



MENDOCINO

MENDOCINO HIGH SCHOOLS

MHS, MCHS, MSHS, MAS

2019 WASC Mid-Cycle Report

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Contents

- Preface 1
- I: Student/Community Profile Data 2
 - Profile** 3
 - The Community* 3
 - The Schools* 4
 - The Vision* 9
 - Data** 10
 - School Climate* 10
 - Student Performance* 15
 - College and Career Readiness* 18
- II: Significant Changes and Developments 24
 - Program** 25
 - Staffing** 25
 - Budget** 26
- III: Ongoing School Improvement 27
- IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan 29
 - Action Plan 1: Positive Behavior and School Culture** 30
 - Action Plan 2: Academic Expectations and Support** 32
 - Action Plan 3: Relevance and Rigor of Programs** 33
 - Action Plan 4: Communication in School Community and Beyond** 35
- V: Schoolwide Action Plan Refinements 38
 - Updated Goals 39
 - Goal 1 – Positive Behavior and School Culture** 40
 - Goal 2 – Academic Expectations and Support** 42
 - Goal 3 – Relevance and Rigor of Programs** 43
 - Goal 4 – Communication in the School Community and Beyond** 44
- Appendix: Complete List of Action Plan Progress 46

Preface

In our 2 ½ years since the 2016 WASC Self Study, our school community has experienced notable changes and many opportunities to activate the vision we created. Under the leadership of our new principal, teachers and staff have been empowered and supported in exploring and achieving our student learner outcomes outlined in the Action Plan. Our stakeholders engage in a regular exchange of information and ideas with our leadership team, providing improved communication and awareness among our students, families and community at large. In the process, we have maintained the focus of what makes our school great: a diversity of relevant course offerings and extra-curricular activities, a thriving and caring school community, and students who continue to challenge themselves and find success.

This mid-cycle review has allowed the staff and leadership dedicated time to synthesize data and thoroughly review our Action Plan progress and supporting evidence. In so doing, we have taken the opportunity to continue thoughtful conversation and calibration towards purposeful change and implementation. We are aware of the areas where improvement continues to be needed and will pursue new and effective ways of addressing these challenges.

*Liz Newkirk, WASC Coordinator
February 4, 2019*

I: Student/Community Profile Data

Profile

The Community

The Mendocino Unified School District (MUSD) originated in 1964 and encompasses five small coastal communities which include Caspar, Mendocino, Albion, Comptche, and Elk. Spread over 336 square miles, the district serves a rural population that was historically supported by timber and fishing industries. As fisheries and timber have declined, communities have become more dependent on tourism. Many residents in the district find employment in the arts, entertainment, recreation, accommodation and food services sectors. Other sources of employment include educational and health services (the largest sector), retail trade, and construction. The legal and illegal marijuana industry also account for an unknown but significant portion of employment and income in the district. The residents of MUSD are significantly older than the State average (55 years old compared to 36 years old), a reflection of the ongoing transformation of the district from one of working families to a retirement community.

The original Mendocino High School was built in 1893, overlooking the village of Mendocino and the Pacific Ocean. Today, the main hallway proudly displays 125 years of graduating classes, a visual representation of the continuity of the community. The Mendocino High Schools serve about 180 students from MUSD and other neighboring districts. The trend toward an older demographic in the district has directly affected district and school enrollment.

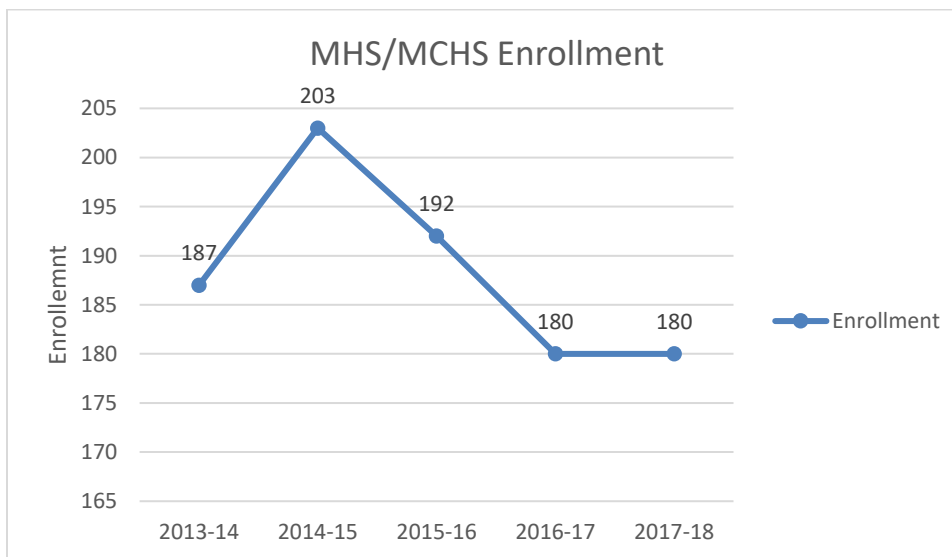


Figure 1: Enrollment has continued to decline, levelling off around 180 students.

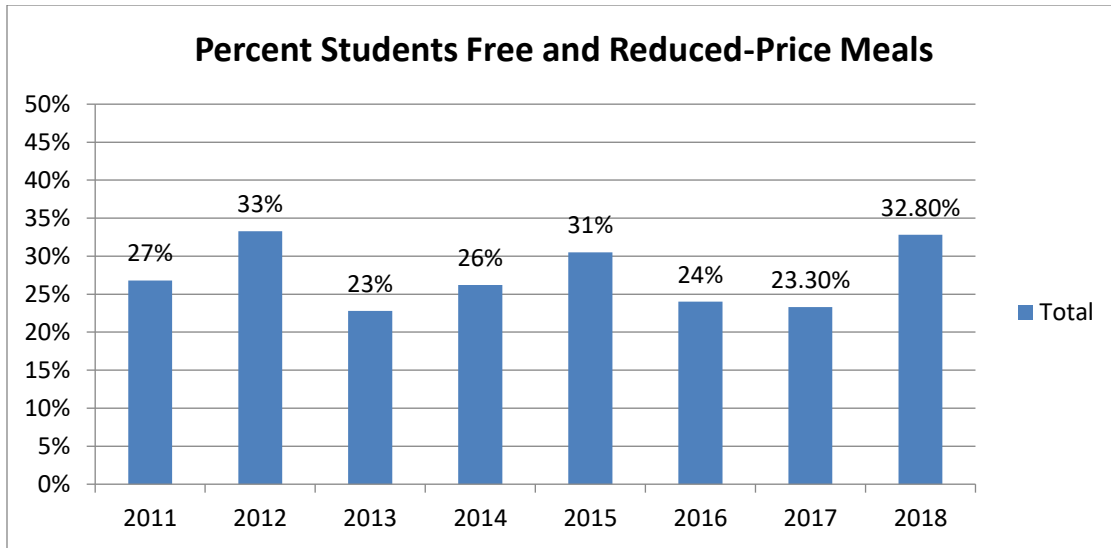


Figure 2: The number of socio-economically disadvantaged students is at the highest level in six years.

The Schools

The Mendocino High Schools are comprised of four high schools, offering a diversity of options: Mendocino High School (MHS), Mendocino Community High School (MCHS), Mendocino Sunrise High School (MSHS), and the Mendocino Alternative School (MAS) independent study program. Our enrollment has continued at a similar rate over the past 3 years, currently at approximately 180 students for all four schools. MUSD is both a District of Choice as well as available to students approved for inter-district transfer, hosting 39 district of choice and 13 inter-district students. The four small schools are welcoming to all students, traditional, at-risk, and/or unconventional, as well as hosting exchange students from 2 countries this 2018-19 academic year. Our school culture is one of safety, respectfulness, responsibility and excellence, allowing continuing and transfer students alike an accepting environment and a high level of academic rigor.

All of the schools are in physical proximity and interact on some level, with students taking courses from a combination of sites. The Mendocino High School is a traditional high school that offers students a college preparatory program and houses the majority of courses offered. Mendocino Community High School is a “school within a school” that offers students an alternative to the traditional comprehensive high school model. Mendocino Sunrise High School is a continuation high school that enrolls a small number of at-risk students who are looking for alternatives to MHS or MCHS and provides them a supportive atmosphere to work toward gaining credits. The partial day attendance requirement and individualized instructions has provided at-risk students the opportunity to recover credits and earn a diploma. The Mendocino Alternative School independent student program provides a valuable option for students who do not operate successfully in a traditional setting, for parents who choose to raise their kids in an alternative setting, or students in unique situations, such as travel or frequent illness. The program is based out of the Community High School building.

The staff currently consists of 20 teachers, three of which are on-site part time. There is one school psychologist, one social-emotional counselor and one social worker that are shared across the district. One academic counselor is shared among the 4 high school programs. Average class size remains near 15 students in core classes, though there are usually larger classes around 25 students in a subject, offset by smaller classes of around 10 students. MSHS is capped at 15 students.

Mendocino High School Program Overview

Of all four high school options, Mendocino High School is the most traditional comprehensive program. In 2007, when MSHS was established as a continuation school, the CDS codes for MCHS, which was the former continuation program, and MHS were combined. Though these programs are intertwined, they do offer unique experiences. Both MHS and MCHS follow a block schedule, with all classes meeting on Mondays for 50 minutes and then on Tuesday/Thursday or Wednesday/Friday for approximately 90 minutes. On Wednesdays and Fridays, there is a 40-50 minute tutorial period after the first block. This tutorial period is used for academic advising, completing homework, making up exams and missed work and for academic interventions. It is also used for module instruction for our college and career readiness curriculum, *Get Focused, Stay Focused*. Class meetings and other events are periodically scheduled during a Friday activity period at the end of tutorial.

MHS offers the majority of academic classes, including all math, science and foreign languages, as well as electives such as art, chorus and a variety of CTE courses. Among its strong core offerings, MHS hosts the School of Natural Resources, or the SONAR program, a double period of environmental science and English. An annual rotation of 8 AP course offerings are provided through the High School as well. Students can access a wide variety of CTE courses in six pathways: Engineering, Plant and Soil Science, Woodworking, Production and Managerial Arts (Media), Visual Art, and Food Service. The Media program has expanded significantly to include Intro to Media, Music Production, Video Production, and Radio Production, which runs our student-powered radio station, KAKX. Mendocino College typically offers one class per semester on the high school campus as well. Such diversity in course offerings are strong examples of the meaningful and rigorous courses prioritized at MHS.

Traditional activities such as Student Council, though available to all students, tend to be primarily run by MHS students. Other academic and service clubs available to all students include Interact, Amnesty International, CSF, Improv, Robotics, Model UN, Game Club, Radio Club, Spectrum Club, Yoga, and Band Club. Events such as homecoming, prom, and rallies are run by MHS staff and students. Through the Yearbook elective, MHS also produces *The Boom*, which is proudly celebrating its 100th anniversary this year. The yearbook includes students and activities from all four of the Mendocino High School campuses.

Also based at MHS, the special education program serves all IEP students in the four programs. The resource specialist teachers do an outstanding job pushing into classrooms rather than pulling students out, and along with para-professional aides, assist IEP students directly in classes whenever possible. The special education program also offers Workability and the Transition Partnership Program, allowing students to enter the world of work and life after high school seamlessly. Additional programs based at

MHS, such as counseling and college and career advising, are also available to all students at the four schools.

The Academic Advisorship Program is a vital part of the MHS guidance program. It provides comprehensive academic advising for all students. The primary responsibility of the advisor is to assist a student with academic scheduling, help students and parents make choices about classes, develop a class schedule, approve changes in student schedules, help students set educational goals and answer basic questions about school guidelines, activities, and expectations. Each student is assigned an advisor (teacher) at the time he or she enrolls at the school. Currently, advisors and advisees meet every Wednesday and Friday to communicate important school related information as well as provide students with time to study and receive individual academic support. Every August, advisors meet individually with their advisees and parents/caregivers, while all seniors meet individually with the Academic Counselor to ensure graduation goals are on track and post-high school plans have the support necessary for success. Through our new college and career curriculum, advisors will have access to students' 10-year plans, which are updated yearly.

An important part of the Mendocino High Schools that has greatly influenced the worldviews and experiences of Mendocino students is Alternative Education Week (AE Week). AE Week is an experiential learning opportunity that happens in the first week of April when students explore the richness of the world beyond the classroom. From local kayaking and hiking, to watching theater in Ashland, to backpacking, mountain biking and first responder courses, the world becomes the classroom. AE Week is an invaluable source of enrichment for Mendocino students. The trips build community through shared experience and expand the comfort-zones of participants. It is not uncommon for students to develop passions and purpose in their lives because of an experience they shared over AE Week.

Mendocino Community High School Overview

Mendocino Community High School is a school within Mendocino High School and has 45-50 students and four staff (three instructors and an administrative assistant). MCHS works in conjunction with MHS to provide students with an alternative to traditional high school models. Students at both MHS and MCHS follow the same bell schedule and have access to all MHS and MCHS classes. Academic courses offered through MCHS include Civics, Modern American History and Literature (with honors options), Modern World History and Literature (with honors options), Literature and Composition 1-2, AP Literature, and New Media Language Arts. Non-academic courses include Morning Meeting and Outdoor Leadership. Students frequently use directed or independent studies to earn credit for learning outside of school.

MCHS students and staff are part of a close-knit learning community that values creativity, academic rigor, personal growth, and community involvement. Student success at MCHS relies on student initiative and responsibility. The family-like environment fosters positive relationships between and among students and staff. These relationships form the foundation of the community at MCHS. Mendocino Community High School provides students with a holistic education that challenges students

to expand their boundaries academically and personally. Students are frequently asked to “step outside of their comfort zones” in order to experience new challenges. Experiential education weaves its way through the entire MCHS curriculum.

A unique MCHS graduation requirement is the Senior Project. The Senior Project gives students an opportunity to explore and develop one of their interests while receiving school credit. The Senior Project is a 150-hour commitment (10 units), and is a culmination of a year’s worth of thought, planning, and work. The process includes developing a concept or idea; finding a mentor to help guide and support the project; seeing the project through to completion and publicly sharing the project at Senior Project night in May. Projects have included art exhibits, musical performances, theatre, travel, inventions, community service, and more.

