

MT. VERNON HIGH SCHOOL



SCHOOL IMPROVEMENT PLAN

September 2014

“Defending the Shield Daily”

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“A” Four-Star High School, 2011-2012, 2012-2013

www.mvcsc.k12.in.us/mvhs

**MT. VERNON HIGH SCHOOL
MISSION STATEMENT**

Engage, educate, and empower today's students to seize tomorrow's opportunities

Mt. Vernon High School Vision Statement

Mt. Vernon Community School Corporation is where parents choose to send their children, students are successful, highly qualified personnel desire to work, and the community is proud to support. We are committed to serving a diverse population in a safe, secure, and challenging learning environment where students are engaged in a rigorous, relevant and technologically-enhanced curriculum. Student success is nurtured through diverse instructional methods enabled by partnerships fostered between students, parents, school, and community. A strategic and fiscally responsible approach insures a sustainable, highly effective learning experience inside and outside the classroom. We respect the uniqueness of each student we engage, educate, and empower them to seize their futures as responsible members of society.

Core 40 Diploma with Academic Honors requires the student to earn 47 credits. No grade below 76% is permitted on the student transcript. The student must also earn at least a 3.0 GPA.

Academic Honors Diploma

<u>Class of</u>	<u>MVHS</u>	<u>State of Indiana</u>
2000	31%	(State = 24%)
2001	37%	(State = 26%)
2002	43%	(State = 27%)
2003	36%	(State = 29%)
2004	35%	(State = 30%)
2005	31%	(State = 32%)
2006	33%	(State = 31%)
2007	45.5%	(State = 31.4%)
2008	33.8%	(State = 31.6%)
2009	37.7%	(State = 32.1%)
2010	36.6%	(State = 29.3%)
2011	36.8%	(State = 30.4%)
2012	39.4%	(State = 32.3%)
2013	39.7%	(State = 33.9%)

CORE 40 Statistics

Curriculum and Diploma

All students are required to pursue a Core 40 program of studies upon entering Mt. Vernon High School. We believe the Core 40 curriculum is foundational to success after high school. The percentage of graduates earning the Core 40 Diploma and state benchmarks since 2003 is:

<u>Class Of</u>	<u>MVHS</u>	<u>State of Indiana</u>
2003	86%	(State = 64%)
2004	86%	(State = 67%)
2005	84%	(State = 69%)
2006	84%	(State = 68%)
2007	92%	(State = 72.3%)
2008	89%	(State = 73.8%)
2009	91%	(State = 75.6%)
2010	92%	(State = 77.6%)
2011	94%	(State = 80.0%)
2012	93%	(State = 81.9%)
2013	95.3%	(State = 83.7%)

The percentage is derived from adding together those that earned a Core 40 diploma with students who earned an Academic Honors diploma.

Student Enrollment Data 2013-2014

The following represents courses being taught during the 2013-14 school year sorted by department and the number of seats taken that particular department's course offerings.

Department: **Total Enrollment:**

Agriculture 102

Course Offerings:

Fundamentals of Agriculture Science/Business, Animal Science, Food Science, Plant & Soil Science Landscape Management.

Business Education 1029

Marketing, Accounting I, Personal Finance and Responsibilities, Advanced Marketing-Sports, IT: Essentials, Web Design, Interdisciplinary Cooperative Education, Digital Media-Photography, Digital Media-Video, Introduction to Business, Business Math, Digital Citizenship, Introduction to Communication and Technology, Programming and Beginning Intermediate Media Graphics, Preparation for College and Career

English 2115

American Literature, Biblical Literature, Novels, Mythology, Popular Literature, Sports Literature, Creative Writing, Short Stories, Film Literature, War on the Home-Front, AP-English Language, AP English Literature, Etymology, Speech, Journalism, English 9-Honors, English 9, English 9-Basic, English 10-Honors, English 10, English 10-Basic, English 11-Basic, English 12-Basic, Language Arts Lab, Themes 9, Composition 9

Family & Consumer Science 725

Adult Roles & Responsibilities, Advanced Nutrition & Wellness, Nutrition & Wellness, Advanced Child Development, Child Development & Parenting, Interpersonal Relations, Fashion & Textiles, College and Career Readiness, Educational Professionals, Nutrition & Fitness

