

Students:

Students want to be heard by administration.

- 160 + students are involved in Link Crew in 2014-15. These students plan and orchestrate events for freshmen and Extended Day opportunities. They have significant input into the events planned for each of these groups.
- 50+ Mentors have an opportunity to participate in RtI in 2014-15. They have expressed positive and negative experiences with regard to the teachers with whom they are working. Some do not feel supported by the teacher, but those in attendance at a lunch meeting indicated that it has improved over last year. The RtI team continues to work on this concern and began the year with RtI collaboration meetings to better develop the expectations of teachers in study hall, tutorials and the fall freshmen academy sections.
- Leadership includes 40+ students who endeavor to provide opportunities throughout the year to support all MHS students. MHS expects that these students bring to their meeting ideas from their peers. Events include dances, extra-curricular activities , weeks focused on various themes (i.e., character counts, homecoming, special competitions with other schools)
- The principal and all other administrators are always open to concerns expressed by students.
- An RtI student survey was made available to all students in spring 2014. The results helped in changes to the program in 2014-15.
- Approximately 400 students each grading period who qualify for extended lunch activities (GPA 3.0 or greater) are given an opportunity to select from several options for participation. Currently, only about 75% take advantage of this online option; those who do not are scheduled into a study hall. Student input into enrichment activities for students earning extended lunch have been solicited. Students continue to want to be able to leave campus for the RtI period and plans are in place to possibly offer that on a rotating basis.
- Several students (6) sit on the site council and bring their thoughts to the process of evaluation of programs. Their ideas were included in t the information previously presented related to the action plan.
- This spring, all students will participate in a student technology survey as MHS prepares for going one to web next fall.
- There are student representatives on the MHS Safety Committee.

They need to be made aware of the “6 year plan.”

- Over the last three years, the Six Year Plan has continued to grow and evolve. Ultimately, however, the premise of it remains the same - to enable students to participate in grade level activities to plan and prepare for college and/or a career. The activities are facilitated with the assistance of teachers, the 6 year plan coordinator, the teacher-librarian, and the career guidance tech. Access to technology, coupled with our students’ increased knowledge and computer skills, has assisted in the on-going planning, student participation, and new ways to implement and complete the grade level activities. By the conclusion of the four years, students will have explored career and college opportunities, created a personal website to

showcase their efforts, and completed a career portfolio that has been presented to a community member during an interview process.

- Not all students recognize the work they are doing every year as part of their “6 year plan” but they do participate in yearly events as identified in the chart on page 6 of the addendum.

Students need to be actively involved as true stakeholders, in processes such as WASC and School Site Council.

- There has been no formal participation from all students in the past three years regarding WASC.
- 6 students participate as members of the site council and this year had more opportunities to share their ideas in small group meetings with other members (teachers and parents) in review of the WASC report and site plan for MHS.
- The ASB (Associated Student Body) council meets monthly. Three student leaders/officers meet with Mr. Olson to provide him with a report including many thoughtful and appropriate suggestions made at the meeting.

Parents:

Parents need to be actively involved as true stakeholders, in processes such as WASC and School Site Council.

- An offer is open at Back to School for parents to be involved. This year there were 12 parents who signed up to participate or learn more about options available.
- 4 -5 parents have actively participated in the Site Council over the past three years. They have fully participated in review of the WASC action plan, budget to support school projects related to improving student achievement and programs supported by the categorical budget.
- One member of the MHS Site council currently serves on the district advisory committee (DAC) and last year, served as chair of that committee.
- Parents have been invited to participate in the ongoing conversations regarding LCAP funding through a series of district sponsored meetings last spring. These meetings were advertised in the paper and invitations sent via email and phone dialer.
- Parents were invited via email and dialer messages regarding a February 28th Merced County Office of Education sponsored Parent Institute held at Golden Valley High School.
- This continues to be a problematic area. Recently, a meeting advertised through dialers and message sent home via students for an ELAC meeting resulted in no attendees. Parents attend events in which their students participate. In particular sports, band, 8th grade parent information nights, Back to School, spring ELD awards luncheon and drama presentations. However, they do not tend to attend informational meetings that are offered during the year.

Directed communication from school to home needs to improve, including, but not limited to, timely updates in Aeries ABI.

- Dialers, newspaper notices, student carried fliers are all used to get information out to parents.
- Opportunities for parents to log into ABI parent portal in order to regularly check on their student's achievement/discipline/attendance is provided at Back to School night and other parent information events. The library was open to parents this year during Back to School night to assist parents with log on assistance. Utilizing staff with native language abilities, the ASSETS (CLAWS) program regularly communicates with parents of students enrolled in the after-school program. The parent center also provides information to parents regarding their student's success at school.
- Meetings with parents in IEPS and the Student Support office also provide parents with information regarding their students.