Morning Meeting is an integral part of the MCHS program, differentiating MCHS from many other high school programs. Morning Meeting provides students and the staff the space and time to make deep connections with one another, and it helps to establish the close family environment that MCHS strives to create. Morning Meeting is the *de facto* student council at MCHS. Students organize and plan events, discuss issues, and give input to the staff. Decisions are based on consensus. Activities include community service, team building initiatives, guest speakers, dance, yoga, theatre, discussions about current events and health issues, journaling, and a variety of student-planned activities. The students in Morning Meeting produce the school play. This time is also used as a space for group and individual advising.

Retreats are one of the central aspects that define the Community School. All students are expected to participate in Retreat. Fall Retreat is a three-day all-school retreat to the Mendocino Woodlands which serves as an opportunity to welcome all of the new students into the community. It is a time to set the caring and open tone of the school and focus on building relationships. The days are filled with activities and ceremonies designed to build trust and bring the school closer together. The staff and students work together to prepare and cook the meals, clean up, and direct activities. It is an opportunity for students to make new friends, rekindle forgotten friendships, and just be themselves. Spring Retreat is similar to Fall Retreat, except that it is a two-day experience. Spring Retreat is an opportunity for students and staff to reflect upon the year and say good-bye to seniors.

The Community School hosts a variety of other unique programs and events. The Outdoor Leadership Program includes team building activities and adventure activities such as kayaking, rock climbing, backpacking and mountain biking.

Mendocino Sunrise High School Overview

Established in 2007, Mendocino Sunrise High School is a continuation school with a maximum enrollment of 15 students. With two teachers totaling 1.0 FTE, MSHS uses a continuation education model to provide an alternative to comprehensive high school and independent study. MSHS staff works to improve the attitude of students towards education, as well as providing basic skills and knowledge through individualized learning plans and collaborative learning activities. The continuation program

provides an opportunity to make up credits, salvage partial credit when a semester has not been going well, work and study part time, prepare for the California High School Proficiency Exam, or just get a fresh start. Students may also attend any MHS/MCHS scheduled classes at the end of the MSHS school day, as long as the student is in good standing. This relationship between the schools benefits students, as they can use MSHS credits to complete graduation requirements for any of the Mendocino High Schools. MSHS students may graduate from the program with either a 200 credit diploma or a full 265 credit diploma. An evaluation meeting with staff, students and parents/caregivers can recommend a student for enrollment at MSHS or to return to comprehensive high school or independent study.

Daily attendance is required from 8:15am until lunch, totaling 15 hours per week. Student success at MSHS relies on a student's personal determination and responsibility. Achievement of work completion, and thus earning credits, is the responsibility of the student. The staff at MSHS recognizes that each of student comes with individual needs and every effort is made to help each student meet their own needs and achieve success. Most subjects offered are programmed, self-directed materials designed for students to proceed at a rate in relation to their capabilities and personal drive. Coursework includes preparation in the areas of Consumer Math and World of Work to focus on work and career goals post high school graduation. Small class size allows for more personal attention, and individualized instructions allows each pupil to learn at the pace and in the manner that best suits them.

Mendocino Alternative School (Independent Study) Program Overview

Mendocino Alternative School (MAS) offers students the option of pursuing their education in locations other than the classroom. MAS students come from varied backgrounds and choose the program for a variety of reasons, but the one common requirement is that participants are self-starting and intrinsically motivated. Essentially an independent study program, MAS coursework is designed to be meaningful and interesting to the individual students it serves, while meeting district requirements for grade level advancement and graduation. Typically, students check in with their instructor weekly to receive new assignments and to turn in completed work. MAS students are encouraged to broaden their educational experience through personal commitment to their own education.

MAS high school coursework most often prepares students for success in community college, technical school or full-time work. Because lab science, foreign languages, AP courses and the like cannot be offered with the same integrity as is possible in the classroom, MAS does not meet A-G requirements. Therefore, students who wish to attend a four-year university immediately following high school are not recommended for the program. However, committed students are able to take college prep courses at MHS/MCHS, community college, or through accredited online programs to complete admission requirements to four-year colleges.

The Vision

Mission

The Mendocino High Schools honor the district motto of “Learn, Explore, Create” by providing a variety of challenging educational and extracurricular programs that empower each student to strive for academic and personal excellence.

Vision and Core Values

Located in a small town of great natural beauty and cultural awareness, the Mendocino High Schools are based on a foundation of strong personal relationships and a regard for the wholeness of each student. Through meaningful and engaging learning experiences, students are challenged to be critical and creative thinkers. Each student is supported in developing a sense of responsibility to self and to the local and global community. The Mendocino High Schools foster a personal approach that inspires students to find their passions and develop strengths that will prepare them for opportunities in the 21st Century.

Student Learning Outcomes

Our graduates will be...

- 1. Effective communicators who ...**
 - 1.1 Utilize written, verbal, and non-verbal communication to convey significant messages.
 - 1.2 Receive and comprehend the messages of others.
- 2. Complex thinkers who...**
 - 2.1 Are competent in accessing and analyzing information from a variety of sources.
 - 2.2 Employ critical thinking and problem solving in a variety of situations.
- 3. Self-directed learners who...**
 - 3.1 Function successfully, both independently and in collaborative settings.
 - 3.2 Seek enrichment and work to build on their strengths to ensure success in a rapidly changing world.
- 4. Responsible citizens who...**
 - 4.1 Display positive behaviors and attitudes towards themselves and others.
 - 4.2 Effect positive change through social responsibility and environmental sustainability in the school community and beyond.

Data

At the time of the last WASC Report in 2016, state testing and reporting was going through a transitional period. Three years later, some measures are available, such as CAASPP scores, and others, like the dashboard, remain in development. Furthermore, sites like DataQuest and Ed-Data have changed what data they track and how, necessitating a shift in how data is reported. As a result, we relying more on sources such as the College Board and have also increased the amount of local data, especially in the area of school climate and behavior data.

School Climate

School climate data relies heavily on results of the California Healthy Kids Survey (CHKS), which is conducted every other year for 9th and 11th grade students as well as for staff and parents. The survey was last given in January of 2019, but results were not available in time for this report. The school

School Climate Index Subscale Results

	SCI Scores			
	2015	2016	2017	Change
Overall Supports and Engagement	351	–	357	+6
High expectations and caring relationships	309	–	338	+29
Opportunities for meaningful participation	329	–	312	-17
Perceived school safety	365	–	371	+6
School connectedness	358	–	360	+2
Overall Low Violence and Substance Use	285	–	290	+5
Low physical violence perpetration	280	–	287	+7
Low physical/emotional violence victimization	316	–	310	-6
Low harassment and bullying	264	–	286	+22
Low substance use at school	268	–	241	-27

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey)

	2015	2016	2017	Change
Try hard on school work	69%	–	69%	0
Truant more than a few times	8%	–	12%	+4
Feel a part of the school	69%	–	74%	+5
Safety at school	73%	–	78%	+5
Harassed or bullied at school	47%	–	44%	-3
Experienced chronic sadness/hopelessness	34%	–	40%	+6

Selected Staff-Reported Indicators (California School Staff Survey)

	2015	2016	2017	Change
Nearly all/most students are motivated to learn	65%	–	60%	-5
Truancy is moderate/severe problem	76%	–	70%	-6
School is a supportive and inviting place for students to learn	100%	–	100%	0
School is a supportive and inviting place for staff to work	88%	–	100%	+12
School is a safe place for students	94%	–	100%	+6
Harassment/bullying is moderate/severe problem	47%	–	20%	-27
School is welcoming to and facilitates parental involvement	100%	–	100%	0
School has clean and well-maintained facilities	56%	–	90%	+34

Figure 3: California Healthy Kids Survey school climate survey and other indicators.

climate index has improved with some large gains in “high expectations and caring relationships” and decreases in harassment and bullying. There was a significant decline in “opportunities for meaningful participation” and a large increase in substance use at school as well as a slight increase in symptoms of depression. The results of the 2017 CHKS prompted the addition of substance use counseling as well as efforts to engage students more in the school community through activities and clubs. Substance use amongst students continues to be a concern.

At the end of the 2016-2017 school year, a data collection system was established for tracking behavior through the PBIS model. A Behavior Intervention Form (BIF) was implemented and the data is entered in the assertive discipline tab of Aeries, allowing for tracking of trends. The majority of BIFs tend to be issued to a small group of students (30% of the BIFs in the fall of 2018 were issued to 3 students or under 2% of the student population). Thus, when reviewing behavior data for trends and interventions, any patterns such as time of day or day of the week may be heavily influenced by what class a particular student has on a particular day. Thus, the behavior data has proven more useful for interventions on an individual student level. BIF data has helped to determine schoolwide actions at times. For example, an increase in cell phone use BIFs prompted a schoolwide calibration of the policy and a redoubling of efforts to enforce the cell phone policy.



Figure 4: Sample BIF data showing trends at the schoolwide level (from 2017-2018).

With the new administration there was a 3% increase in suspensions in 2017 to 9.6%, but the rate dropped to 5.9% in 2018. Socioeconomically disadvantaged students were, however, indicated as being suspended at a higher rate (11.4%). Suspension rates remain well above the state average. The addition of a behavior interventionist position (added to the athletic director's duties) in the '17-'18 school-year has allowed for more effective deescalating of situations by removing the Principal from minor level 1 and 2 issues and providing students with behavioral support. The behavior interventionist works to address issues in classrooms and get students back into class as soon as possible.

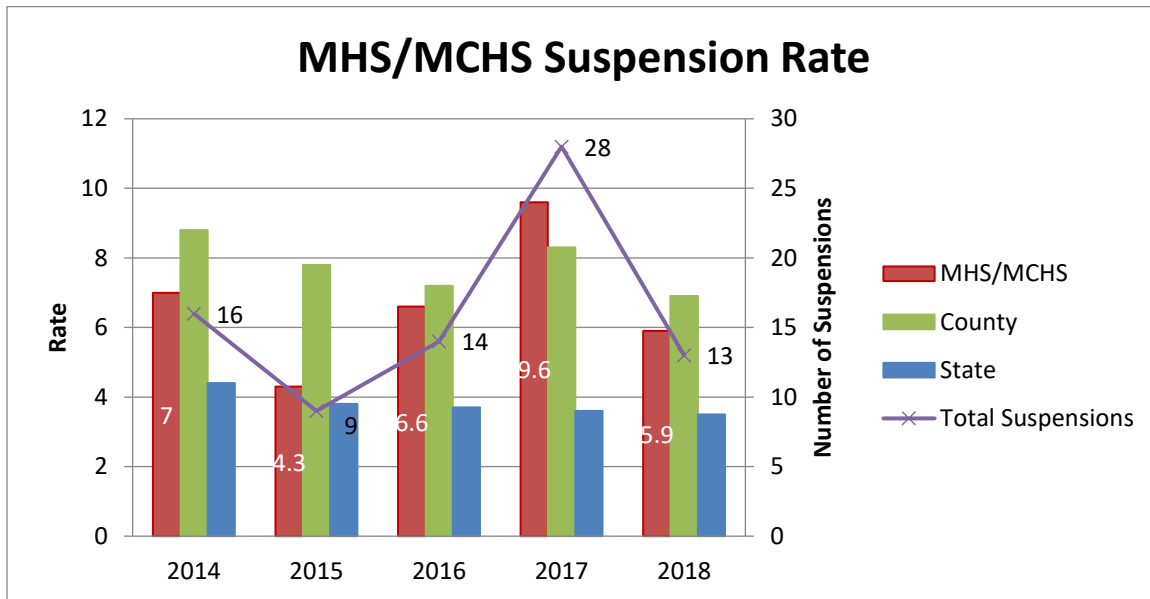


Figure 5: Suspensions increased dramatically with new administration in 2017, but decreased the following year.

Efforts have also been made to find alternatives to suspension. These include counseling, social learning groups, and restorative practices.

The addition of PBIS and the Behavior Intervention Form tracking system in the '16-'17 school-year have allowed for the possibility of early intervention with students. The goal is to see the number of BIFs decrease over time.

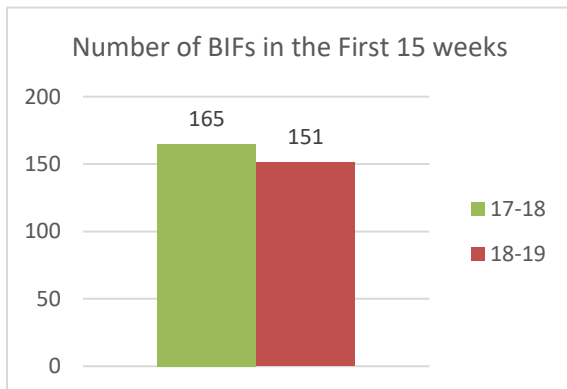


Figure 7: The number of BIFs issued in the first semester has decreased slightly from last year. (Primary violations only, includes suspensions. Source: Aeries Discipline Dashboard)

Compared to last year, the number of BIFs issued has decreased slightly. The number of BIFs can be influenced by behavior and by reporting habits of staff.

For example, there are spikes in the number of BIFs when staff work together to reduce undesirable behavior, such as cell phone use in class.

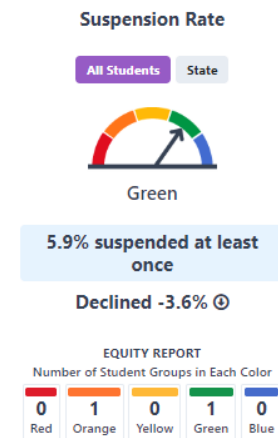


Figure 6: Snapshot of the California Dashboard.

Another area of focus since 2016 has been reducing the amount of tardiness and creating a more academic school culture. A tardy policy has been refined and the data tracked. Students are issued correctives (letters home, tardy time at lunch, and Saturday school) and rewards for punctuality. Tardiness has been reduced significantly since last year. The tardy rate (#tardies/#students) fell from 7.1 in the first semester of 2017 to 4.9 in the first semester of 2018. The majority of tardies are in the morning period, at a rate double that of periods after lunch and about five times that of other periods. This has resulted in an effort to reach out to parents directly about getting their students to school on time.

