

**MISD SCHOOL IMPROVEMENT PLAN
2011-2012**

Third Phase (February-April) Exemplary Grading Practices Goal: Through the use of exemplary grading practices, the MIHS faculty will provide a personalized learning environment that prepares students for a cognitive, global and digital world.

Strategic Actions	Progress Indicators	Team or Project Leader	Timeline	Resources Required Human/ Fiscal
Grading Practices: A committee will be established by 06/15/11 to develop a summary if research on best grading practices.	A summary of research will be presented to the faculty at the faculty meetings in February.	Grading Committee	06/30/11-01/15/12	-\$5,000 to time-card committee
<p><u>Professional Development:</u> From February through April, faculty and district directed meeting time will focus on developing exemplary grading practices.</p> <p>The Technology TOSA will work with departments and individual teachers on using technology to support the use of exemplary grading practices and to maximize the capacity of the Skyward grade book in reporting student progress.</p>	<p>Improved percentage of favorable responses on the EES on questions related to student learning, assessment data and communicating progress.</p> <p>Each teacher will develop a brief statement of their grading philosophy and procedures for their course syllabi.</p>	<p>Administrators and Department Heads</p> <p>Technology TOSA</p>	02/01/12-03/31/12	-\$5,000 for professional development (speakers, conference or workshop registration fees, teacher release time etc.)
<u>Teacher Evaluation:</u> At post-observation and goal setting and monitoring meetings each teacher will be asked how their grading practices will or have changed as a result of the focus on grading practices. Teachers will also demonstrate the use technology to support their grading practices.	There will be an increase in the number of components that change from “Basic” to “Proficient” and from “Proficient” to “Distinguished” on Self-Assessment Worksheets and Long Form Evaluations in Elements 1b, 2c, 3d, 4b, c, d and f.	Director	On-going	N/A

Contextual Data:

- On the 2011 Educational Effectiveness Survey (EES), 65% of staff feel that “teachers effectively communicate student progress to parents”
- 45% of staff feel that “we hold one another accountable for student learning”
- 46% of MIHS students indicate “my teachers tell me how I can improve to pass tests” is almost always or often true.
- 35% of MIHS parents feel that “this school communicates with me about my child’s progress” almost always and often true.
- 26% of parents feel that “I am encouraged to collaborate with my child’s teachers about my child’s learning”