PowerPoint Presentations Counselor Standards and Objectives
- ART CAREERS Academy brochure and application
- SPARC brochure and application
- MAOS brochure and application
- GRAB brochure and application
- ASA Schedule
- Family Support Services (FSS) Information
- Arts Portfolios
- Athletic Teams and Coaches
- CAHSEE Boot Camps Schedule
- Master Schedule – CAHSEE Support Classes
- Leadership Class, Student Council, Link Crew, Renaissance, Team Captains Rosters
- Athletic Teams Schedules
- Blood Drive Schedule
- Canned Food Drives

- Cultural Awareness Activities
- City of Monterey Job Shadows Schedule
- Scholar Athlete Program

**Strengths**

- Expanded, diversified Leadership program
- Expanded Link Crew program
- New Student Council
- Principal's Student Advisory
- Survey System
- School Newspaper
- Community support
- Expanded MHS Clubs
- Growth in SST conferences
- PBIS implementation
- Expanded Parent Conference Attendance
- ASA Tutorial Services
- Improved communication among staff, parents, and students
- MHS Website
- Support Systems for all students
- Increased student Leadership opportunities
- Variety of academic, extra-curricular, co-curricular, and social activities

**Needs Improvement:**

- Collaboration among Support System Facilitators
- Improve School Culture
- Parent Involvement
- Administration and staff turnover
- Nurse's available hours
- Security (cameras)
- School facility improvement and repairs
- Expanded access to technology
- Timely technological support

- Student Discipline - consistency among staff
- Enforcing school rules – consistency among staff
- Painted Off-limits lines

# Chapter V

## Action Plan



## Chapter V: Action Plan

### 1. ACADEMIC ACHIEVEMENT

**Goal #1** *Monterey High School will target instruction and monitor student progress toward the mastery of standards as measured by CST, CAHSEE, formative common assessments, benchmark assessments, and grades to close the achievement gap.*

#### Rationale

Student performance data and WASC focus group input indicate that the academic achievement gap between Hispanics and Whites, economically disadvantaged and general population, and the ELL and native speakers and general population is evident and must be addressed with fidelity.

#### Growth Target

- By supporting ELD students as they engage in language acquisition rigor, increase percentage of ELD students scoring proficient on the CST by 3-5 % in all disciplines assessed annually.
- Decrease the percentage of ELD students earning semester D & F grades by 3-5% annually.

#### ESLRs Addressed

- #1Demonstrate proficiency or better on all State, National, or AP Standards in all subject areas.
- #4Follow the curriculum and the procedures required for the classes and the school.

#### Measure

In addition to CST and D & F Data, MHS will assess progress through the yearly examination of student work and teacher observations by administrators, PLC curricular leaders, and other teachers. Assessment will also happen through staff, student, and parent surveys as well as ongoing discussion by WASC Focus Groups. WASC Focus Groups will meet at least once a year to evaluate the progress and need for each of the action plan steps.

#### Reporting

Progress will be reported through staff meetings, department meetings, and subject level team meetings. Parents will be informed of major developments and changes through the PTSA and Principal's Newsletter. Students will be informed through their teachers and the daily announcements.

## Chapter 5: Action Plan

Action Plan Steps	Who is Responsible?	Resources Needed?	When Will It Happen?
<p>#1.1 Continue PLC Development and focus with fidelity on vertical and horizontal alignment of curriculum and common formative assessments.</p> <p>a. Use Cycle of Inquiry</p> <p>b. Develop common formative assessments in all core subjects</p> <p>c. Analyze data, focusing on EL, SED, and Hispanic subgroups.</p> <p>d. Develop intervention strategies, focusing on closing the achievement gap.</p>	<ul style="list-style-type: none"> <li>- Administration</li> <li>- PLC Curricular leaders</li> <li>- Subject-Level Teams</li> </ul>	<ul style="list-style-type: none"> <li>- PLC Training contracted-services</li> <li>- Hourly pay for data entry hours</li> <li>- Copying</li> <li>- Laptops</li> <li>- Substitutes for release time</li> </ul>	<ul style="list-style-type: none"> <li>- Training: Winter 2012</li> <li>- PLC collaboration schedule: Spring 2012</li> <li>- Review data/student work using SMART goal approach: Fall 2012</li> <li>- PLC intervention strategies identified and implemented in response to data results: Winter 2012</li> <li>- At least 2 common assessments in each core subject: 1 in Spring 2012 1 in Fall 2012</li> </ul>
<p>#1.2 Continue developing instructional strategies that include the Five Essential Practices.</p> <p>a. Gradual release: differentiated instruction for EL and SED students to articulate new learning</p> <p>b. Implement language objectives to support EL students</p> <p>c. Check for understanding randomly to ensure EL and SED students are mastering new concepts and skills.</p>	<ul style="list-style-type: none"> <li>- Administration</li> <li>- PLC Curricular Leaders</li> <li>- Department Chairs</li> <li>- Subject-Level Teams</li> <li>- Academic Coaches</li> </ul>	<ul style="list-style-type: none"> <li>- Hourly pay during prep time for mini-PDs and/or peer coaching support</li> <li>- Hourly pay for data entry hours</li> <li>- Hourly pay for substitutes for release time for peer coaching and peer observation</li> <li>- Laptops</li> </ul>	<ul style="list-style-type: none"> <li>- Walkthroughs completed and summary baseline data accumulated: Spring 2012</li> <li>- Mini-PD sessions on Gradual release, writing language objectives, checking for understanding: 2012-2013</li> <li>- PLCs share “best practices” for each areas by content specifics- Review language objectives: Fall 2012</li> <li>- Review Gradual Release and Checking for Understanding strategies: February – April 2013</li> <li>- Review walk-through data quarterly to ensure increased implementation goal of 80% of teachers consistently using the Five Essential Practices: June 2013.</li> </ul>