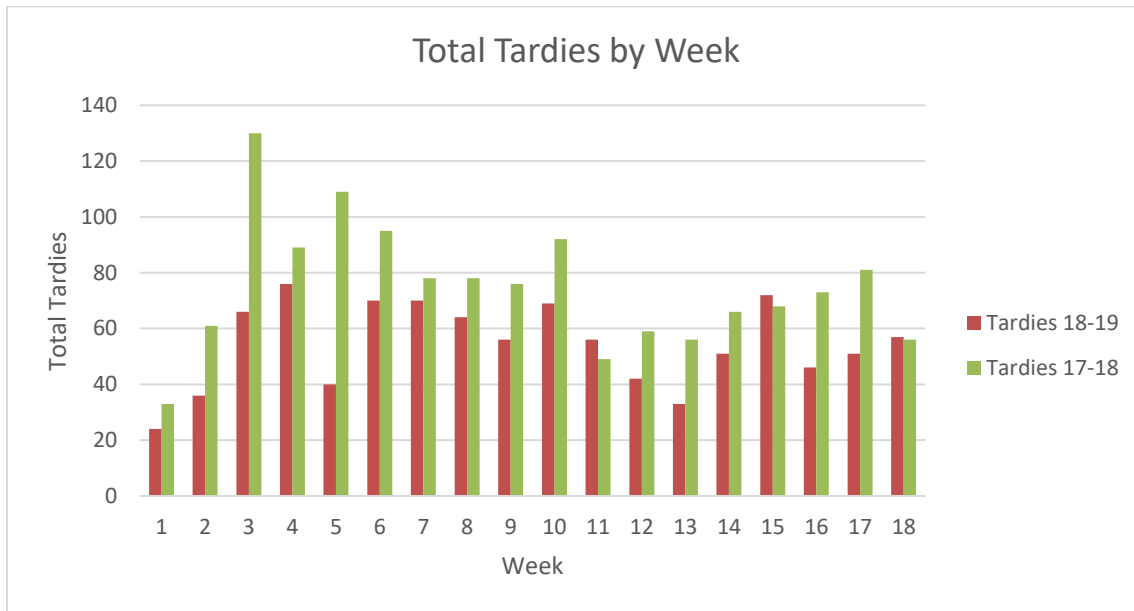


Figure 8: Tardiness has decreased since policies were put in place to encourage punctuality.

Driven by state reporting efforts, chronic absenteeism has also become a focus of the district. Mendocino County is about double the state average in chronic absentees and Mendocino High School reached a 19.4% rate of chronic absenteeism in 2018, up from 12.2% in 2017. Efforts have been made to reach out to these families as well as to track at-risk students and send letters when they reach the 10% absence trigger. The approach has shifted from punitive (SARB) to collaborative and supportive by educating, pulling in counseling staff, and providing resources. The current chronic absence rate at the end of the fall semester of 2018 is 11.2%. The goal is to be below the state average at the end of the year. Currently, Hispanic students and low socio-economic students are chronically absent at a higher rate. Current data is drawn from Aeries, which is slightly different from the state’s measure. These sub-groups are small enough that one student can shift the data significantly.

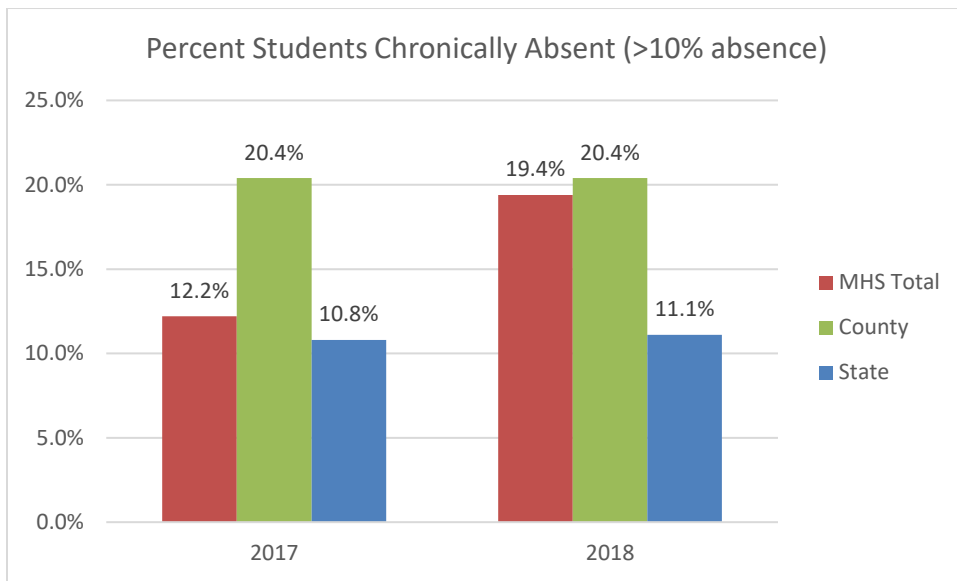


Figure 9: Chronic absenteeism as reported by the state (Data-Quest).

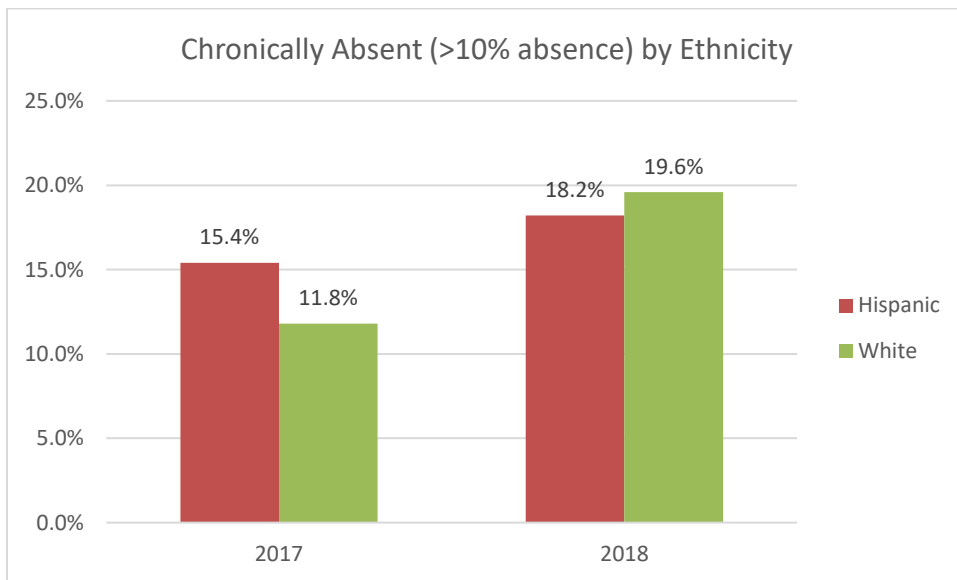


Figure 10: Hispanics and low socio-economic groups tend to have a higher rate of chronic absenteeism, but small sample sizes can result in misleading comparisons. (Dashboard)

Student Performance

Student performance on the CAASPP has consistently been above the state average in both English and Math, but has fluctuated over the last four years. While some of this may be a cohort effect, it also indicates the need to ensure that all courses are aligned to and delivering sufficient instruction around the standards. There is also a need to create more buy-in from students to take the tests seriously. One way this can happen is by promoting the college and career readiness index (CCI) as a goal for all students, the CAASPP being one way to show readiness.

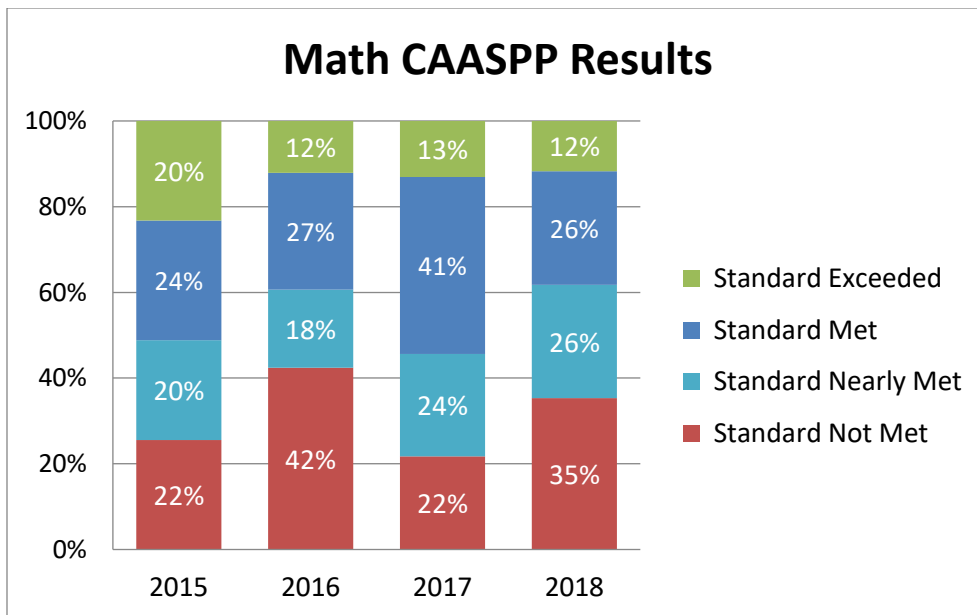
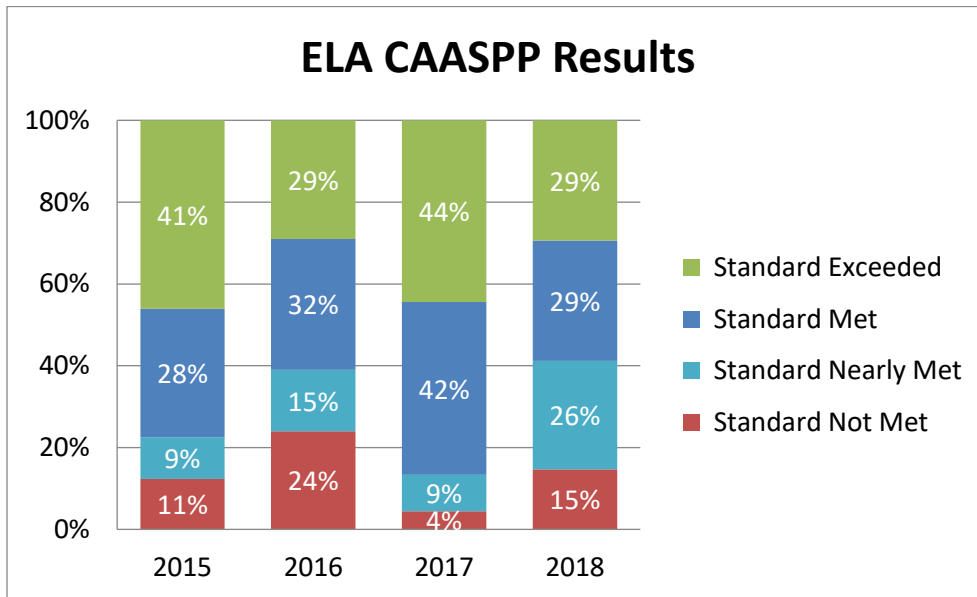


Figure 11: CAASPP results for the last four years in ELA and Math.

While 2018 was an exception, females tend to outperform males in both ELA and math. Economically disadvantaged students perform better than the state average, but do not perform as well as students who are not economically disadvantaged. Economically disadvantaged students are also affected at higher rates by absenteeism and discipline. In 2017, the district hired a social worker to provide additional support to these families.

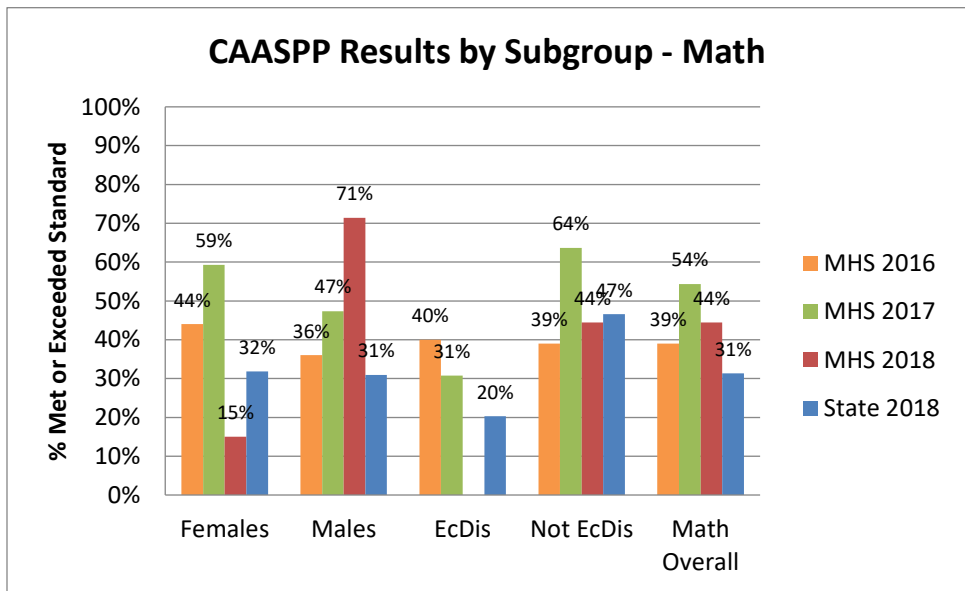
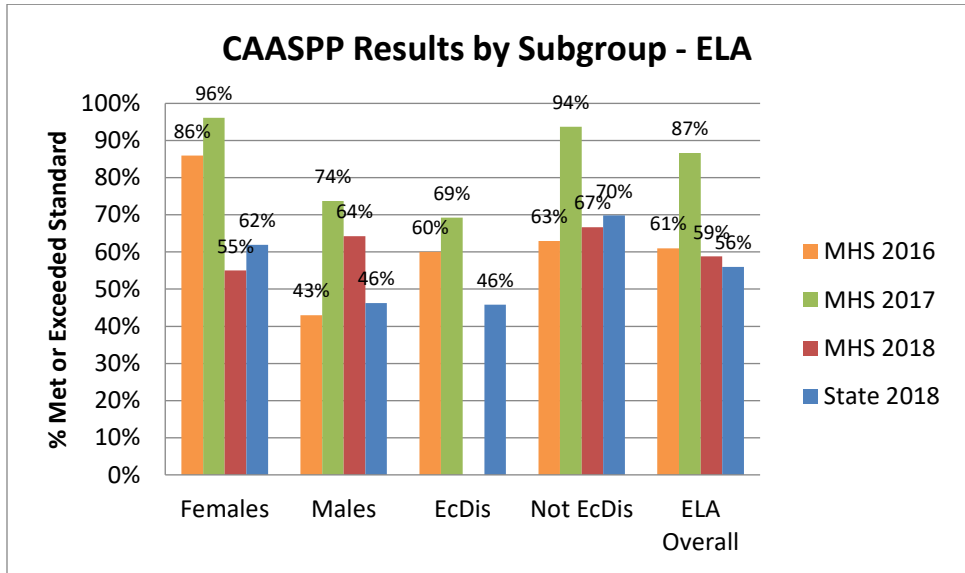


Figure 12: CAASPP results by subgroup for last four years. EcDis = economically disadvantaged.

