SCHOOL IMPROVEMENT ACTION PLAN  
Mishawaka High School  
2011-2016

**Goal #1:** Students will improve their reading and writing skills across the curriculum.

### Support Data (From the Profile):
- Local Reading assessment

### Standardized Assessments:
- ECA Test, PSAT, SAT, ACT, Acuity

### Local Assessments:
- Local Pre-Test and Post-Test

### Intervention 1:
The faculty at MHS will incorporate reading and writing strategies in the context of the courses they teach throughout each grading period.

### Research/Best Practice Resources:
See last page

<table>
<thead>
<tr>
<th>Activities to implement the intervention</th>
<th>Person(s) Accountable</th>
<th>Timeline</th>
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<th>Staff Development Activities</th>
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</thead>
</table>
| 1. Teachers will incorporate the following skills in each of their classes at least once per grading period. Focus will be given to informational texts.  
  - Compare and Contrast  
  - Fact and Opinion  
  - Persuasion  
  - Cause and Effect  
  - Literary Response  
  - Making Inferences  
  - Author’s purpose  
  - Setting  
  - Character | Jeff Halicki & Licia Gerber | 2015 | 2016 | Professional Development Fund  
CSI  
MHS Professional Library | The CSI will reinforce skills at faculty meetings or in-services as needed. |
| 2. Teachers will use a standardized test writing rubric at least once per grading period. | Jeff Halicki | 2015 | 2016 |  |
| 3. Teachers will have students write in complete sentences on all assignments. | Jeff Halicki | 2015 | 2016 |  |
| 4. Teachers will log activities from 1 and 2 above on a shared Teacher Log Google Doc. | Brian Baumer & John Ross | 2015 | 2016 | Custom-made Spreadsheet  
Beginning of School Meeting Agenda Item.  
Addition to Teacher Acclimation Program |
## Goal #1: Students will improve their reading and writing skills across the curriculum.

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### Intervention 2:
MHS will conduct Sustained Silent Reading during Advisory Period.

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<tr>
<td>1. Students will participate in SSR during Monday and Wednesday Advisory Periods. All Certified Staff, including Guidance, Administration, and Program Assistants will be expected to participate as well.</td>
<td>Jerome Calderone</td>
<td>2015 - 2016</td>
<td>Classroom Reading Materials</td>
<td>Beginning of School Meeting Agenda Item</td>
</tr>
<tr>
<td>2. During the last 5 minutes of SSR periods, teachers will facilitate a provided class activity. Each Monday, students will discuss the books they are reading with a partner, small group, or the whole class. On Wednesdays, students will respond to a writing prompt on an “exit card”.</td>
<td>Jeff Halicki</td>
<td>2015 - 2016</td>
<td>Suggested Activity</td>
<td>The CSI will reinforce skills at faculty meetings or in-services as needed.</td>
</tr>
<tr>
<td>3. Incoming Freshmen will attend a Library Orientation during their English class during the first month of school in order to locate quality SSR books.</td>
<td>Jerome Calderone, English Teachers Librarian</td>
<td>2015 - 2016</td>
<td>MHS Library English Teachers</td>
<td>Scheduled Orientation Time</td>
</tr>
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## Goal #1: Students will improve their reading and writing skills across the curriculum.

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<td>ECA Test, PSAT, SAT, ACT, Acuity</td>
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### Intervention 3:
The Advisory Teachers at MHS will administer a Reading Comprehension Pre-Test and Reading Comprehension Post-Test during advisory.

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<td>CSI</td>
<td>2015</td>
<td>2016</td>
<td>Beginning of School Meeting Agenda Item</td>
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<tr>
<td></td>
<td>John Ross, Licia Gerber, Jeff Halicki</td>
<td></td>
<td>DSR articles and tests</td>
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Goal #1: Students will improve their reading and writing skills across the curriculum.

### Support Data (From the Profile):
- Local Reading assessment

### Standardized Assessments:
- ECA Test, PSAT, SAT, ACT, Acuity

### Local Assessments:
- Local Pre-Test and Post-Test

**Intervention 4:**
All departments will increase ECA English scores through focusing on specific ECA skills within their subject area and implementing standardized finals in all subject areas.