Fine Arts 734

Introduction 2D Art, Introduction 3D Art, AP-Art History, Ceramics 1 & 2, AP Studio Art-Drawing, AP Studio Art-2D, AP-Studio Art-3D, Drawing 1, Photography 1 & 2, Painting 1 & 2, Advanced Concert Band, Beginning Chorus, Intermediate Mixed Chorus, Advanced Chorus, Advanced 2D Art, Drawing 2

World Language 685

French I, French II, French III, Spanish I, Spanish II, Spanish III, AP Spanish Language

Department: **Total Enrollment**

Mathematics 1163

Course Offerings:

Algebra Enrichment, Algebra I, Algebra II, Finite Math, Geometry, Probability & Statistics, Math Lab, AP-Calculus, Pre-Calculus/Trigonometry, Pre-Calculus, Business Math, Algebra I – all year, Geometry – all year, Algebra 2-Honors

Health & Physical Education 1072

Health & Wellness, PE 1, PE 2, Cardio Fitness 1, Introduction to Weightlifting 1, Introduction to Weightlifting 2, Intermediate Weightlifting 1, Intermediate Weightlifting 2

Science 1146

AP-Biology, Biology 1, Earth & Space Science, AP-Chemistry, Chemistry 1, AP-Physics, Physics 1, Integrated Chemistry/Physics, Anatomy & Physiology, Biology 1-Honors, Physics 1-Honors, Astronomy, Genetics, Forensics

Social Studies 1219

Economics, Modern World Civilization-Honors, Psychology, Sociology, US Government, US History, AP-Psychology, AP-US Government, AP-US History, Geography & History of the World, World History, AP-Europe, Topics in History 20th Century-Honors

Technology Education 354

Communication Systems, Construction Systems, Manufacturing Systems, Transportation Systems, Design Process, Computers in Design, Principles of Engineering (PLTW), Introduction to Engineering Design (PLTW), 3D Computer Animation & Visual Arts, Technical Enterprises, Civil Engineering and Architecture

2013-2014 Student Population Data

Ethnic data

White	949	(83.6%)
Black	80	(7.0%)
Hispanic	29	(2.6%)
Asian	25	(2.2%)
Multi-racial	<u>51</u>	(4.5%)
	1,135	

Grade level data

9 th	272
10 th	317
11 th	273
12 th	<u>273</u>
	1,135 (official count)

Free and Reduced lunch

Free Meals	180 (15.9%)
Reduced Meals	<u>78</u> (6.9%)
	248 (22.2% of high school enrollment)

Special Education enrollment

149 (13.1%) of high school enrollment

PSAT

Analysis & Implications

<u>PSAT (9 math skills)</u>		<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
• Sophomore Class	MVHS	44.3	43.6	43.6
	State	42.1	41.7	41.6
	Nation	42.3	42.6	43.6
<u>PSAT (5 critical reading skills)</u>				
• Sophomore Class	MVHS	43.6	41.9	42.0
	State	42.9	40.5	40.1
	Nation	42.3	41.5	41.3
<u>PSAT (5 writing skills)</u>				
• Sophomore Class	MVHS	41.3	41.8	40.8
	Indiana	40.1	39.3	38.6
	Nation	40.3	40.3	40.2

College Readiness Benchmarks

The PSAT/NMSQT College Readiness Benchmarks represent the scores that a student should meet or exceed to be considered on track to be college ready.

2011-2012 Class of 2014	MVHS	28.6% - On track to be College & Career Ready
	Nation	24.9%
2012-2013 Class of 2015	MVHS	40.2% - On track to be College & Career Ready
	Nation	37.6%
2013-2014 Class of 2016	MVHS	38.1 – On track to be College & Career Ready
	Nation	39.1%

Implementation of PSAT Results

As we disaggregate and analyze the results, we should be better able to target specific strategies to improve our student skill levels. We require the PSAT be taken by all 10th and 11th grade students willing to pay for the exam.