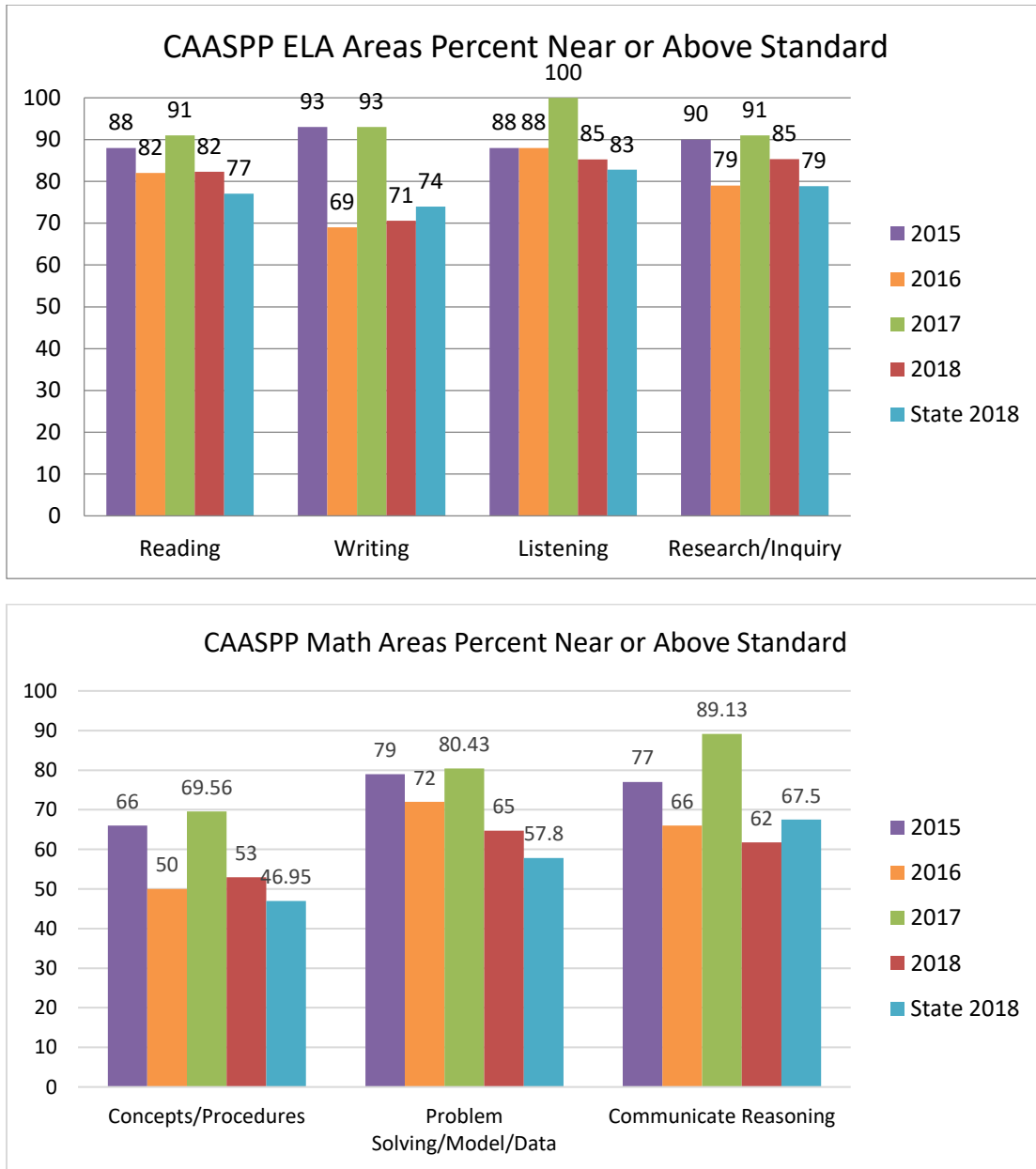


Figure 13: CAASPP results by area.

Analysis of “areas” shows that Writing is the only area of ELA that falls below the state average. Writing was indicated as an area of focus in the district strategic plan and is being addressed in the updated action plan. In Math, the only area that falls below the state average is communicating reasoning. This information should be used to inform the balance of essential standards in Math and English classes as departments continue to implement standards based assessment and grading.

College and Career Readiness

With the implementation of the California Dashboard, there is now a good multiple measure of college and career readiness (CCI). Currently, this is a strength of the school as indicated by the dashboard.

White students are slightly more prepared than the average and economically disadvantaged students are slightly below the average for preparedness. Other groups are too small to be significant.

Percent Prepared by Student Groups

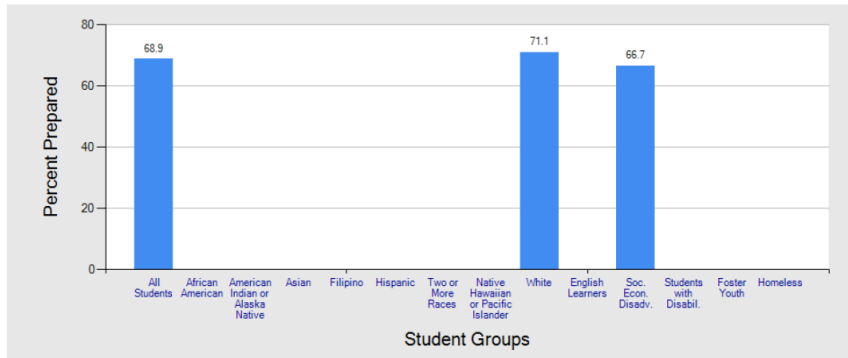


Figure 15: Screenshot from the CCI dashboard showing college readiness by student group.

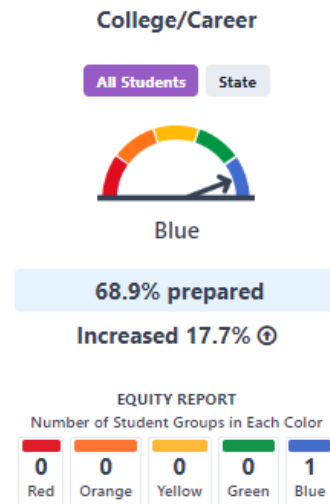


Figure 14: Screenshot from the CCI dashboard.

Students who take college entrance exams do well (there was a dip in 2018, which was also seen in state testing). Students routinely score above average on both the SAT and the ACT. More students are taking the ACT and the Pre-ACT was offered for the first time in the fall of 2018.

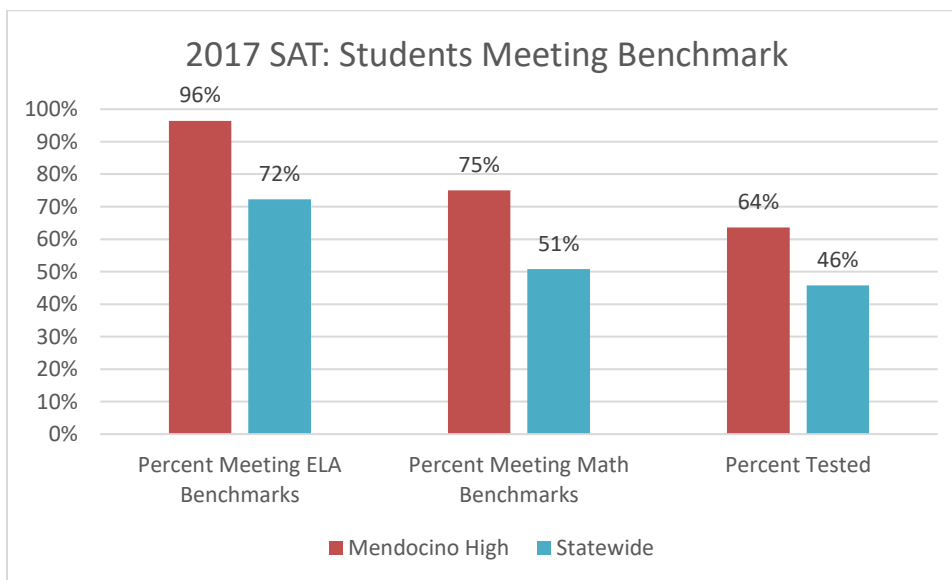


Figure 16: SAT achievement data showing students meeting the college readiness benchmark. (DataQuest)

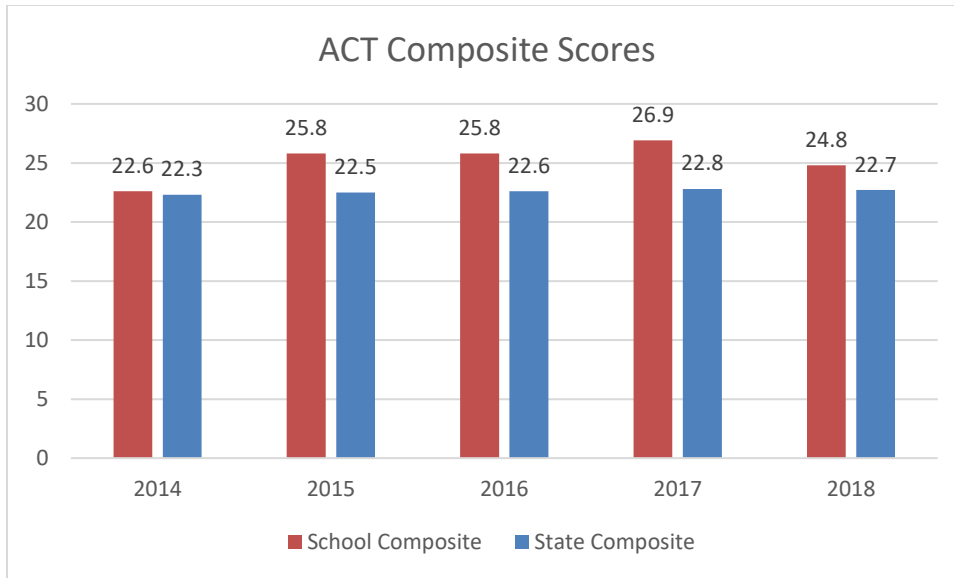


Figure 17: ACT achievement data (Source: ACT report).

Students achieved above the state average only three of the last five years in earning a 3 or higher on an AP exam. Students have traditionally scored highest on AP English and AP 2D Studio exams and have not achieved well on AP Statistics exams. Students testing in 2018 scored lower than in any recent years. The fact there are two new English teachers doing the courses for the first time could account for part of this, though this cohort tested low on the CAASPP as well.

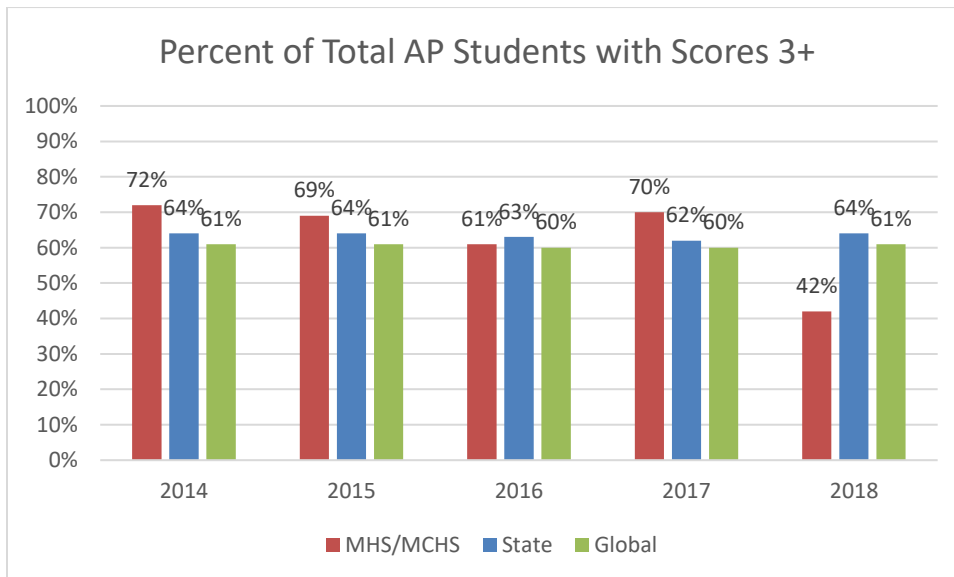


Figure 18: AP exam results for all students tested (Source: College Board – Five Year School Summary Report).

With the College Readiness grant, an effort has been made to increase the A-G completion rate. At the same time this goal was set, there was a shift (statewide) from college readiness to college and career readiness. Thus, while it is still a goal to increase the A-G completion rate, it is also a goal to increase CTE completers and satisfy the CCI in other ways. The newly adopted Get Focused, Stay Focused curriculum is for both college and career paths. Males continue to trail females in completing A-G requirements.

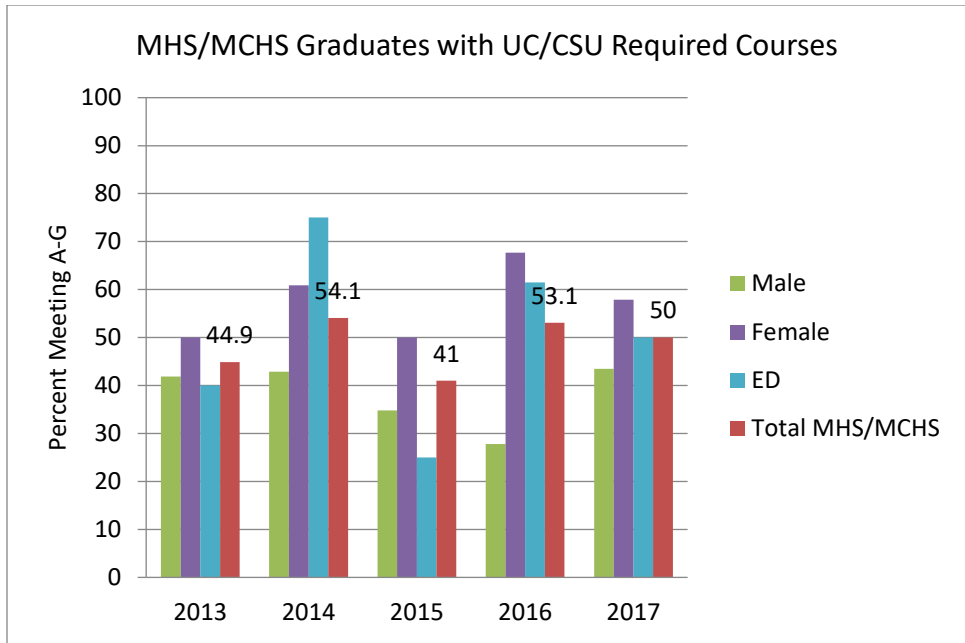


Figure 19: A-G completion rate. (DataQuest – one year graduation data)

Graduation rates remain high for the district as a whole. The current dashboard gauge is “blue.” State data for MAS and MSHS is suppressed due to small sample size.