**Activities to implement the intervention**

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<th>Staff Development Activities</th>
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<tr>
<td></td>
<td>Begin</td>
<td>End</td>
<td></td>
</tr>
<tr>
<td>All departments will implement and adhere to a consistent final in all subjects offered, which includes at least 25% of its questions modeled after an appropriate standardized test (ECA, SAT, AP/ACP).</td>
<td>Jerome Calderone CSI</td>
<td>2015</td>
<td>2016</td>
</tr>
<tr>
<td>Each department will incorporate standardized-style questions (see above) in all chapter and/or unit tests and quizzes. (An English teacher will be assigned to each department to answer questions and assist in writing questions and planning activities.)</td>
<td>Jerome Calderone Department Heads</td>
<td>2015</td>
<td>2016</td>
</tr>
</tbody>
</table>
Research/Best Practice Resources:

Billmeyer, Rachel & Barton, Mary. **Teaching Reading in the Content Areas, If Not Me Then Who?** 1998.
Lezotte, Larry. **Effective Schools.**
Pilgreen, Janice L. **The SSR Handbook: How to Organize and Manage a Sustained Silent Reading Program.** 2000
Reeves, Douglas. **Accountability in Action.** Presented December 15, 1999
Schmoker, Mike. **Results NOW.** Presented 2006
Schmoker, Mike. **Results: The Key to Continuous School Improvement.** Presented December 15, 1999.
Slavin, Robert E. **Show Me the Evidence!: Proven and Promising Programs for American Schools.** 1998.
Tovani, Cris. **I Read it, but I don’t get it.** 2007
Weaver, Marcia. **Visual Literacy: How to Read and Use Information in Graphic Form.** 1999.
Zemelman, Steven; Daniels, Harvey; Hyde, Arthur. **Best Practice: New Standards for Teaching and Learning in America’s Schools.** 2005.

Committee for School Improvement (CSI)

Jerome Calderone
John Ross
Suzie Dolembo
Jeff Halicki
Cheryl Herman
Courtney Brummett
Licia Gerber
Brian Baumer
Sean Steinkellner
Goal # 2: Students will improve their mathematics skills across the curriculum.

**Support Data (From the Profile):**
Local math assessment

**Standardized Assessments:**
ECA Test, PSAT, SAT, ACT, Acuity

**Local Assessments:**
Local Pre-Test and Post-Test

**Intervention 1:**
The faculty of MHS will incorporate mathematics activities in the context of the courses they teach. Concepts will support the following:
1. Linear Equations and Inequalities
2. Reading Graphs
3. Systems of Linear Equations and Inequalities
4. Polynomials
5. Quadratics

**Research/Best Practice Resources:**
See last page

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### Activities to implement the intervention

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</table>
| 1. Teachers will incorporate the following activities in each of their classes at least one time per grading period:  
  - Reading and Interpreting Graphs  
  - Currency, Weight, and Distance Conversions  
  - Fractions, Proportions, and Percents  
  - Linear Equations and Inequalities  
  - Any other relevant problems already given in text | Suzie Dolembo | 2015-2016 | MHS Professional Library CSI | The CSI will reinforce skills at faculty meetings or in-services as needed. |
| 2. Teachers will encourage mathematical thinking using examples from the “Developing Mathematical Thinking with Effective Questions” worksheet. | Suzie Dolembo | 2015-2016 | DMTwEQ Handout | The CSI will reinforce skills at faculty meetings or in-services as needed. |
| 3. Teachers will log activities from 1 or 2 above on a shared Teacher Log Google Doc. | Brian Baumer & John Ross | 2015-2016 | Custom-made Spreadsheet | Beginning of School Meeting Agenda Item.  
Addition to Teacher Acclimation Program |
### Goal #2: Students will improve their mathematics across the curriculum.

#### Support Data (From the Profile):
- Local math assessment

#### Standardized Assessments:
- ECA Test, PSAT, SAT, ACT, Acuity

#### Local Assessments:
- Local Pre-Test and Post-Test

#### Intervention 2:
Subject Departments will increase ECA mathematics scores through focusing on specific ECA skills within their subject and implementing standardized finals in all subjects.