GQE--End of Course Assessment

<u>Indicator</u>		<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>
Grade 10	% Pass ECA Math* (First attempt)	72%	82%	86%	79%	84%
Grade 10	% Pass ECA English (First attempt)	66%	80%	86%	91%	90%
Grade 10	% Pass Both ECA* (First attempt)	57%	76%	86%	90%	91%

*The percentages do not include students who took the ECA – Algebra I during grades 7 or 8.

SAT Results – *Mt. Vernon High School*

<u>Indicator</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	
Critical Reading	496	498	494	499	504	
Math	505	502	491	491	500	
Writing	<u>497</u>	<u>492</u>	<u>486</u>	<u>483</u>	<u>485</u>	
SAT TOTALS	1498	1492	1471	1473	1489	
<i>% of MVHS 12th graders taking SAT</i>		58%	62%	76%	77%	79%

SAT Results – *Indiana*

<u>Indicator</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Critical Reading	493	493	493	493	497
Math	503	501	501	500	500
Writing	<u>476</u>	<u>475</u>	<u>476</u>	<u>477</u>	<u>477</u>
SAT TOTALS	1472	1469	1470	1470	1474

SAT Results – *MVHS—Academic Honors Diploma Students*

<u>Indicator</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Critical Reading	543	532	541
Math	555	548	541
Writing	<u>539</u>	<u>532</u>	<u>533</u>
SAT TOTALS	1637	1612	1615

SAT Results – *Indiana- Academic Honors Diploma Students*

<u>Indicator</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Critical Reading			
Math			
Writing			
SAT TOTALS	1469	1470	

AP Trend Data

	<u>Total Tests Taken</u> <u>Taking tests</u>	<u># of Students</u> <u>taking Exam(s)</u>	<u>% scoring a</u> <u>3 or above</u>
2006-07 MVHS <i>State</i>	148	86	53% 53%
2007-08 MVHS <i>State</i>	161	94	48% 52%
2008-09 MVHS <i>State</i>	250	159	46% 49%
2009-10 MVHS <i>State</i>	305	195	42% 43%
2010-2011 MVHS <i>State</i>	300	188	37% 46%
2011-2012 MVHS <i>State</i>	291	199	42% 48%
2012-2013 MVHS <i>State</i>	338	214	37% 50%
2013-2014 MVHS* <i>State</i>	360	230	40.5% 51%

AP COURSE OFFERINGS

Language/Comp, English Lit/Comp, US History, European History, US Government, Chemistry, Psychology, Physics, Biology, Calculus AB, Spanish, Art History, Studio Art, 2D Art, 3D Art

Analysis and Implications

The percentage of students at Mt. Vernon High School taking AP tests has grown by 167% since 2007. The percentage of students earning a three or higher on the AP exam has steadily declined since 2007, but did show an increase with the 13-14 testers. Over the same amount of time, we have grown the number of AP exams by 143%. Our direction is clear that we need to be able to provide additional time for AP courses, especially in the areas of Math and Science as well as taking steps to increase pre-AP academic preparation.

*For the 2013-2014 school, AP Art History, Euro History, Chemistry, Physics, Calculus, and Biology were stretched over the entire school year.

Grading Trend Data

At the present time this is not the most revealing data in this report. However, we include it because the alignment of classroom grade distribution with other forms of assessment should be somewhat consistent. Our data collection presented below compares the total grades given during the first quarter of the past seven school years in course work meeting CORE 40 standards.

First quarter grade distribution for CORE 40 Courses

	2006-07	2007-08	2008-09	2009-10*	2010-11	2011-12	2012-13	2013-14**
A	30.1	29.1	24.5	30.8	33.2	33.6	30.3	42.6
B	32.9	31.9	30.2	32.9	35.7	38.8	31.6	32.6
C	23.5	23.7	25.7	19.4	20.3	17.2	25.0	16.1
D	6.3	6.4	7.5	7.8	6.5	6.3	7.9	5.9
F	7.3	8.9	12	9	4.2	4.5	5.3	2.8

*First year using the new grade scale (see below). **First year using new grading scale (see below).

During the 2008-2009 school year, a broad-based task force recommended a new grading scale for the 2009-2010 school year which was adopted by the Board of Education. During the 2012-2013 school year, a grading scale review committee studied the grading scale and weighted grades. Following the recommendation of the committee, the Board of Education adopted a second new grading scale for the 2013-2014 school year. The trend data will be affected by the results of the grading scale changes.