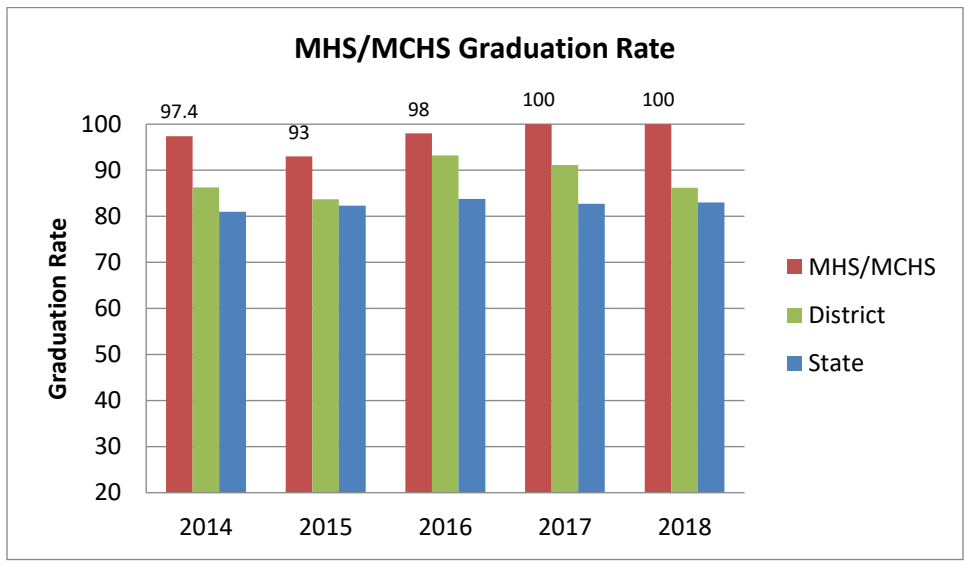


Figure 20: MHS/MCHS 4-Year Adjusted Cohort Graduation Rate. (DataQuest – 4-year adjusted)

We are just starting to be able to track student college enrollment and persistence in college through the National Student Clearinghouse. Previously, we tracked college enrollment by senior intentions and follow-up information as it was available. This data does not match the Clearinghouse data, but does show a steady decline in the number of students intending to attend 2-year, 4-year, or trade schools after graduation. This decline is largely due to a decline in students attending 4-year colleges and matches a decline in A-G eligibility. Hopefully the college and career readiness curriculum will slow and reverse the decline in students attending college after graduation.

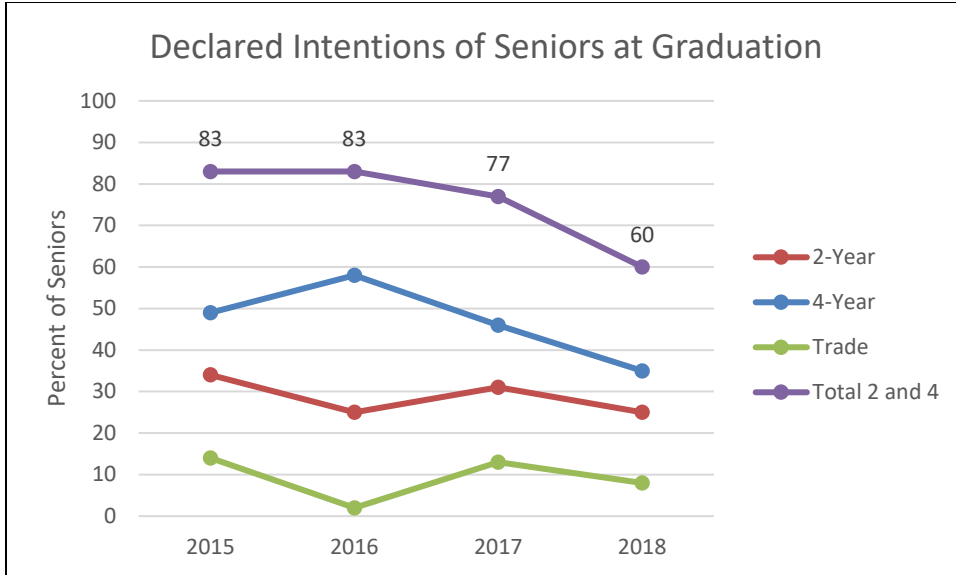


Figure 21: Declared College Intentions of Seniors. (Local data: guidance counselor)

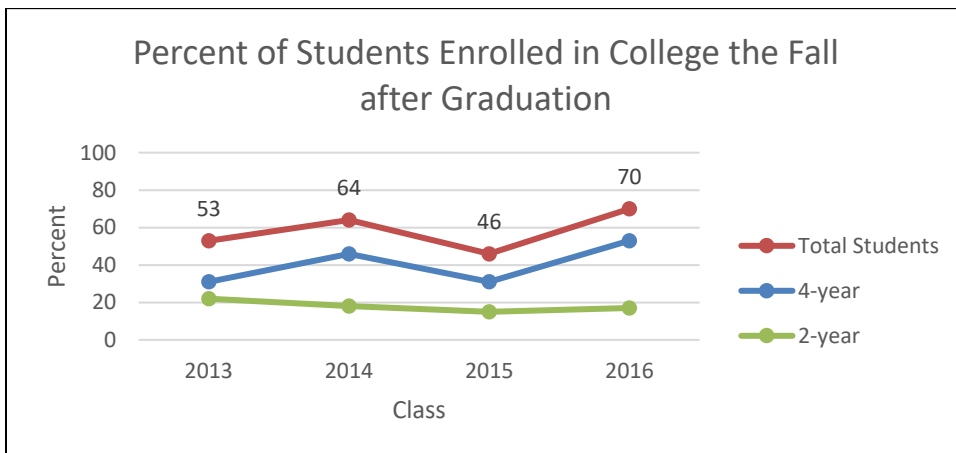


Figure 22: Percent of graduates enrolled in college the following fall. (National Student Clearinghouse)

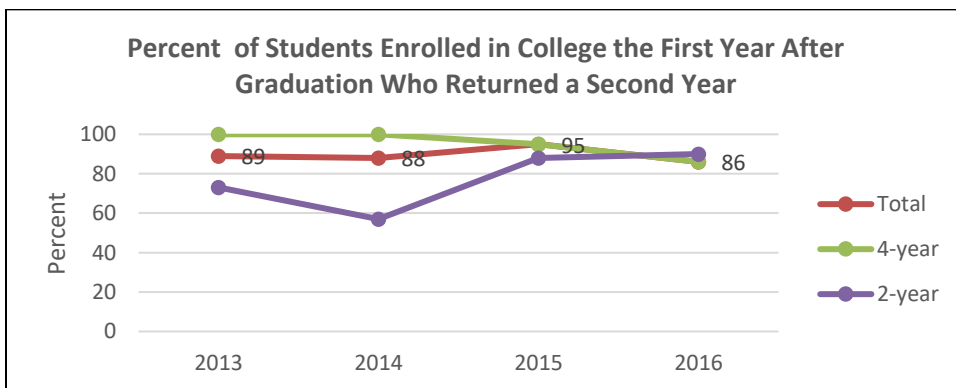


Figure 23: Freshman to Sophomore Persistence. (National Student Clearinghouse)

The last three years we have begun to track CTE concentrators and completers. We have recently included pathway counseling in our academic advising and hope to keep the percent of senior CTE completers near or above 35%. We are also developing a local standard for pathway completers to earn a cord to wear at graduation. Pathway completion is an integral part of making sure all our students meet the College and Career Indicator for the state dashboard.

CTE Concentrators and Completers

Year	Total number of Concentrators	% Seniors who were Completers
2016-2017	112	28%
2017-2018	118	30%
2018-2019	112	22%

Figure 24: CTE Concentrators and Senior Completers. (Aeries)

Local Criteria for CTE Completers to Earn a Cord at Graduation

Pathway	Course Sequence			Notes
	Introductory	Concentrator	Capstone	
Design, Visual, and Media Arts		Desktop Publishing 2D Design Photography	Desktop Publishing* AP 2D Studio 3D Design Ceramics	*Must be an editor to receive capstone credit in Desktop Publishing.
DVMA Graduation Cord Criteria: 3 year sequence of courses Capstone project (digital portfolio) <u>or</u> Mentorship with local artist resulting in a product <u>or</u> Editor in Desktop Publishing				
Production and Managerial Arts		Multi-Media Prod.	Radio Production Music Production Video Production	
PAMA Graduation Cord Criteria: 3 year sequence of courses Capstone project				
Cabinet, Millwork, and Woodworking	Materials, Tools & Techniques 1	Materials, Tools & Techniques 2	Furniture and Cabinet Making	3 year sequence
Woodworking Graduation Cord Criteria: 3 year sequence of courses <u>or</u> Reach third year standards Capstone project				
Food Service and Hospitality		Culinary	Restaurant Culinary	
Culinary Graduation Cord Criteria: 3 year sequence of courses Portfolio <u>or</u> Professional work experience				
Plant and Soil Science		Plant Science - Agriculture	Plant Science - Botany	*Biology is a pre-req for A-G Botany
Ag Graduation Cord Criteria: 2 year sequence of courses including Botany (A-G and non A-G possible) Capstone project				
Engineering and Technology		E-Lab	Electronics	
Engineering Graduation Cord Criteria: 2 year sequence (must take E-Lab and Electronics) Robotics Club <u>or</u> Professional Certification <u>or</u> Second year of Electronics				

Figure 25: Graduation Cord Requirements for CTE Courses.

Implications, Questions, and Learner Needs

- School climate indicators have increased slightly. Efforts to include and engage students in activities during and after school should continue.
- Student engagement in meaningful experiences has decreased. Efforts should be made to increase meaningful opportunities for student participation, including student input and choice.
- Student substance use and use on campus continues to occur at rates above local and state averages. Continued education, communication, enforcement and discipline alternatives are necessary.
- Chronic absenteeism needs to be reduced along with a general effort to increase punctuality and attendance. Tardiness has already been reduced substantially and chronic absenteeism appears to be declining this year.
- CAASPP scores are fluctuating, signaling a need for remediation and intervention. The areas of writing in English and communicating reasoning in Math need to be a focus. The District Strategic Plan has a goal to improve writing and this should be a focus in coming years.
- Teachers need support for AP courses to improve exam scores. As the College Readiness Grant expires, new sources of funding will need to be used to support training. Additional AP test prep could be offered for students.
- A-G completion still needs to be improved. Shifting demographics will make this challenging. It is yet to be seen if the new college and career readiness curriculum will have an impact on this. As A-G eligibility rises, we would hope to see more students attending 4-year colleges.
- The number of economically disadvantaged students is increasing district-wide. Economically disadvantaged students tend to be suspended more, chronically absent at a higher rate, perform lower on standardized tests, and are less prepared for career and college. The addition of a social worker in the district has greatly improved the ability to provide these families resources and support, and it will become clear if this in turn impacts achievement.

II: Significant Changes and Developments

Program

With the support of our College and Career Readiness Grant, we implemented the *Get Focused, Stay Focused* (GFSF) program in 2017-2018 with a full semester course for all 9th grade students, rolling out consecutive years with follow-up modules for students in the 10th through 12th grades. The grant supported staff and administrators to attend GFSF professional development in the summers of 2017 and 2018. The fundamental career exploration, student success strategies, and college readiness all freshmen now experience is critical in both meeting our school goals as well as setting our students up for optimal success through their high school careers and beyond.

Of significant note was our 1:1 Chromebook Initiative in 2018-2019. Our technology integration teacher facilitated the ordering, assignment, and distribution of Chromebooks available to all students. Personal technology for all students allows prompt access to our widely used Google Classroom platform and internet search capabilities. In our rural area, many students live in remote areas of the school district, often resulting in limited to no internet availability. With each student having a Chromebook, he or she is able to take devices home and work offline if necessary. As the student returns to school and accesses the student wifi network, their work will upload into their Google accounts automatically. Getting technology into the hands of each and every student has supported equity as well as helped minimize the need for personal devices which can lead to distractions.

In the past three years, we have also expanded our Media program with the help of the Career Technical Education Implementation Grant (CTEIG). These monies supported the purchase of media equipment as well as adding additional FTE. MHS now hosts four media classes: Intro to Media, Radio Production, Video Production and Music Production. Among many other highlights, the Radio Production class runs our student-powered radio station, KAKX, which is now a part of the national High School Radio Network, supplying student broadcasting programs to high schools throughout the United States. The Media program has also begun to live stream events through YouTube as well as on the radio.

Our Culinary Arts program has expanded and is thriving as well, now including two full sections with both Beginning and Intermediate levels. The culinary classes have enriched the culture on campus tremendously, as sharing food brings people together, especially hungry teens! The classes have hosted events for students, parents, staff and MUSD board members as well as regularly participating in the new Winter and Spring CTE Showcases. Other CTE pathways participate in this community event that showcases student work.

Staffing

At the district level, Mendocino Unified has enjoyed the continuity of Jason Morse, our superintendent since the 2012. Under his leadership, a district-wide five-year strategic plan was developed, followed by the LCAP which supported the high school Single Plan for Student Achievement. He is currently coordinating a district-wide team to address chronic absenteeism, involving stakeholders from the K-12 programs to support reviewing data and developing strategies to improve attendance.

