

School-Specific Goal for Indiana Aerospace Junior/Senior High School

Mission Statement	The Indiana Aerospace Junior/Senior High School's mission is to provide students with a unique curriculum that integrates aerospace and aviation into their academic courses. The curriculum will provide students the opportunity to engage in multidisciplinary projects, enroll in dual-credit classes with local universities, and work in internships with local aerospace industry firms. The expectation is for the students to exceed the Indiana state standards in math, science, and technology in order to prepare and inspire them to pursue careers in the aerospace industry. Of equal importance is our mission to develop ethical standards that promote responsibility, good citizenship, respect for authority, and solid core values.
Performance Goal	Students will successfully complete, in accordance with an established rubric, an integrated project every year.
Performance Indicators	Students will demonstrate that they can integrate material learned during the school year through a multidisciplinary project.
Assessment Tools and Measures	A rubric will be developed to assess the project each year and the project will be evaluated by staff, peers, and external experts in the aerospace fields applied in the project (i.e., engineers, scientists, etc.)
Attachments	The school-developed assessment is under development and will be ready by October 31, 2009 for grades 7 and 8 when the curriculum for those grades will be fully developed.
Rationale for Goal and Measures	Project-based learning is an effective strategy in increasing student motivation and in improving student problem-solving and higher-order thinking skills. PBL helps make learning relevant and useful to students by establishing connections to life outside the classroom, addressing real world concerns, and developing real world skills. Many of the skills learned through PBL are those desired by today's employer, including the ability to work well with others, make thoughtful decisions, take initiative, and solve complex problems.
Assessment Reliability and Scoring Consistency	By having a standardized rubric for all evaluators to follow will increase the scoring consistency and reliability of the assessment. External evaluators will be briefed on the rubric prior to the presentation of the project in which the external evaluator will be assessing the project.
Baseline Data	The 7 th grade project will serve as the baseline data for all subsequent projects thereafter.
3 rd -Year Target	Does not meet standard: Fewer than 60% of the students earn a rating of "meets expectations" or higher on the established rubric Approaching standard: 60% of the students earn a rating of "meets expectations" or higher on the established rubric Meets standard: 70% of the students earn a rating of "meets expectations" or higher on the established rubric Exceeds standard: 80% of the students earn a rating of "meets expectations" or higher on the established rubric
6 th -Year Target	Does not meet standard: Fewer than 75% of the students earn a rating of "meets expectations" or higher on the established rubric Approaching standard: 75% of the students earn a rating of "meets expectations" or higher on the established rubric Meets standard: 85% of the students earn a rating of "meets expectations" or higher on the established rubric Exceeds standard: 95% of the students earn a rating of "meets expectations" or higher on the established rubric

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Performance Goal	Students will successfully complete two (2) internships with local aerospace industries and accumulate a minimum of 225 internship hours.
Performance Indicators	Students will demonstrate that they can make a connection between academic learning and their work-related experience in an aerospace field.
Assessment Tools and Measures	A rubric will be developed to assess the internship each year. The internship assessment will be based on the number of hours worked, the student outcomes, journal entries, and a mentor assessment.
Attachments	The student outcome worksheet and the rubric for the assessment of the internship are included in this attachment.
Rationale for Goal and Measures	Research has shown that there is a direct correlation between the internships in which students have served and the ultimate career paths which they select. Internships play a positive role in keeping students in school and have a positive impact on the student participants. Experiential learning, such as internships, affects the social, psychological and intellectual development of secondary-school students.
Assessment Reliability and Scoring Consistency	By having a standardized rubric for all evaluators to follow will increase the scoring consistency and reliability of the assessment. Professional development on the development of student outcomes for the internship and the subsequent assessment will be conducted with all staff members.
Baseline Data	The shadow experiences in the 9 th and 10 th grade will serve as baseline data for all subsequent internships the student participates in.
3rd-Year Target	We will not be able to have a 3 rd year target since our students will not be participating in internships until our 5 th year in operation.
6th-Year Target	Does not meet standard: Fewer than 75% of the students earn a rating of "meets expectations" or higher on the established rubric Approaching standard: 75% of the students earn a rating of "meets expectations" or higher on the established rubric Meets standard: 85% of the students earn a rating of "meets expectations" or higher on the established rubric Exceeds standard: 95% of the students earn a rating of "meets expectations" or higher on the established rubric

