MT. VERNON
HIGH SCHOOL

Mt. Vernon High School

School Improvement Plan
2020-2021

Curriculum:

Mt. Vernon High School uses the Indiana Academic Standards as our curricular framework which can be accessed on the Mt. Vernon Community School Corporation website at www.mvcsc.k12.in.us. Curricular teams of teachers have been developed by grade level and academic content areas to identify priority standards and supporting standards from the Indiana Academic Standards. Our curricular teams use an ongoing curriculum revision process during our scheduled early release Wednesday PLCs. During this time curricular teams also create common formative assessments to be used and analysed to gather data to monitor individual student academic growth to ensure all students will learn at high levels.

Requirements Pertaining to Goals and Objectives:

Overall goals:
1. Provide an engaging and relevant academic program which provides preparation for all students in whatever their next phase after high school includes.
2. Provide a safe, effective, and efficient educational environment.
3. Maintain on-going, two-way stakeholder communication which serves to advocate for student success.
4. Attract, retain, and develop high-quality staff members through ongoing support.

MVHS Math Goal
- MVHS students will score 10% higher than the state average on the ISTEP+ Grade 10 Math Exam. Math SAT scores will increase by 2% (from 560 to 571).

Instructional Strategies (Teachers will...)	Learning Outcomes (Students will...)
Teachers will employ problem solving across the curriculum.	Students will successfully interpret information in a complex problem.
Teachers will develop content specific multi-step problems that include common building-wide vocabulary.	Students will learn a process to solve multi-step problems that incorporate common building-wide vocabulary.
Teachers will develop spiraled math concepts throughout the year.	Students will retain and apply math concepts learned throughout the year.
Teachers will model and provide opportunities for students to verbalize the process for solving complex problems.	Students will articulate solving a complex problem.
Math teachers will cycle essential learnings	Students will demonstrate proficiency on

based on measures of student proficiency on those essential learning concepts.	math essential learning concepts.
Teachers will provide students timely and effective feedback that leads to improved learning.	Students will use feedback to evaluate, revise, and expand their thinking and improve their problem solving performance.

MVHS English/Language Arts Goal
- MVHS students will score 10% higher than the state average on the ISTEP+ Grade 10 English/Language Arts Exam. Evidence-Based Reading and Writing SAT scores will increase by 2% (from 570 to 581).

Instructional Strategies (Teachers will...)	Learning Outcomes (Students will...)
Teachers will model and require students to state a claim, support it with at least two specific pieces of textual evidence, and connect the evidence to the claim. Various techniques (RACE, RAP, Yes, Ma'am) can be utilized.	Students will state a claim, support it with at least two specific pieces of textual evidence, and connect the evidence to the claim. Students will make use of provided formats.
Teachers will provide multiple sources/texts and model how to construct arguments using textual evidence.	Students will generate ideas by synthesizing and constructing arguments using textual evidence from multiple sources.
Teachers will break down instructions and/or prompts focusing on the required task, skills, and academic vocabulary. For example, having students number parts of the instruction, having students circle key words within instructions, and/or having students restate the instructions in common language.	Students will accurately complete tasks identified within instructions and prompts.
Teachers will collaborate on best practices, vocabulary, reading strategies, and text sets.	Students will use these strategies to practice, expand, demonstrate proficiency in assigned areas.
Teachers will encourage opportunities for students to engage in outside independent reading.	Students will read independently using high interest "just right" texts.
Teachers will model reading strategies and close readings in class. For example, making	Students will independently practice strategies and annotations to deeply engage

use of think alouds, phases of reading, and annotations.	with texts.
Teachers will provide students with opportunities to practice timed writings of various modes in relation to cold-read texts.	Students will generate ideas by synthesizing and constructing arguments using textual evidence.
Teachers will provide students timely and effective feedback that leads to improved learning.	Students will use feedback to evaluate, revise, and expand their thinking and improve their English/language arts performance.