## Chapter V: Action Plan

Action Plan Steps	Who is Responsible?	Resources Needed?	When Will It Happen?
<p>#1.1 Continue PLC Development and focus with fidelity on vertical and horizontal alignment of curriculum and common formative assessments.</p> <p>e. Use Cycle of Inquiry</p> <p>f. Develop common formative assessments in all core subjects</p> <p>g. c. Analyze data, focusing on EL, SED, and Hispanic subgroups.</p> <p>h. Develop intervention strategies, focusing on closing the achievement gap.</p>	<ul style="list-style-type: none"> <li>- Administration</li> <li>- PLC Curricular leaders</li> <li>- Subject-Level Teams</li> </ul>	<ul style="list-style-type: none"> <li>- PLC Training contracted-services</li> <li>- Hourly pay for data entry hours</li> <li>- Copying</li> <li>- Laptops</li> <li>- Substitutes for release time</li> </ul>	<ul style="list-style-type: none"> <li>- Training: Winter 2012</li> <li>- PLC collaboration schedule: Spring 2012</li> <li>- Review data/student work using SMART goal approach: Fall 2012</li> <li>- PLC intervention strategies identified and implemented in response to data results: Winter 2012</li> <li>- At least 2 common assessments in each core subject: 1 in Spring 2012 1 in Fall 2012</li> </ul>
<p>#1.2 Continue developing instructional strategies that include the Five Essential Practices.</p> <p>d. Gradual release: differentiated instruction for EL and SED students to articulate new learning</p> <p>e. Implement language objectives to support EL students</p> <p>f. Check for understanding randomly to ensure EL and SED students are mastering new concepts and skills.</p>	<ul style="list-style-type: none"> <li>- Administration</li> <li>- PLC Curricular Leaders</li> <li>- Department Chairs</li> <li>- Subject-Level Teams</li> <li>- Academic Coaches</li> </ul>	<ul style="list-style-type: none"> <li>- Hourly pay during prep time for mini-PDs and/or peer coaching support</li> <li>- Hourly pay for data entry hours</li> <li>- Hourly pay for substitutes for release time for peer coaching and peer observation</li> <li>- Laptops</li> </ul>	<ul style="list-style-type: none"> <li>- Walkthroughs completed and summary baseline data accumulated: Spring 2012</li> <li>- Mini-PD sessions on Gradual release, writing language objectives, checking for understanding: 2012-2013</li> <li>- PLCs share “best practices” for each areas by content specifics- Review language objectives: Fall 2012</li> <li>- Review Gradual Release and Checking for Understanding strategies: February – April 2013</li> <li>- Review walk-through data quarterly to ensure increased implementation goal of 80% of teachers consistently using the Five Essential Practices: June 2013.</li> </ul>

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<p>#1.3 Continue developing and implement a Response to Intervention (RtI) Plan</p> <ol style="list-style-type: none"> <li>Define and implement consistently Tier I interventions both behavioral/academic</li> <li>Define and implement consistently Tier II interventions both behavioral/academic</li> <li>Define and implement consistently Tier III interventions both behavioral/academic</li> </ol>	<ul style="list-style-type: none"> <li>- Administration</li> <li>- All Staff</li> <li>- Behavior Intervention Teacher</li> <li>- Academic Intervention Teacher</li> <li>- Counselors</li> </ul>	<ul style="list-style-type: none"> <li>- Hourly pay for substitute release</li> <li>- Hourly pay for teachers to participate in SRT/SSTs</li> <li>- Hourly pay for PBIS team</li> <li>- Stipend for PBIS Lead</li> <li>- Hourly pay for PLC content Leads re: academic intervention</li> <li>- Hourly pay for data entry hours</li> <li>- Results program evaluation tool to track activities and interventions in data-based comparison of achievement and behavior results</li> </ul>	<ul style="list-style-type: none"> <li>- Write Tier I: Fall 2012</li> <li>- Implement Tier I: Winter 2013</li> <li>- Write Tier II: Winter 2013</li> <li>- Implement Tier II: Fall 2013</li> <li>- Write Tier III: Spring 2014</li> <li>- Implement Tier III: Fall 2014</li> </ul>
<p>#1.4 Develop and implement a comprehensive and directed professional development plan</p> <ol style="list-style-type: none"> <li>PLC implementation</li> <li>Five Essential Practices (through EI/SED lens)</li> <li>Data Analysis</li> <li>PBIS strategies</li> </ol>	<ul style="list-style-type: none"> <li>- Administration</li> <li>- PLC Curricular Leads</li> <li>- Department Chairs</li> <li>- Academic Coaches</li> </ul>	<ul style="list-style-type: none"> <li>- Hourly pay for substitute release to review data and write PD plan and survey</li> <li>- Hourly pay for substitute release for professional development as identified in SPSA budget.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff PD survey: April 2012</li> <li>- Write PD Plan: May 2012</li> <li>- Annually update PD plan and timeline based on PD survey, walkthroughs, PLC SMART goal results, and academic achievement data: May of each year</li> </ul>

## 2. SCHOOL CLIMATE

**Goal #2** Monterey High School community will create a positive and effective learning environment through the inclusivity among diverse cultures and populations as measured by annual data reporting, drop-out rate, attendance, discipline, student and parent involvement, and connectedness to school.

### Rationale

There is a need to improve the Monterey High School climate and student/parent connectedness by increasing extra-curricular and co-curricular opportunities for all students as well as volunteer opportunities

## Chapter 5: Action Plan

for families as evidenced by student and parent surveys, student and parent participation, student drop-out – attendance – discipline data, staff observations, and discussions with students. Parental awareness and involvement in understanding how to support their student’s learning is a focus at Monterey High School.

### **Growth Target**

- Increase student participation in extra-curricular and co-curricular activities as a means for developing them into fully enfranchised members of the MHS community by 5% annually.
- Increase student recognition and celebrations for exhibiting respectful, helpful, and ethical personal behavior by further developing the school’s Renaissance Leadership Program, in which students are publically acknowledged monthly with customized t-shirts, certificates, and other incentives.

