

Mishawaka High School
SCHOOL IMPROVEMENT ACTION PLAN
Mishawaka High School
2017-2021

| Goal: Students will be college, career, and citizenship ready upon graduation. | | | | | |
|--|---|---|-------------|---|---|
| Support Data (From the Profile): Standardized and common assessments | | Standardized Assessments: ISTEP/ECA Test, PSAT, SAT, ACT, WIDA, ISTAR, ACCUPLACER, Woodcock Johnson | | Local Assessments: Common Course Assessments | |
| Intervention 1: The teachers at MHS will incorporate technical reading into their curriculum. | | | | | |
| Activities to implement the intervention | Person(s) Accountable | Timeline | | Resources | Staff Development Activities |
| | | Begin | End | | |
| <p>Teachers will incorporate technical reading into their curriculum. Examples of technical reading activities include:</p> <ul style="list-style-type: none"> • Follow step-by-step instructions • How-to manuals and tutorials • Reviews and reports • Technical diagrams and schematics • Definitions and Terminology • Informational Texts | <p>Department Heads</p> <p>PLC leaders</p> <p>CSI Members</p> | <p>2017</p> | <p>2021</p> | <p>Professional Development Fund</p> <p>CSI</p> <p>Curriculum Maps</p> <p>Professional Learning Communities</p> <p>MHS Professional Library</p> | <p>Professional Learning Communities</p> <p>The CSI will reinforce skills at department or faculty meetings and within Professional Learning Communities as needed.</p> |

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| Intervention 2: Teachers will incorporate ratios and graphing into their curriculum. | | | | | |
| Activities to implement the intervention | Person(s) Accountable | Timeline | | Resources | Staff Development Activities |
| | | Begin | End | | |
| <p>Teachers will incorporate ratios into their curriculum. Examples of ratio activities include:</p> <ul style="list-style-type: none"> • Fractions • Percentages • Decimals • Understanding/Converting between fractions, percentages, and decimals. • Rates of Exchange (ex: miles per hour) • Unit conversions • Comparisons A:B “A is to B” | Department Heads PLC leaders CSI Members | 2017 | 2021 | Curriculum Maps Professional Learning Communities | Professional Learning Communities The CSI will reinforce skills at department or faculty meetings as needed. |
| <p>Teachers will incorporate graphs into their curriculum. Examples of graphing activities include:</p> <ul style="list-style-type: none"> • Creating graphs from data • Interpreting real-world graphs • Choosing appropriate graph types (scatter plot, linear, bar, pie, etc.) • Deciding on appropriate scales of graphs • Unit consistency • Labeling graphs fully | Department Heads PLC leaders CSI Members | 2017 | 2021 | Curriculum Maps Professional Learning Communities | Professional Learning Communities The CSI will reinforce skills at department or faculty meetings as needed. |

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| Intervention 3: Teachers will require students to write answers in complete sentences in all classes. Once per grading period per class, teachers will require students to complete one constructed response that will be graded on a writing rubric. | | | | | |
| Activities to implement the intervention | Person(s) Accountable | Timeline | | Resources | Staff Development Activities |
| | | Begin | End | | |
| Any activity that requires student responses will be submitted using complete sentences. A complete sentence consists of a subject and a verb, it is a complete thought, and includes correct capitalization and punctuation. Examples of these activities include: <ul style="list-style-type: none"> • End of chapter questions • Study guides • Constructed response • Free response questions on exams | Department Heads PLC leaders CSI Members | 2017 | 2021 | Curriculum Maps Professional Learning Communities | Professional Learning Communities The CSI will reinforce skills at department or faculty meetings as needed. |
| Teachers will assign one writing prompt requiring a constructed response that is graded on a rubric appropriate for the course. Sample rubrics are provided, but it is recommended that teachers use a rubric that prepares students for state tests, certification tests, or exit tests for that course. | Department Heads PLC leaders CSI Members | 2017 | 2021 | Curriculum Maps Example Rubrics Professional Learning Communities | Professional Learning Communities The CSI will reinforce skills at department or faculty meetings as needed. |

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| Intervention 4: Teachers will instruct students on soft skills and a college, career, and citizenship ready curriculum in both their content area and advisory | | | | | |
| Activities to implement the intervention | Person(s) Accountable | Timeline | | Resources | Staff Development Activities |
| | | Begin | End | | |
| Advisory teachers will incorporate grade level specific activities every Tuesday. | Advisory Teachers CSI-curriculum development | 2017 | 2021 | Tuesday Activities Lessons for each grade level | The CSI will reinforce skills at department or faculty meetings as needed. |
| Advisory teachers will mentor the same group of students beginning as freshmen and following them through their senior year. Fridays in advisory are committed to mentoring activities such as: <ul style="list-style-type: none"> • Individual conversations with students • Grade checks • Goal setting and follow up on established goals • Any activity to increase College, Career, and Citizenship readiness | Advisory teachers | 2017 | 2021 | Curriculum Maps Professional Learning Communities | The CSI will reinforce skills at department or faculty meetings as needed. |

School Improvement Plan 2017-18

1. Established objectives of continuous improvement in: attendance, ISTEP+ proficiency rates, and graduation rates

- a. Attendance Rate: Mishawaka High School's attendance goal is a 95% attendance rate.
 - 1. Teachers monitor tardies and contact parents after the third tardy to class.
 - 2. Teachers report excessive absences to the attendance coordinator. The attendance coordinator communicates with those students and their parents to improve the attendance of the student.
 - 3. Truancy officers work with the attendance coordinator as needed.