Grading Scale through the 2008-2009:

95-100	A
87-94	B
76-86	C
70-75	D
0-69	F

Grading Scale 2009-2010 through 2012-2013:

100%	A+	4.0	80-82%	C+	2.3
95-99	A	4.0	76-79	C	2.0
93-94	A-	3.7	73-75	C-	1.7
91-92	B+	3.3	71-72	D+	1.3
87-90	B	3.0	68-70	D	1.0
83-86	B-	2.7	66-67	D-	0.7

Current Grading Scale for 2013-2014:

Letter Grade	Percent	4 point Scale	Level 1	Level 2	Level 3
A+	100	4.0	4.25	4.5	5.0
A	95-99	4.0	4.25	4.5	5.0
A-	90-94	3.7	3.95	4.2	4.7
B+	87-89	3.3	3.55	3.8	4.3
B	83-86	3.0	3.25	3.5	4.0
B-	80-82	2.7	2.95	3.2	3.7
C+	77-79	2.3	2.55	2.8	3.3
C	73-76	2.3	2.25	2.5	3.0
C-	70-72	1.7	1.7	1.7	1.7
D+	67-69	1.3	1.3	1.3	1.3
D	63-66	1.0	1.0	1.0	1.0
D-	60-62	0.7	0.7	0.7	0.7
F	59 and below	0.0	0	0	0

Attendance Rate Trend Data

<u>School Year</u>	<u>MVHS</u>	<u>State Avg.</u>
2006-2007	96.6%	95.8%
2007-2008	96.8%	95.9%
2008-2009	96.7%	96.1%
2009-2010	96.33%	95.0%
2010-2011	95.95%	95.1%
2011-2012	96.19%	95.2%
2012-2013	96.17%	94.9%
2013-2014	96.18%	N/A

Analysis and Implications

The data represents attendance rates for the past eight years. For the years represented Mt. Vernon's yearly attendance rate ranges from 95.95% to 96.8%. In comparison to the state average, Mt. Vernon has always had a higher attendance rate.

The Mt. Vernon High School staff realizes the importance of daily attendance and has taken steps to:

- Ensure that attendance procedures are accurate
- Focus attention on students with chronic absences
- Enforce attendance policies

The MVHS attendance council has been vital in addressing issues brought on by a lack of regular school attendance. The council is made up of an administrator, faculty, and attendance secretary.

Graduation Rate Trend Data

<u>Class of</u>	<u>MVHS</u>	<u>State</u>
2006-2007	82.9%	76.4%
2007-2008	87.3%	76.1%
2008-2009	88.8%	81.5%
2009-2010	88.9%	84.1%
2010-2011	92.5%	85.7%
2011-2012	92.3%	88.4%
2012-2013	95.5%	88.3%
2013-2004	not available	not available

Analysis and Implications

The dropout rate and the breakdown of reasons to leave school have already been discussed. That figure has, of course, a large impact on the resulting graduation rate. Our six-year range has been as low as 82.9% and as high as 95.5%.

Indiana law requires a student to remain in school until age 18 and also requires an exit conference to try to develop a way to keep a student in school. We have already been using that practice for over 10 years with some success and some failure. The appropriate school administrator, counselor, and parent(s) will work with the student to develop an appropriate exit plan that will lead to the student earning a GED (General Equivalency Diploma) in the shortest time possible.

MVHS will continue to strive for all of our students to graduate. To that goal, we have put together a specific set of strategies beginning the fall of 2013. These strategies will address students who may not have the focus to graduate. On the next page is our plan of action for improving our graduation rate for the 2014-2015 school year.

Goal: Improve the MVHS Graduation Rate

1. Identify at-risk students at the freshman level by reviewing data.

Department chairs from Math and English will review data from 8th grade classroom grades and ISTEP and NWEA scores. Additionally, the data is used by department chairs and counselors to place students in the appropriately-leveled course for student success.