Reduction in Absenteeism:

Mt. Vernon Community School Corporation, and specifically Mt. Vernon High School has an exemplary attendance record. In isolated instances where attendance does become a problem, we utilize the Hancock County Juvenile Probation System, to compel student attendance.

Name and Description and of Assessments in Addition to ISTEP+:

- **Advanced Placement (AP) Exams**: National assessment students may elect to take in conjunction with an Advanced Placement course which can lead to earning college credit. Students must earn a score of 3 or better on the exam to earn college credit.
- **ASVAB**: Offered to all 12th grade students. Can be used to satisfy graduation requirements via Graduation Pathways for students that have not passed the ISTEP+ assessment(s). Students must earn a minimum score of 31 to pass the ASVAB.
- **NWEA**: A nationally normed assessment used across multiple grade levels. Math, reading, and language academic growth are monitored multiple times throughout the academic year.
- **PSAT**: A nationally normed college readiness assessment and AP potential predictor administered to 10th and 11th grade students.
- **SAT**: A nationally normed college readiness assessment administered optionally in high school.
- **ACT**: A nationally normed college readiness assessment administered optionally in high school.

Professional Development Narrative:

- **Data Analysis**
  - Mt. Vernon High School staff members participate in Professional Learning Community (PLC) sessions on a weekly basis which provides time, structure, and collaborative opportunity for student-centered data analysis. Working from a

common curricular framework, aligned to state standards, teachers make use of PLC session time to evaluate instructional effectiveness as measured by summative assessments as well as ongoing formative assessments during the instructional period. Additional data is provided through a number of sources including the USA Test Prep platform, Edmentum, NWEA, and locally-developed assessments. Data is analyzed to determine core program effectiveness and to determine where and when remediative interventions are necessary in order to close student achievement gaps.

- ○ ISTEP+ Data: Student results are analyzed and disaggregated by subject (Math, English, Science), gender, free/reduced status, and other subgroup identifications. Comparisons are made to previous year results and where applicable to previous cohort results.
- ○ SAT/ACT Data: Students results are analyzed and disaggregated. These results are compared to previous results to identify trends. Participation rates are also compiled.
- ○ PSAT Data: Student results are analyzed and disaggregated. Comparisons are made to previous results and where applicable to previous cohort results.

- **Strategies, Programs, Services, and Activities**
    - ○ Mt. Vernon High School, in collaboration with all Mt. Vernon Community School Corporation schools, integrates the Indiana Academic Standards into a locally developed framework while also providing alignment to Dual Credit and/or Advanced Placement Course outcomes. This provides a strong and well-rounded core curriculum for students attending Mt. Vernon High School. Our students have opportunities to take courses for remediation/support (Algebra Year-Long, Developmental Reading, Foundational Math) as well as enrichment (Advanced Placement, Dual Credit, Honors).
    - ○ A student resource time (SRT) has been included within the daily class schedule in order to provide time for teachers to provide additional support for students. Students are able to use this time to meet with teachers in order to receive additional instruction and/or have an opportunity to review concepts previously taught during regular class times. Teachers can request students to come visit them during this time based on data analysis of student achievement results.
    - ○ English and math teachers received professional development training in regards to developing essential learning (EL) targets through the identification of priority standards via Marzano in July 2019. This will in turn be used during PLC sessions in order to organize high-leverage learning opportunities for students. Science and social studies teachers worked together at various times throughout the

2019-2020 school year in order to also develop ELs. Future opportunities for other departments to complete this process are also planned.

○ Mt. Vernon Community School Corporation makes use of online educational resources curated by Edmentum. Mt. Vernon High School specifically makes use of Study Island in order to serve as another data source for student achievement helping teachers determine students' levels of understanding as well as PLATO courseware to deliver online course content which can also be used in a virtual school setting and/or for credit recovery purposes.

○ MVHS provides students with well-rounded elective experiences through various course offerings in the areas of music, art, family and consumer sciences, business, technology, and world languages. These courses and programs serve to enhance our students' overall educational experience.

