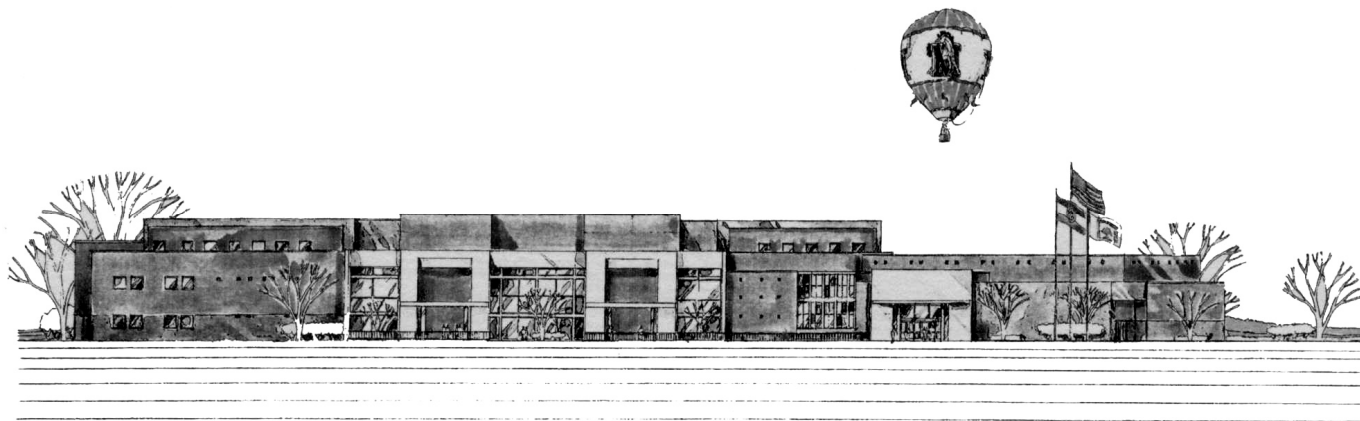


MARQUETTE HIGH SCHOOL

**2351 CLARKSON ROAD
CHESTERFIELD, MO 63017**

2011-2012



Marquette School Improvement Plan Committee

- **Kevin Juergens, PE**
- **Diane Boschert, Practical Arts**
 - **Erin Steep, Fine Arts**
 - **Abbey Gradle, Fine Arts**
- **Kathy Cummings, World Languages**
 - **Michael Clark, Student**
 - **Kelly Dunlap, Student**
 - **Rhonda Costa, Parent**
 - **Amy Hollinger, Math**
 - **Jennifer Holman, Science**
- **Molly Straumann, Special School District**
 - **Scott Szevery, Social Studies**
 - **Rick Regina, Language Arts**
 - **Mel Trotier, PDC Representative**
- **Lee Mitchell, RNEA Representative**
- **Mary Kay Reboulet, Support Staff**
 - **Bruce Liggett, Guidance**
 - **Jon Schultz, Senior Principal**
- **Paul O. Burns, Associate Principal**
 - **Greg Mathison, Principal**

MISSION

We do whatever it takes to ensure all students realize their potential.

VISION

By continually improving in every aspect of our performance, the Rockwood School District empowers students to command their future.

CORE VALUE STATEMENTS

- Promote and model ethical values and good character as the foundation of performance.
- Build a safe and caring school community.
- Provide a meaningful and challenging academic program that connects all students to learning and honors their differences.
- Engage all stakeholders in shared responsibility for learning, character, and climate.



Missouri law requires every public school to create an annual school improvement plan that sets out the school's high but achievable goals for improving the quality of the school's educational program and specifies the actions to be taken to advance students towards those goals.

Growing Together, Learning for Life

Strategic Focus Area: 1.0 Student Performance

Goal: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

Marquette High School

School Improvement Plan (SIP) for 2011-12

Achievement Goal:

- ◆ Intermediate goals for 2010-2011—see page 5
- ◆ Intermediate goals for 2011-2012
 - MHS will change the ACT composite score to 23.0 since all juniors in the school are now taking the test. This will give us a goal for next year based off the baseline data we saw from the 2010-2011 school year.
 - MHS will increase the number of students taking AP courses while maintaining the percentage of Advanced Placement test scores of three (3) or above at 85%, and increasing the percentage of students who receive a four (4) or five (5) by 1%.
 - MHS will meet AYP criteria on MAP End-of-Course exams in Algebra I and English II in each reportable AYP subgroup. MHS will increase the percentage of students scoring proficient or advanced on the Biology EOC by 6%. MHS will increase the percentage of students scoring proficient or advanced on the Government EOC by 4%.
 - MHS Professional Learning Communities will monitor student grades and identify the number of first semester failing grades in order to develop baseline data for the purpose of reducing second semester failing grades.

Climate Goal:

- ◆ Intermediate goals for 2010-2011—see page 6
- ◆ Intermediate goals for 2011-2012
 - Increase average daily attendance to 95%.
 - Reduce the number of students who commit multiple offenses that result in ISS / OSS by 15% annually as they progress from freshmen to seniors.
 - Increase number of students participating in extra-curricular activities by 1% from 2010-2011. Collect baseline data for extra-curricular participation by class. Maintain the number of club / athletic offerings in the 2011-2012 school year.
 - Increase the knowledge base of teachers, students and parents about Service Learning through professional development.
 - Increase the percentage of parents who feel like they are encouraged to become involved at Marquette.
 - Increase the percentage of faculty and staff who feel like they have built positive relationships with other staff members.

Signature of Committee Chair: _____

Date: _____

Signature of Principal: _____

Date: _____

Signature of Executive Director: _____

Date: _____

Intermediate Achievement Goals 2010-2011

Goal: MHS will increase the ACT composite score from 24.5 to 24.6.

Explanation: The ACT composite score improved from a 24.4 in 2009 to a 24.5 in 2010. Therefore, we wanted to continue to see progress and improve our ACT score to a 24.6. We did not meet this goal as the total ACT composite score for the class of 2011 was 24.2.

Goal: MHS will maintain the percentage of Advanced Placement test scores of three (3) or above at 85%, but will increase the percentage of students who receive a four (4) or five (5) by 2%. MHS will gather baseline data to study the rate of attrition in AP classes during the 2010-2011 school year.

Explanation: MHS did maintain the percentage of AP scores of three (3) or above at 85%. We achieved this goal while giving 19 more AP tests than the previous year. We also increased the percentage of students who received a four (4) or five (5) by 2%. Finally, we gathered raw data on the number of students who dropped AP classes throughout the year.

Goal: MHS will meet AYP criteria on MAP End-of-Course exams in Algebra I and English II in each reportable AYP subgroup. MHS will increase the percentage of students scoring proficient or advanced on the Biology EOC by 8%. MHS will increase the percentage of students scoring proficient or advanced on the Government EOC by 6%.

Explanation: MHS did meet AYP criteria on MAP End-of-Course exams in Algebra I and English II in the following subgroups: math overall, math white subgroup, English overall, English white subgroup, and English IEP subgroup. . We did not meet AYP in the following categories: math black subgroup, math IEP subgroup, math free and reduced lunch subgroup, English black subgroup and English free and reduced lunch subgroup (the level was not determined since we didn't meet the 95% testing requirement by only 2 students). The Biology index score improved from 802 to 819.8 a total of 2.3%, although data for the MAP Government EOC exam showed a decrease in the Government index score from 833.23 to 822.4 because fewer students scored in the advanced area. However, we did see an increase from 24.2% to 35.9 % of students in the advanced category on the EOC in Biology. We also saw an increase in the proficient category on the Government EOC from 37.7% to 50.2%.

Goal: MHS Professional Learning Communities will monitor student grades and identify the number of first semester failing grades in order to develop baseline data for the purpose of reducing second semester failing grades.

Explanation: Quarterly during the school year, teachers in learning communities, counselors and administrators were given data regarding failing grades. The staff worked collaboratively to implement interventions for students who needed more help accessing the curriculum. Marquette gathered this data and it will be displayed later in this school improvement plan.

Intermediate Climate Goals 2010-2011

Goal: Increase average daily attendance to 95%.

Explanation: The average daily attendance was 94.86% for the 10-11 school year. This attendance rate is a seven year high for Marquette.

Goal: Reduce the number of students who commit repeat offenses that result in ISS/OSS (baseline data gathered during the 10-11 school year).

Explanation: The class of 2011 and 2012 showed a decrease in ISS and OSS from the 2009-2010 school year to the 2010-2011 school year. The class of 2013 showed an increase in ISS and OSS suspensions from the 2009-2010 school year to the 2010-2011 school year. There is not enough data for comparisons for the class of 2014. Marquette's overall OSS data showed a decrease for three of the four quarters between the 2009-2010 school year to the 2010-2011 school year. Baseline data was also gathered to meet this goal. This data will be displayed later in this report.

Goal: Increase number of students participating in extra-curricular activities by 1% from 2009-2010. Collect baseline data for extra-curricular participation by class. Maintain the number of club/athletic offerings in the 2010-2011 school year.

Explanation: This goal was not met. The number of students participating in extra-curricular activities decreased by 1.2% from 2009-2010 school year. This was a result of several sports teams having tryouts and cuts due to space and coaching ratios.

Goal: Increase number of opportunities students have to participate in service-learning projects and community service activities.

Explanation: No data was gathered on this goal during the 2010-2011 school year. The district climate survey asked different questions during the 2010-2011 school year compared to the previous year. By changing our goal for next year, we will be able to collect data on a regular basis. We will now begin to monitor the perception of student involvement in service learning.

Goal: Increase the number of opportunities that encourage parent involvement.

Explanation: No data was gathered on this goal during the 2010-2011 school year. The district climate survey asked different questions during the 2010-2011 school year compared to the previous year. By changing our goal for next year, we will be able to collect data on a regular basis. We will now begin to monitor the parent's perception of inclusion at Marquette. Approximately 80% of parents feel like they have been invited to participate in the school community.

Goal: Increase opportunities that foster positive staff relationships.

Explanation: No data was gathered on this goal during the 2010-2011 school year. The district climate survey asked different questions during the 2010-2011 school year compared to the previous year. By changing our goal for next year, we will be able to collect data on a regular basis. We will now begin to monitor the staff's feeling on being a part of the Marquette community. Approximately 80% of the staff felt like they belonged or were a part of the Marquette community.

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SCHOOL IMPROVEMENT GOAL FOR ACHIEVEMENT

Achievement Goal Statement

Marquette will increase student achievement as measured by semester course grades and annual standardized test scores.

Part A: What Did You Accomplish in 2010-11

Intermediate Achievement Target for 2010-11:

- MHS will increase the ACT composite score from 24.5 to 24.6.
- MHS will maintain the percentage of Advanced Placement test scores of three (3) or above at 85%, but will increase the percentage of students who receive a four (4) or five (5) by 2%. MHS will gather baseline data to study the rate of attrition in AP classes during the 2010-2011 school year.
- MHS will meet AYP criteria on MAP End-of-Course exams in Algebra I and English II in each reportable AYP subgroup. MHS will increase the percentage of students scoring proficient or advanced on the Biology EOC by 8%. MHS will increase the percentage of students scoring proficient or advanced on the Government EOC by 6%.
- MHS Professional Learning Communities will monitor student grades and identify the number of first semester failing grades in order to develop baseline data for the purpose of reducing second semester failing grades.

Results for 2010-11:

See pages 9-18.