In addition, Mendocino High Schools have grown tremendously under the leadership of Tobin Hahn, high school principal since the 2016-2017 school year. His data-driven approach has provided a strong foundation to explore and expand our CTE programs, college and career readiness, standards based grading, and our Multi-Tiered Systems of Support (MTSS), just to name a few. Mr. Hahn's long history as

a science teacher at Mendocino High School as well as his extensive history on the school's leadership team allowed him a unique perspective with which to lead our school community. He has continued to build and nurture relationships among students, parents, staff, and stakeholders allowing the school community to be heard as well as thrive and grow.

Mendocino High Schools have welcomed a number of new staff since our report in 2016. We have added a 1.0 FTE Social Worker who is shared by the K-12 District, supporting our students and families alike, and a new administrative assistant and library tech. Although the positions existed previously, we hired a new resource teacher, art teacher, two new English teachers, and a science teacher between 2016 and 2017. Also of significance was the expansion of our Culinary Arts position from 0.2 to 0.4 FTE and our Media Arts position from 0.6 to 1.0 FTE. This growth has contributed abundantly to the dynamic nature of our CTE program and overall energetic and engaging culture on campus. Lastly, the athletic director was given the additional responsibility of providing behavior intervention, adding to the existing job description.

Budget

Several grants over the last three years have provided significant support for programs. The Career Technical Education Implementation Grant (CTEIG) has supported the purchase of equipment for all CTE programs, such as woodshop saws, photo enlargers, media equipment, and computers. It also funded staffing increases of a Media teacher and a Culinary teacher one period each. The Mendocino County Office of Education provided an additional \$10,000 of funding for the Culinary program and a private donor funded the engineering (\$20,000) and agriculture (\$10,000) pathways. The district has reapplied for CTEIG funding as well as for K12 Strong Workforce Program funds to sustain CTE programs. A one-time College Readiness grant for \$75,000 was implemented over the last three years (2017-2019). The grant supports the implementation of the college and career readiness program, as well as training for Advanced Placement (AP) teachers, AP exam costs, and the 1:1 Chromebook initiative. Additionally, the district received a Learning Communities for School Success Program (LCSSP) grant of approximately \$20,000 to reduce chronic absenteeism. This grant has helped to support additional counseling from the Mendocino County Youth Project.

While we have been able to attract funding for programs, there are some real budget concerns moving forward in the district. Funding for District of Choice has been reduced from 75% to 25% per student amounting to a significant financial loss to the district. There is projected deficit spending due to less revenue from District of Choice, increasing special education costs, and increasing costs of health care and benefits. There is a projected need to reduce staffing and/or program across the district.

A bond measure to support building or remodeling the high school facility is planned for 2020. The Principal is working with the Superintendent and the Board of Trustees to create a successful bond measure. This involves becoming educated on the process and educating the community on the needs of the school.

III: Ongoing School Improvement



The implementation of the Single Plan for Student Achievement (SPSA), which contains the Focus on Learning action plans, has been overseen and monitored by the MHS leadership team and Site Council. The Site Council has reviewed the SPSA annually and provide feedback as well as oversight and accountability. Through the extensive self-study process for our 2016 report, the majority of the MHS staff was engaged in ongoing attention to and implementation of our action plan goals. New staff were apprised of the SPSA through staff orientations and professional development each year since 2016. In addition, multiple staff meetings in the fall of the 2018-2019 school year have been dedicated to reviewing our action plans, documenting supporting evidence and identifying potential areas for ongoing improvement.

Data collection at the Mendocino High Schools has made significant impacts on our ongoing efforts for improvement in a number of areas. Implementation of our action plans continues to be tracked and data compiled on an ongoing basis. Data on college readiness, chronic absenteeism and school culture, to name a few, informs not only our leadership team but also our MTSS team which aims to provide comprehensive oversight, evaluation, and directives to support the many aspects of our tiered systems of intervention. For example, our registrar and Principal closely monitor and observe trends in student absenteeism, allowing us to implement corrective supports in a timely manner in conjunction with counseling staff.

Due to the integration of the Focus on Learning process into the yearly operating of the school, the school culture is centered on collaboration, evidence, reflection and accountability, and providing a culture of ongoing school improvement. All stakeholders are informed and involved through the distribution of school information and their input and feedback is regularly solicited. As mentioned above, our Site Council meets monthly providing oversight for our SPSA as well as many budgetary decisions. In addition, the Principal host monthly teas for parents and students. These gatherings provide a more regular and informal space to address current schoolwide issues or topics of interest and to receive feedback from our parent and student community. As there is continued room for improvement, our sustained efforts will only strengthen and build on this meaningful and productive process.



IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan



Action Plan 1: Positive Behavior and School Culture

Goal: In order to foster appropriate behavior, increase personal responsibility, and create positive culture, the Mendocino High Schools will utilize Positive Behavior Intervention and Supports (PBIS) and will also work to make the campus more inviting for all members of the school community.

PBIS

With the assistance of Dale Meyers and the Mendocino County Office of Education, the Mendocino High Schools began to adopt the PBIS system in 2016. Through professional development in the 2016-2017 and 2017-2018 school years, the staff developed a set of cultural and behavioral priorities based on data collected from the school's stakeholders. Students were involved in the process at the beginning of the 2016-2017 school year which resulted in a working matrix of expectations being developed.

Expectations are explicitly taught through a collaborative effort between students and staff. For example, students in Advisory created short skits exemplifying expectations and a Jeopardy-style competition between Advisories tests and reviews knowledge of schoolwide expectations. In addition, each year, the Mendocino High Schools adopt a theme, such as "Kindness" or "Empathy." As part of the efforts to embrace kindness, the grade-level classes held a 'kindness battle' which extended beyond our hallways and into our community with random acts of kindness. As an example, one gesture on behalf of the senior class was to leave detailed notes of appreciation in the box of every staff member whereas the freshman class created community wide signs of gratitude for the local firefighters and emergency responders which were posted around the village.

Students are also acknowledged for positive contributions to the school community and for being Safe, Respectful, and Responsible. Since 2016, several acknowledgements have been instituted, including Cardinal Credits that can be turned in for drawings of gift certificates, certificates for Honor Roll and attendance, and Student of the Month awards where students can be nominated by staff and other students.

Also of note was the creation of a Behavior Intervention position in 2017. This position allowed for a more positive and constructive approach to behavior based more on counseling than on discipline. The Behavior Interventionist enters BIF data and participates on the MTSS team and is able to inform administration of students who are showing signs of behavior problems. The behavior tracking system was implemented in the spring on 2017 and has undergone revisions through staff calibration and is an effective tool in gathering behavior data to support early intervention strategies. As a result of these changes, the suspension rate dropped from 2017 to 2018 and the amount of BIFs has dropped slightly.

The Multi-Tiered System of Supports (MTSS) tends to be the overarching platform in which we address both behavioral and academic systems that are currently in place and also in need of future development. MTSS includes areas such as PBIS strategies, chronic absenteeism, the ASPIRE system, social-emotional counseling, academic tutoring, Advisory oversight, and others. The Principal attended the MTSS conference in the summer of 2017 and a follow-up conference series with a team of teachers and has since developed a comprehensive MTSS Handbook for all staff. As a way of using staff time more effectively, we have combined several committees to create an MTSS team in the 2018-2019 school year. Led by the principal, the team incorporates teachers from various departments as well as the school counselor and the behavior intervention specialist. The intention is to provide comprehensive oversight, data review and analysis, intervention strategies, and improve services and systems as needed. At the district level, there is a chronic absenteeism task force that interfaces with the site MTSS to improve attendance.

Healthy Lifestyles

During the Focus on Learning process in 2016, our stakeholders determined that a significant way to affect the school's culture and climate is through healthier lifestyles. The California Healthy Kids Survey continues to show a high rate of substance use and an increase in anxiety and depression. In an effort to empower the staff with relevant knowledge in this area, there has been professional development delivered in social-emotional learning (2016), trauma informed practices (2017), Suicide Prevention training (2017) and Youth Mental Health First Aid (2018). In addition, we contracted with the Mendocino Coast Youth Project to provide individual and group counseling for students, which began in 2016-2017 and has continued through the 2018-19 school year.

Notably, a full-time district social worker was hired in 2017. The positive impact of this position has been felt deeply by not only the staff and students but families as well. Services such as parent and student advocacy, counseling, drug and alcohol and social skills support, parenting classes and legal advocacy, translation services, and crisis counseling are just a few of the supports available. The social worker also created a food pantry at both the K-8 and High School sites for students and families in need as well as centralizing resources such as clothing, toiletries, school supplies, shoe vouchers and other resources. Such efforts have improved the climate on campus, which can be evidenced by the 38 students who access the resources daily and weekly. In addition, we have 8 high school families who receive food weekly as well as 17 parents and caregivers who rely on the physical resources and social emotional support regularly.

Physical Setting

Although we have an upcoming bond measure in 2020 for a comprehensive high school renovation, efforts have been made to improve many spaces on campus to promote positive relationships and collaboration within the school community. Three classrooms received new chairs, the MCHS couches and chairs were reupholstered, the staff lounge was painted and made more useable as a work space, and the library is in the process of being converted into a more user friendly learning center. Advisory classes began an Adopt-A-Campus program where each group chooses a part of campus to maintain and beautify through collaborative decision making and work efforts. Our multi-purpose room added a foosball table and a piano which generates connection and lively energy. Another regular source of entertainment and activity are the lunchtime activities and tournaments hosted by ASB. These events, such as dodgeball, one-on-one basketball, and bean-bag toss tournaments, help to create engagement and keep students on campus during lunch time. MHS parents also began offering free luncheons several times a year as a positive way to promote community and to try to make the cafeteria a more appealing place to gather.

Staff Collaboration and Communication

As new leadership took the reins in 2016, improved staff communication was a noted priority. Staff receive a weekly e-newsletter from the principal, The Hilltop Voice, maintaining a continuity of relevant and inspirational information. In 2016-2017, a Staff of the Month award was initiated, allowing staff members to recognize one another in a process where the previous recipient chooses the next awardee and recognizes him/her with the "passing of the apple" and a certificate with individual accomplishments of note. At each staff meeting, the principal offers "tokens of appreciation" which he not only awards but also offers to staff members wishing to recognize one another. To improve community and a sense of collective appreciation, the principal coordinates a staff retreat before school

begins during our professional development time as well as providing staff gifts such as special school t-shirts and keychains, which began in 2016.

Action Plan 2: Academic Expectations and Support

Goal: The Mendocino High Schools will continue to improve the ASPIRE intervention system by developing methods of identification, analysis, implementation, and progress monitoring, as well as by reorganizing existing structures to allow all students timely access to interventions.

Intervention Program

Over the past 3 academic years, the administration and staff have been looking closely at not only our ASPIRE intervention program, but the bigger picture of evaluating our approach to grading as a philosophy and practice. These conversations have allowed us to get clear on our goals for the ASPIRE process as well as the priorities for how to best utilize the time allotted in our bi-weekly Advisory classes which are approximately 40 minutes each. In order to optimize time spent in tutorial and minimize the student “shuffle,” we implemented the IRIS student-referral system to help students promptly get to the class that holds the highest priority. For example, if a student is missing a Spanish test, the Spanish teacher will send out a digital request in the IRIS system for that student to be sent to the Spanish classroom on a designated date. Prior to each Advisory, the Advisors review the IRIS requests and send their Advisees to the requested locations. This process not only allows students to be reminded of their priorities, but also provides the Advisors with improved communication and an overarching view if a student is needed in more than one subject area.

Originally implemented in 2012, the ASPIRE program was developed as a way to provide intervention for students who are not successful despite Tier 1 interventions. It is a data-driven system that utilizes the philosophy of professional learning communities to set timely and meaningful goals for student behavior and achievement. This program experienced a lack of fidelity over the 2015-17 timespan, yet in the past two years we have revised the process and set clear schedules, every other Wednesday, where the staff meets to explore new ASPIRE referrals or revisits prior cases. The referral system has been tightened, requiring specific data points from the referring teacher with the coordinator providing additional information at the initial referral such as discipline history, attendance data, grades and previous strategies attempted. There is a regular follow up for each initial referral to determine if the proposed interventions and/or accommodations were successful or if we need to extend the ASPIRE period. The integrity of the process and the consistency of its practice has increased its efficiency, though it is difficult to measure what impact it is having on achievement and behavior.

Advisory/Tutorial time was also restructured in 2018-19 as we implemented *the Get Focused, Stay Focused* (GFSF) instructional modules for the 10th graders. Essentially once per month, a core group of teachers, who attended a summer GFSF professional development workshop, meets with all 10th graders during an Advisory session. The intention is for these modules to continue to follow the current 10th graders, and eventually every MHS student, through their senior year with data-driven curriculum to help better prepare our students for college and career readiness.

Also of note, our resource teachers have begun to regularly push-in to general education classes, a strategy reintroduced in 2018-2019. This allows for improved communication among the resource program and general education teachers as well as an improved system for supporting our resource

students during Advisory as the teachers and para-professionals alike have a detailed awareness of classroom assignments and expectations.

Create Benchmarks and Formative Assessments

The introduction of Standards Based Grading (SBG) began in 2017-2018 with two minimum day in-services for the staff and has been followed by myriad staff meeting discussions and calibrations which continue to evolve. Grading practices were adopted for piloting in selected courses in 2018-2019. The grading practices adopted are: 1. Emphasizing standards-based summative assessments (80%) over formative work (20%) in the grade; 2. Removing behavior from the academic grade and reporting it separately as Citizenship and Work Habits; 3. Providing opportunities for relearning and reassessment. These practices shift the conversation from earning grades to learning and from compliance to competency. Staff work continues on identifying essential, or priority, standards and will next focus on creating effective assessments based on these priority standards.

Conversations need to continue among administration and staff surrounding the ‘relearn and reassess’ process as well as educating students on how to best take advantage of the formative practice, even if it does not count for as much of a grade. We will also be starting the process of identifying and adopting a reading and writing benchmark and determining the best way to utilize the results.

Another area of progress was in our math placement process. In 2016 we began to refine our math placement tests for Algebra 1, Geometry, and Algebra 2 which was a collaboration of our math department as well as through vertical articulation. In 2017-18, we began utilizing math placement exams prior to the beginning of a new school year for all students new to our district. In addition, the math department now provides a 30-day math placement evaluation after the start of the year to ensure that students are scheduled into the most appropriate math course.

Action Plan 3: Relevance and Rigor of Programs

Goal: The Mendocino High School will maintain and expand relevant and engaging programs that meet student needs and meet college and career readiness.