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Performance Goal	Students will successfully attain a minimum of six (6) transferable college credits prior to high school graduation.
Performance Indicators	Students will earn a "C" or above in their dual-credit courses.
Assessment Tools and Measures	We will conduct a survey of students annually to assess whether the dual-college courses offered are achieving the desired result of increasing exposure to aerospace oriented classes, challenging students, and familiarizing them with the college setting.
Attachments	The dual-credit classes available for students is under development and will be ready by October 31, 2011 for grades 9 - 12 when the curriculum for those grades will be fully developed.
Rationale for Goal and Measures	Dual enrollment programs motivate students to pursue college and challenge themselves all four years. Dual enrollment also has value above and beyond the academics. Students aren't just mastering college material in their classes, but are also learning to cope in a college setting. Dual enrollment might be the push that some students need to make a mental transition to college. Many first-generation college students don't have a reference of what college life is like. If these students can get a taste of college, they can see themselves furthering their education.
Assessment Reliability and Scoring Consistency	Dual credits will be offered by accredited universities which will increase the scoring consistency and reliability of the assessment.
Baseline Data	We will use placement exam data for placement into the college credits as our baseline data.
3 rd -Year Target	We will not be able to have a 3 rd year target since our students will not be participating in dual-credits until our 4 th year in operation.
6 th -Year Target	Does not meet standard: Fewer than 60% of the students earn a "C" or better for each of their dual-credit courses. Approaching standard: 60% of the students earn a "C" or better for each of their dual-credit courses. Meets standard: 70% of the students earn a "C" or better for each of their dual-credit courses. Exceeds standard: 80% of the students earn a "C" or better for each of their dual-credit courses.

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Performance Goal	Graduate a minimum of 50% of the students with an Academic Honors diploma, a minimum of 45% with Core 40 diploma, and less than 5% of students with a General Education diploma.
Performance Indicators	Students will demonstrate mastery in academic honors courses using pre-established rubrics for student outcomes.
Assessment Tools and Measures	A standardized curriculum for all courses will be developed by a curriculum team and approved by the School Board. Teachers will participate in professional development on appropriate pedagogy and development of assessment tools to evaluate student outcomes.
Attachments	The school's curriculum is under development and will be ready by October 31, 2009 for grades 7 and 8 and October 31, 2011 for grades 9 - 12.
Rationale for Goal and Measures	Academic intensity or rigor is the strongest predictor of college success and completion. Out of all pre-college curricula, the highest level of mathematics a student studies in secondary school, has the strongest continuing influence on bachelor's degree completion. Finishing a course beyond the level of Algebra 2 (for example, trigonometry or pre-calculus) more than doubles the odds that a student who enters post-secondary education will complete a bachelor's degree.
Assessment Reliability and Scoring Consistency	By having standardized student exit outcomes for all academic honors classes will increase the consistency and reliability of the assessment. Professional development for teachers to assist in the pedagogy of the academic honors courses and how the outcomes should be assessed will be conducted with all staff members.
Baseline Data	The average percentage of completion of each diploma for the State of Indiana.
3 rd -Year Target	We will not be able to have a 3 rd year target since our students will not be receiving diplomas until our 6 th year in operation.
6 th -Year Target	Does not meet standard: Fewer than 25% of the students earn an Academic Honors Diploma Approaching standard: 25% - 40% of the students earn an Academic Honors Diploma Meets standard: 40% - 50% of the students earn an Academic Honors Diploma Exceeds standard: 50% or more of the students earn an Academic Honors Diploma