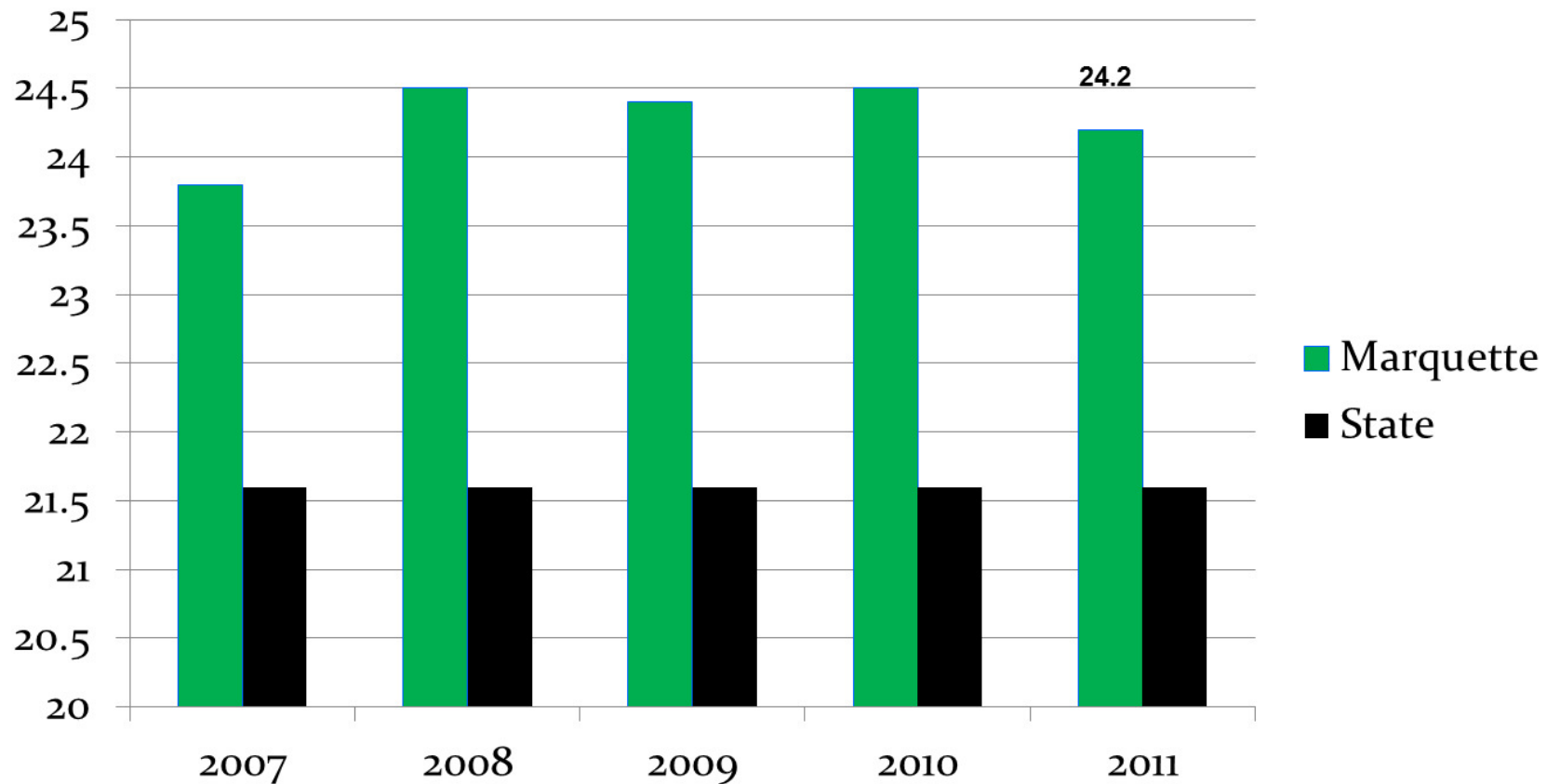
Reflection and Adjustment of Plan During 2010-11:

Date	Audience	Questions Generated/Lessons Learned/Adjustments to Make
Monthly	Departmental PLC	Data-driven discussions determined strategy effectiveness and next steps.
Monthly	Academic Council (Dept. chairs)	Data-driven discussions determined strategy effectiveness and next steps.
Weekly	Administrative Team	Data-driven discussions determined PLC effectiveness, teacher effectiveness, and next steps.

Results for 2010-11

Intermediate Achievement Goal: MHS will increase the ACT composite score from 24.5 to 24.6.

Composite ACT Results



Results for 2010-11

Intermediate Achievement Goal: MHS will maintain the percentage of Advanced Placement test scores of three (3) or above at 85%, but will increase the percentage of students who receive a four (4) or five (5) by 2%. MHS will gather baseline data to study the rate of attrition in AP classes during the 2010-2011 school year.

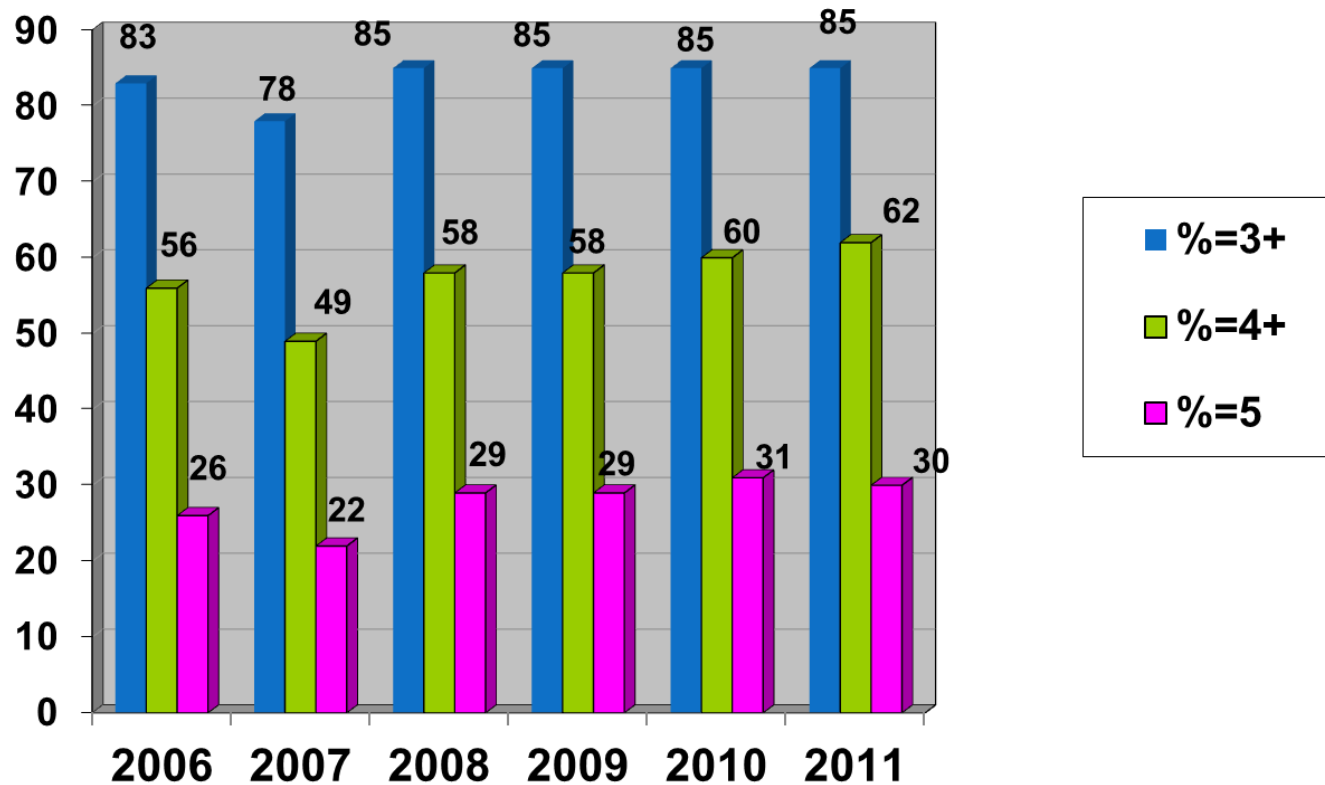
Marquette's Advanced Placement History

Year	Number of different tests given	Number of students tested	Number of exams written	% of students who scored 3 or higher
2006-2007	26	573	920	85
2007-2008	26	499	942	85
2008-2009	27	516	978	85
2009-2010	26	530	1030	85
2010-2011	25	513	1049	85

Results for 2010-11

Intermediate Achievement Goal: MHS will maintain the percentage of Advanced Placement test scores of three (3) or above at 85%, but will increase the percentage of students who receive a four (4) or five (5) by 2%. MHS will gather baseline data to study the rate of attrition in AP classes during the 2010-2011 school year.

Marquette's A.P Scores in Percent by Year



Results for 2010-11

Intermediate Achievement Goal: MHS will maintain the percentage of Advanced Placement test scores of three (3) or above at 85%, but will increase the percentage of students who receive a four (4) or five (5) by 2%. MHS will gather baseline data to study the rate of attrition in AP classes during the 2010-2011 school year.

Marquette's Rate of Attrition of A.P Students

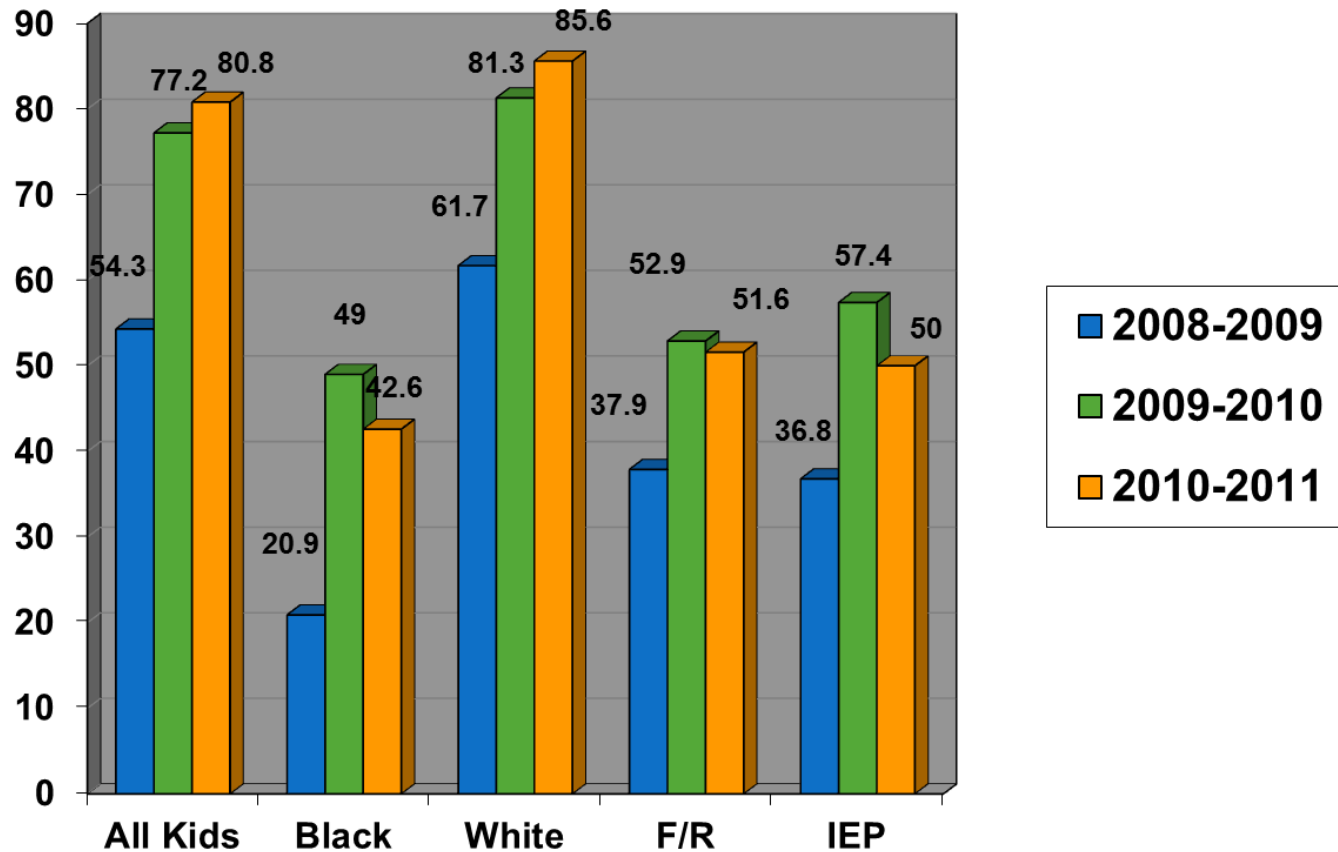
Number of students enrolled in AP classes at the start of Quarter 1	Number of students who dropped during 1 st semester	Number of students who dropped at semester break	Number of students who dropped during 2 nd semester
1202	80	37	11

Total Number of Withdrawals from AP scores = 128
This is 10.6% of the total number of students enrolled in AP courses.