2. Continue the Josten's Commitment to Graduate program.

Jostens is willing to partner with us to create a program to lower our dropout rate, provide opportunities for students to grow their sense of pride for self and school, create a support system where students can begin with the end (graduation) in mind and help us employ strategies to increase parent involvement in the school. They partner with several schools in Indiana and have a program which includes guest speakers, motivational activities and provide information to students to get students to graduate.

3. Expand the JAG (Jobs for America's Graduates) program.

Jobs for America's Graduates is a multi-year program that targets at-risk juniors and seniors. We can select up to 45 students for the program. The main goal and focus for the JAG program is for the students to get their diploma or GED. The students receive basic skills assessment and remediation where it is needed. The second goal of the JAG program is to get the students to acquire employability skills. Students are taught 37 core competencies with a possibility of 87 total competencies to be strong candidate in the job market. The third goal for the JAG program is for the students to remain employed full time after graduation. Students receive up to 12 months of follow up services after graduation. The JAG program was implemented during the 2013-2014 school year with 14 students participating initially. The program will expand to 40 students for the 2014-2015 school year.

4. Implement a peer to peer tutoring program to use during the study hall time each period.

With many students taking at least one study hall, we have the opportunity to put together a group of students to tutor our students. The tutoring would be optional for all students, but most likely mandatory for at-risk students.

5. Expand the credit recovery program.

We currently utilize GradPoint, BYU, and IU Credit Recovery programs to give students opportunities to recover credits that were lost due to failing grades. Currently we have 45 GradPoint seat licenses which are used for both general education and special education students. GradPoint offers both required and elective courses. IU and BYU courses cost a fee to students. GradPoint is currently free of charge for students and can be used 24/7.

6. Continue putting all English 9 and 10 failures together in a class to retake the course.

We will follow this policy for two reasons. First, grouping students who have struggled in English together helps teachers focus on basic reading, writing, and language skills. The retake course allows for the class to be taught in a way that helps students succeed. It also eliminates a large skills gap that may be present otherwise. Second it allows time for re-teaching and extra activities to reinforce English 9 and 10 concepts. This will enable the retake course to be taught differently and will eliminate potential classroom management problems.

7. Continue putting all struggling 9th grade students in an extended Algebra I course.

We will follow this policy for two reasons. First, grouping students who have struggled in math together helps teachers focus on basic algebra skills. The extended course allows for the class to be taught in a way that helps students succeed. It also eliminates a large skills gap that may be present otherwise. Second, it allows time for re-teaching and extra activities to reinforce the Algebra I concepts. This will enable the extended Algebra I courses to be taught differently and will eliminate potential classroom management problems.

This practice of extending the number of weeks for Algebra I from 18 weeks @ 85 minutes/day to 36 weeks @ 85 minutes/day has proven successful reaching students who qualified for placement. Therefore, beginning with the 2013-2014 school year, a Geometry course has been added following a similar principal. Beginning the 2014-2015 school year, an Algebra II extended course was added. The goal of increasing the number of students who can qualify for a Core 40 diploma is our plan.

8. Allow students to graduate when they have fulfilled the necessary requirements. Implement an application process for this purpose.

We believe that students should be able to graduate upon completing all the requirements to do so if they have a desire to move on with their education, enter the military or have a job immediately after graduating.

9. Assign our best teachers to the at-risk classes.

Our best teachers employ strategies that engage all students. They also have the best classroom management which may be needed for the classes with at-risk students. Our best teachers also are able to raise the knowledge level and skills of their students.

10. Continue exposing students to college and military representatives and expand the program to skilled trades, apprenticeships, and vocational opportunities.

We currently have representatives from colleges, community colleges, and vocational schools present information about post-secondary opportunities and answer questions about entrance requirements and programs opportunities. Our guidance department facilitates the presentations. We plan to expand the presentations to include more skilled trade and apprenticeship opportunities.

11. Continue vocational school and ICE opportunities for students.

We believe that we have students with a wide variety of abilities and interests. We will continue to offer vocational opportunities at Walker Career Center (a part of Warren Township Schools) and Career Tech Education (a part of Anderson Community Schools). Students can earn high school credits in these half-day programs and can also earn certifications in many areas. Students may also earn credits in the ICE program, which allows students to work half-days gaining employment experience.