○ Various professional development opportunities are provided to staff throughout the year. Examples include further training in the implementation of blended learning, continued development of staff capacity in professional learning communities, constructing effective curriculum frameworks, and constructing effective assessments leading to improved data analysis.

○ MVHS also offers students unique educational programming through alternative education. The MV LIFE Center allows students to earn credits in an alternative environment including smaller classes sizes, blended learning, and non-traditional scheduling while still providing onsite support from teachers.

● **Evaluation on the impact of these activities**
  ○ Mt. Vernon High School reviews local formative assessments and standardized summative assessments throughout the school year. Various groups of teachers meet weekly during their PLC sessions in order to analyze achievement data and discuss and determine best practices to bring about high levels of learning. Additionally, individual departments review data from a number of sources to identify areas of need. This analysis in turn informs daily instructional practices, periodic formative assessments (USA Test Prep, NWEA, etc.). These assessments serve as benchmarks for yearly state summative assessments for applicable students.

● **Assurances**

   Principals have completed the IDOE Legal Standards for accreditation assurances.

Cultural Competency:

Students at Mt. Vernon High School have a variety of opportunities to learn about other cultures through art, music, literature, and world language courses. Additionally, our ENL coordinator provides varying levels of support for both students and staff. Also, our F1 and J1 Visa Programs help both visiting students and resident students at Mt. Vernon High School to experience a rich cultural experience. These experiences are also expanded through the continued development of our overall International Program.

MVHS utilizes a character education and social-emotional learning framework titled *Why Try* which will provide knowledge, skills, and support for both students and staff. These initiatives are geared toward emphasizing our culture of caring throughout the building, which in turn fosters better academic achievement.

MVHS students also have the opportunity to participate in service learning each year. Each fall, the MV Community Service Day involves students from all grade levels serving the community in various ways by completing projects coordinated through open applications. In the spring, the MV Senior Work Day allows senior students the opportunity to give back to their school by completing projects across all school campuses.

Provisions to Maximize Parental Participation:

Parents' participation is a key component to success within our school. Parents actively support Mt. Vernon High School by participating in a variety of organizations designed to provide connections between the school and families. This includes groups such as the Athletic Boosters and Band Boosters as well as various other support groups. The school organizes several events to facilitate communication between the school and home.

An annual back-to-school event is also conducted each year which allows parents the opportunity to follow an abbreviated version of their student's schedule and visit with teachers. This event allows parents to become more familiar with the building itself as well as learn more details about their child's classes. Due to restrictions caused by the COVID-19 health crisis, this event will be conducted virtually.

As we certainly want to maintain open lines of communication, several parent nights are organized throughout the year with topics ranging from participation in athletics to senior information to concerts and other fine arts programs. Due to restrictions caused by the COVID-19 health crisis, these events will be offered virtually unless restrictions are lifted prior to the date the event is to take place.

MVHS also believes in including parents in the educational process. This includes ensuring that parents have access to students' academic records via the Skyward student information system, setting up observer accounts in students' online learning management systems, and sharing class information through teacher websites and/or agenda pages. Great effort is taken in sharing information through our school's various social media accounts, school website, as well as through a weekly newsletter emailed to all students, parents, and staff, which is also posted on our school website. MVCSC schools have also implemented the use of ParentSquare, a communication system that allows for school staff to share pertinent information via a single platform.

Several clubs, co-curricular activities, and athletics have booster clubs which work to support student programs through fundraising and committee work.

Provisions to Maintain a Safe and Disciplined Learning Environment:

Mt. Vernon High School maintains a safe and orderly learning environment through emergency preparedness drills. Each year MVHS completes the required number of state-mandated drills in order to ensure that students and staff understand safety procedures.

School resource officers (SROs), secure entrances, and security cameras provide additional safety measures in the building. The school corporation has an electronic visitor check-in system that coordinates with our volunteer background database. All visitors must provide identification before being given access to the rest of the building. Upon presenting identification, the visitor will be given an ID badge to use while at school. This measure provides an extra step towards maximizing the security of the main entrance to the building.