Results for 2010-11

Intermediate Achievement Goal: MHS will meet AYP criteria on MAP End-of-Course exams in Algebra I and English II in each reportable AYP subgroup. MHS will increase the percentage of students scoring proficient or advanced on the Biology EOC by 8%. MHS will increase the percentage of students scoring proficient or advanced on the Government EOC by 6%.

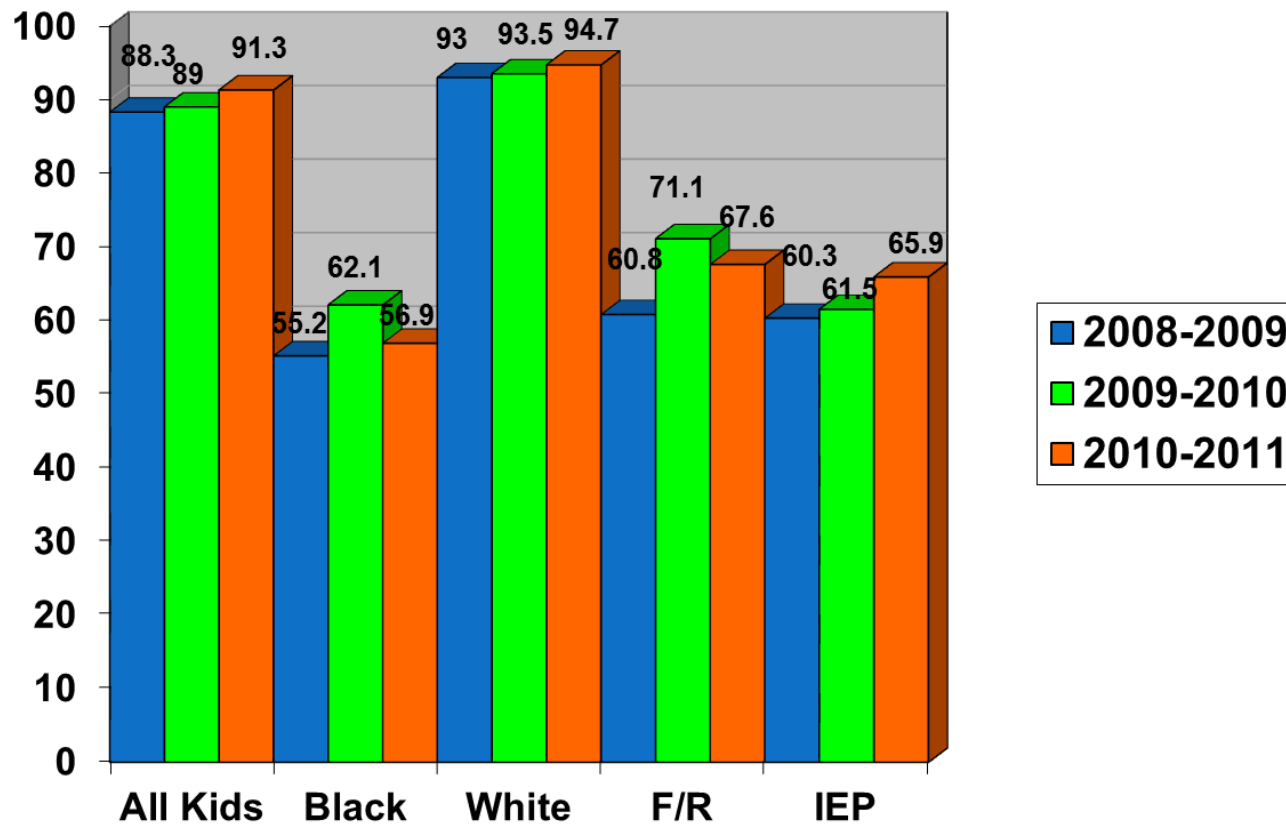
Algebra I – AYP Subgroups



Results for 2010-11

Intermediate Achievement Goal: MHS will meet AYP criteria on MAP End-of-Course exams in Algebra I and English II in each reportable AYP subgroup. MHS will increase the percentage of students scoring proficient or advanced on the Biology EOC by 8%. MHS will increase the percentage of students scoring proficient or advanced on the Government EOC by 6%.

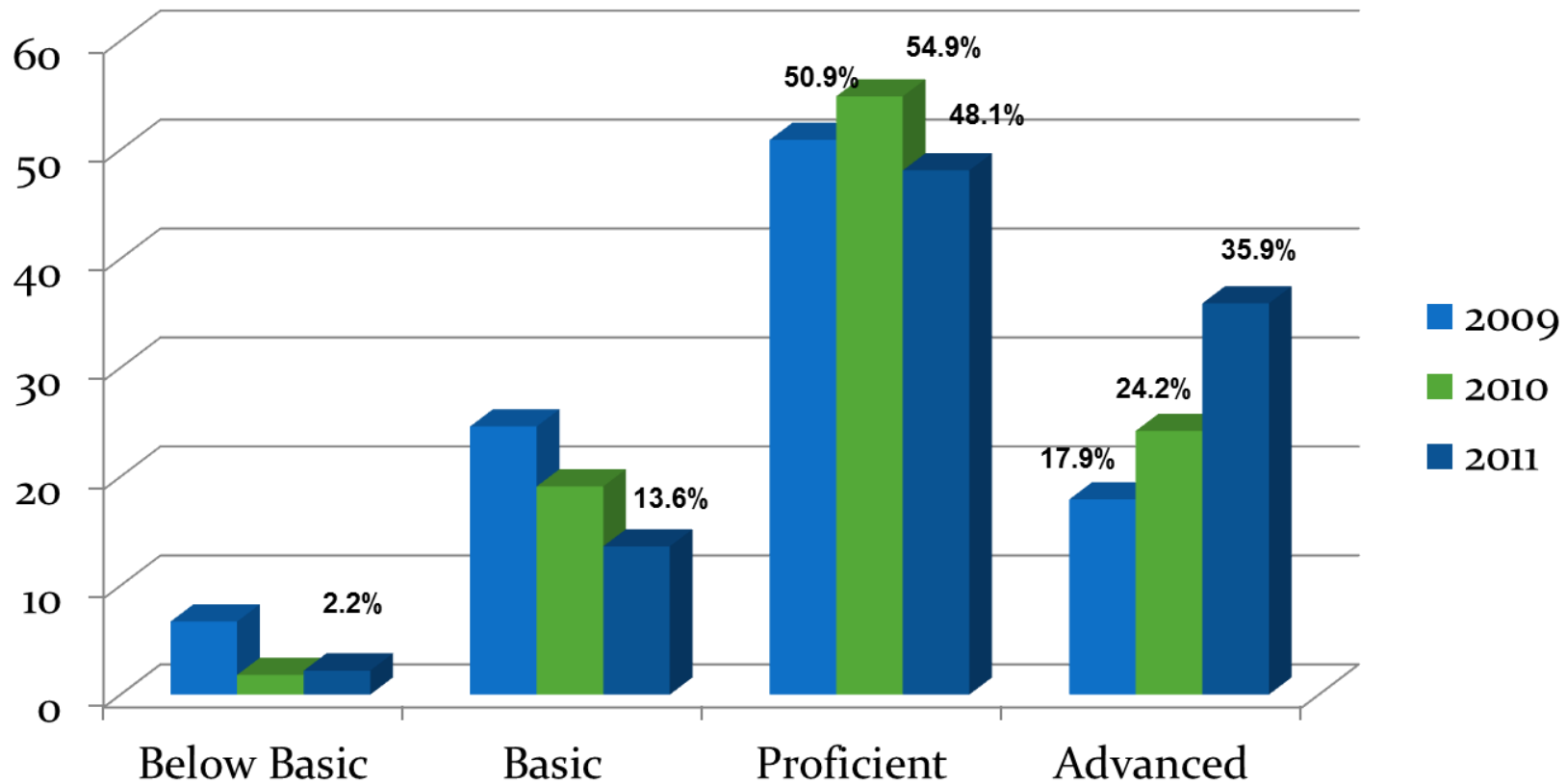
English II – AYP Subgroups



Results for 2010-11

Intermediate Achievement Goal: MHS will meet AYP criteria on MAP End-of-Course exams in Algebra I and English II in each reportable AYP subgroup. MHS will increase the percentage of students scoring proficient or advanced on the Biology EOC by 8%. MHS will increase the percentage of students scoring proficient or advanced on the Government EOC by 6%.

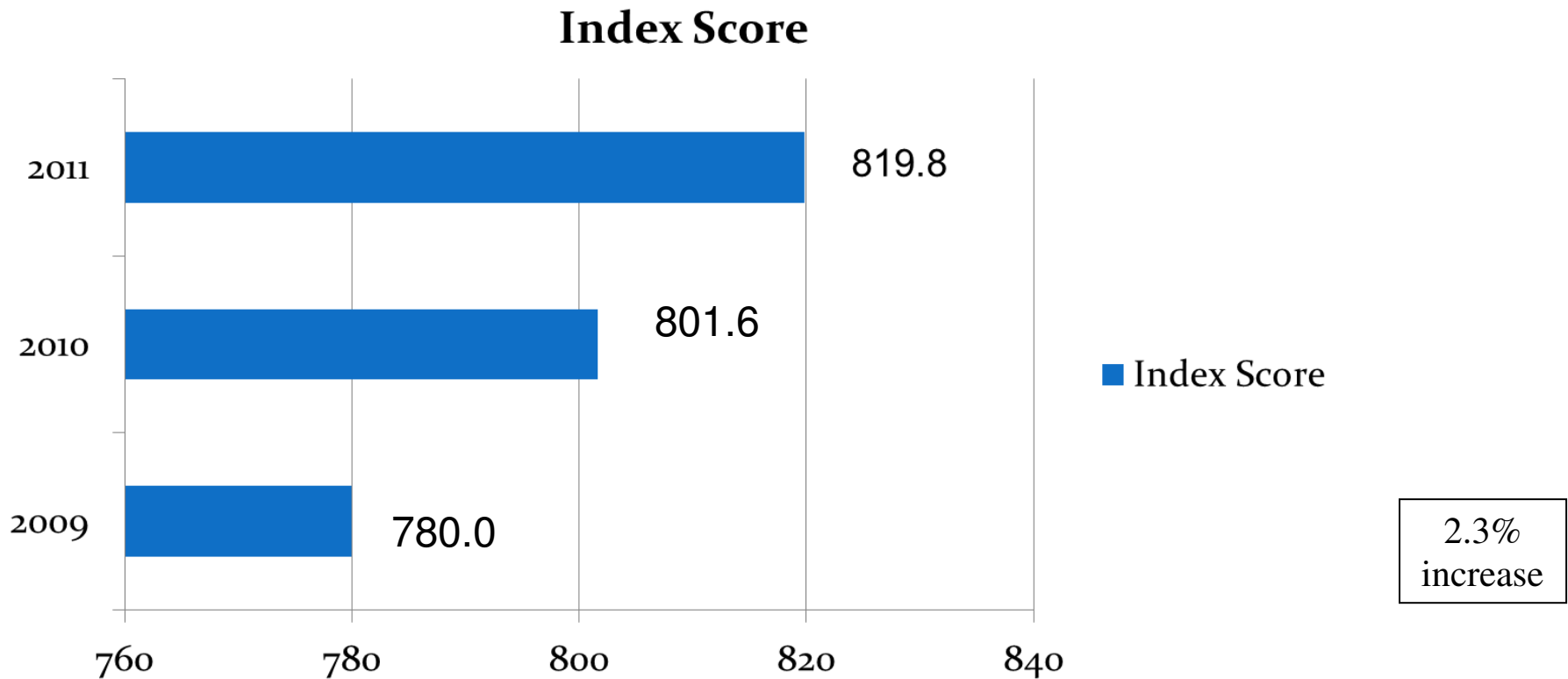
Biology EOC Data



Results for 2010-11

Intermediate Achievement Goal: MHS will meet AYP criteria on MAP End-of-Course exams in Algebra I and English II in each reportable AYP subgroup. MHS will increase the percentage of students scoring proficient or advanced on the Biology EOC by 8%. MHS will increase the percentage of students scoring proficient or advanced on the Government EOC by 6%.

