

MHS Action Plan

Goal 1:

Increase Reading and Literacy Proficiency.

Goal 2:

Increase Mathematics Proficiency.

Goal 3:

Assess and evaluate academic skills on a regular basis (progress monitoring).

Goal 4:

Expand interventions programs and college/career readiness programs.

Goal I:

Increase Reading and Literacy Proficiency.

Objectives:

- To continue increasing school-wide proficiency in English Lang. Arts (ELA) based upon and Missouri Learning Standards. To continue using the ENG I and ENG II Missouri End-of-Course assessment (EOC) as the summative assessment for Goal I.
- To increase by at least 5% the number of students scoring above the national average for college readiness as measured by the ELA portion of the Spring ACT test.

Rational: While MHS students continue to improve each year, as measured by EOC's, in ELA the ACT data indicates a need to focus on reading-literacy skills, problem solving, and critical thinking skills.

TASK	RESPONSIBLE FOR IMPLEMENTATION	RESOURCES	MONITOR IMPLEMENTATION	TIMELINE	METHODS OF REPORTING
Provide professional development on effective teaching strategies focusing on Essential Learner Standards, best practice lessons, progress monitoring employing pre and post assessment and informal assessment.	<ul style="list-style-type: none"> ➤ District Administration ➤ School Administration ➤ Faculty members 	<ul style="list-style-type: none"> ➤ PD funds ➤ Using Marzano's Teaching Strategies: "Classroom Instruction That Works" 	<ul style="list-style-type: none"> ➤ Principal ➤ PD Committee 	<ul style="list-style-type: none"> ➤ 2015 through 2020 as needed 	<ul style="list-style-type: none"> ➤ NEE Walk-through, formative and summative evaluations ➤ Professional Development plans ➤ Agendas and minutes of conferences attended ➤ Shared practices from conferences

Provide professional development for all teachers. Provide teacher collaboration time. Increase school-wide use of these skills.	<ul style="list-style-type: none"> ➤ Principal ➤ All faculty 	<ul style="list-style-type: none"> ➤ Marzano's Teaching Strategies: "Classroom Instruction That Works" 	<ul style="list-style-type: none"> ➤ District administration ➤ Building administrator ➤ Faculty 	<ul style="list-style-type: none"> ➤ Fall 2015 through 2020, as needed 	<ul style="list-style-type: none"> ➤ NEE Walk-throughs ➤ Teacher formative/summative evaluations (focusing on standards 1.2, 2.1, 4.1) ➤ Lesson plans
Intervention and support classes for students who are scoring below proficient (including Special Education Students).	<ul style="list-style-type: none"> ➤ Administration ➤ Counselor ➤ Spec.Ed. Teachers ➤ Faculty 	<ul style="list-style-type: none"> ➤ Marzano's Teaching Strategies: "Classroom Instruction That Works" 	<ul style="list-style-type: none"> ➤ Principal ➤ Resource Teacher ➤ Guidance Office ➤ Special Education Teachers 	<ul style="list-style-type: none"> ➤ Fall 2015 through 2020, as needed 	<ul style="list-style-type: none"> ➤ Registration documents ➤ Pre/Post test results in class ➤ Standardize test results ➤ IEP meetings ➤ CELDT scores
Increase student participation in on-campus intervention programs	<ul style="list-style-type: none"> ➤ Administration ➤ Counselor ➤ Faculty 	<ul style="list-style-type: none"> ➤ Tutoring 	<ul style="list-style-type: none"> ➤ Counselor ➤ Principal ➤ Faculty members...including Eng. teachers and advisory teachers 	<ul style="list-style-type: none"> ➤ Fall 2015 through 2020, as needed 	<ul style="list-style-type: none"> ➤ Student Enrollment for tutoring ➤ Daily attendance ➤ Grades ➤ Standardized test results
Provide parents with information on state assessments and importance of attendance	<ul style="list-style-type: none"> ➤ Administration ➤ Eng. Teachers ➤ Counselor 	<ul style="list-style-type: none"> ➤ Tech (mail, phone, computer) 	<ul style="list-style-type: none"> ➤ Administration ➤ Teachers ➤ Counselor 	<ul style="list-style-type: none"> ➤ Fall 2015 through 2020, as needed 	<ul style="list-style-type: none"> ➤ Parent Satisfaction survey ➤ Copies of mailings

					➤ Phone logs
--	--	--	--	--	--------------

Goal 2:

Increase Mathematics Proficiency.