Effectiveness of the program will be measured annually by student surveys, student participation, attendance and behavior data.

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### **ESLR Addressed**

- #2 Using effective leadership or team skills within groups
- #2 Working and socializing effectively with others in a variety of settings
- #4 Contributing time, energy, and talent in co-curricular and extra-curricular activities to develop personal ties to the school and the larger community

### **Measure**

Through staff, student, and parent surveys as well as student acknowledgement and ongoing discussion by WASC Focus Groups, MHS will evaluate the effectiveness of programs used to improve school climate and student/parent connectedness focusing on class of 2016. Staff will review club and team rosters, voluntary fieldtrip rosters, ASA attendance, and rosters of students involved in leadership and community activities and prepare a student connectedness plan.

### **Reporting**

Progress will be reported through staff meetings, department meetings, and student council. Students will be informed through their teachers and the daily announcements. Parents will be informed of major improvements and changes through the PTSA, ELAC, Site Council, and Principal’s Newsletter.

## Chapter 5: Action Plan

Action Plan Steps	Who is Responsible?	Resources Needed?	When Will It Happen?
#2.1 Continue to address the need to connect all students to the Monterey High School community	<ul style="list-style-type: none"> <li>- Administration</li> <li>- Link Crew</li> <li>- Renaissance Leaders</li> <li>- Club Advisors</li> <li>- Athletic Coaches</li> <li>- Student Leadership</li> </ul>	<ul style="list-style-type: none"> <li>- Student Survey Tool</li> <li>- Copying/materials</li> <li>- Hourly pay for data entry hours</li> </ul>	<ul style="list-style-type: none"> <li>- Student survey to determine how students are connected at school: Spring 2012</li> <li>- Link Crew-focus on incoming 9<sup>th</sup> graders being connected upon enrollment/registration: Fall 2012</li> <li>- Track data/list of student by activity: Fall/Winter 2012</li> <li>- Review student survey data: Spring 2013</li> <li>- Create a Student Connectedness Plan based on baseline data results for implementation: Fall 2013</li> </ul>

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<p><b>#2.2</b> Deepen and expand the implementation of the Positive Behavior Intervention Support (PBIS) model</p>	<ul style="list-style-type: none"> <li>- Administration</li> <li>- Support Staff</li> <li>- Teachers</li> <li>- Athletic Coaches</li> <li>- Club Advisors</li> <li>- Students</li> </ul>	<ul style="list-style-type: none"> <li>- Staff, parent, student survey tool</li> <li>- Hourly pay for data entry hours</li> <li>- Intervention teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Collect baseline data using the PBIS referral form and enter data into Illuminate: Spring 2012</li> <li>- Establish goals to improve in each area: behavior, attendance, drop-out rate, student participation: Fall 2012</li> <li>- Develop a written RtI implementation plan for Tier I and Tier II: Fall 2012 and Spring 2013</li> <li>- Begin implementation of Tier I and Tier II RtI plans Winter 2012-13 and Spring 2013</li> <li>- Survey staff, students, parents on RtI Tier I implementation effectiveness: February 2014</li> <li>- Develop a written RtI implementation plan for Tier III: Spring 2014</li> <li>- Begin implementation: Fall 2014</li> <li>- Survey staff, parents, and students in May 2014.</li> </ul>
<p><b>#2.3</b> Ensure that student clubs, leadership class, student council, organizations and activities meet the diverse needs of the MHS student population</p>	<ul style="list-style-type: none"> <li>- Administration</li> <li>- Activities Director</li> <li>- Teachers</li> <li>- Link Leaders</li> <li>- Renaissance Leaders</li> <li>- Student Council Member</li> <li>- Student Leadership</li> <li>- Counselors</li> </ul>	<ul style="list-style-type: none"> <li>- Student Activities Period/Prep Time</li> <li>- Student survey</li> <li>- Hourly pay for data entry hours</li> </ul>	<ul style="list-style-type: none"> <li>- Review student participation by demographics by collecting baseline data: Spring 2012</li> <li>- Establish goals to increase specific subgroup representation: Spring 2012</li> <li>- Write a Student Engagement Plan to improve identified subgroup representation in student activities/student voice/decision-making for 2013-2014</li> <li>- Student survey-questions about involvement: Spring 2013</li> </ul>

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<p><b>#2.4</b> Create additional opportunities for parent awareness and involvement in a variety of school activities and programs and set goals to annually increase parent awareness and involvement by 50% more than the previous year over 5 years.</p>	<ul style="list-style-type: none"> <li>- Administration</li> <li>- Counselors</li> <li>- Community Liaisons</li> <li>- Academy Leads</li> <li>- Office support staff</li> </ul>	<ul style="list-style-type: none"> <li>- Hourly pay for translation hours</li> <li>- Hourly pay for MHS Website development hours</li> <li>- Materials/supplies for brochures/etc.</li> <li>Hourly pay for PQIE institute Child Care hours</li> <li>- Hourly pay for Parent Portal support/training for parents</li> <li>- Hourly pay for data entry hours</li> <li>- Hourly pay for parent Education Program educator</li> </ul>	<ul style="list-style-type: none"> <li>- Survey parents: Summer 2012</li> <li>- Write a Parent Involvement Plan: Fall 2012</li> <li>- Determine ways parents could be more involved.</li> <li>. Track parent communication via parent portal, website, emails, phone calls: Regularly</li> <li>- Track parent attendance at school related activities: Regularly</li> </ul>
<p><b>#2.5</b> Staff will clearly communicate, integrate, and promote ESLRs campus and community wide</p>	<ul style="list-style-type: none"> <li>- Administration</li> <li>- Teachers</li> <li>- Counselors</li> <li>- Support Staff</li> <li>- Student Leaders</li> </ul>	<ul style="list-style-type: none"> <li>- Hourly pay for data entry hours</li> <li>- Substitute release</li> <li>- Hourly pay for observations, PLC collaboration</li> <li>- Hourly pay for website/brochure development</li> </ul>	<ul style="list-style-type: none"> <li>- Collect evidence that ESLRs are embedded in instructional strategies, curriculum and student activities: Regularly</li> <li>- Conduct walkthroughs and coach teachers on embedding ESLRs in lessons: Regularly</li> <li>- Request lesson plans that attest to the ESLRs being used in daily planning: Regularly</li> </ul>

### 3. IMPROVE STUDENT SELF-SELECTION PROCESS INTO ACADEMIES AND COLLEGE/CAREER PATHWAYS

**Goal #3** Monterey High School students will self-selected in an Academy and/or College/ Career Pathway thus fostering student achievement, creating equal access, and increasing college and career readiness as measured by annual graduation rate and college entrance data.