Relevant and engaging programs must provide ample and diverse opportunities for students to grow and thrive personally and academically. Between expanding our Media and Culinary programs, growing our college and career readiness instruction, further articulating our CTE pathways, and increasing our technology access, MHS has made positive strides towards reaching these goals and is looking toward the further improvements in the future.

Life Skills and College and Career Readiness

Our GFSF course for all freshmen as well as the follow-up modules for current 10th graders have provided the educational footprint for an outstanding college and career readiness experience. Begun in 2017-18, GFSF for 9th grade includes budgeting, job search, interest inventories, college/trade program research skills as well as the creation of a comprehensive 10-year plan. The follow-up modules in 10th through 12th grades continue to build on this skill set by refining resume and interviewing skills, continuing career exploration, choosing majors to match career goals, exploring how to afford continuing education, supporting the college applications process, and much more. A student’s 10-year plan continues to change and grow through their high school career, modeling how to make significant life choices and changes as they become adults. We look forward to monitoring our A-G eligibility and

graduation rates as well as the 2 and 4-year college and trade school data we will generate after having the GFSF program implemented for a full 4-year cycle. As of 2017-18, our A-G eligible graduates are above the state average and our 2 and 4 year college attendance rate is approximately 60%.

In an effort to improve our students’ career readiness and post-graduation preparedness, not only have we introduced the GFSF program which focusses on career readiness, but we have also worked with our local Junior College, Mendocino College, to improve articulation and dual enrollment. As of 2017-18, our 9th grade students enrolled in the GFSF Life Choices class also had dual enrollment with Mendocino College for CCS 101. Additionally, our Culinary class was articulated with Mendocino College in 2017, resulting in a sequence of courses leading to college and career. MUSD has also partnered with the National Student Clearinghouse in order to follow alumni through multiple years, post-graduation. By following the progress of our graduates, we will be better able to reflect on our post- graduation preparedness through 2 and 4 year college completion rate.

The past three years have seen significant growth in the development of our CTE pathways. A CTE Coordinator was appointed in 2017 and the past two years the school has had access to a Pathway Coach, who has helped teachers align courses to the CTE standards and has facilitated communication with Mendocino College, as well as advising on CTE grants and the Get Focused, Stay Focused curriculum. CTE teachers meet monthly to review standards, evaluate the program, and plan events. With the collaboration of the administration and the CTE teachers and coordinator, there are currently six pathways available to students.

Pathway	Course Sequence			Notes
	Introductory	Concentrator	Capstone	
Design, Visual, and Media Arts		Desktop Publishing 2D Design Photography	Desktop Publishing* AP 2D Studio 3D Design Ceramics	*Must be an editor to receive capstone credit in Desktop Publishing.
Production and Managerial Arts		Multi-Media Prod.	Radio Production Music Production Video Production	
Cabinet, Millwork, and Woodworking	Materials, Tools & Techniques 1	Materials, Tools & Techniques 2	Furniture and Cabinet Making	3 year sequence
Food Service and Hospitality		Beginning/Intermediated Culinary	Advanced Culinary	
Plant and Soil Science		Plant Science - Horticulture	Plant Science - Botany	
Engineering and Technology		E-Lab	Electronics	

Figure 26: CTE sequence of courses as reported to CALPADS. Local requirements to be a capstone student are more rigorous.

A variety of events and efforts have taken place to help promote and celebrate the CTE programs at MHS. Our student/parent handbook includes a comprehensive section on CTE which began in 2017-18. The pathways were promoted by academic advisors during registration. A CTE Showcase began in 2017 to highlight the work of our many CTE courses. This bi-annual event continues to grow both in student contribution and community attendance.

Use of Technology to Support Learning

Each year brings exciting changes for both staff and students, yet in 2018-2019, the 1:1 technology initiative truly changed the landscape of our student and classroom cultures. Started in 2016, the 1:1 initiative gained momentum with a technology team, led by the district technology coordinator, who surveyed stakeholders and researched technology options with site and district administration securing funding. The beginning of the 2018-2019 school year saw the roll-out of Chromebooks to all high school students, beginning with the freshmen. As our teachers continue to utilize the Google classroom platform, all students now have access to technology both at school and home with the benefit of the Chromebook's ability to work offline if a student does not have wifi access, which is common in our rural community.

Action Plan 4: Communication in School Community and Beyond

Goal: The Mendocino High Schools will improve communication among students, parents, staff and community.

The goal to improve communication among our stakeholders was important to both staff and parents alike during our 2016 review, and originally embedded throughout our other goals. It was determined by our WASC visiting committee that communication needed its own action plan with detailed targets. This distinction made perfect sense and as the action plan progress has been reviewed and reassessed, it is clear that there was room for growth and wide-reaching progress has occurred in the past 3 years.

Clear Expectations

Since the 2016-2017 school year, extensive conversations and calibration sessions with staff have been held regarding PBIS priorities and expectations. In 2017, the Parent Handbook was updated with current adoptions and made available digitally as well as in hardcopy. In addition, the MTSS staff handbook was created and distributed in 2017, detailing schoolwide expectations and protocols. The staff has revisited the PBIS expectation matrix over the past two years and remains committed to PBIS implementation and sustainability. Expectations have also been clearly communicated with students through advisory activities and assemblies, including skits and Jeopardy games.

Staff Communication

Multiple efforts have been made to increase collaboration and communication among staff members. Of distinct note is the Principal's weekly Hilltop Voice which is distributed to staff before each school week begins, creating a topical focus for the staff, setting a positive and encouraging tone, celebrating success, and highlighting the week's events. The CTE department began meeting monthly in 2016-2017 to collaborate and develop consistency across their programs. These communications resulted in the formation of the CTE Showcases. The AP department has attempted to meet on a regular basis to communicate consistent expectations and academic practices, but this is an area that still needs improvement as well as a recognized desire to support students with additional AP test taking strategies and preparation. Additionally, monthly Site and Department meetings allow for collaboration, planning and articulation, supporting both academic and programmatic needs within our four high schools. Vertical articulation across the entire district utilized a minimum day in 2016-2017 to support continuity between all grade levels.

Community Communication

In regards to community connection, we continue to make progress in improving outreach. The MHS Site Council meets monthly with a focus on overseeing the Focus on Learning action plan and budget. As

for parent communication, a weekly Cardinal Currents publication is emailed to all families as well as read in Advisory classes to all students. One example of improved family communication is a noted increase in students who have signed up for the Free and Reduced Lunch program from 23.3% in 2017 to 32.8% in 2018, though this could also signal a shift in demographic. As a way to hold more informal forums to promote the exchange of information and ideas, the principal began holding monthly “Tea with Tobin” events which alternate between mornings and evenings and include students at times. This type of opportunity fosters relevant and timely conversation as well as builds relationships and encourages students and parents to be an active voice in our school community. Improving student voice and creating meaningful opportunities for engaging in the school community is a continued goal.

Technology

As the digital world continues to change and grow on an almost daily basis, it seems that we are thoughtfully and consciously adjusting to the current trends in technology here at MHS. The hiring of a technology coordinator has provided support for staff on maintaining and growing class websites, using Google Apps for Education, including Classroom, and support with Aeries gradebooks. Support for gradebooks has been important as we transition into new standards-driven grading policies that require using specific functions on the gradebook program. The tech coordinator also redid the school website to make it more user friendly. Social media feeds on Facebook and Instagram were added with the goal of sharing many of the exciting activities, amazing programs, and incredible students that we have here at the Mendocino High Schools.

The Aeries student record system continues to grow and respond to the complexities of data management to support our administration, teachers, and students with valuable information. Members of our administration, technology specialists, and records-related staff across the district attend an annual Aeries conference, which has supported our transition to online re-registration for parents at the beginning of the 2017-2018 school year. In addition, we have begun to utilize local data features, such as attendance and discipline, more fully to support our efforts.

Celebrate Learning and Promote School Events

Providing opportunities for public sharing and celebration is an important and satisfying goal. While we have not implemented the Celebration of Learning day described in our action plan, we feel there are a number of events that serve the same purpose. The annual Science Fair is an outstanding example of students exhibiting the results of relevance and rigor with peers, family, community members, and staff. There is a wide variety of projects presented by students, creating a diverse and informative experience. MCHS continues to host the Senior Project Night, where seniors demonstrate or perform their projects. The addition of the CTE Showcases has added another opportunity for students to celebrate their learning. Together, these represent at least four opportunities during the school year to celebrate learning with the greater community.

Some of our departments, such as Media and Science, use social media to promote and celebrate student activities, projects, field trips and events. One such example is the Mendocino High School Production Arts YouTube channel, which both live-streams and posts recordings of the MHS athletic events for interested community to view from far and wide. We have a highly utilized email listservs that target each individual class level of students as well as an all-encompassing parent list, but not all parents are on this list. It is our goal to implement Aeries Communications (Loop) to better reach all parents through the medium of their choice. One of the ongoing requests we receive from students is for a scrolling digital screen for announcements in the main hallway to centralize time-sensitive information on a daily basis.

On a different yet related note, the Mendocino High School logo was redesigned in 2017 and has created a consistent brand that it appears on our letterhead, school stickers and adorns our popular Cardinal gear such as sweatshirts, t-shirts, hats and jackets. Celebrating school pride in various forms and elevates engagement for our diverse population of students whether it be seasonal choral concerts, school art installations, poetry slams, or lunchtime dodgeball tournaments. The improvement of communication and collaboration has not only provided our stakeholders with a greater body of information on a regular basis, but improved our school and community culture in wonderful ways.



V: Schoolwide Action Plan Refinements

Updated Goals

Based on feedback from parent, student, and staff stakeholders and based on progress made on the 2016 goals, the action items for each goal were updated. Some items that were completed were dropped or the next steps of the process were added, but the original overarching four goals were preserved. However, the format of writing the goals was changed to support a data-driven model as well as to make subsequent analysis of progress easier to conduct.

Substantial progress was made on Goal 1. It was updated to reflect sustaining PBIS versus implementation, and to reflect new initiatives such as addressing chronic absenteeism and the pending bond measure for facility improvement. Some goals, such as health education for junior and senior students, still remain to be accomplished. Goal 2 was updated to reflect our work in creating new grading practices as well as the continued need to improve assessment, which will be a focus of the 2019-2020 school year. Goal 3 has shifted toward a focus on college and career readiness, which continues to be an area of need. Lastly, Goal 4 remains intact, even though great strides have been made in improving communication. New methods and ideas have been added based on lessons learned in the last three years.

The goals are written in a format that will make finding evidence much easier during future reviews. Each goal is broken into **Targets** which are written in the following format: *By [date], we will [what will change] for [target population] by [how much]*. Each Target has a set of **Strategies** (best practices), and each Strategy has **Actions** (what will actually be done) attached to it. These are then followed by **Evidence** sources that can be used to track progress. Some of the Targets also contain specific metrics.

- TARGET (contains metric and/or objective)
 - STRATEGIES (research based best practices)
 - ACTIONS (what will be done as informed by strategies)
 - EVIDENCE (sources of data to verify outcomes)

In writing the targets, the amount of desired change was either stated specifically, such as chronic absenteeism will be 10% or lower, or as a simple directional change, increase or decrease. This depended on how arbitrary a desired outcome is and if there is state average data or a dashboard baseline available to use as a goal. Targets were chosen as “dip-stick” indicators that the goal is being achieved.

Goal 1 – Positive Behavior and School Culture			
Goal: In order to foster appropriate behavior, increase personal responsibility, and create positive culture, the Mendocino High Schools will utilize Positive Behavioral Interventions and Supports (PBIS), social-emotional learning strategies, and make the campus more inviting for all members of the school community.			
Learning Outcomes addressed: 3. Self-Directed Learners; 4. Responsible Citizens			
Targets	Strategies/Best Practices	Actions	Evidence
1. By 2020, we will reduce the number of BIFs by 30% from '18-'19 levels and keep suspension rates under 6% for all groups Total BIFs '17-'18: 368 Total BIFs '18-'19: Suspension rates '18: 5.9% (11.4% ED)	a. Accountability and oversight b. Positive reinforcement c. Universal screenings d. Behavior intervention support	a. Utilize the MTSS Team to oversee PBIS sustainability b. Utilize acknowledgements (cardinal credits, student of the month etc.) to celebrate the positive c. Implement SRSS-IE universal screening d. Refer students to counseling groups when they receive multiple BIFs or marks of 1 on Cit.	a. Meeting minutes b. PBIS Data on total BIFs c. Screening Data d. State suspension data
2. By 2021, we will reduce	a. Education programs	a. Institute junior/senior	a. CHKS – use at

Figure 27: Anatomy of Goals showing format of Targets, Strategies, Actions and Evidence.

Goal 1 – Positive Behavior and School Culture

Goal: In order to foster appropriate behavior, increase personal responsibility, and create positive culture, the Mendocino High Schools will utilize Positive Behavioral Interventions and Supports (PBIS), social-emotional learning strategies, and make the campus more inviting for all members of the school community.