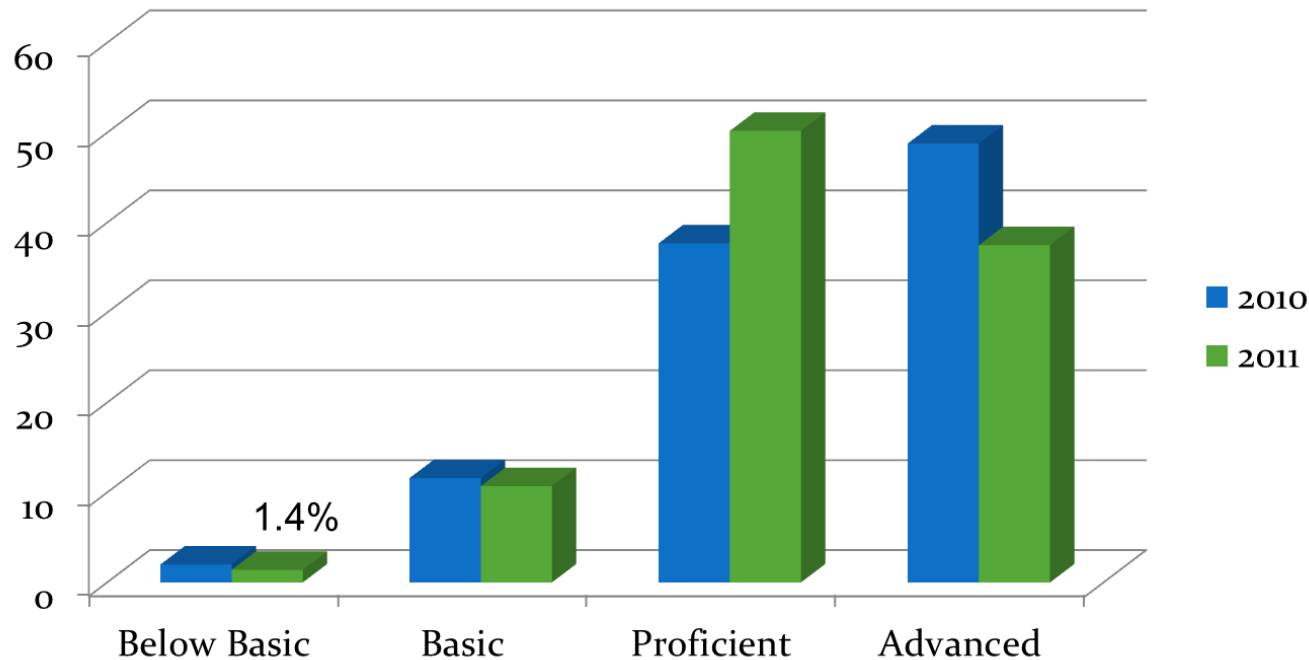
Biology EOC Index Points



Results for 2010-11

Intermediate Achievement Goal: MHS will meet AYP criteria on MAP End-of-Course exams in Algebra I and English II in each reportable AYP subgroup. MHS will increase the percentage of students scoring proficient or advanced on the Biology EOC by 8%. MHS will increase the percentage of students scoring proficient or advanced on the Government EOC by 6%.

Government EOC Baseline Data



Index Score 2010
833.20

Index Score 2011
822.4

Results for 2010-11

Intermediate Achievement Goal: MHS Professional Learning Communities will monitor student grades and identify the number of first semester failing grades in order to develop baseline data for the purpose of reducing second semester failing grades.

Failing Grades Baseline Data

Grade of Student	Number of students with 1 st semester failing grades	Actual number of failing grades (F) on report card	Number of students with 2nd semester failing grades	Actual number of failing grades (F) on report card
9 th	72	141	68	127
10 th	73	156	79	139
11 th	63	98	65	96
12 th	48	74	42	60
Total	256	469	254	422

Current Reflection on 2010-11 Data and Plan Implementation

Reflection on Root Causes: *Looking back over last year's plan and your most recent data, do you believe you identified the root causes of your problem correctly? Yes. When you reflected on your implementation, did you discover discrepancies with your explanation? No. Did you refine your explanation or decide you needed to start over with a re-examination of the data? No.*

Reflection on 2010-11 Implementation: *Did you implement every action in last year's plan? Yes. Were these actions successful? For the most part. Did they have the intended results? Yes and no....please refer to previously provided results. Did you give the assessments planned? Yes. Were they useful? Yes. For all of these questions, please provide evidence (you may use written explanations, tables, charts, graphs, or bullet points).*

1. Marquette is proud of our ACT 24.2 composite score; although we did not meet our goal of a 24.6. We plan to continue to work with students and implement strategies that will help us reach our new goal for next year since the entire junior class now takes the ACT. We are also going to examine the Explore, PLAN and ACT linkage report to identify additional strategies that will continue to increase our ACT composite score.
2. Although Marquette was not able to recruit more students to take A.P. courses, we still increased the number of A.P tests that were given while maintaining the percent of students who scored 3 or higher at 85%. MHS students who scored a four (4) or above increased by 2%. We also began to gather data on the number of students who drop A.P classes during the school year. We want to make sure that we are helping all students who are enrolled A.P classes be successful. During the 2011-2012 school year, we hope to meet with students who drop A.P. courses to determine the root cause of this problem. We are very proud of our A.P. results.
3. Marquette met seven out of twelve reportable subgroups on the English II and Algebra I MAP End of Course exams. We also met one additional subgroup although the level was not determined. The data indicated the following percentages:
Communication Arts—The overall, white subgroup, IEP subgroup met AYP
 - Total—91.3%; an increase of 2.3% from the previous year
 - Black (not Hispanic)—56.9%; a decrease of 5.2% from the previous year
 - White (not Hispanic)—94.7%; an increase of 1.2% from the previous year
 - Free/Reduced Lunch—67.6%; a decrease of 3.5% from the previous year (Level not Determined)
 - IEP—65.9%; an increase of 4.4% from the previous yearMathematics—The overall and white subgroup met AYP
 - Total—80.8%; an increase of 3.6% from the previous year
 - Black (not Hispanic)—42.6%; a decrease of 6.2% from the previous year
 - White (not Hispanic)—85.6%; an increase of 4.3% from the previous year
 - Free/Reduced Lunch—51.6%; a decrease of 1.3% from the previous year
 - IEP—50%; a decrease of 7.4% from the previous yearMHS improved our Biology MAP index points by 2.3%. The Government EOC data showed that 87.7% of MHS students scored in the proficient or advanced categories. We plan to increase that percentage even more in the upcoming year.

4. MHS learning communities, counselors, and administrators worked collaboratively to reduce the number of students who fail their courses. We specifically targeted freshmen this past year in an effort to reduce the number of students who would be reclassified. The efforts paid off as there were fewer students and fewer actual failing grades on report cards during the second semester

Part B: What is Your Plan for Moving Forward 2011-12

Intermediate Achievement Goal for 2011-12

- MHS will change the target for the ACT composite since all third year students now take the ACT. Our new target (based off of data from this the spring 2011 test scores) will be 23.0
- MHS will increase the number of students taking A.P. courses while maintaining the percentage of A.P. test scores of three (3) or above at 85% and increasing the percentage of students who receive a four (4) or five (5) by 1%.
- MHS will meet AYP criteria on MAP End-of-Course exams in Algebra I and English II in each reportable AYP subgroup. MHS will increase the percentage of students scoring proficient or advanced on the Biology EOC by 6%. MHS will increase the percentage of students scoring proficient or advanced on the Government EOC by 4%.
- MHS Professional Learning Communities will monitor student grades and identify the number of first semester failing grades in order to develop baseline data for the purpose of reducing second semester failing grades.

Take Action, Step One: *What actions will you take this coming year to address the root causes you have previously identified? How will these actions directly lead to achieving your goal? (In other words, how do they relate to your theory of action?) What resources, professional development, and training will you need to make the intervention work? How will you know that you have implemented your plan? Some of your actions may be continuing from last year; if so, please indicate that in the chart. [Outline your general approach to the solution in a narrative directly below; supply the specifics in the chart labeled "Implementation Plan."]*

ACT: Marquette will continue offering ACT prep courses in preparation for the exam. Strategies involving ACT-like questioning and testing skills currently used in all content areas will continue. **Advanced Placement (AP):** Ongoing efforts that inform students and parents about AP courses will continue (January grade-level enrollment meetings, guidance counselor individual advisement, Curriculum Night, and others.) Staff will further enhance these efforts that encourage students to challenge themselves and take an AP course by explaining the benefits just taking the course provides and the safety net Marquette has in place for level changes if the student finds that s/he is in "too deep." **Communication Arts** will continue to develop and implement assessments to determine level of understanding and areas to focus efforts on reinforcing and re-teaching. Using these strategies in past years resulted in huge gains in closing the achievement gap. **Math** will continue using common assessments to identify areas needing intervention as well as implementing ALEKS software in all Algebra 1; Part B classes. **Science** will concentrate on increasing the Map Index score by embedding EOC-type questions into daily work of Biology students. Biology teachers will meet to collaborate and reflect on best practices and common assessments. The **Social Studies** department will continue creating common formative assessments and document-based EOC exam-like questions for Government units. Marquette **Professional Learning Communities (PLCs)** and intervention specialists will monitor student grades

and identify the number of first semester failing grades in order to develop baseline data for the purpose of reducing second semester failing grades in the 2011-2012 school year as compared to the number of failing grades in the 2nd semester of the 2010-2011 school year. F data will be gathered at each of the eight reporting periods (i.e. 4 progress reports and 4 quarter reports). The data will be analyzed and distributed to the stakeholders (i.e. Counselors, Administrators, IAC, Department Chairs, PLCs, DEED Coordinator, Freshman Seminar Teachers). Marquette will more actively ensure the data required to support failing students is used to develop goals and set the expectations for improvement. PLCs will develop a plan for February 2012 implementation to decrease the number of failing grades for their specific subject area. Team Time will continue to play a pivotal role in decreasing student failure by providing an opportunity for intervention during the school day. Team time will constantly be reevaluated to determine the best practices for addressing the needs of all students. Freshman Seminar teachers will use conferencing to identify specific needs of failing students. Freshman students with multiple failing grades will be placed in a guided study period 2nd semester of 2012 aimed at increasing the amount of time devoted to the specific areas of weakness. Students on the reclassified list will be evaluated to determine any additional strategies that can be implemented to increase their success in high school. Counselors will meet with these specific students to develop a rapport and develop a stronger sense of belonging within the reclassified students. Information will be made available to the DEED department and the coordinators will develop specific strategies to decrease the student failure rate. Several strategies are currently in place to identify students at risk for failure. The Freshman Seminar program has implemented a Pyramid of Services, to more quickly identify at-risk students and provide them with the additional support necessary to insure their success. The Individualized Academic Center continues to provide academic support students who are identified as at-risk at all grade levels. The goals from each PLC will be gathered in February 2012. The data from the spring semester of 2011 will be compared to the data from the spring semester of 2012.