#### Rationale

There is a need to increase awareness and improve the outreach process by which Monterey High School students are recruited into the school's established academies and career pathways thus providing all students with opportunities to graduate from high school career and/or college ready.

## Chapter 5: Action Plan

discipline data, staff observations, and discussions with students. Parental awareness and involvement in understanding how to support their student's learning is a focus at Monterey High School.

### **Growth Target**

- Increase student participation in academies and/or career pathways by 5% annually.
- Increase student aware of college and career readiness choices, internships, and volunteer community positions that align with the college/career pathways.

### **ESLR Addressed**

- #3 Develop personal goals for educational, vocational, and creative pursuits.
- #4 Contributing time, energy, and talent in co-curricular and extra-curricular activities to develop personal ties to the school and the larger community

### **Measure**

Through staff, student, and parent surveys as well as student Course Option Sheets, master schedule, and counselor advising meeting notes, MHS will evaluate the effectiveness of recruitment efforts used to inform students about academy and career pathway options.

### **Reporting**

Progress will be reported through staff meetings, counselor meetings, Site Council, and Student Council. Students will be informed by their counselors and teachers and in the daily announcements of information meetings regarding course options in the career pathways and academy activities. Parents will be informed of major improvements and changes through the PTSA, ELAC, Site Council, and Principal's Newsletter.

## Chapter 5: Action Plan

<p><b>#3.1</b> Continue efforts to increase access for all students to a rigorous, standards-based education within the academy and/or career pathway structure.</p>	<ul style="list-style-type: none"> <li>- Administration</li> <li>- Counselors</li> <li>- College Career Specialist</li> <li>- Academy Leads</li> <li>- Office support staff</li> <li>- Freshmen Support Staff</li> <li>- Teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Student survey</li> <li>- Parent survey</li> <li>- <i>Choices</i> Program</li> <li>- Hourly pay for data entry hours</li> <li>- Hourly pay for MHS Website posting and updating</li> <li>- Orientation materials/supplies</li> <li>- Hourly pay for orientation weekend</li> </ul>	<ul style="list-style-type: none"> <li>- Student/parent orientation meetings: Spring 2012</li> <li>- Website courses/pathway information posted: Spring 2012</li> <li>- Master Schedule Offerings showing flexible choices for students to take a variety of course</li> <li>- Counselor review of <i>Choices</i>, A-G, and pathways: Fall 2012</li> <li>- Counselor Calendar/Articulation/Student Review timeline updated: Fall 2012</li> <li>- Student survey: Spring 2013</li> <li>Parent survey: Summer 2012</li> </ul>
<p><b>#3.2</b> Increase opportunities for students to express ideas and concerns related to learning, instructional needs, and interests.</p>	<ul style="list-style-type: none"> <li>- Administration</li> <li>- Teachers</li> <li>- Counselors</li> <li>- Support Staff</li> <li>- Activities Director</li> </ul>	<ul style="list-style-type: none"> <li>- Hourly pay for data entry hours</li> <li>- Hourly pay for MHS Website posting</li> <li>- Hourly pay for updating brochure</li> </ul>	<ul style="list-style-type: none"> <li>- Review baseline student survey results: Fall 2012</li> <li>- Create additional forums for student voice related to learning, instructional needs, and interests: 2012-2013 school year</li> <li>- Demonstrate student concerns/suggestions are being incorporated into the school improvement plan-highlight which ones are student driven: Annually</li> <li>- Review student participation in various classes (AP, AVID, other) and programs (Link Crew, Leadership): Fall 2012</li> <li>- Review results from student surveys administered quarterly: Annually</li> </ul>

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# A1 Master Schedule

[\(Live Link\)](#)

HS MASTER SCHEDULE MHS Update  
2/22/2012

RM										
Teacher	Rm	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
<b>ENGLISH</b>										
Childs	76	English 1 (FRESHMAN) 2093	English 1 H (MAOS) 2092	English 4 2204 (SPARC)	PREP	English 2 H (MAOS) 2027	PREP SPARC	English 1 H (MAOS) 2092	English 1 (FRESHMAN) 2093	
Constant	82	English 4 2204	English 2 (ART) 2025	English 2 2025	PREP	English 4 2204	PREP	English 2 H 2027	English 4 2204	
Eagle	77	PREP	French 2 3020	French 1 3010	AP English 12 2095	PREP GRACE	French 2 3020	French 1 3010	AP English 11 2076	
Kradle	36 B	SAS District Buyout	SAS	CAHSEE PREP English	SAS	English 1 (FRESHMAN) 2093	SAS	SAS	SAS District Buyout	
McCormick	81	AP English 11 (MAOS/SPAR C) 2074	AVID 10 9508	AVID 10 9508	PREP	AP English 11 (MAOS) 2074	PREP SPARC	English 3 (SPARC) 2074	SPARC Port (SPARC) 9440	
Newton	80	English 1 (FRESHMAN) 2093	AVID 9 9507	English 1 (FRESHMAN) 2093	Applied Communications 2586	English 1 H 2092	English 1 H (FRESHMAN) 2092	AVID 9 9507	PREP	
Parker	75	Health/Health (FRESHMAN) 6120	Health/Health (FRESHMAN) 6120	Health/Health (FRESHMAN) 6120	English 2 2025 Prep Buyout	English 2 2025 (SPARC)	English 2 2025	PREP FRESHMAN	Health/Health (MAOS) 6120	