Objectives:

- To continue using the ALG I, ALG II, and Geometry Missouri End-of-Course assessment (EOC) in both as the summative assessment for Goal II.
- To increase by at least 5% the number of students scoring above the national average for college readiness as measured by the College Algebra portion of the Spring ACT test.

Rational: While MHS students continue to improve each year, as measured by EOC's, in math ACT data indicates a need to focus on problem solving and critical thinking skills.

TASK	RESPONSIBLE FOR IMPLEMENTATION	RESOURCES	MONITOR IMPLEMENTATION	TIMELINE	METHODS OF REPORTING
Math department teachers will ensure that math curricula is aligned to the Missouri Learning Standards in mathematics, i.e. classroom support and data analysis.	<ul style="list-style-type: none"> ➤ Building Principal ➤ Math faculty members 	<ul style="list-style-type: none"> ➤ Common Assessments in Algebra I, II, and Geometry 	<ul style="list-style-type: none"> ➤ Formative assessments ➤ Summative assessments ➤ Course grades align to assessment data 	<ul style="list-style-type: none"> ➤ Fall 2015 through Spring 2020, as needed 	<ul style="list-style-type: none"> ➤ Standardize test results ➤ Grade books
Units of Instruction (UOI's) will be created that are aligned to state standards.	<ul style="list-style-type: none"> ➤ Building Principal ➤ Math faculty members 	<ul style="list-style-type: none"> ➤ MO. State Standards 	<ul style="list-style-type: none"> ➤ Building Principal ➤ Math faculty members 	<ul style="list-style-type: none"> ➤ Fall 2015 through Spring 2020, as needed 	<ul style="list-style-type: none"> ➤ Data analysis ➤ Finished product

Provide scientifically researched--best practice materials to enhance rigor needed in the curriculum to ensure academic growth in mathematics, i.e. software and other materials that address math skills.	<ul style="list-style-type: none"> ➤ Building Principal ➤ Math faculty members 	<ul style="list-style-type: none"> ➤ Annual building funds 	<ul style="list-style-type: none"> ➤ District Administration ➤ Building Administration ➤ Department Chairs ➤ Leadership Team 	<ul style="list-style-type: none"> ➤ Fall 2015 through 2020, as needed 	<ul style="list-style-type: none"> ➤ Requisitions and Purchase Orders ➤ Textbook materials ➤ Software installations
Increase student participation in on-campus intervention programs	<ul style="list-style-type: none"> ➤ Administration ➤ Counselor ➤ Faculty 	<ul style="list-style-type: none"> ➤ Tutoring 	<ul style="list-style-type: none"> ➤ Counselor ➤ Principal ➤ Faculty members...including Math teachers and advisory teachers 	<ul style="list-style-type: none"> ➤ Fall 2015 through Spring 2020, as needed 	<ul style="list-style-type: none"> ➤ Student Enrollment for tutoring ➤ Daily attendance ➤ Grades ➤ Standardized test results
Students who need to build their foundational skills in algebra are placed in an Pre-algebra concepts course before proceeding to Alg. I, II, and Geometry.	<ul style="list-style-type: none"> ➤ School Administration ➤ Math Teachers ➤ Counselor 	<ul style="list-style-type: none"> ➤ District Administration 	<ul style="list-style-type: none"> ➤ School Administration ➤ Department Chair ➤ Math Teachers 	<ul style="list-style-type: none"> ➤ Fall 2015 through Spring 2020, as needed 	<ul style="list-style-type: none"> ➤ Second semester grade of C- or below in Algebra 1
Incoming 9th graders who have a D or F in 8 th grade math take an Algebra Readiness class in the summer.	<ul style="list-style-type: none"> ➤ School Administration ➤ Counselor 	<ul style="list-style-type: none"> ➤ MS Grades 	<ul style="list-style-type: none"> ➤ School Administration ➤ Counselor ➤ Math Teachers 	<ul style="list-style-type: none"> ➤ Fall 2015 through Spring 2020, as needed 	<ul style="list-style-type: none"> ➤ Grades ➤ Standardized test results ➤ D and F report ➤ 8th grade final exams
9th grade students identified with low grades (D or F) who do	<ul style="list-style-type: none"> ➤ School Administration 	<ul style="list-style-type: none"> ➤ MS Grades 	<ul style="list-style-type: none"> ➤ School Administration 	<ul style="list-style-type: none"> ➤ Fall 2015 	<ul style="list-style-type: none"> ➤ Grades ➤ Standardized