Provisions for the Coordination of Technology Initiatives:

Mt. Vernon Community School Corporation classrooms utilize many tools and resources to foster and develop deep learning where students are engaged in rigorous, relevant, and technologically enhanced curriculum. MVCSC strives to develop teachers that understand how to integrate technology at the highest levels to support high learning outcomes for their students. Our district technology team provides many resources and guides our professional development and coaching using the SAMR and Triple E frameworks. We model and stress to teachers that, to have the biggest impact on student learning, we must use technology to transform lessons and ask students to do things that previously were unimaginable. In the hands of a well-train teacher, technology can be a tool to accelerate learning and give students new opportunities to create and share their work. All students have access to school-provided electronic devices (iPads and/or Chromebooks) 24/7 as we believe providing our students with

these devices and providing teachers with training on best practices for technology integration will help us provide our children with personalized, rigorous, innovated, and immersive learning opportunities that empowers our students to be successful.

Courses Offered and Encouragement Toward Core 40 or Academic Honors

MVHS offers a varied and robust curriculum. We work to provide challenging courses as well as academic support programs to help all students learn at high levels. Specific information about our course offerings can be found in our academic Course Handbook.

Statutory Requirements:

This plan was approved by the Mt. Vernon Community School Corporation's Board of Trustees on September 21, 2020.

It can be accessed easily and in an easily comprehensible language, online at www.mvcsc.k12.in.us

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Dr. Jack Parker, Superintendent   Date
Mt. Vernon Community School Corporation

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Mrs. Desiray Scalf, MVCTA President   Date

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**Mt. Vernon High School
HS Data Sheet:**

	2016-2017	2017-2018	2018-2019	2019-2020
Letter Grade	A	A	A	NA
Points	94.5	94.7	NA	NA
Growth Points	114.1	115.6	NA	NA

	2016-2017	**2017-2018**	**2018-2019**	**2019-2020**
ISTEP+ Passing Both	38.0%	45.4%	56.0%	NA
Grade 10 ISTEP+ ELA	70.3%	64.3%	67.2%	NA
Grade 10 ISTEP+ Math	39.0%	48.0%	44.7%	NA
PSAT- Grade 10		Avg: 931 Math: 466 Reading: 465	Avg: 940 Math: 468 Reading: 472	Avg: 942 Math: 469 Reading: 473
PSAT- Grade 11		Avg: 993 Math:490 Reading:502	Avg: 971 Math: 481 Reading: 490	Avg: 968 Math: 477 Reading: 491
SAT	Participation %: 68.9 Math: 545 Verbal: 551 Total: 1095 Total Testers: 175	Participation %: 71.7 Math: 533 Verbal: 548 Total: 1081 Total Testers: 218	Participation %: 71.5 Math: 539 Verbal: 551 Total: 1090 Total Testers: 209	Participation %: 63.8 Math: 560 ERW: 570 Total: 1129 Total Testers: 162
ACT	Participation: 82 Math: 22.2 Science: 22.7 English: 22.5 Reading: 24.2 Composite: 23	Participation: 64 Math: 22.7 Science: 22.9 English: 22.9 Reading: 24 Composite: 23.2	Participation: 64 Math: 22.7 Science: 22.9 English: 22.9 Reading: 24 Composite: 23.2	Available Oct. 2020
% of total AP students with scores 3+	60.3%	61.1%	62.6%	67.4%
4 year Graduation Rate	92.3%	95.8%	97.3%	98.1%
5 year Graduation Rate	93.0%	n/a	n/a	n/a
Enrolled in Dual Credit (# of students)	240	331	265	301

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School Improvement Action Plan