Swartz	78	English 3 2074	English 3 2074	Expository Writing 2600	PREP	PREP ART Careers	English 3 (ART) 2074	English 4 (ART) 2204	English 3 2074	
Mattias	79	Transitional 2018	PREP	Int English 1-3 2890/2891/2892	ELD 4/5 2881	Int English 1-3 2890/2891/2892	Transitional 2018	PREP	ELD 4/5 2881	
Woods	30	AP English 12 2095	English 4 (MAOS) 2204	Leadership 7464	Leadership 7464	English 2 H (MAOS) 2027	BioTechnology 1 (MAOS) 6261	English 2 H (MAOS) 2027	PREP MAOS	
Welch, A.	90/ 92/ LH	English 2 H 2027 Rm 90	Transitional 2018 Rm 90	PREP	Drama 1/Drama 2 2610/2620 Rm 99	Technical Writing - Newspaper 2360 Rm 90	English 2 H 2027 Rm 92	Transitional 2018 Rm 90	Drama 1/Drama 2 2610/2620 Rm 99	
<b>MATH</b>										
Cook	68/ 74	Math Analysis 4730 Rm 74	PREP	Math Analysis (MAOS) 4730 Rm 74	Algebra 2 (MAOS) 4620 Rm 68	Math Analysis 4730 Rm 74	Algebra 2 (MAOS) 4620 Rm 68	BioTechnology 1 (MAOS) 6261 Rm 68	PREP MAOS	
Fowler	32	Algebra 2 Block 4625	PREP	CAHSEE PREP Math 4808	Math Analysis 4730	Algebra 2 Block 4625	Algebra 2 (SPARC) 4620	PREP FRESHMAN	Algebra 2 4620	
Hoey		PREP	Calculus (MAOS) 4750	Physics 6360	Calculus 4750	PREP	Physics	Physics 6360	Physics	
Querimit	35 A	Geometry Block 4719	Math Analysis 4730	Math Analysis	PREP	Geometry Block 4719	Math Analysis 4730	PREP	Geometry 4710	
Smith	33	Geometry 4710	PREP	Algebra 2 Block 4625	Algebra 2 Block 4625	PREP	Algebra 2 Block 4625	Geometry 4710	Algebra 2 Block 4625	

Romero	39	Algebra 1 Block 4603/4616	Geometry Block 4719	PREP	Algebra 1 Block 4603/4616	Algebra 1 Block 4603/4616	Geometry Block 4719	PREP FRESHMAN	Algebra 1 Block 4603/4616	
Tackett	34	Chemistry 6340	PREP	Geometry Block 4719	Geometry Block 4719	PREP	Chemistry 6340	Geometry Block 4719	Geometry Block 4719	
Ramirez	73/ 68	Algebra 1 Block (FRESHMAN) 4603 Rm 73	PREP	Algebra 1 Block (FRESHMAN) 4603 Rm 73	Geometry (MAOS) 4710 Rm 68	Algebra 1 Block (FRESHMAN) 4603 Rm 73	Geometry (MAOS) 4710 Rm 68	Algebra 1 Block (FRESHMAN) 4603 Rm 73	PREP MAOS	
Trinkle	37	Algebra 1 Block (FRESHMAN) 4603	Algebra 2 4620	PREP	Algebra 1 Block (FRESHMAN) 4603	Algebra 1 Block (FRESHMAN) 4603	Algebra 2 4620	AP Calculus 4750	Algebra 1 Block (FRESHMAN) 4603	
Jaimes	36	Geometry Block (FRESHMAN) 4719	PREP	Algebra 2 4620	Algebra 2 4620	Geometry Block (FRESHMAN) 4719	PREP	Algebra 2 4620	Algebra 2 (MAOS) 4620	
<b>SCIENCE</b>										
Begbie	22	PREP	Biology (MAOS) 6210	Chemistry (MAOS) 6340	Chemistry 6340	Biology (MAOS) 6210	BioTechnology (MAOS) 6261	Chemistry (MAOS) 6340	PREP MAOS	
Gruman	21	Oceanography 6270	PREP	Biology 6210	Biology 6210	Biology 6210	PREP	Biology 6210	Oceanography 6270	
Hoey	18	PREP	AP Calculus (MAOS) 4750	Physics 6360	AP Calculus 4750	PREP	Physics 6360	Physics 6360	Physics 6360	
Holte	20	PREP	Chemistry (SPARC) 6340	AP Environmental Science 6496	Chemistry 6340	Chemistry 6340	PREP	AP Environmental Science 6496	Chemistry 6340	

Romito	19	PREP	Oceanography 6270	Oceanography 6270	Oceanography 6270	Oceanography (ART) 6270	Oceanography (FRESHMAN) 6270	PREP	Oceanography 6270	
Tackett	34	Chemistry 6340	PREP	Geometry Block 4719	Geometry Block 4719	PREP	Chemistry 6340	Geometry Block 4719	Geometry Block 4719	
Von Saltza	68	PREP	Marine Biology (MAOS) 6275	BioTechnology (MAOS) 6261	(MAOS)	Marine Biology (MAOS) 6275	BioTechnology 1 (MAOS) 6261	BioTechnology 1 (MAOS) 6261	PREP MAOS	Robotics Engn Technology 8660
Zavas	23	PREP	Biology 6210	Biology (FRESHMAN) 6210	Biology (FRESHMAN) 6210	PREP GRACE	AP Biology 6230	AP Biology 6230	Biology 6210	
SOC SCI										
Hare	84	AP World History (MAOS) 7040	AP US History 7220	PREP	AP US Government & Politics/H Econ (MAOS) 7305/7306	AP US History (MAOS) 7220	AP World History (MAOS) 7040	BioTechnology (MAOS)	PREP MAOS	
Klee	85	PREP	Psych/Soc 7415/7420	Soc/Psych 7420/7415	Psych/Soc 7415/7420	US History 7220	US History (MAOS) 7210	US History (ART) 7210	PREP	
Pace	87	Geo/Geo 7380	Geo/Geo (FRESHMAN) 7380	PREP	Geo/Geo (FRESHMAN) 7380	AP World History 7040	AP World History 7040	PREP FRESHMAN	Geo/Geo (MAOS) 7380	
Petersen	88	Civics/Civics 7240	Civics/Civics (SPARC) 7240	Civics/Civics 7240	PREP	PREP	US History 7220	Civics/Civics 7240	US History 7220	
Sanders	86	21st Century Seminar (FRESHMAN) 9520	21st Century Seminar (FRESHMAN) 9520	Econ/Econ (ART) 7444	Health/Health (FRESHMAN) 6120	21st Century Seminar (FRESHMAN) 9520	21st Century Seminar (FRESHMAN) 9520	PREP FRESHMAN	Scholar Athlete 5545	