- b. ISTEP+ Proficiency Rates: Mishawaka High School's goal for ISTEP+ is to achieve at least a 60% pass rate in both English and math.
 - 1. Course sequencing in math has been changed so that Algebra II follows immediately after Algebra I to allow students to build upon their first year of Algebra.
 - 2. Based on past data, students with IEP's have now been included in the general classroom for their English and math courses, which now has a math teacher and an exceptional learner teacher co-teaching the course.
 - 3. Using past data, students identified as needing remediation in English and/or math have the opportunity to take additional courses to strengthen their skills.

- c. Graduation Rates: Mishawaka High School's goal is at least a 90% graduation rate.
 - 1. Students are being advised both by their counselors and their advisory teachers on creating a 4-year academic plan to meet the graduation requirements for their targeted diploma.
 - 2. Students identified as at-risk of failing classes and/or dropping out have the opportunity to enroll in alternative education programs.
 - 3. The administrative team and counselors monitor seniors' progress toward graduation requirements and collaborate with the students and their families and teachers to provide them with additional support as needed.

2. Description of the curriculum and information concerning the location of the copy of the curriculum that is available for public inspection.

- a. The Mishawaka High School curriculum guide is available on the School City of Mishawaka website and the Mishawaka High School website for public reference. This guide is also sent home to all parents during the scheduling process each year.

- b. Individual course curriculum maps, which are all housed on the internal drive for all teachers to access, is also available to public upon request.

3. Provision outlining how the school will address the learning needs of all students, including exceptional learners; provide courses to allow students to earn an Academic Honors diploma; and encourage the completion of the Core 40 and Academic Honors curriculums.

- a. A large number of AP and dual-credit courses are available for students.
- b. Students with IEP's have a teacher of record in the exceptional learners department who monitors the student's academic progress.
- c. The ESL teacher works with students both in a specific class period and within advisory.
- d. Students at risk of failing a course or dropping out have the opportunity to enroll in alternative education programs.
- e. The Early College program targets students who will be the first-generation to attend college and those students who are capable of rigorous academics but need additional support.
- f. Students participate in targeted grade-level appropriate activities during advisory every Tuesday to prepare for college, career, and citizenship readiness.

4. Provision to maximize parental participation in the school.

- a. Parents are invited to the annual Open House at the start of the school year.
- b. Parents are invited to annual parent-teacher conferences after the first grading period.
- c. Parents are invited to the following events:
 - 1. 8th-grade parent night
 - 2. 10th and 11th-grade information night about scheduling and planning ahead
 - 3. Financial Aid night
- d. Beyond the Cave, a collaborative extension of the Counseling office, is available after school hours by appointment. This program allows parents and families to explore college, career,

and financial aid options.

- e. The PTSA encourages parental involvement in numerous activities throughout the year.

5. Provision to maintain safe and disciplined learning environment.

- a. The PBIS team encourages positive behavior, the value of school attendance, and creating a sense of community.
- b. School City of Mishawaka is improving building security throughout the corporation. This includes higher-security at entrance points, improved camera surveillance, and identification procedures.
- c. Teachers, counselors, and administrators are visible and available in the hall before and after school and during passing periods for supervision and to have positive interactions with students.
- d. The student handbook (the “Mi-Hi Guide) lists school policies, rules, and procedures that students are expected to follow.

6. Provision for the coordination of technology initiatives and professional development.

- a. School City of Mishawaka has provided all teachers with new Mac book s and iPads, and has provided all freshmen with iPads. Some teachers also have Apple TV’s. In addition, there is a new student management system in place and later this year a new learning management system will be implemented. These new initiatives were researched and planned over the last year by a technology committee which included teachers, administrators, and community stakeholders at all levels.
- b. School City of Mishawaka has implemented, corporation-wide, late-start Wednesdays on which certified staff meets for an hour before school starts for professional learning communities (PLC’s).
 - 1. Two Wednesdays per month will give teachers the opportunity to meet in small, well-defined groups (PLC’s) to discuss improvements needed in curriculum, instruction, and assessment.
 - 2. One Wednesday each month will give teachers the opportunity to learn about the new technology and how to incorporate in their classrooms.

7. Methods to improve cultural competency

- a. Counselors have created a series of workshops for school staff to open dialogue and educate

to create an inclusive and safe environment for all. These workshops addressed LGBTQ and students with Autism. The next workshops scheduled are about minorities, students of poverty, and social/emotional learning.

- b. As part of a comprehensive counseling program, counselors have identified areas of the student population that could benefit from additional services to address a guidance gap.
 - 1. Field trip and exploration of local college campuses for identified population of Free and reduced lunch students and Twenty-First Century Scholars to explore affordable post-secondary options.
 - 2. Increasing the percentage of minority students enrolled in AP courses. AP potential reports and historical academic progress will help to identify students who are capable of success in AP and dual-credit courses.
 - 3. Small group curriculum for females in alternative education programs. These females will participate in 8 lessons in a small-group setting to overcome identified barriers to learning (ex: poor social skills, poor grades, poor attendance, and a long disciplinary record).

8. Specific areas where improvement is needed immediately and a description of assessments that will be used.

See the following chart.