Goal	MVHS students will improve their math problem solving skills.
Benchmarks	MVHS students will score 10% higher than the state average on the ISTEP+ Grade 10 Math Exam. Math SAT scores will increase by 2% (from 560 to 571).
Supporting Data	ISTEP+ 10 testing was not completed for the 2019-2020 school year. Therefore, previous year's data was utilized in goal-setting. ISTEP+ 10 data was reviewed from the 2018-2019 school year. 44.7% of all students taking the ISTEP+ 10 math assessment were proficient. Math pass rates have risen over the course of the past four years (2016-26.5%, 2017-39.0%, 2018-48.0%, 2019-44.7%) with a slight dip for this past year. While we have generally seen a trend of improvement in scores, Special Education subgroup pass rates (12.2%) have been much lower as compared with pass rates for General Education. MVHS Math SAT scores have fluctuated over the past few years, although the goal for the previous SIP was met.
Targeted Subgroups	Special Education, F/R Lunch, African American, and ENL.

Instructional Strategies (Teachers will...)	Learning Outcomes (Students will...)
Teachers will employ problem solving across the curriculum.	Students will successfully interpret information in a complex problem.
Teachers will develop content specific multi-step problems that include common building-wide vocabulary.	Students will learn a process to solve multi-step problems that incorporate common building-wide vocabulary.
Teachers will develop spiraled math concepts throughout the year.	Students will retain and apply math concepts learned throughout the year.
Teachers will model and provide opportunities for students to verbalize the process for solving complex problems.	Students will articulate solving a complex problem.
Math teachers will cycle essential learnings based on measures of student proficiency on those essential learning concepts.	Students will demonstrate proficiency on math essential learning concepts.
Teachers will provide students timely and effective feedback that leads to improved learning.	Students will use feedback to evaluate, revise, and expand their thinking and improve their problem solving performance.

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Research Supporting Instructional Strategies	Burton, D. "Sustaining Excellence in Math Performance." Fortville. 10 June 2019. Workshop.
	Ferry, L. "Best Practices in High School Math." Indianapolis. 20 Nov. 2019. CIESC Workshop.
	Hattie, J. (2009). *Visible Learning*. New York, NY: Routledge.
	Dufour, R., Dufour, R., Eaker, R., Many, T., Mattos, M. (2016). *Frequently Asked Questions About Professional Learning Communities at Work*. Bloomington: Solution Tree.
	Dufour, R., Dufour, R., Eaker, R., Many, T., Mattos, M. (2016). *Learning by Doing*. Bloomington: Solution Tree.
	Marzano, R.J. (2017). *The New Art and Science of Teaching*. Bloomington: Solution Tree.

Professional Development	
Action	Timeline
PLCs will review and revise unit curriculum by identifying Essential Learnings using concepts from *Learning by Doing* in order to further align desired results and evidence with math problem solving skills leading to greater student success.	Ongoing through weekly PLC sessions.
Technology professional development (specifically in regards to Edmentum to further develop teacher capacity to leverage technology to aid in developing students' math problem solving skills.	Initial training in September 2019.
Professional development related to best practices in high school math classes as presented by CIESC.	Initial training in Fall 2019.
PLCs will receive professional development in constructing effective assessments in order to collect useful data to guide instructional	Ongoing during weekly PLC meetings as well as through on-site professional development delivered by CIESC.

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practices as well as data analysis skills.	

Monitoring System	
Action	Review and Revision
Professional observation/evaluation and feedback provided through observations	Ongoing
PLC data analysis and planning to respond to student data in order to guide instructional decision-making	Weekly
Ongoing analysis of spiral review data to guide teachers' planning in this area to reinforce concepts throughout the class term.	Weekly

Goal	MVHS students will improve their literacy and writing skills.
Benchmarks	MVHS students will score 10% higher than the state average on the ISTEP+ Grade 10 English/Language Arts Exam. Verbal SAT scores will increase by 2% (from 570 to 581).
Supporting Data	ISTEP+ 10 testing was not completed for the 2019-2020 school year. ISTEP+ 10 data was reviewed from the 2018-2019 school year. 67.2% of all students taking the ISTEP+ 10 ELA assessment were proficient. ELA pass rates have fluctuated over the course of the past four years (2016-58.7%, 2017-70.3%, 2018-64.3%, 2019-67.2%). While pass rates for the school have remained above state averages, the Special Education subgroup pass rate (22.0%) remains an area of focus. MVHS Verbal SAT scores have generally increased each year with some variation, and the goal set in the 2019-2020 SIP was met.
Targeted Subgroups	Special Education, F/R Lunch, African American, and ENL.