Warner	83	Econ/Econ 7444	Econ/Econ (SPARC) 7444	PREP	Geo/Geo 7380	US History (SPARC) 7210	PREP SPARC	Econ/Econ 7444	SPARC Prep Buyout	
Tibbits	28/P3	Ceramics 1/2 1250/1260 Rm 28	World History 7090 Rm 28 District Prep Buyout	World History 7090 Rm P3	Ceramics 1/2/3 1250/1260/ 1270 Rm 28	Ceramics 1 1250 Rm 28	World History 7090 P3	PREP	World History (SPARC) 7090 P3	
Findley		World History (ART) 7090	World History 7090	Colton	PREP	PREP ART Careers	Chorus/Adv Chorus 5200/5210	Colton	PREP ACA Buyout	
HEALTH										
Parker		Health/Health (FRESHMAN) 6120	Health/Health (FRESHMAN) 6120	Health/Health (FRESHMAN) 6120	Service Learning 9003	English 2 2025 (SPARC)	English 2 2025	PREP FRESHMAN	Health/Health 6120	
Santora		PE Dept	PREP	PE Dept	PE Dept	PE Dept	PE Dept	PREP FRESHMAN	PE Dept	
WORLD LA										
Arellano	92	PREP	AP Spanish 3253	Spanish 2 3220	Spanish 2 3220	AP Spanish 3253	PREP	AP Spanish 3253	Spanish 2 3220	
Bennett	72/90	Credit Recovery 9002 Rm 72	PREP	Spanish 3 3230 Rm 90	Credit Recovery 9002 Rm 72	Credit Recovery 9002 Rm 72	Spanish 3 3230 Rm 90	PREP	Credit Recovery 9002 Rm 72	
Bainbridge	94	Spanish 3 3230 Dist Prep Buyout	Spanish 1 3210 (FRESHMAN) 1fte	Spanish 1 3210 (FRESHMAN) 1fte	Spanish 2 3220	Spanish 2 3220	Spanish 1 3210 (FRESHMAN) 1fte	PREP FRESHMAN	Spanish 1 3210 (FRESHMAN) 1fte	

Eagle		PREP	French 2 3020	French 1 3010	AP English 12	PREP GRACE	French 2 3020	French 1 3010	AP English 11	
Logue	89	Italian 2 3360	Spanish 3 3230	Italian 3 /Italian 4 3370/ 3380 Dist Prep Buyout	Italian 2 3360	Italian I 3350 Dist Prep Buyout	Spanish 3 3230	Spanish 1 (MAOS) 3210	Italian I 3350	
Zobel	91	Yearbook 2400	Spanish 2 3220	Spanish 2 (MAOS) 3220	PREP	Spanish 2 3220	Spanish 1 3210	Spanish 2 3220	PREP MAOS	
PHYS ED										
Groves			Dance 3 2637	Dance I 2635		PREP ART Careers	Dance 2 2636	Dance 1 2635	Weights/Condition 5541	
Pettas	25/ GY M	Physical Ed 2 5500	Physical Ed 2 5500 (SPARC)	PREP	Sports Med 8857 Rm 25	Sports Med 8857 (SPARC) Rm 25	PREP SPARC	Physical Ed 2 5500	Physical Ed 2 5500	
Santora	GY M	Physical Ed I (FRESHMAN) 5570	Physical Ed I (FRESHMAN) 5570	Physical Ed I (FRESHMAN) 5570	Physical Ed 2 5500 Dist Prep Buyout	PREP	Physical Ed I (FRESHMAN) 5570	Physical Ed I (FRESHMAN) 5570	Physical Ed 1 5570	
Tanks	31	ROTC 2 9861	PREP	ROTC 3/4 9880/9890	Link Crew 9020	PREP	ROTC 3/4 9880/9890	ROTC 1/2 9861/9861	ROTC 1 9861	
Duffield	31	same as above	same as above	same as above	same as above	PREP	same as above	same as above	same as above	
ARTS										
Black	14	Piano I/II 5180/5181	Beg/Int/Adv Band 5110/5120/5130 / 5176/5177	Piano I/II 5180/5181	PREP	Piano I/II 5180/5181	PREP ART Careers	Piano I/II 5180/5181	Orchestra 5170/5196	