Implementation Plan for 2011-12: MHS will change the ACT composite score goal to 23.0 since all third year students are now taking the test.

Improvement Strategies	Professional Development Strategies	Person Responsible	Implementation Timeline
1. ACT Prep course: diagnostics, analysis, evaluation, review lessons	Time	Mary Haar	Ongoing
2. Provide information regarding applications for testing accommodations for applicable students	Time	IEP case managers and Val Kamhi	Annually
3. EXPLORE and PLAN tests	Time	Juli Rust, Greg Mathison, Paul Burns	Annually
4. Various instructional strategies used in all content areas to provide ACT-like test items	Instructional	MHS evaluating administrators and teachers	Ongoing
5. Math will form a PLC focused on offering a Pre- and Post-test with ACT questions. The test will be given to our junior and senior level math students. Professional development will be provided for the staff to successfully provide support for the student's learning.	Instructional/Time	Steve Schmitt/ ACT PLC	Annually

Take Action, Step Two: *How will you assess the effectiveness of the plan? How will you know the plan is working? At what points will you adjust your plan? Use the tables below to answer these questions.*

Formative Assessment for 2011-12: MHS will change the ACT composite score goal to 23.0 since all third year students are now taking the test.

Assessment Instrument	Given to	What dates	Results Available by
ACT exam	All third year students	April 2012	September or October 2012

Implementation Plan for 2011-12: MHS will increase the number of students taking A.P. courses while maintaining the percentage of A.P. test scores of three (3) or above at 85% and increasing the percentage of students who receive a four (4) or five (5) by 1%.

Improvement Strategies	Professional Development Strategies	Person Responsible	Implementation Timeline
1. College Center individual student meetings	Time	College Specialists	Ongoing
2. Guidance grade-level enrollment meetings	Time	Guidance Department	January 2012
3. Guidance individual student advisement	Time during English classes	Guidance Department	January-February 2012
4. Various instructional strategies used in all AP courses.	Instructional	MHS evaluating administrators and teachers	Ongoing

Take Action, Step Two: *How will you assess the effectiveness of the plan? How will you know the plan is working? At what points will you adjust your plan? Use the tables below to answer these questions.*

Formative Assessment for 2011-12: MHS will increase the number of students taking A.P. courses while maintaining the percentage of A.P. test scores of three (3) or above at 85% and increasing the percentage of students who receive a four (4) or five (5) by 1%.

Assessment Instrument	Given to	What dates	Results Available by
Advanced Placement exams	Registered students	May 2012	August 2012

Implementation Plan for 2011-12: MHS will meet AYP criteria on MAP End-of-Course exams in Algebra I and English II in each reportable AYP subgroup. MHS will increase the percentage of students scoring proficient or advanced on the Biology EOC by 8%. MHS will increase the percentage of students scoring proficient or advanced on the Government EOC by 6%.

Improvement Strategies	Professional Development Strategies	Person Responsible	Implementation Timeline
1. Communication Arts/Math teachers will identify AYP Sub-Group students and provide them with embedded practice on EOC strategies that are documented through in-class activities to ensure mastery prior to assessment.	EOC Data	Dan Ramsey, Jon Schultz	Ongoing
2. Communication Arts/Math Professional Learning Communities will identify Item Benchmark Descriptors on the EOC exam and work in PLCs to develop common assessments and strategies that reflect concepts tested on the EOC exam.	EOC Data; PLC Time	Dan Ramsey, Jon Schultz	Ongoing
3. Communication Arts/Math will help students develop critical and creative thinking skills through modeling that will be reflected in successful completion of individual assessments.	PLC time; Release time	Dan Ramsey, Jon Schultz	Ongoing
4. Develop better and stronger communication practices between departments in support of naturally embedding practices that apply cross-curricular. (Ex. Social Studies and Practical Arts will support Communication Arts in non-fiction reading comprehension; Science and Practical Arts will reinforce graphing for Mathematics.)	EOC Data Analysis Results; PLC time; Release time; Meeting time	Dan Ramsey	Ongoing
5. 9 th and 10 th grade Communication Arts teachers will develop 16 common assessments which will include questions that focus on targeted GLEs from the 2011 EOC exam.	Test Data; EOC Released Items	Dan Ramsey	Ongoing
6. Tenth grade teachers will switch from paper and pencil assessments to online EOC assessments after the first of the year to prepare the students for the first year of online EOC testing.	ACT released items; Test Data; PLC time	Dan Ramsey	Ongoing
7. Eleventh grade Communication Arts teachers will develop twice-monthly ACT common assessments using clickers to track student performance on ACT standards. Data will be discussed at monthly PLC meetings.	ACT released items; Test Data; PLC time	Dan Ramsey	Ongoing

8. Communication Arts and Math teachers will meet to create mini lessons that address areas of weakness on the 2011 EOC exam.	Test Data; EOC Released Items	Dan Ramsey, Jon Schultz	January 2012
9. Communication Arts and Math teachers will administer practice tests composed of EOC exam released items and follow up with remediation where necessary.	Test Data; EOC Released Items	Dan Ramsey, Jon Schultz	Ongoing
10. Develop an EOC Communication Arts Boot Camp that will focus on the skills required to successfully complete both multiple choice questions and performance events at a proficient level.	Boot Camp	Dan Ramsey	March 2012
11. Communication Arts teachers will push into SSD classrooms to assist SSD teachers in ensuring consistency and rigor in self-contained SSD classrooms.	Team time	Dan Ramsey	Ongoing
12. Designated lit coaches will be available on their team time to assist fellow Communication Arts teachers and their students.	Team time	Dan Ramsey	Ongoing
13. Communication Arts teachers will flex their schedules, allowing team time to allow use of the Writing Center to ensure all students have access to assistance beyond the regular school day.	Team time	Dan Ramsey	Ongoing
14. Communication Arts teachers will encourage monthly staff development presentations on the skills frequently tested on the EOC and ACT. Presenters will be invited/encouraged to present based on their students' success as documented on specific skills through common assessments.	Test data; lessons provided by teachers; staff development time	Dan Ramsey	Ongoing
15. Dan Ramsey will conduct regular walkthroughs in Communication Arts classes and encourage Communication Arts teachers to join him in visiting colleague's classrooms.		Dan Ramsey	2011-2012 school year
16. Professional development opportunities will be provided to teachers throughout the regular school day.	Books; Meeting time	Dan Ramsey	Ongoing
17. Provide a Mathematics classroom assistant position with the sole purpose of providing daily pull-out/push-in sessions for AYP subgroup students to continue to improve understanding/apply skills needed to master Item Benchmark Descriptors through a spiraling approach.	PLC time; Class time	Jon Schultz	Ongoing

18. SSD teachers will collaborate with math and communication arts teachers in PLCs to ensure that appropriate curriculum and Item Benchmark Descriptors are taught in self-contained SSD classrooms.	PLC time	Jon Schultz; Dan Ramsey	Ongoing
19. SSD teachers will work with district curriculum coordinators to ensure best teaching practices are in place in the self-contained classroom as well the co-teaching (CT) classrooms.	Time	Jon Schultz; Dan Ramsey	Ongoing
20. Increase number of minority students in AP Math and Communication Arts classes.	Individual Advisement; College Center meetings	Guidance, Assistant Principals	Ongoing
21. Library staff will collaborate with teachers in creating document-based questions that assess non-fiction reading skills.	Time	Carl Hudson	Ongoing
22. Provide specific strategies to integrate EOC exam type problems into assessments.	PLC	Greg Mathison	Ongoing
23. Identify topics relating to the Science EOC exam.	PLC	Greg Mathison	October 2010
24. Collaborate in Science PLC groups to embed topics into daily work as it fits into state aligned curriculum	PLC	Greg Mathison	Ongoing
25. Create EOC exam like questions to be used in each subject area: 2 year Biology; Part I and II, Biology, and Honors Biology.	PLC	Greg Mathison	Ongoing
26. Administer state released questions to monitor student progress.	Instructional	Greg Mathison	Ongoing
27. Integrate Social Studies skills in daily/unit lesson plans.	PLC	Carl Hudson	Ongoing
28. Continue creation of common formative assessments in Social Studies to track student progress.	PLC	Carl Hudson	Ongoing
29. Create document based questions for Government units that are similar to state EOC exam questions.	PLC	Carl Hudson	Ongoing
30. Identify students needing assistance with social studies skills.	PLC	Carl Hudson	Ongoing
31. Algebra I teachers will support each other during their team time responsibilities by giving individual support to struggling students.	Class Time	Darcy Hachmeister/ Algebra I PLC	Ongoing

Take Action, Step Two: *How will you assess the effectiveness of the plan? How will you know the plan is working? At what points will you adjust your plan? Use the tables below to answer these questions.*

Formative Assessment for 2011-12: MHS will meet AYP criteria on MAP End-of-Course exams in Algebra I and English II in each reportable AYP subgroup. MHS will increase the percentage of students scoring proficient or advanced on the Biology EOC by 6%. MHS will increase the percentage of students scoring proficient or advanced on the Government EOC by 4%.

Assessment Instrument	Given to	What dates	Results Available by
Common departmental formative assessments	Communication Arts and Math EOC students	Ongoing	May 2012
Operational MAP EOC exams	All applicable students	April 2012	August 2012
Biology Final Exam Common Assessment	All Biology students	December 2011; May 2012	January 2012; June 2012
Unit Exams—PLC Discussions	All Biology students	Ongoing	Ongoing
Strategies Reviewed	Teachers	Quarterly	Quarterly
Government Final Exam Common Assessment	All Government students	End of December and May	End of December and May
US Constitution District Common Assessment	All Government students	Nov-Dec and April-May	Immediately after the exam is given
Missouri Constitution District Common Assessment	All Government students	Nov-Dec and April-May	Immediately after the exam is given

Implementation Plan for 2011-12: MHS Professional Learning Communities will monitor student grades and identify the number of first semester failing grades in order to develop baseline data for the purpose of reducing second semester failing grades.

Improvement Strategies	Professional Development Strategies	Person Responsible	Implementation Timeline
1. Gather F data in each of the eight reporting periods and distribute to appropriate stakeholders.	PLC	Greg Mathison	Progress/Quarter Grade Reports
2. PLCs will create a specific goal to address the number of failing grades students are receiving.	PLC	Evaluating administrators	February 2012
3. Counselors will regularly meet with the reclassified students to develop a relationship with these students who are most at risk of failing.	Time	Guidance Department	Monthly
4. Results-based Counseling—9th grade intervention: designed to improve student achievement of identified 9 th grade students who have earned 2 or more F's at the end of each grading period.	Time	Guidance Department and Freshman Principal	Ongoing

Take Action, Step Two: *How will you assess the effectiveness of the plan? How will you know the plan is working? At what points will you adjust your plan? Use the tables below to answer these questions.*

Formative Assessment for 2011-12: MHS Professional Learning Communities will monitor student grades and identify the number of first semester failing grades in order to develop baseline data for the purpose of reducing second semester failing grades.