Instructional Strategies (Teachers will...)	Learning Outcomes (Students will...)
Teachers will model and require students to	Students will state a claim, support it with at

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state a claim, support it with at least two specific pieces of textual evidence, and connect the evidence to the claim. Various techniques (RACE, RAP, Yes, Ma'am) can be utilized.	least two specific pieces of textual evidence, and connect the evidence to the claim. Students will make use of provided formats.
Teachers will provide multiple sources/texts and model how to construct arguments using textual evidence.	Students will generate ideas by synthesizing and constructing arguments using textual evidence from multiple sources.
Teachers will break down instructions and/or prompts focusing on the required task, skills, and academic vocabulary. For example, having students number parts of the instruction, having students circle key words within instructions, and/or having students restate the instructions in common language.	Students will accurately complete tasks identified within instructions and prompts.
Teachers will collaborate on best practices, vocabulary, reading strategies, and text sets.	Students will use these strategies to practice, expand, demonstrate proficiency in assigned areas.
Teachers will encourage opportunities for students to engage in outside independent reading.	Students will read independently using high interest "just right" texts.
Teachers will model reading strategies and close readings in class. For example, making use of think alouds, phases of reading, and annotations.	Students will independently practice strategies and annotations to deeply engage with texts.
Teachers will provide students with opportunities to practice timed writings of various modes in relation to cold-read texts.	Students will generate ideas by synthesizing and constructing arguments using textual evidence.
Teachers will provide students timely and effective feedback that leads to improved learning.	Students will use feedback to evaluate, revise, and expand their thinking and improve their English/language arts performance.

Research Supporting Instructional Strategies	Beers, K. & Probst, R. (2010). *Notice and Note Strategies for Close Reading*. Heinemann. Burke, J. (2012). *The English Teacher's Companion, Fourth Edition.*

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	Heinemann.
	Gallagher, K. (2009). *Readicide*. Sternhouse.
	Gallagher, K. (2011). *Write Like This*. Sternhouse.
	Hattie, J. (2009). *Visible Learning*. New York, NY: Routledge.
	Dufour, R., Dufour, R., Eaker, R., Many, T., Mattos, M. (2016). *Frequently Asked Questions About Professional Learning Communities at Work*. Bloomington: Solution Tree.
	Dufour, R., Dufour, R., Eaker, R., Many, T., Mattos, M. (2016). *Learning by Doing*. Bloomington: Solution Tree.
	Marzano, R.J. (2017). *The New Art and Science of Teaching*. Bloomington: Solution Tree.

Professional Development	
Action	**Timeline**
Professional development will take place in ensuring consistent and effective practices exist in having students write claims making use of textual evidence.	Initial trainings at the start of the year with ongoing training throughout year.
English PLCs will receive professional development in selecting appropriate texts to further develop students' abilities in reading comprehension at proper levels.	Ongoing during PLCs and department meetings
Technology professional development (specifically in regards to Edmentum to further develop teacher capacity to leverage technology to aid in developing students' literacy and writing skills.	Initial training in September 2019
Book studies and training will be available to increase teachers' capacity in strategies and modeling.	Ongoing throughout the school year
PLCs will receive professional development in constructing effective assessments in	Ongoing during weekly PLC meetings as well as through on-site professional development

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order to collect useful data to guide instructional practices as well as data analysis skills.	delivered by CIESC.

Monitoring System	
Action	Review and Revision
Professional observation/evaluation and feedback provided through observations	Ongoing
PLC data analysis and planning to respond to student data in order to guide instructional decision-making	Weekly
MVHS counselors will analyze PSAT data to share strengths and weaknesses to PLC teams, department chairs, and with individual students.	Ongoing as data becomes available