Learning Outcomes addressed: 3. Self-Directed Learners; 4. Responsible Citizens

Targets	Strategies/Best Practices	Actions	Evidence
<p>1. By 2022, we will reduce the number of BIFs from '18-'19 levels and keep suspension rates under 6% for all groups.</p> <p><i>Total BIFs '17-'18: 368, 2.15 per student</i> <i>Suspension rates '18: 5.9% (11.4% ED)</i></p>	<p>a. Accountability and oversight b. Positive reinforcement c. Universal screenings d. Behavior intervention support</p>	<p>a. Utilize the MTSS Team to oversee PBIS sustainability. b. Utilize acknowledgements (cardinal credits, student of the month etc.) to celebrate the positive. c. Implement SRSS-IE universal screening to identify and provide interventions to at-risk students. d. Refer students to counseling groups when they receive multiple BIFs or marks of 1 on Cit.</p>	<p>a. Meeting minutes b. PBIS Data on total BIFs c. Screening Data d. State suspension data e. Grade report marks</p>
<p>2. By 2022, we will reduce substance use at school as measured by CHKS.</p> <p><i>Rate 2017: 9th/11th: 41%/51%</i></p>	<p>a. Education programs b. Counseling c. Parent and community outreach</p>	<p>a. Institute junior/senior health seminars. b. Provide substance use counseling through MCYP. c. Educate (parent nights, mailings) the community on the high rate of youth substance use and strategies for talking to teens about drugs.</p>	<p>a. CHKS – use at school data b. Number of students counseled c. Copies of communications</p>
<p>3. By 2022, we will increase SCI score to 350 or similar schools percentile to at least 90% on the CHKS survey.</p> <p><i>SCI Score 2017: 326, 84th percentile</i></p>	<p>a. Student engagement b. Social emotional and trauma informed practices</p>	<p>a. Schedule regular school lunchtime activities, assemblies, and after school activities. b. Use yearly theme to explicitly teach positive citizenship. c. Conduct another round of staff training on SEL and TIPs.</p>	<p>a. CHKS survey b. Lists of activities and trainings.</p>
<p>4. By 2020, we will reduce the chronic absenteeism rate as measured by the state to below 10% as a total population.</p>	<p>a. Parent awareness and engagement b. Attendance data tracking c. Student's basic needs d. In-school relationships</p>	<p>a. Educate parents at back to school night and through newsletters; Send chronic absenteeism letters to parents.</p>	<p>a. State chronic absentee data b. Attendance tracking data</p>

V: Schoolwide Action Plan Refinements

<p><i>Rate 2018: 19.4%</i></p>		<ul style="list-style-type: none"> b. Monthly task force meetings to analyze data, bi-weekly attendance meetings. c. Review barriers to attendance and refer to district social worker. d. Train teachers to call home to absent students to encourage attendance. 	<ul style="list-style-type: none"> c. Number of social worker and counselor contacts
<p>5. In 2019-2020, we will present a bond for facilities improvement of the high school campuses.</p>	<ul style="list-style-type: none"> a. Education and awareness b. Design c. Community engagement 	<ul style="list-style-type: none"> a. Principal will attend board trainings. b. Base design criteria on school values and mission. c. Perform community outreach to show need for the bond. 	<ul style="list-style-type: none"> a. Agendas b. Copy of design c. Passage of bond measure



Goal 2 – Academic Expectations and Support

The Goal: The Mendocino High Schools will continue to improve the ASPIRE intervention system by developing methods of identification, analysis, implementation, and progress monitoring, as well as by reorganizing existing structures to allow all students timely access to academic interventions.

Learning Outcomes addressed: 1. Effective Communicators; 2. Complex Thinkers; 3. Self-Directed Learners

Targets	Strategies/Best Practices	Actions	Evidence
1. By the spring of 2020, we will implement a schoolwide grading policy that is accurate, meaningful, consistent, and supportive of learning.	<ul style="list-style-type: none"> a. Standards based instruction b. Quality formative and summative assessments 	<ul style="list-style-type: none"> a. Provide staff time to determine essential standards for all courses. b. Provide professional learning on assessment practices. c. Improve assessment strategies to provide timely and targeted information for intervention and remediation. 	<ul style="list-style-type: none"> a. Student and staff survey b. Achievement data c. Agendas d. Presentation notes
2. By the spring of 2022 we will decrease the rate of D's and F's in Math, English, Science, and Social Science for all students. <i>Fall '18: Math (13%), English (16%), Science (17.7%), Soc Sci (9.7%)</i>	<ul style="list-style-type: none"> a. Intrinsic motivators b. System of timely interventions 	<ul style="list-style-type: none"> a. Provide professional learning on Universal Design for Learning. b. Utilize the MTSS team to improve the delivery of interventions through Tutorial and ASPIRE. 	<ul style="list-style-type: none"> a. D/F rate from Aeries Analytics
3. By spring of 2020, we will develop a reading and writing assessment for all students for the purpose of identifying students for remediation.	<ul style="list-style-type: none"> a. Data-driven systems b. Staff planning time c. Academic interventions 	<ul style="list-style-type: none"> a. Design a universal reading and writing assessment. b. Identify appropriate remediation programs that can be used. c. Explore models for remedial English classes. 	<ul style="list-style-type: none"> a. Record of assessments b. Research on programs



Goal 3 – Relevance and Rigor of Programs

The Goal: The Mendocino High Schools will maintain and expand relevant and engaging programs that meet student needs and meet college and career readiness standards.

Learning Outcomes addressed: 1. Effective Communicators; 2. Complex Thinkers; 3. Self-Directed Learners

Targets	Strategies/Best Practices	Actions	Evidence
<p>1. By 2022, we will increase the rate of A-G eligible students to 55% or higher.</p> <p><i>2018: 50%</i></p>	<p>a. Access to college courses in high school</p> <p>b. College and career readiness curriculum</p> <p>c. Academic support and intervention</p> <p>d. Master schedule</p> <p>e. Track post-high school data</p>	<p>a. Hire teachers with the ability to teach dual enrollment classes.</p> <p>b. Through the counselor and advisorship program, promote concurrent enrollment classes to parents and students.</p> <p>c. Implement GFSF across all four years and integrate with the advisorship program to better advise students on college and career readiness.</p> <p>d. Explore the viability of a Senior Portfolio model at MHS.</p> <p>e. Monitor A-G progress and provide interventions to students.</p> <p>f. Explore master schedule arrangements.</p>	<p>a. Number of students enrolled in dual/concurrent enrollment</p> <p>b. A-G completion rate</p>
<p>2. By 2022, 35% of graduates will be CTE completers.</p> <p><i>2017: 30%, 2018: 22%</i></p>	<p>a. Resources</p> <p>b. Job market research</p> <p>c. Articulation K-College</p>	<p>a. Apply for CTEIG II and/or SWP grants in 2019.</p> <p>b. Research high demand jobs in Mendocino County hire staff based on demand.</p> <p>c. Encourage K8 to use middle school GFSF modules.</p>	<p>a. Grant proposal and funding</p> <p>b. CTE data from Aeries</p>
<p>3. By 2022 we will increase achievement in AP courses to a pass rate at or above the state average (approximately 65%) based on the College Board 5-year summary.</p> <p><i>2018: 42% 3 or higher</i></p>	<p>a. Professional development</p> <p>b. Student support</p> <p>c. Master schedule</p>	<p>a. Continue to provide teachers AP training.</p> <p>b. Create a common academic culture around AP courses and provide students test-taking prep.</p> <p>c. Explore how the master schedule can better benefit AP courses.</p>	<p>a. College Board data</p> <p>b. Trainings attended</p> <p>c. Master schedule</p>

Goal 4 – Communication in the School Community and Beyond

The Goal: The Mendocino High Schools will improve communication among students, parents, staff, and community.

Learning Outcomes addressed: 1. Effective Communicators; 2. Critical thinkers; 3. Self-Directed Learners; 4. Responsible Citizens

Targets	Strategies/Best Practices	Actions	Evidence
<p>1. Schoolwide policies will be implemented with at least 85% staff fidelity as measured by surveys.</p> <p><i>2017: 78% (based on average of items from Google forms)</i></p>	<p>a. Calibration b. Fidelity</p>	<p>a. Schedule calibration (policies, PBIS) time at staff meetings. b. Give fidelity surveys for PBIS and schoolwide policies.</p>	<p>a. Staff meeting schedule b. PBIS fidelity survey c. Google form staff surveys</p>
<p>2. By 2022, all teachers will participate in peer coaching at least once a year.</p>	<p>a. Collaboration b. Peer Coaching</p>	<p>a. Mutual staff planning time and release time for observations. b. Staff training on peer observations.</p>	<p>a. Coaching schedule b. Coaching notes</p>
<p>3. By 2022 we will implement Aeries Loop with 90% parent participation.</p>	<p>a. Resources b. Staff training c. Parent engagement</p>	<p>a. Lobby district for implementation. b. Staff/student/parent training on the Loop system.</p>	<p>a. Loop subscription data</p>
<p>4. By 2022, parents and community will be adequately informed of school events with at least 85% approval.</p> <p><i>Back to School Night '18: 46%</i></p>	<p>a. Parent and community engagement b. Use of technology</p>	<p>a. Make website more informative and user friendly. b. Install a monitor/kiosk in hallway with events. c. Use Media program to create a weekly video bulletin.</p>	<p>a. Parent survey b. School event attendance (50% attendance goal at Back to School Night)</p>
<p>5. By 2022 we will hold two annual forums for student feedback with at least 10% participation.</p> <p><i>"Teas" draw approximately 4-8% of students.</i></p>	<p>a. Student engagement</p>	<p>a. Work with ASB to plan and hold student forums. b. Utilize Google forms to solicit feedback and plan topics for forums.</p>	<p>a. Attendance at events b. Event agendas</p>
<p>6. By 2022, we will have informational flyers for our special programs: AE Week, College and Career Readiness, Community Service Requirement, and CTE.</p>	<p>a. Sufficient resources b. Parent and student engagement</p>	<p>a. Allocate time and resources for staff to develop flyers. b. Distribute flyers in the office and at school events.</p>	<p>a. Copies of flyers</p>

V: Schoolwide Action Plan Refinements

<p>7. By 2022, we will increase vertical articulation meetings with the middle school to at least once a year.</p>	<p>a. Collaboration b. Vertical alignment</p>	<p>a. Use early-release days for establishing curricular and behavioral consistencies. b. Share progress on grading practices.</p>	<p>a. Meeting agendas and notes</p>
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Appendix: Complete List of Action Plan Progress

Goal 1

Implement PBIS:

- PBIS system was developed and implemented
- 2016-2018 (Dale Meyers, MCOE support)
- Matrix of expectations developed with students and teachers 2016.
- BIF – data system using Aeries developed and refined 2017-2018
- School Climate Team established to review data 2017
- Expectations explicitly taught at the start of the school year using skits and Jeopardy games 2017-18
- Developed positive reinforcement: student of month, cardinal credits, postcards
- Worked to reduce tardiness: updated policy, bell-ringer instructional norm
- Conducted staff calibrations throughout the year on expectations and BIFs support from MCOE 2017-2018
- MTSS handbook developed for staff 2017
- Principal attended MTSS conference summer 2017
- SUMS grant: 4 staff members attended conferences throughout year, conducted the Swift FIA 2017-2018
- PBIS Behavior Interventionist hired 2017
- Inclusion of Citizenship & Work Habits on report cards
- LCSS Grant for Chronic Absenteeism/MTSS 2018-2021

Healthier Lifestyles:

- 2016 Social emotional learning in-service
- 2017 Trauma informed practices workshop for all staff
- Staff suicide prevention training started in 2017
- Added MCYP counseling in 2016-2019 for drug cessation prevention
- District added a social worker in 2017
- Body Positive club started on campus 2017
- Every 15 Minutes 2018
- Improved relations with local organizations: CGAP, Sheriff, FBPD
- Staff trained in Mental Health First Aid 2018
- Local/Organic food sourcing in school cafeteria 2018
- Expanded CTE Culinary Program
- Spectrum Club

Improve Physical Setting:

- New chairs in 3 classrooms
- MCHS couches reupholstered
- Parent sponsored lunches 2017-2018
- Foosball game in cafeteria
- Lunchtime activities and tournaments 2016-2018
- Adopt-a-campus through advisory 2018
- Horticulture class – campus beautification
- Library/Learning Space modernization in progress
- MCHS Morning Meeting Community Service
- Student Internship program

Goal 1 Continued...

Increase Collaboration/Communication:

- Staff room updated and made into a work room 2016.
- Staff gifts such as t-shirts started in 2016.
- Staff of the Month award started in 2016-2017
- Tokens of appreciation and staff meetings
- Weekly staff newsletter sent by the Principal.
- Staff Retreat before school begins
- Wellness Committee
- IRIS student referral program

Goal 2

Create Benchmarks/Formative Assessments:

- Class policy alignment in 2016-2017
- Two minimum day in-services on grading practices and SBG 2017-2018
- Grading practices were adopted for piloting in 2018-2019
- Rubrics compared and discussed 2017
- Rubrics compared and discussed 2017
- Expectation for gradebook updates published in weekly staff newsletter
- AP teachers meet annually. Students surveyed in Spring of 2017
- Math placement exams for new incoming students 2017

Restructure Intervention Program:

- Use of tutorial time for GFSF follow up modules 2018-2019
- Use of Aeries to trigger interventions 2017
- SUMS grant – exploring universal screenings for behavior
- Math placement test refined 2016
- Formative/summative assessments evaluated as part of grading initiative
- 1:1 Chromebook initiative to improve access 2018
- IRIS student-referral system implemented
- 30 day math placement evaluation 2018
- RST teachers push-in to general education classes 2018-2019

Goal 3

Relevant Life Skills Classes•

- Addition of GFSF class for freshmen 2017-2018
- Follow up modules training and implementation 2018-2019
- GFSF includes budgeting, job search, and other life skills
- New Media Language Arts class 2018-2019
- CPR training provided in Health class

Career Readiness/Post-Grad Preparation•

- Culinary class articulated with MC in 2017
- Horticulture class provides weekly CSA for community members
- GFSF is dual enrollment with MC
- GFSF supports career readiness
- Alumni surveyed using National Student Clearinghouse

Career Tech Pathways:

- A CTE coordinator was appointed 2017
- CTE department conducted a self-review 2016-2017
- CTE club forming as alternate to CTSO 2017-2018
- CTE teachers attended AME conference 2018
- CTE department organized CTE Fairs 2017-2018
- Pathways reorganized and consolidated 2016-2017
- CTE Bi-Annual Showcase
- World of Work program in Sunrise
- Job Board posting MHS
- Workability Program- Resource

Utilize Technology as a tool:

- Teachers continue to use Google classroom and apps
- 1:1 Chromebook initiative 2017

Goal 4

Clear Expectations:

- MTSS staff handbook details expectations and protocols 2017
- Calibration sessions held at staff meetings
- Grading practices and expectations discussed and agreed on to be piloted in 2018-2019
- Digitalized Parent Handbook

Increase Collaboration/Communication:

- Monthly CTE departmental meetings
- AP teachers meet annually
- Monthly Site and Departmental meetings
- 2nd Saturday CTE Fairs 2018
- Class Advisor Handbooks 2018

Websites/Classroom up to date:

- Bi-weekly expectation to update portal – posted in weekly newsletter
- School website is kept current
- Social media feeds added – Instagram and Facebook

Aeries Use:

- Staff attends yearly Aeries conference.
- Online Re-Registration for Parents at beginning of year
- Cardinal Currents distributed weekly to parents
- Tea with Tobin
- BTSN presentations
- Action plan shared with Site Council

Opportunities for public sharing, celebration:

- Some departments utilize social media to promote events.
- Listserv and website utilized
- Website was updated and improved 2017
- New school logo was designed 2017
- Miasa Student visit showcased CTE class projects 2018
- Annual Science Fair

Promote vertical articulation:

- Minimum day grading in-service with all district