<p>not participate in the summer option are automatically placed in fall semester pre-algebra</p>	<ul style="list-style-type: none"> ➤ Counselor 		<ul style="list-style-type: none"> ➤ Counselor ➤ Math Teachers 	<p>through Spring 2020, as needed</p>	<p>test results</p> <ul style="list-style-type: none"> ➤ D and F report ➤ 8th grade final exams
---------------------------------------------------------------------------------------------------	---------------------------------------------------------------	--	----------------------------------------------------------------------------------------	---------------------------------------	------------------------------------------------------------------------------------------------------------------------------------

Goal 3:

Assess and evaluate academic skills on a regular basis (progress monitoring).

Objectives:

- To professionally develop 100% of the HS faculty on evaluating data to drive curriculum.
- To create additional methods of gathering data assessments in order to improve understanding of student success.

Rational: Regular assessment of abilities using various measurement tools increases student success.

TASK	RESPONSIBLE FOR IMPLEMENTATION	RESOURCES	MONITOR IMPLEMENTATION	TIMELINE	METHODS OF REPORTING
Develop and improve methods for collection of assessment data in an effort to refine methods in curriculum delivery.	<ul style="list-style-type: none"> ➤ District Administration ➤ School Administrator ➤ Faculty members 	<ul style="list-style-type: none"> ➤ Common Assessments in Algebra and Geometry ➤ Curriculum maps 	<ul style="list-style-type: none"> ➤ Walk-through observations ➤ Department meetings 	<ul style="list-style-type: none"> ➤ Fall 2015 through Spring 2020, as needed 	<ul style="list-style-type: none"> ➤ Benchmark data ➤ Standardized test results

TASK	RESPONSIBLE FOR IMPLEMENTATION	RESOURCES	MONITOR IMPLEMENTATION	TIMELINE	METHODS OF REPORTING
Math department will develop standardized proficiency rubrics for assessments particular to their subject area that measure performance levels based on state standards and frameworks.	<ul style="list-style-type: none"> ➤ School Administrator ➤ Faculty members 	<ul style="list-style-type: none"> ➤ EOC scores ➤ D & F lists 	<ul style="list-style-type: none"> ➤ Faculty ➤ Walk-through observations 	<ul style="list-style-type: none"> ➤ Fall 2015 through Spring 2020, as needed 	<ul style="list-style-type: none"> ➤ Rubrics posted in classroom ➤ Student survey responses

Continue to implement, revise and strengthen Benchmarks in core areas.	<ul style="list-style-type: none"> ➤ School Administrator ➤ Faculty members 	<ul style="list-style-type: none"> ➤ EOC scores ➤ ACT Data ➤ D & F lists 	<ul style="list-style-type: none"> ➤ School Administrator 	<ul style="list-style-type: none"> ➤ Fall 2015 through 2020, as needed 	<ul style="list-style-type: none"> ➤ Benchmark results ➤ Benchmark exam materials
Design standardized methods of assessment in non- core subject areas.	<ul style="list-style-type: none"> ➤ School Administrator ➤ Faculty members 	<ul style="list-style-type: none"> ➤ MO State Frameworks by subject matter ➤ PD 	<ul style="list-style-type: none"> ➤ District Administrator ➤ School Administrator ➤ Faculty 	<ul style="list-style-type: none"> ➤ Fall 2015 through 2020, as needed 	<ul style="list-style-type: none"> ➤ Notes for conferences or workshop time ➤ Copies of newly designed assessments ➤ Copies of rubrics for assessment
Train all teachers to interpret and use data to improve their teaching methods.	<ul style="list-style-type: none"> ➤ School Administrator 	<ul style="list-style-type: none"> ➤ District Administration ➤ Specific workshops (SW-RPDC) 	<ul style="list-style-type: none"> ➤ District Administrator ➤ School Administrator 	<ul style="list-style-type: none"> ➤ Fall 2015 and as needed through 2020, as needed 	<ul style="list-style-type: none"> ➤ Notes from conferences or workshop time ➤ Copies of analyses completed with results
Systematic infusion of assessment data to update curriculum.	<ul style="list-style-type: none"> ➤ School administrator ➤ Faculty 	<ul style="list-style-type: none"> ➤ School Administrator 	<ul style="list-style-type: none"> ➤ District Administrator ➤ School Administrator ➤ Faculty 	<ul style="list-style-type: none"> ➤ Fall 2015 through 2020, as needed 	<ul style="list-style-type: none"> ➤ Walkthrough - observation documentation