Teachers:

Merced High School's decision making process needs to be more collaborative.

- RtI information has been provided in a timely fashion keeping teacher up to date on changes every 6 weeks. This has been improved since January 2014. Teachers had the opportunity to participate in a several surveys and meetings during the first year of RtI implementation.
- Through TSAs core teachers have been involved in decisions regarding curriculum changes related to the adoption of CCSS.
- District meetings have been open to all core teachers in the CCSS adoption over the past three years.
- Teachers in core areas have been invited to participate in development of benchmarks, calibration of rubric scoring as related to district adopted instruments and use of the School City provided feedback. (Note: the latter has been problematic within this last year due to reassignment of the District Testing Coordinator to a school site but is now, with the identification of a new coordinator, being addressed.
- The Instructional Leadership Team (ILT) has been reinstated and includes members from all core areas and CTE. Teacher leaders develop agendas and facilitate meetings.
- Teachers will take a technology survey this spring. It is currently being developed by the ILT to determine teachers' confidence, knowledge, and use of technology. Teachers will identify themselves in one of three levels: low, medium and high. Professional Development opportunities will be developed and made available in May and June to address each of these groups with those identified a "high" possibly assisting with the training. Plans are underway to provide full day confidence/knowledge targeted training after school is out in June and prior to the start of the 2015-16 school year. Additional professional development will be offered in the use of aps, Google classroom, website development, use of chrome books as an instructional tool, and others yet to be determined.
- Urban Essentials 101 is identified restorative justice model adopted by the MUHSD following the passage of AB 1729. Initial trainings have been attended by 90+% of the

staff (certificated and classified) which included the experience of mediating a student/teacher conference. All teachers were all involved in the Urban Essential's MHS "posture". Groups of teachers proposed possible acronyms which were then grouped together and narrowed down. Teachers voted online for the final selection. A small group met to finalize the wording.

- Numerous professional development opportunities have been made available for staff in the area of Google training and use of applications. These have been offered throughout the day. Some are full days others are offering to teachers their prep period.

A system of improved internal communication, such as a daily bulletin, is needed for updated information.

- Daily bulletins are again being delivered every morning.
- These are also sent to teachers via email.
- Future planning involves video broadcasted announcements streamed live to teacher's computers and student devices.

Teachers need to comply with IEP mandates and attend IEP meetings regularly to communicate general education progress to the parents.

- The SPED secretary sends out google calendar invites to all general education at least one week prior to an IEP. It includes date and time, location and the name of the Case Manager and student. Teachers are asked to reply with a yes/maybe/no. The notification/invitation also asked teachers to provide input to the case manager in the event that they cannot attend. A yes or maybe response links directly to their calendar.
- The participation of parents/changing of scheduled meetings continues to provide challenges to this process, but improvement has been noted.
- A "SPED Teacher's Weekly Schedule" is shared with admin each week.
- At the end of the 2014 school year, the certificated staff voted 70% in favor of maintaining embedded intervention (RtI).

Classified Staff:

Classified staff needs to be actively involved as true stakeholders

- Classified staff was all invited to participate as a member of the site council. No one responded.
- Where ever possible classified members are notified regarding dialer messages (so that they are aware of how to respond or redirect calls); better communication has been provided to cafeteria staff regarding changes in schedules and special needs for testing; use of school dude for custodial and tech concerns is being utilized.
- Classified staff members participated in Urban Essentials 101 training.
- They were also invited to attend professional development with Dave Lock ridge this spring.

A system of improved internal communication, such as a daily bulletin, is needed for updated information.

- daily bulletins are provided every morning and sent via email

Administration:

MHS has many programs, slogans, objectives, teams, etc. There is a need to gather these support structures into a common goal for students and staff with a clear “focal point”. This should align with the formal Professional Development Plan to provide a common voice.

- The professional development programs being planned by the ILT will focus around the Common Core (development of curriculum, assessments and data analysis), the use of technology (including aps and available online options) as an instructional tool and effective use of learning management systems. With the exception of the latter, MHS PD has this same focus of the last couple of years and will remain so for several years to come.
- The Posture Bear STRONG was adopted this spring as part of the role out of Urban Essentials 101 intervention. This will become a common theme. Posters will be made for each classroom.

Administrators need to comply with IEP mandates and attend IEP meetings

- This has been an area of significant improvement over the past three years. Whenever possible, Crystal Simons attends IEPS. However, in the area of 3 year re-evals, another AP is scheduled to attend. Administrators are included in the invitations to participate in IEPS which goes onto their calendar. In the event a Student Support AP is unable to attend, another AP is called and generally attends.

Merced High School 6 Year Plan Overview 2014-2015