Assessment Instrument	Given to	What dates	Results Available by
Second semester grades 2012	All students	May 2012	June 2012

SCHOOL IMPROVEMENT GOAL FOR CLIMATE

Climate Goal Statement

Marquette High School will foster a sense of pride, involvement, and commitment that is demonstrated by students, staff, and community.

Part A: What Did You Accomplish in 2010-11

Intermediate Climate Goal for 2010-11:

- Increase average daily attendance to 95%.
- Reduce the number of students who commit repeat offenses that result in ISS/OSS (baseline gathered during the 10-11 school year).
- Increase number of students participating in extra-curricular activities by 1% from 2009-2010. Collect baseline data for extra-curricular participation by class. Maintain the number of club/athletic offerings in the 2010-2011 school year.
- Increase number of opportunities students have to participate in service-learning projects and community service activities.
- Increase the number of opportunities that encourage parent involvement
- Increase opportunities that foster positive staff relationships

Results for 2010-11:

See pages 29 – 37

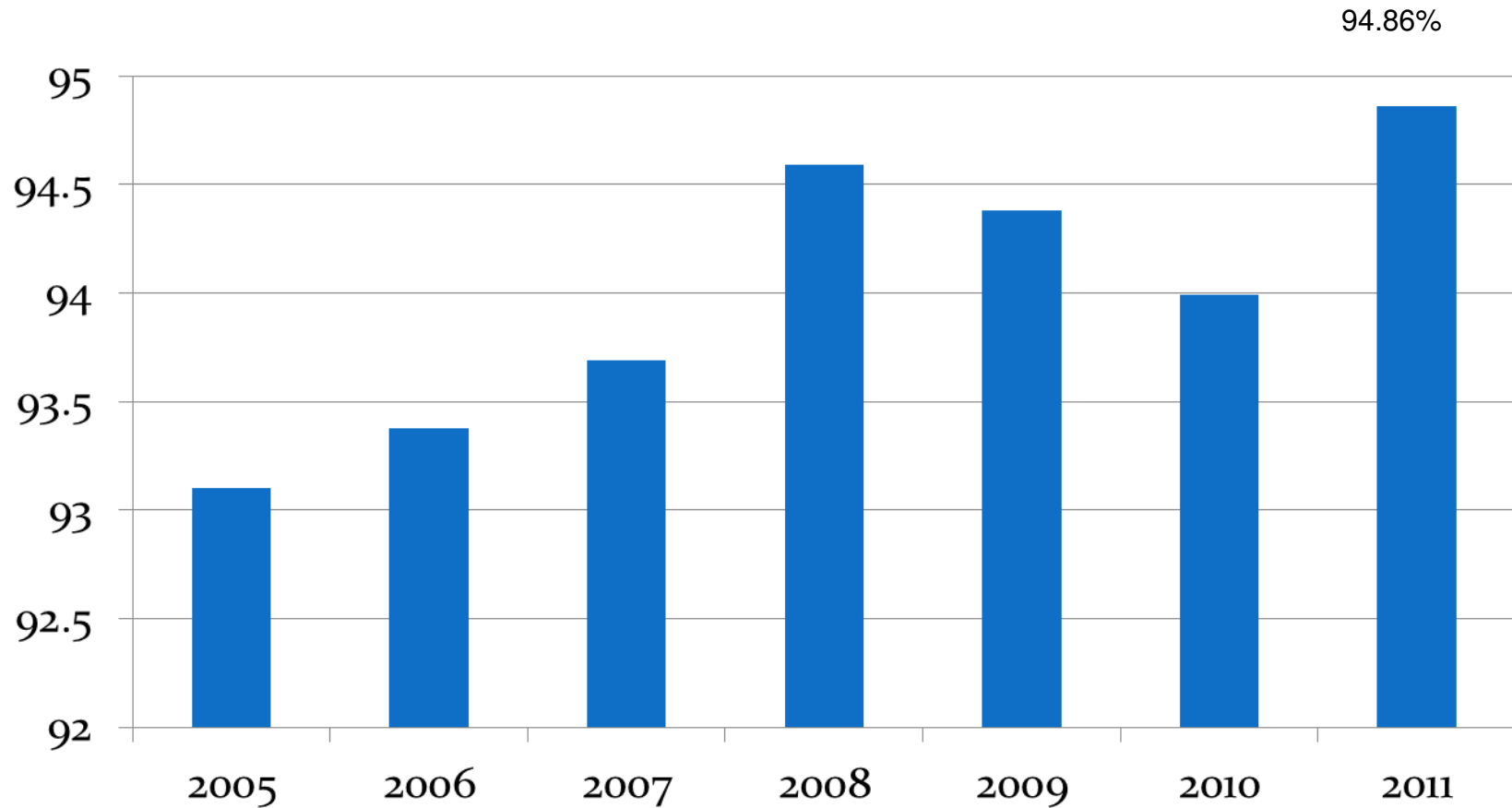
Reflection and Adjustment of Plan During 2010-11:

Date	Audience	Questions Generated/Lessons Learned/Adjustments to Make
Weekly	Administrative Team	Data-driven discussions determined strategy effectiveness and next steps.
Monthly	Character Ed Committee meetings	Data-driven discussions determined strategy effectiveness and next steps.
Quarterly	Coaches/Sponsors meetings	Data-driven discussions determined strategy effectiveness and next steps.

Results for 2010-11

Intermediate Climate Goal: Increase average daily attendance to 95%.

Marquette's Average Daily Attendance History



Results for 2010-11

Intermediate Climate Goal: Reduce the number of students who commit repeat offenses that result in ISS/OSS (baseline gathered during the 10-11 school year).

ISS/OSS Repeat Offenses Baseline Data

Class	Number of students with repeat ISS offenses	Number of students with repeat OSS offenses	% of change
Class of 2014	28	6	No data available
Class of 2013	38	8	No data available
Class of 2012	32	2	No data available
Class of 2011	14	7	No data available
Total	112	23	No data available

Results for 2010-11

Intermediate Climate Goal: Reduce the number of students who commit repeat offenses that result in ISS/OSS (baseline gathered during the 10-11 school year).

ISS Trend by Class

	2009-2010	2010-2011	% of change
Class of 2011	149	78	47% decrease
Class of 2012	171	142	17% decrease
Class of 2013	182	215	18% increase
Class of 2014	Not MHS students	123	No data possible

Results for 2010-11

Intermediate Climate Goal: Reduce the number of students who commit repeat offenses that result in ISS/OSS (baseline gathered during the 10-11 school year).

OSS Trend by Class

	2009-2010	2010-2011	% of change
Class of 2011	31	42	35% increase
Class of 2012	51	41	20% decrease
Class of 2013	44	61	39% increase
Class of 2014	Not MHS students	74	No data possible

Results for 2010-11

Intermediate Climate Goal: Reduce the number of students who commit repeat offenses that result in ISS/OSS (baseline gathered during the 10-11 school year).

Overall OSS Trends

1 st quarter 2009-2010	1 st quarter 2010-2011	2 nd quarter 2009-2010	2 nd quarter 2010-2011	3 rd quarter 2009-2010	3 rd quarter 2010-2011	4 th quarter 2009-2010	4 th quarter 2010-2011
52	29	37	27	40	30	33	35

Results for 2010-11

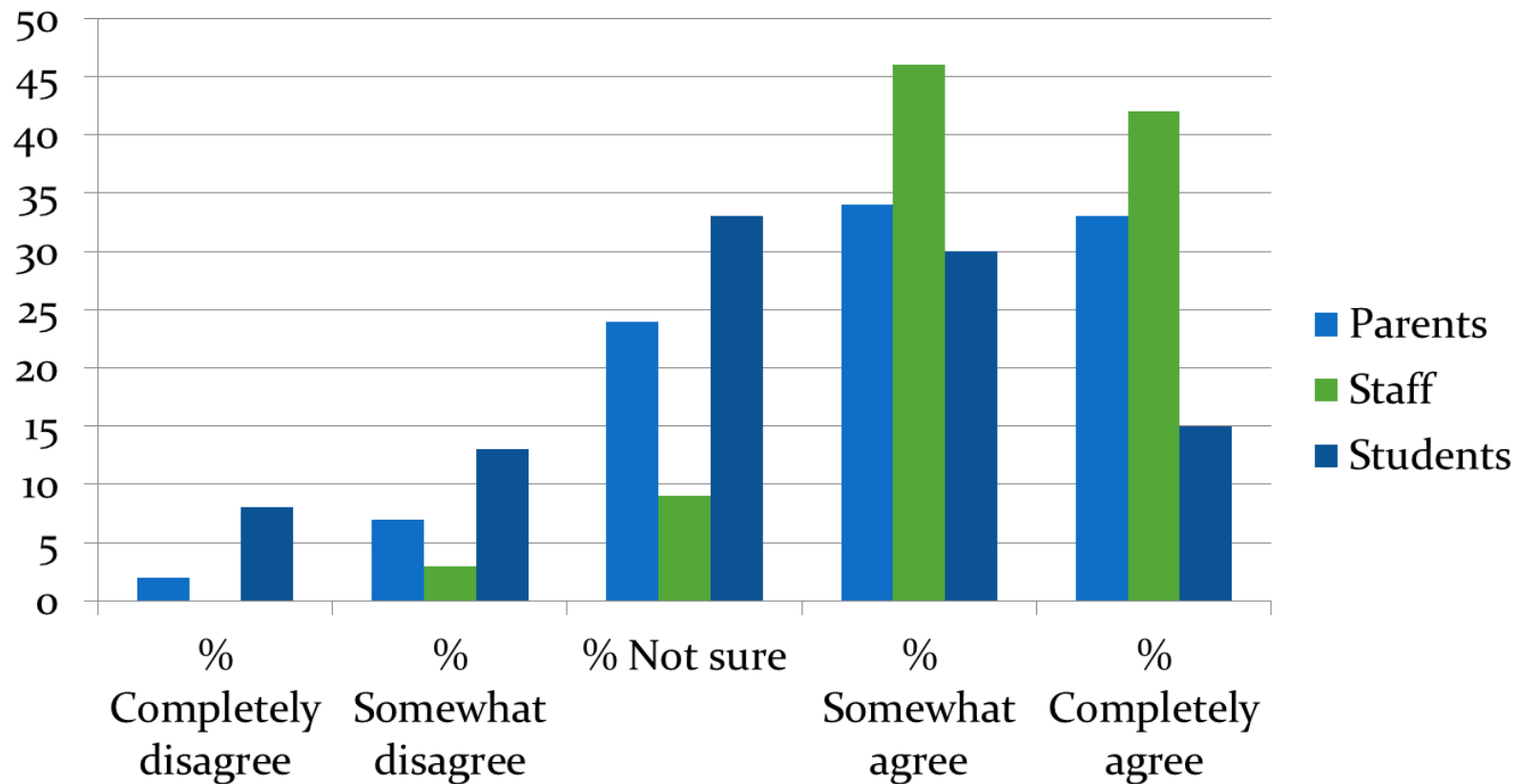
Intermediate Climate Goal: Increase number of students participating in extra-curricular activities by 1% from 2009-2010. Collect baseline data for extra-curricular participation by class. Maintain the number of club/athletic offerings in the 2010-2011 school year.