12. Continue the Block Schedule

We believe, and our data supports, our four-block schedule improves our graduation rate by allowing students to take a variety of classes required for graduation post-secondary programs, to re-take failed classes, and provides for a variety of instructional strategies that can only be accomplished in a block setting. Additionally, at-risk students have the opportunity to make-up credits while academic standards remain high. At-risk students do have opportunities to take extended courses and meet daily for 90 minutes in English 9, Algebra I, and Geometry.

Comprehensive/Integrated Strategies to Meet Our Goals

1. Attendance Council addresses the most challenging cases of absenteeism
2. Assistant principals make home visits if students miss several days in a short period of time
3. Online courses through GradPoint are used for credit recovery. Also accept BYU and IU online credits.
4. Assistant principal meets with all 9th and 10th grade students who have a grade of "D" and "F"
5. PSAT will be required of all 10th graders free of charge and 11th graders for a small fee.
6. SAT preparation options given to parents at Parent Night and to students upon request.
7. Use of data to schedule 8th graders to ensure proper placement of freshmen
8. Counselors meet with At-Risk seniors and parents.
9. Automated contact of parents of absent students each day to reduce absenteeism
10. Master scheduling upgrades—a two-year schedule to provide more planned course options
11. Alternating day courses to provide more options to our students
12. Stretched courses to spread content for the entire year to those students struggling in Math and/or English as identified through NWEA, ISTEP & classroom grades in English 9, Algebra I, and Geometry.
13. AP Courses will be increased in number and teachers better trained.
14. Dual credit courses will be expanded with area colleges
 - Ivy Tech (Fast Track to College Program)
 - Ball State University
 - Indiana University (Advance College Project)
 - Vincennes University
15. Proficiency testing will be used for placement and credit
16. Mentor Program to assist in a smooth transition from 8th to 9th grade
17. Student newspaper is published monthly and the yearbook is published annually as a writing incentive
18. Writing lab offered daily to assist students
19. Book Club meets to encourage in-depth reading
20. NWEA data will be used for placement and improved teaching
21. Core 40 Classroom Assessments to prepare for ECA success
22. ENL support is given to students in the ENL program in all departments
23. USA Test Prep used to prepare students for the English 10 ECA and to assess current levels and guide instruction.
24. Examination of our grading scale to motivate students and address college admissions
25. The "Language" program is used to identify IEP and at-risk students reading below grade level.
26. ECA Remediation Program to review for GQE success offered two times a year.
27. "Project Lead the Way" to support student success
28. "Response to Intervention" to identify and assist students to succeed
29. An all year Themes & Composition course being used for identified freshman who did not meet the cut score on NWEA and/or ISTEP in 8th grade
30. Writing across the curriculum (6+1 trait writing) to improve writing instruction
31. Problem solving across the curriculum to improve problem solving
32. Meeting Communication Standards with Technology to improve world language instruction
33. Maintain standards and expectations high in all areas
34. "Recoup, Recover, Reward" Program targets specific skills for special needs students
35. Education Foundation grants support teaching initiatives and student learning
36. Education Foundation grant received for AP teacher training
37. Vocational opportunities at Walker Career Center during students' junior and senior years
38. ICE opportunities for students to gain both high school credits and work experience
39. Discovery learning activities in all-year math courses.
40. Gifted and talented coordinator provides academic initiatives for gifted students
41. Summer school is offered for students to recover and/or accrue credits in required courses
42. Offer many clubs and opportunities for at-risk students
43. Teacher SLO and TLOs support student improvement
44. Review options to reduce class sizes
45. Review options to reduce pay to participate costs so more students can join extra-curricular activities
46. Review options to increase tutoring opportunities for at-risk students

Triangulation of Data:

Target Area: **Mathematics**

Goal: All students will maintain or improve their problem solving skills.