Findley	P3/13	World Hist (ART) 7090	World History 7090	Colton	PREP	Chorus/Adv Choir 5200/5210	PREP ART Careers	Colton	PREP ACA Buyout	
Groves	66/70		Dance 3 2637	Dance 1 2635		PREP ART Careers	Dance 2 2636	Dance 1 2635	Weight/Conditioning 5542	
Melone	24	Drawing & Pt 2 1160	Drawing & Pt 1 1150	PREP	Art Portfolio (ART) 1050	PREP ART Careers	Drawing & Pt 2/3 & AP Art Studio 1160/1170/1180	Drawing & Pt 1 1150	Drawing & Pt 1 1150	
Welch, A	77/LH	English 2 H 2027	Transitional 2018	PREP	Drama 1/Drama 2 2610/2620	PREP ART Careers	English 2 H (ART) 2027	Transitional 2018	Drama 1/Drama 2 2610/2620	
Slasor	26/10/0	Photo 1 1310 (SPARC)	Photo 1 1310	PREP	Photo 1 1310	PREP ART Careers	Photo 2 (Digital/Journalism) 1320	Photo 2 (Digital/Journalism) 1320	Photo 1 1310	
Tibbits 1fte	28/83	Ceramics 1/2 1250/1260	World History 7090	World History 7090	Ceramics 1/2/3 1260/1270	Ceramics 1 (FRESHMAN) 1250	World History 7090	PREP	World History (SPARC) 7090	
Welch, L.	LH								Professional Actor Training 8869	Stage & Studio 5527
CTE										
Emery	D1	PREP	Green Careers 8510	Green Careers 8510	Co-op 9791					
Johnson	D1					Health Careers 8751	Health Careers 8751	Health Careers 8751	PREP	

Coyne	69	Auto Tech 1 8640	PREP	Auto Body&Fender 1 8628	AutoTech 2 8638	AutoTech 2 8638	Auto Mech 4010 (FRESHMAN)	Robotics EngTechnology 8660	PREP MAOS	Service Learning 9003
Rose	27	Film/Video 8780	PREP	Cinema Arts 8866	Film/Video 8780	PREP ART Careers	Cinema Arts 8866	Cinema Arts 8866	Film/Video 8780	
Welch, L.									Professional Actor Training 8869	
Slasor			PREP			PREP ART Careers	Photo (Journalism) 1320	Photo (Journalism) 1320		
Pettas		PREP		Sports Medicine 8857 (lab)	Sports Medicine 8857 SPARC (lab)	PREP SPARC				
Von Saltza		PREP		BioTechnology 1 (MAOS) 6261	BioTechnology 1 (MAOS) 6261		BioTechnology 1 (MAOS) 6261	BioTechnology 1 (MAOS) 6261	PREP MAOS	
SPED										
Browning	93	PREP	Credit Recovery SPED 9002	ExCEL	Tutorial Support 8497	PREP	Tutorial Support 8497	Credit Recovery SPED 9002	ExCEL Casework	
Royster	71	Essential English 8124	Essential Math 9/10/11/12 8132	ExCEL	PREP	PREP	Personal Management A/B 8125/8126	Essential U.S. History/Gov't/Wo rld History. 9/10/11/12 8114/8116/8123	Tutorial Support 8497	
Sicuro	35 B	ExCEL	PREP	Tutorial Support 8497	Career Prep/Experience 8127/8128	PREP	ExCEL Casework	Tutorial Support 8497	Essential Science 8108	

## **A2 Single Plan for Student Achievement (SPSA)**

**(Live Link)**

### **The Single Plan for Student Achievement**

Monterey High School

CDS Code: 27660922732808

Date of this revision: October 2011

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

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

Contact Person: **Marcie Plummer**

Position: **Principal**

Telephone Number: **(831) 392-3801**

Address: **101 Herrmann Drive, Monterey California 93940**

E-mail Address: **mplummer@mpusd.k12.ca.us**

Monterey Peninsula Unified School District

The District Governing Board approved this revision of the School Plan on November 14, 2011

## A3 Site Improvement Plan Budget (SIP)

### Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose</u> : Assist expectant and parenting students succeed in school.	
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose</u> : Help educationally disadvantaged students succeed in the regular program.	\$159,195
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose</u> : Develop fluency in English and academic proficiency of English learners	\$20,128
List and Describe Other State or Local funds : California Partnership Academy: SPARC SPARC Academy <input checked="" type="checkbox"/> Chapman Foundation California Partnership Academy: Art Careers MAOS Donation Account	\$ 70,740 \$ 6,000 \$ 6,800 \$ 70,740 \$ 63,562
Total amount of state categorical funds allocated to this school	\$397,165

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input checked="" type="checkbox"/> 21 <sup>st</sup> Century Learning Centers Grant-Extended Learning, Equitable Access and Family Literacy	\$250,000 \$25,000 \$20,000
Total amount of Federal categorical funds allocated to this school	\$295,000
Total amount of State and Federal categorical funds allocated to this school	\$692,165

## **A4 Course Descriptions**

**(Live Link)**

### **High School Course Catalog**

**2011-2012**



Monterey Peninsula Unified School District

#### **Board of Education**

Diane Creasey

Richard Glenn

Debra Gramespacher

Regina Lauterbach

Dr. Bettye Lusk

Curt Parker

Helen B. Rucker

#### **Superintendent**

Dr. Marilyn K. Shepherd

700 Pacific Street Monterey, CA 93940

[www.mpusd.k12.ca.us](http://www.mpusd.k12.ca.us)