	2008-2009	2009-2010	2010-2011
Total number of students at Marquette	2190	2218	2216
Total number of students participating	1498 (68.4%)	1531 (69.0%)	1503 (67.8%)
Boys Participating	694 (64%)	672 (63%)	644 (59.5%)
Girls Participating	804 (72.7%)	859 (75%)	858 (75.7%)
IEP students	174 (58%)	171 (55%)	155 (52.4%)
Black (not Hispanic)	157 (67%)	139 (60%)	147 (65.6%)
Free and Reduced students	171 (58%)	150 (52%)	187 (64.3%)
White students	1226 (70%)	1237 (70%)	1198 (68.1%)

Results for 2010-11

Intermediate Climate Goal: Increase number of opportunities students have to participate in service-learning projects and community service activities.

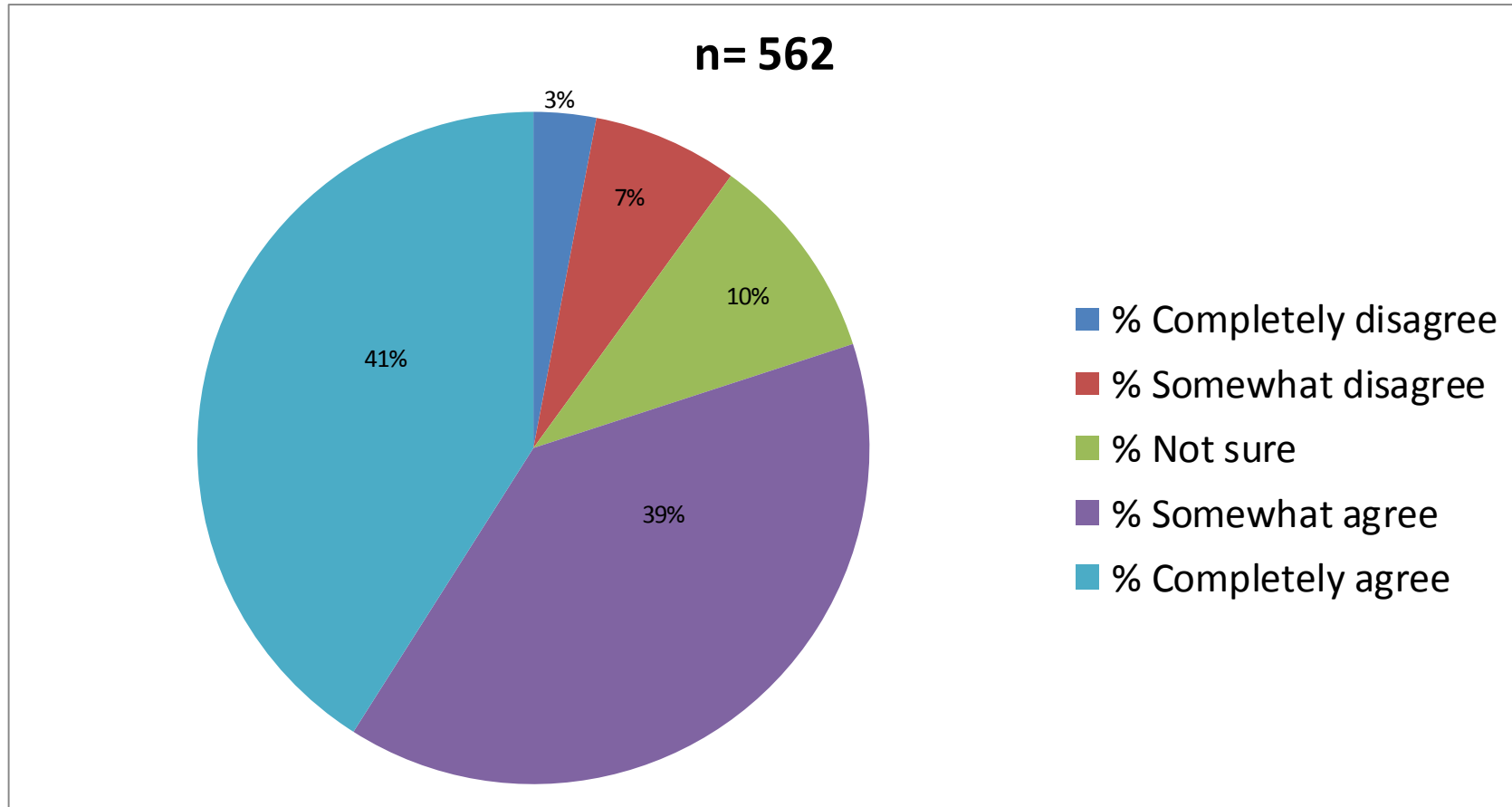
Perceived Student Involvement in Service Learning 2010-2011



Results for 2010-11

Intermediate Climate Goal: Increase the number of opportunities that encourage parent involvement

Parent's Perception of Inclusion at Marquette 2010-2011

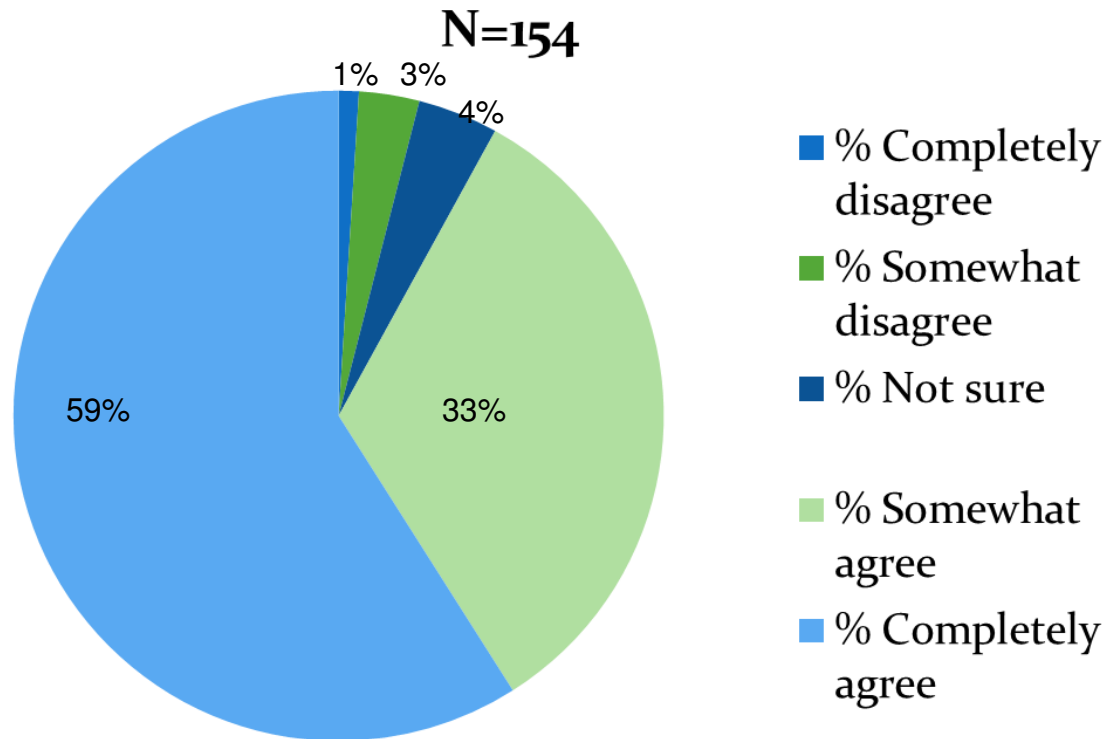


Results for 2010-11

Intermediate Climate Goal: Increase opportunities that foster positive staff relationships

Staff Connections to Marquette 2010-2011

Statement: "I feel like I am part of my school".



Current Reflection on 2010-11 Data and Plan Implementation

Reflection on Root Causes: *Looking back over last year's plan and your most recent data, do you believe you identified the root causes of your problem correctly? **Yes**. When you reflected on your implementation, did you discover discrepancies with your explanation? **No**. Did you refine your explanation or decide you needed to start over with a re-examination of the data? **Yes**.*

Reflection on 2010-11 Implementation: *Did you implement every action in last year's plan? **Yes**. Were these actions successful? **Yes**. Did they have the intended results? **Yes and no....refer to previously provided results**. Did you give the assessments planned? **Yes and no**. **Some of the district survey questions changed; thus we gathered data based off the current district survey**. Were they useful? **Yes**. For all of these questions, please provide evidence (you may use written explanations, tables, charts, graphs, or bullet points).*

Marquette's average daily attendance (ADA) was 94.86%; still short of our goal of 95%. This is a significant increase from the previous year's ADA. We continue to reflect on strategies to reach our goal of 95% for our ADA. Grade level offices and teachers work very hard to help improve the ADA. Each of our strategies is a calculated and methodical step in increasing student attendance. The most effective strategy, however, is the face-to-face conversation that occurs between the student, family, and the grade level principal.

The actions from last year's plan were successful. Without these actions, it is unlikely that there would have been the increases that we achieved. Most of the actions have been ongoing for several years, while others—especially the online questionnaire, the meetings with advisory groups, and the surveys with focus groups—have only been in place for the last several years, and they have (in particular) helped create new opportunities, especially in the form of new clubs, for the various reportable AYP subgroups.

Part B: What is Your Plan for Moving Forward in 2011-12

Intermediate Climate Goal for 2011-12:

- Increase average daily attendance to 95%.
- Reduce the number of students who commit multiple offenses that result in ISS / OSS by 15% annually as they progress from freshman to seniors.
- Increase number of students participating in extra-curricular activities by 1% from 2010-2011. Collect baseline data for extra-curricular participation by class. Maintain the number of club / athletic offerings in the 2011-2012 school year.
- Increase the knowledge base of teachers, students, and parents about service learning through professional development.
- Increase the percentage of parents who feel like they are encouraged to become involved at Marquette.
- Increase the percentage of faculty and staff who feel like they have built positive relationships with other staff members.

Take Action, Step One: *What actions will you take this coming year to address the root causes you have previously identified? How will these actions directly lead to achieving your goal? (In other words, how do they relate to your theory of action?) What resources, professional development, and training will you need to make the intervention work? How will you know that you have implemented your plan? Some of your actions may be continuing from last year; if so, please indicate that in the chart.*

Good attendance in school affects and benefits all aspects of a successful high school experience. More importantly, the relationships created by one-on-one meetings between student, parent, and grade level principal are critical. Partnering with parents is also an important step toward the goal. An AlertNow messaging system is in place to inform parents early in the day if their student has not arrived to school. This will “jump-start” the communication between parent and school thus encouraging a more immediate connection to the grade level principal. Attendance period reports will indicate if we are making progress toward our ADA goal of 95%.

Increased student participation in activities is integral in improving school climate and making students feel connected to school. Their participation heightens their overall school experience and helps them become well-rounded citizens. All of the actions taken will be continuing from last year. We will continue to explore new ideas and strategies for increased student participation through these actions, especially those that target our subgroups. The use of technology is vital for several of these actions, and working with people in our building who have this training will be important. We will know that the plan has been implemented after each action has been completed, as these are specific actions which have a date or time period in which they must occur.

As a school we will be looking at the school and community climate in the building. Since the entire administrative team returned this year, we hope to see an increase in faculty and staff who feel like they have built positive relationships with the administrative team and other staff members. The staff will concentrate on creating and building positive relationships with students and parents. Students will be given more voice in classroom and building decisions, as appropriate. Elevating student voice is essential in making a positive impact on school climate. Staff members will be given more avenues to interact with each other and the community in an effort to effectively increase positive relations. Our parents will have more opportunities to connect with our staff and with each other in a positive setting. We will create avenues of effective communication with our staff and community on ways to connect. Professional development opportunities for character education will be given during professional development time. We will know if our plan is working by comparing the data on both our parent and our staff surveys that we put out last year. We will also see an increase in the overall positive response from the district EBI survey. Administrators will discuss with staff members strategies on creating positive classroom environments as well as ways to increase student voice. The administration will get together to discuss strategies on communicating our goals as well as ways to support our teachers in the classroom.