Data Sources

1. Advanced Placement Calculus	MVHS (2013) Indiana Nation	Mean: 1.05 2.48 2.94	43 Exams
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2. ECA Core 40 Trend		<u>Winter</u>	<u>Spring</u>	<u>Total</u>
	2013-2014	96%	76%	84%
	2012-2013	92%	73%	79%
	2011-2012	89%	86%	86%
	2010-2011	91%	71%	82%

3. PSAT Math	2013-2014	MVHS Indiana Nation	43.6 41.6 43.6
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4. SAT Math (Mean Score)	<u>MVHS</u>	<u>Indiana.</u>	<u>% of MV Seniors in Class Taking the SAT</u>
2014	500	500	79%
2013	491	500	73%
2012	491	501	70%
2011	496	501	76.7%
2010	502	505	60.3%
2009	505	507	60.9%

Triangulation of Data

Target Area: **English**

Goal: All students will maintain or improve their writing applications skills.

1. Advanced Placement English Literature & Composition	MVHS (2014) Indiana Global	Mean: 2.77 2.64 n/a	51 Exams
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2. ECA Core 40 Trend		<u>Winter</u>	<u>Spring</u>	<u>Total</u>
	2013-2014	87%	90%	89%
	2012-2013	91%	91%	91%
	2011-2012	84%	88%	86%
	2010-2011	91%	71%	81%
	2009-2010	65%	68%	66%

3. PSAT Results (Mean Score)		<u>Critical Reading</u>	<u>Writing Skills</u>	
	2013-2014	42.0 40.8	40.8 38.6	MVHS Indiana

SAT Results (Mean Score)		<u>Critical Reading</u>	<u>% of MV Seniors in Class Taking the SAT</u>
	MVHS	<u>Indiana</u>	
	2014	504 497	79%
	2013	499 493	73%
	2012	494 493	70%
	2011	487 493	76.7%
	2010	498 494	60.3%
	2009	496 496	60.9%

SAT Results (Mean Score)		<u>Writing Skills</u>	<u>% of MV Seniors in Class Taking the SAT</u>
	MVHS	<u>Indiana</u>	
	2014	485 477	79%
	2013	483 477	73%
	2012	486 476	70%
	2011	474 475	76.7%
	2010	492 477	60.3%
	2009	487 480	60.9%

Goal Statement: All students will maintain or improve their problem solving skills.

Benchmarks

Baseline— Algebra I Core 40 Benchmark of 564 was set for a score of Pass and 665 for a Pass+. This baseline has been used since the ECA was established for Algebra I in 2009-2010 and was the baseline for 2013-2014.

Assessments that will measure the goal

- 10th grade PSAT
- 11th grade PSAT
- SAT – improvement each year
- Algebra I Core 40 ECA

Intervention (strategies) linked to the goal

1. A data-driven (Core 40 ECA, NWEA, Grades) procedure to place freshmen and new students into math classes has been implemented.
2. An upgraded Core 40 based remediation program is being developed that includes KHAN academy and similar online resources.
3. A program to prepare students for the Core 40 ECA test will be developed.
4. Teachers will continue to teach problem solving and other math concepts in all curricular areas.
5. Data analysis by the faculty will continue.
3. A comprehensive, integrated, school-wide list of strategies has been developed by the staff and is being implemented.
4. Credit recovery program has been expanded to teach math concepts to non-traditional students.
5. Year-long Algebra I and year-long Geometry courses have been implemented.

Staff Development related to the goal

1. Training for math teachers has been successfully implemented the past 4 years to target meaningful strategies to use in all math courses.
2. Training for teachers in all curricular areas to incorporate the inclusion of math strategies will be scheduled.

Persons responsible for implementation and monitoring

1. Principal, Math Department Chair, Director of Guidance, Professional Development Director.
2. Every classroom teacher (documentation may include lesson plan assessment, classroom observations, sample activities).

Resources required for implementation

1. Time and money for staff development.
2. Remediation/preparation programs, materials and software.
3. Research best practices.
4. Methods to collaborate with successful colleagues through the country.
5. Time for staff training, collaboration, and implementation of strategies into the lesson plans.

Timeline for implementation

14-15

- Implement new technology and resources to provide better instruction to students.
- Continue to collaborate with new staff in regard to strategies to meet problem solving goals.
- Implement more rigorous problem solving curriculum.
- Continue analysis of NWEA to individualize targeted instruction.