## A5 Club Lists

### MONTEREY HIGH SCHOOL CLUBS

2011-2012 School Year

<u>CLUB NAME</u>	<u>ADVISORS</u>	<u>ROOM</u>	<u>MEETING TIMES</u>
<i>International Student Exchange (AFS) other)</i>	<i>Eagle</i>	<i>77</i>	<i>Friday –lunch (every</i>
<i>After School Academy (ASA)</i>	<i>Tanei Garnett</i>	<i>100</i>	<i>Daily after school</i>
<i>Arabic Club</i>	<i>Logue</i>	<i>89</i>	<i>Lunch</i>
<i>ASIAN CULTURE CLUB</i>	<i>Swartz</i>	<i>78</i>	<i>Twice a month-lunch</i>
<i>DANCE CLUB</i>	<i>Groves</i>	<i>66</i>	<i>Lunch</i>
<i>Electronic Music Appreciation ( EMAC)</i>	<i>GROVES</i>	<i>66</i>	<i>Lunch</i>
<i>Fellowship of Christian Athletes (FCA)</i>	<i>Newton</i>	<i>80</i>	<i>Thursday-lunch</i>
<i>Gay Straight Alliance (GSA)</i>	<i>Parker/Tibbitts</i>	<i>75</i>	<i>Mondays-lunch</i>
<i>GREEN TEAM (Environmental)</i>	<i>Slasor</i>	<i>101</i>	<i>every Thursday-lunch</i>
<i>JAZZ BAND CLUB 5:30pm</i>	<i>Black</i>	<i>14</i>	<i>Fridays 3:00pm –</i>
<i>KEY CLUB</i>	<i>Pace</i>	<i>89</i>	<i>Wednesdays-lunch</i>
<i>Latino Club</i>	<i>Bainbridge</i>	<i>94</i>	<i>Lunch</i>
<i>MOTORSPORTS</i>	<i>Coyne</i>	<i>69</i>	<i>Mondays-lunch</i>
<i>MURAL CLUB</i>	<i>Melone/Romito</i>	<i>24</i>	<i>Wednesday – lunch</i>
<i>MUSIC THEORY</i>	<i>Findley</i>	<i>13</i>	<i>Monday 3-4:30pm</i>
<i>PHOTO CLUB</i>	<i>Slasor</i>	<i>100</i>	<i>Wednesday-lunch</i>
<i>PRESS CLUB Days)</i>	<i>Welch</i>	<i>90</i>	<i>During 5<sup>th</sup> period ("B</i>
<i>RECORDING (Recording Studio)</i>	<i>Findley</i>	<i>Studio</i>	<i>Fridays 3-5pm</i>
<i>ROBOTICS</i>	<i>Von Saltza</i>	<i>23</i>	<i>Mondays-lunch</i>
<i>THE CLASSICAL MUSIC CLUB</i>	<i>Logue</i>	<i>89</i>	<i>Thursdays-lunch</i>
<i>THE PAISA CLUB</i>	<i>Logue</i>	<i>89</i>	<i>Tuesdays-lunch</i>
<i>Video game Club lunch</i>	<i>Morrison</i>	<i>library</i>	<i>Tuesday/Thursday</i>
<i>VOCAL ENSEMBLE</i>	<i>Findley</i>	<i>Studio</i>	<i>Thursdays 3-4:30pm</i>
<i>WORLD VILLAGE FILM FESTIVAL (Foreign Films) foreign Lang. film</i>	<i>Eagle</i>	<i>77</i>	<i>Every 3<sup>rd</sup> week-Lunch 4 days straight to see</i>
<i>WORLD WITHOUT BORDERS after school ( every third week)</i>	<i>Eagle</i>	<i>77</i>	<i>Tues. at -lunch and</i>

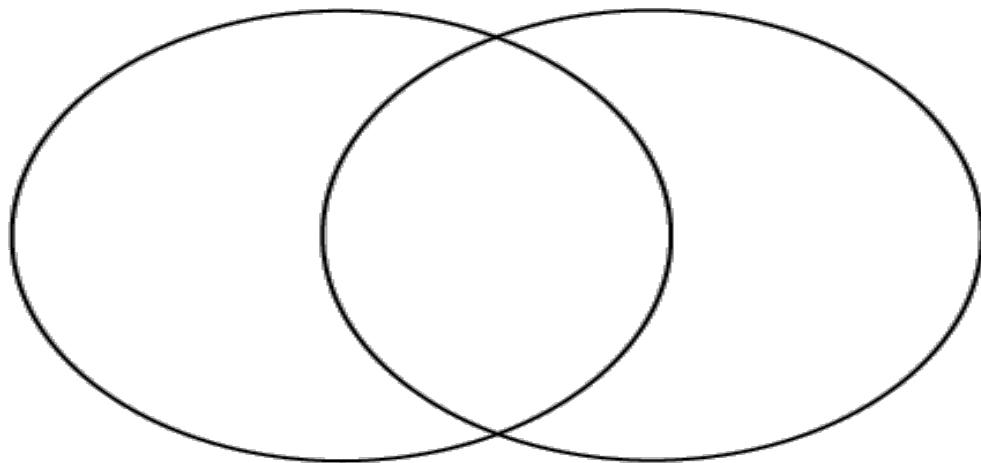
## A6 District Collaboration on Common Assessment

### **MPUSD District wide Collaboration Day:** **January 18, 2012**

Common Core Performance Tasks  
and Common Formative Assessments

Common Formative  
Assessments NOW

Performance Tasks  
Assessments



*How can PLC teams use Common Formative Assessments and the Cycle of Inquiry to prepare students for the rigor of the new Performance Task Assessments coming in 2014?*

Monterey Peninsula Unified School District  
Curriculum Council  
Instructional Materials Center  
February 2, 2012  
8:30AM-3:00PM

***Professional Learning Communities/Common Formative Assessments***

Review Objectives

Teachers will:

- Assess progress on PLCs
- Evaluate a common formative assessment
- Develop a rubric for a common formative assessment
- Reflect on, "What do we do when students don't learn?"

Cultural Shifts in a Professional Learning Community

Dr. Shepherd

Common Formative Assessment

Tanya/Lisa

BREAK

Rubrics: Examples and Development

Emily

LUNCH

Share Out by Learning Community

Catherine

Homework Review by Grade Span

Catherine

***What do we do when students don't learn? & What do we do when students learn more than anticipated?***

Break Out by level and topic:

C & I Team with  
Academic Coaches

- Time to Reteach
  - Elementary Universal Access
  - Secondary Block period
- Grouping Students
  - Elementary
  - Secondary
- Classroom Management
  - Elementary
  - Secondary
- Curriculum Resources
  - Elementary
  - Secondary

Debrief

Lisa/Tanya

Wrap Up with Talking Points

Catherine/Renee

*Happy Groundhog Day!*

**A7 District Technology Matrix**

**(Live Link)**

# Monterey Peninsula Unified School District

## 2009-2014 Education Technology Plan

***July 1, 2009 – June 30, 2014***

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