Implementation Plan for 2011-12: Increase average daily attendance to 95%.

Improvement Strategies	Professional Development Strategies	Person Responsible	Implementation Timeline
1. Identify and contact students who exhibit poor attendance habits or begin poor attendance patterns.	Time	Grade level principals	Ongoing
2. Communicate to parents, students, and staff importance and benefits of good attendance.	Time	Grade level principals	Ongoing
3. Promote, encourage, and reward good attendance.	Time; Renaissance incentive rewards	Grade level principals, Renaissance committee	Quarterly

Take Action, Part Two: *How will you assess the effectiveness of the plan? How will you know the plan is working? At what points will you adjust your plan? Use the tables below to answer these questions.*

Formative Assessment for 2011-12: Increase average daily attendance to 95%.

Assessment Instrument	Given to	What dates	Results Available by
Monthly attendance reports	Administrators	Monthly	Final report June 2012

Implementation Plan for 2011-12: Reduce the number of students who commit multiple offenses that result in ISS / OSS by 15% annually as they progress from freshman to seniors.

Improvement Strategies	Professional Development Strategies	Person Responsible	Implementation Timeline
1. Increase student voice in the classroom.	Post Evaluation Conferences	Jon Schultz	Ongoing
2. Increase student voice in the building.	Time	Jon Schultz	Ongoing
3. Collaboration among administration on best practices on discipline.	PLC Time/A-Team meetings	Administrative team	Ongoing
4. Increase positive parent contact by staff.	Time	Administrative team	Ongoing
5. Increase positive relationship-building inside the classroom.	PLC Time/Discussion with evaluating principal	Administrative team	Ongoing
6. Discuss intervention strategies with administrative team and staff.	Time	Administrative team	Ongoing

Take Action, Part Two: *How will you assess the effectiveness of the plan? How will you know the plan is working? At what points will you adjust your plan? Use the tables below to answer these questions.*

Formative Assessment for 2011-12: Reduce the number of students who commit multiple offenses that result in ISS / OSS by 15% annually as they progress from freshman to seniors.

Assessment Instrument	Given to	What dates	Results Available by
ISS/OSS Data review	Administrators	Quarterly	Quarterly

Implementation Plan for 2011-12: Increase number of students participating in extra-curricular activities by 1% from 2010-2011. Collect baseline data for extra-curricular participation by class. Maintain the number of club / athletic offerings in the 2011-2012 school year.

Improvement Strategies	Professional Development Strategies	Person Responsible	Implementation Timeline
1. Develop letter for Principal's Newsletter outlining all activities offered at Marquette	Use the expertise and knowledge of sponsors and coaches	Mark Linneman	Each cycle for newsletter
2. Hold Activities Fair in conjunction with Curriculum Night	Share ideas with coaches and sponsors to promote their activities	Mark Linneman	January 2012
3. Use Marquette website to advertise and describe sports, fine arts, and club offerings	Work with school webmaster to update information	Mark Linneman	Ongoing
4. Update activity/athletic student participation database	Use Infinite Campus and work with registrar to create and utilize various reports	Mark Linneman	Ongoing
5. Meet with advisory groups to develop strategies to promote activities for all AYP subgroups.	Identify students through coaches, teachers, and administrators	Mark Linneman	Once each semester
6. Utilize online questionnaire for students to show their interest level in various activities and clubs	Work with school webmaster and technology consultant to create the questionnaire	Mark Linneman	March-April 2012
7. Create focus groups to survey students who have not participated in activities to determine their reasons for not participating	Develop survey for these students to complete	Mark Linneman	December 2011; May 2012

Take Action, Part Two: *How will you assess the effectiveness of the plan? How will you know the plan is working? At what points will you adjust your plan? Use the tables below to answer these questions.*

Formative Assessment for 2011-12:

Assessment Instrument	Given to	What dates	Results Available by
Master list of MHS students by grade and with reportable AYP subgroups identified for each student in addition to marking those who participated (created with use of Infinite Campus reports and lists of participating students provided by club sponsors)	All coaches, fine arts teachers, and club sponsors	Spring and Summer 2012	July 2012

Implementation Plan for 2011-12: Increase the knowledge base of teachers, students, and parents about service learning through professional development.

Improvement Strategies	Professional Development Strategies	Person Responsible	Implementation Timeline
1. Communicate purpose /impact of service learning	Climate Committee	Paul Burns / Jon Schultz	Ongoing
2. Discuss strategies for 2011-2012 school year	Climate Committee	Paul Burns / Jon Schultz	Ongoing

Take Action, Part Two: *How will you assess the effectiveness of the plan? How will you know the plan is working? At what points will you adjust your plan? Use the tables below to answer these questions.*

Formative Assessment for 2011-12: Increase the knowledge base of teachers, students, and parents about service learning through professional development.

Assessment Instrument	Given to	What dates	Results Available by
Staff Questionnaire	MHS Staff	April 2012	May 2012
Define service learning (build shared knowledge)	Administrative team, teachers, students, parents	First and second semester of the 2011-2012 school year	May 2012
Give examples of service learning already taking place at MHS	Administrative team, teachers, students, parents	Ongoing	May 2012
Promote service learning	Administrative team, teachers, students, parents	Ongoing	May 2012

Include service learning questions as part of post-observation	Administrative team, teachers, students, parents	Ongoing	May 2012
Work together with the BLT (Building Leadership Team) (A group of teachers that sponsor key student leadership organizations) to develop a list of all community and service learning activities taking place at Marquette	Administrative team, teachers, students, parents	Ongoing	May 2012

Implementation Plan for 2011-12: Increase the percentage of parents who feel like they are encouraged to become involved at Marquette.

Improvement Strategies	Professional Development Strategies	Person Responsible	Implementation Timeline
1. Create parent involvement survey to gather baseline data	PLC time	Jon Schultz/MPO/Climate Committee	Fall 2011
2. Increase positive parent communication	PLC Time	Jon Schultz /Climate Committee / Administrative team	Fall 2011
3. Increase contact with VICC Parents; Hold an open house in the city of St. Louis	Climate meetings	Jon Schultz /Climate Committee / DEEDS Office	Spring 2012
4. Hold an open house in the city of St. Louis	Time	Carl Hudson/ DEEDS office	Fall 2011
5. Initiate parent contact in a variety of ways	Climate meetings	Jon Schultz /MPO	Fall 2011
6. Increase accessibility of administration to parents	Time	Administration	Spring 2012
7. Create group specific volunteer and engagement opportunities for parents	PLC Time / MPO trainings	Jon Schultz /MPO	Spring 2012
8. New parent orientation	Time	Administration/MPO	Summer 2012

Take Action, Part Two: *How will you assess the effectiveness of the plan? How will you know the plan is working? At what points will you adjust your plan? Use the tables below to answer these questions.*

Formative Assessment for 2011-12: Increase the percentage of parents who feel like they are encouraged to become involved at Marquette.

Assessment Instrument	Given to	What dates	Results Available by
Parent Survey	All MHS Parents	April 2012	May 2012

Implementation Plan for 2011-12: Increase the percentage of faculty and staff who feel like they have built positive relationships with other staff members.

Improvement Strategies	Professional Development Strategies	Person Responsible	Implementation Timeline
1. Increase opportunities for staff members to engage socially with each other	Time	Jon Schultz	Fall 2011
2. Increase ways for staff members to get to know each other in the school setting	Time	Jon Schultz	Fall 2011
3. Increase opportunities for open and honest dialogue between staff and administration	Time / PLC time	Administration / PLC	Fall 2011
4. Increase staff appreciation and recognition efforts	Time	Greg Mathison / Jennifer Sebold / Renaissance	Ongoing
5. Collaborate with other schools, in the district, to come up with best practices for fostering positive staff relationships	Time	Greg Mathison	Ongoing

Take Action, Part Two: *How will you assess the effectiveness of the plan? How will you know the plan is working? At what points will you adjust your plan? Use the tables below to answer these questions.*

Formative Assessment for 2011-12: Increase the percentage of faculty and staff who feel like they have built positive relationships with other staff members.

Assessment Instrument	Given to	What dates	Results Available by
Staff survey	Entire staff	May 2012	June 2012

APPENDICES

Contents Check Sheet 2011-12

The requirements for school improvement plans for the 2011-2012 school year will be as follows:

1. Cover page that includes school name, address, and date of plan.
2. A list of the members of the SIP team and their roles; i.e. teacher, parent, community member, etc.
3. Mission Statement (How does your current mission statement align with the district's mission statement?)
4. Vision Statement (How does your current vision statement align with the district's vision statement?)
5. Values Statement (How does your current values statement align with the district's values statement?)
6. The long range goals that address
 - A. Student Achievement
 - a. Summary of progress from 2010-2011
 - b. Plans for 2011-2012
 - B. Climate
 - a. Summary of progress from 2010-2011
 - b. Plans for 2011-2012
7. Accountability process questionnaire

Accountability Process Questionnaire

The questions below are intended to prompt your School Accountability Advisory Committee to assess its involvement in areas that lead to improvement of school performance to assess its compliance with state law and rules and regulations governing the accountability and accreditation processes. If the answer to any of the questions is “no,” please attach a written explanation.

- | | | |
|--|-------------------|------------------|
| 1. Is the district mission statement included? | <u>YES</u> | NO |
| 2. Is the district mission vision statement included? | <u>YES</u> | NO |
| 3. Was this SIP developed through committee efforts? | <u>YES</u> | NO |
| 4. Did your School Improvement Team establish a meeting calendar? | <u>YES</u> | NO |
| 5. Did you involve staff PDC representative and parents in examining the data and developing the school's plan? | <u>YES</u> | NO |
| 6. Did you involve curriculum coordinators where appropriate? | <u>YES</u> | NO |
| 7. Is the racial/ethnic representation of your School Improvement Team proportional to the school's community? | <u>YES</u> | NO |
| 8. Was the meeting calendar for the SIP team established with consideration of the needs of the community? | <u>YES</u> | NO |
| 9. Was the community notified of the meeting schedule and were the meetings open to the public?
The School Improvement Plan committee meeting is not open to the public but the outcomes of the meeting are shared with teachers through planning period faculty meetings and parents/community members through newsletters and Marquette Parent Organization (MPO) monthly meetings. | YES | <u>NO</u> |
| 10. Were minutes of the SIP meetings published and available to the committee members and the public? | <u>YES</u> | NO |
| 11. Did you publish regular reports about the work of the committee in the school newsletter? | <u>YES</u> | NO |
| 12. Does your plan include a structure/schedule for staff development activities? | <u>YES</u> | NO |
| 13. Does your plan include regular checks for progress towards goals? | <u>YES</u> | NO |
| 14. Do your school budget priorities support your School Improvement Plan? | <u>YES</u> | NO |

Preparation of the School Improvement Plan

How did you involve staff and parents in examining the data and developing the school's plan?

Teacher representatives from each department, parents, students, and community members participated in data review and discussion to determine the long-range goals and yearly objectives for 2011-2012 based on the requirements from the district.

Representation of the Community

<i>Membership Representation</i>	#	%
Administrators	3	15
Certified Staff	16	80
Support Staff	1	5
Parents/Guardians	1	5
Parents of "exceptional" students i.e. SSD, Gifted	0	
Students (as appropriate)	2	10
Community/Business Partners		
PDC representative	1	5
NEA Representatives	1	5

Racial/Ethnic Representation

Is the racial/ethnic representation of your School Improvement Team proportional to the school's community? If not, please describe what has been done to recruit them. Yes

Community Members

Does your School Improvement Team have community members (non-parents and senior citizens)? If not, please describe what has been done to recruit them. Yes