15-16

- After re-evaluating the goals and achievement data from the previous two years, we will evaluate our placement, preparation, and remediation strategies.
- Increase time for staff development.
- Continue to collaborate with new staff in regard to strategies to meet problem solving goals.
- Improve the quality of goal-related staff development.
- Continue analysis of NWEA to individualize targeted instruction.

16-17

- Implement new instructional strategies focusing more specifically on flipped learning
- Implement 1:1

Goal Statement: All students will improve their writing application skills

Benchmarks

Baseline— English 10 Core 40 Benchmark of 360 was set for a score of Pass and 589 for a Pass+. This baseline has been used since the ECA was established for English 10 in 2009-2010 and was the baseline for 2013-2014.

Assessments that will measure the goal

- 10th grade PSAT
- 11th grade PSAT
- SAT
- ECA Core 40 English 10
- USA Test Prep – Grades 9, 10, 11, and 12
- Keep an individual student profile containing benchmark papers and Six-Traits scores-track individual writing progress

Interventions

1. Core 40-based remediation program
2. Six-Trait rubrics will be used across the curriculum.
3. Writing opportunities will increase across the curriculum.
4. Survey courses are offered to juniors and seniors to capture interest and engage students fully. Data will be analyzed to determine impact.
5. Continue the use of comprehensive, integrated, school-wide lists of strategies.
6. Year-long themes/composition classes are offered to freshmen using specialized materials and software. Data will be analyzed to determine impact.
7. Six 1:1 classrooms in English department will continue to improve the use of technology through using Moodle to facilitate learning.
8. Expanded credit recovery program to teach English to non-traditional students.
9. Improvement plan for freshmen failure rate implemented 2010-2011.
10. Recoup, Recover, Reward program continues to support struggling students.
11. Developmental Reading was implemented during the 2009-2010 school year using the *Language!* Curriculum.
12. USA Test Prep was implemented in 2012-2013 and is used for ECA preparation, guiding instruction and assessing current skill levels.

Staff Development

1. Additional training will be scheduled to target meaningful strategies in all English classes.
2. One teacher attended J-Day at Ball State with students.
3. High school English teachers met with middle school teachers to promote more consistency/continuity to make the transition from high school easier.
4. All English teachers attended a Six Trait Writing Training in October 2013.
5. Plan in place to train entire staff for Six Trait Writing strategies.

Person responsible for implementation and monitoring

1. Principal, English Department Chair, Director of Guidance, Professional Development Director.
2. Every classroom teacher.

Resources required for implementation

1. Time for staff development.
2. Remediation/preparation programs, materials, and software.
3. Research best practices.
4. Time for staff collaboration and implementation of strategies into lesson plans.
5. More 1:1 classrooms as permitted.
6. Technology support.

Timeline for implementation

14-15

- Goal will be completely evaluated with all available data and refined as a result of that data analysis
- Time for staff development will be scheduled
- Research more 1:1 classrooms will continue
- Continue analysis of data from NWEA and USA Test Prep to individualize targeted instruction
- Analyze Recoup, Recover, Reward and Developmental Reading data
- Continue to collaborate with new staff in regard to strategies to meet writing goals.

15-16

- Continue pursuit of more 1:1 classrooms.
- Continue analysis of NWEA and USA Test Prep to individualize targeted instruction.
- Analyze Recoup, Recover, Reward and Developmental Reading data.
- Improve the quality of goal-related staff development.
- Continue to collaborate with new staff in regard to strategies to meet writing goals.

16-17

- Implement new instructional strategies focusing more specifically on flipped learning
- Implement 1:1

Survey Questions for Students, Staff, and Parents

Parent Survey Questions:

1. What best describes your current occupation?
2. Do you use any resources to help your child in Math? If so, what resources do you use?
3. Do you use any resources to help your child in English? If so, what resources do you use?

Student Survey Questions:

1. What grade are you in?
2. What is your gender?
3. What is your intention for after high school?
4. What programs/clubs currently at the high school do you like? (Ex: Spanish Club, Credit Recovery)
5. What new programs/clubs would you like to see at the high school?

Staff Survey Questions:

1. What current programs do you use to improve the graduation rate of students?
2. What future programs or ideas would you like to see implemented to help improve graduation rates of students?