#### Activities to implement the intervention

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<tr>
<td>1. All departments will implement and adhere to a consistent final in all subjects offered, which includes at least 25% of its questions modeled after an appropriate standardized test (ECA, SAT, AP/ACP).</td>
<td>Jerome Calderone CSI</td>
<td>2015-2016</td>
<td>Existing ECA Exams Out of State Models CSI</td>
<td>The CSI will reinforce testing formats at faculty meetings or in-services as needed.</td>
</tr>
<tr>
<td>2. Each department will incorporate standardized-style questions (see above) in all chapter and/or unit tests and quizzes. (A Mathematics teacher will be assigned to each department to answer questions and assist in writing questions and planning activities.)</td>
<td>Jerome Calderone Department Heads</td>
<td>2015-2016</td>
<td>Test Generator Software Existing ECA Exams Out of State Models CSI</td>
<td>The CSI will reinforce skills at faculty meetings or in-services as needed.</td>
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<td>3. During advisory, on an SSR day in the first month of the school year, students will take a Mathematics Pre-Test. At the beginning of May, students will take a Mathematics Post-Test. Teachers will report scores on an Excel spreadsheet.</td>
<td>John Ross &amp; Brian Baumer</td>
<td>2015-2016</td>
<td>Math Texts</td>
<td>Beginning of School Meeting Agenda Item</td>
</tr>
</tbody>
</table>
Research/Best Practice Resources:

Lezotte, Larry. *Effective Schools*.
Schmoker, Mike. *Results NOW*. 2006
Tovani, Cris. *I read it, but I don’t get it*. 2007
Zemelman, Steven; Daniels, Harvey; Hyde, Arthur. *Best Practice: New Standards for Teaching and Learning in America’s Schools*. 2005
Zwiers, Jeff. *Developing Academic Thinking Skills in Grades 6-12; A Handbook of Multiple Intelligence Activities*. 2004.

Committee for School Improvement (CSI)

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## PROFESSIONAL DEVELOPMENT ACTION PLAN
### School Year 2011-2016

**MHS**

### Goal #1: Reading and Writing Skills

<table>
<thead>
<tr>
<th>Activity</th>
<th>Intended Audience (Stakeholders)</th>
<th>Person(s) Responsible</th>
<th>Collaborative Partners Needed</th>
<th>Time Line (Include start &amp; completion date)</th>
<th>Resources (People, materials, time)</th>
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<td>One teacher-led in-service will be held where teachers can share examples of reading and writing activities they are using in their classrooms.</td>
<td>All teachers</td>
<td>Licia Gerber &amp; Jeff Halicki MHS Administration</td>
<td>CSI</td>
<td>2015-2016</td>
<td>Materials associated with the curriculum, one in-service day, MHS Professional Library</td>
</tr>
<tr>
<td>Each teacher will have the opportunity at the beginning of the year (and thereafter) to set up a meeting at his/her convenience with an MHS administrator about any aspect of the advisory period, including pre-tests and post-tests administered during advisory.</td>
<td>New teachers and any others interested</td>
<td>John Ross &amp; Brian Baumer MHS Administration</td>
<td></td>
<td>2015-2016</td>
<td>John Ross and Brian Baumer CSI examples of assessments previously used</td>
</tr>
<tr>
<td>The CSI will work on reading and writing activities with the intent to present to the faculty.</td>
<td>All teachers</td>
<td>CSI (Licia Gerber &amp; Jeff Halicki) MHS Administration</td>
<td></td>
<td>2015-2016</td>
<td>CSI Release time prior to the faculty meeting or in-service to develop these activities</td>
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<td>The CSI will present to the MHS teachers about using reading and writing activities in their classes.</td>
<td>All teachers</td>
<td>CSI (Licia Gerber &amp; Jeff Halicki) Media Specialist MHS Administration</td>
<td></td>
<td>2015-2016</td>
<td>Time allotted at a faculty meeting or in-service required for all teachers during the 2015-2016 school year</td>
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<td>All teachers</td>
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