Goal 4: Expand interventions programs and college

Objectives:

- To further utilize advisory time, credit recovery, and tutoring to intervene with struggling learners
- To expand opportunities for collaboration between special and general education.

Rational: Improved collaboration among all stakeholders increases student success.

TASK	RESPONSIBLE FOR IMPLEMENTATION	RESOURCES	MONITOR IMPLEMENTATION	TIMELINE	METHODS OF REPORTING
Bolster collaboration within core departments to ensure student learning and rigor is addressed.	<ul style="list-style-type: none"> ➤ School Administrator ➤ Faculty members 	<ul style="list-style-type: none"> ➤ Common Plan times ➤ Conf. PD days 	<ul style="list-style-type: none"> ➤ Faculty ➤ School Administrator 	<ul style="list-style-type: none"> ➤ Fall 2015 through 2020, as needed 	<ul style="list-style-type: none"> ➤ Shared practices from conferences, collaboration activities, and meetings ➤ Walkthrough documentation ➤ Grades ➤ Standardized test results ➤ D and F report ➤ Final Exams
Strengthen and increase collaboration within non-core departments.	<ul style="list-style-type: none"> ➤ School Administrator ➤ PD Committee ➤ Faculty members 	<ul style="list-style-type: none"> ➤ Foster collaboration ➤ School Mail, department web pages 	<ul style="list-style-type: none"> ➤ School Administrator 	<ul style="list-style-type: none"> ➤ Fall 2015 through 2020, as needed 	<ul style="list-style-type: none"> ➤ Shared practices from conferences, collaboration activities, and meetings

<p>Strengthen and increase interdepartmental and cross-curricular collaboration.</p>	<ul style="list-style-type: none"> ➤ School Administrator ➤ Faculty members 	<ul style="list-style-type: none"> ➤ PD funds ➤ School Mail, department web pages 	<ul style="list-style-type: none"> ➤ School administrator ➤ Faculty 	<ul style="list-style-type: none"> ➤ At least once per semester ➤ Fall 2015 through 2020, as needed 	<ul style="list-style-type: none"> ➤ Shared practices from conferences, collaboration activities, and meetings ➤ Walkthroughs / Observation
<p>Strengthen and increase collaboration with Special Education teachers and all staff members</p>	<ul style="list-style-type: none"> ➤ School Administrator ➤ Special Ed Director 	<ul style="list-style-type: none"> ➤ School Mail, department web pages ➤ Special education teachers ➤ Regular Ed teachers 	<ul style="list-style-type: none"> ➤ School Administrator ➤ District Special Education Director 	<ul style="list-style-type: none"> ➤ Fall 2015 through 2020, as needed 	<ul style="list-style-type: none"> ➤ Shared practices from conferences, collaboration activities, and meetings ➤ IEPs
<p>Strengthen and increase collaboration for teachers of intervention classes.</p>	<ul style="list-style-type: none"> ➤ School Administrator ➤ Alt/Credit Recovery teacher ➤ Behavioral Intervention teacher 	<ul style="list-style-type: none"> ➤ Marzano's Teaching Strategies: "Classroom Instruction That Works" ➤ School Mail, department web pages ➤ 7 Habits of Highly Effective Teens Program ➤ PLATO 	<ul style="list-style-type: none"> ➤ School Administrator ➤ Faculty 	<ul style="list-style-type: none"> ➤ Fall 2015 through 2020. As needed 	<ul style="list-style-type: none"> ➤ Walkthrough / Observations ➤ Shared practices from conferences, collaboration activities, and meetings