

South Knox Middle-High School

School Improvement Plan

South Knox Middle-High School submits our school improvement plan in compliance with Indiana Public Law 221. The formulation of the plan stems from input of the faculty, staff, and administration. The plan serves the 2012-2015 school years.

I. Introduction

A. Narrative Description of the School, Community, and Student Population

South Knox Middle-High School is a one building facility that educates five hundred and twenty-seven (527) students in grades 7-12. The school consists of thirty-five (35) classrooms. Students have access to two computer labs and additional computers in the media center. One middle school and four high school Language Arts classroom are also equipped with laptops for student usage. The school has an additional lab for math remediation. All grades are on the same bell schedule and share several classrooms and the cafeteria. Generally, students are in classes with their same aged peers.

South Knox Middle-High School is located in southern Knox County, Indiana approximately six miles southeast of Vincennes. The area surrounding the corporation is a predominately rural farming community. South Knox draws students from several small towns and some students from the larger city of Vincennes. Knox County's largest employment opportunities come from the career areas of education and health services. Along with these white collar jobs, Knox County residents gain employment through mining, farming, and other blue collar jobs.

South Knox School Corporation was formed in the early 1960s. It included five small county schools located in southern Knox County – Decker, Decker Chapel, Fritchton, Monroe City and Wheatland. In 1967 the schools combined to form South Knox High School, which opened in August of 1967 for grades 6-12. The elementary students in grades K-5 attended the old Decker School and the old Monroe City School, which was renamed South Knox Elementary. A new K-6 South Knox Elementary opened adjacent to South Knox Middle-High School in August of 1999 replacing the Decker and South Knox Elementary. The sixth grade was then moved from South Knox Middle-High to the new South Knox Elementary. The two schools are located on an attractive 80 acre site. The enrollment for South Knox Middle-High School is 527 students.

The Middle-High school currently staffs twenty-nine (29) full time teachers and two (2) part time teachers. In addition, there are two special education teachers each paired with teaching assistants. The school employs six (6) individuals who work as assistants throughout the building. The school also employs four (4) technology staff members. The administrative staff consists of a principal, an assistant principal, an athletic director, a transportation director, two administrative assistants, one guidance director, a guidance counselor/librarian, a maintenance director, a treasurer, an office secretary, and a guidance department assistant. In addition to these staff members, the school also employs a full-time nurse and shares a speech pathologist with the elementary school.

Of the 527 students enrolled at South Knox for the 2012-2013 school year, there are 255 males and 272 females. Class sizes are as follows: Grade 7 has 89 students, Grade 8 has 93 students, Grade 9 has 88 students, Grade 10 has 85 students, Grade 11 has 82 students, and Grade 12 has 90 students. The number of non-Caucasian students is nine (9). The number of students receiving free lunch is ninety-one (91) and the number of students receiving reduced lunch is twenty-nine (29). There are sixty-one (61) students receiving Special Education accommodations in the middle and high school. There are ninety-seven (97) students who live outside of the South Knox school district whose parents choose to send them to South Knox.

Students are encouraged to participate in many extracurricular activities that are available at South Knox Middle-High School. These activities include: National Junior Honor Society (middle school), National Honor Society (high school), High and Middle School Student Council, High School and Middle School Spell Bowl, High School and Middle School Academic Super Bowl Teams, Drama Club, Pep Band, Concert Band, Marching Band, Art Club (middle and high school), FCCLA, FFA, Dance Team, Cheerleading, BPA, Newspaper (middle and high school), Yearbook, Spanish Club and interscholastic competition in high school and middle school cross country, track, basketball, soccer, tennis, volleyball, and golf. Students participating in athletics must meet the requirements of the South Knox Middle-High School Athletic Code which sets both academic and conduct standards for athletes.

The Middle-High school building has been well maintained and is in excellent condition. Administration has made it a priority to ensure the building has been updated over the years and that all areas of the building and grounds are safe for its students. Modernization to many of the learning spaces has occurred within the past several years. Rooms have been updated to accommodate new teaching technologies; such as computer and remediation labs for student usage. The corporation has installed energy efficient lighting and a new heating and cooling system to help in reducing costs. Recent projects for the building have included the complete remodeling of student restrooms, individual classrooms, the band/music classroom, the choir classroom, and the library.

Improvements have also been made to outdoor facilities as well. Most recently, the baseball field has had new lighting installed and a new press box and restrooms were built. Two additional soccer practice fields have been created this past year. The wastewater treatment facility has been upgraded to meet IDEM standards.

B. Description and Location of the Curriculum

Like other school corporations in the state, the South Knox Middle-High School Curriculum is undergoing substantial changes as the Common Core State Standards and New Literacy Standards are adopted by the state. The English department has been the first to implement these new standards. Other departments will be updating from the Indiana State Standards according to the state's blueprint.

Course descriptions are available on the school's website. Curriculum maps are stored on the school's server and are updated annually by faculty. Textbooks are adopted that meet or exceed standards. Lesson plans are standards based and updated continually by faculty. Faculty use the school's student information system, Harmony, to communicate to parents their curriculum and what standards are being met.

C. Assessments In Addition to ISTEP+

Other formal assessments include the Scholastic Reading Inventory, PSAT, SAT, and Accuplacer. Additionally, faculty use a variety of evaluation tools to assess learning. As a result, learning adjustments are made frequently to meet student need.

The Scholastic Reading Inventory is a computer based test that measures student reading comprehension. Students will be tested throughout the year and results will be disseminated to faculty. Baseline testing was performed in August and September 2012.

II. Mission Statement

South Knox Middle-High School Mission Statement

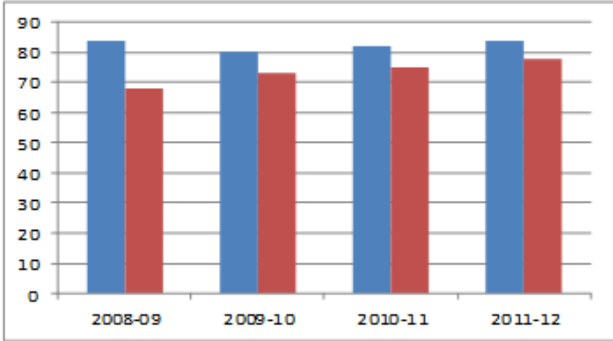
The mission of the South Knox Middle-High School is to provide exemplary educational opportunities within a safe, nurturing learning environment. We dedicate ourselves to the optimum academic and personal growth of each student.

III. Summary of Data

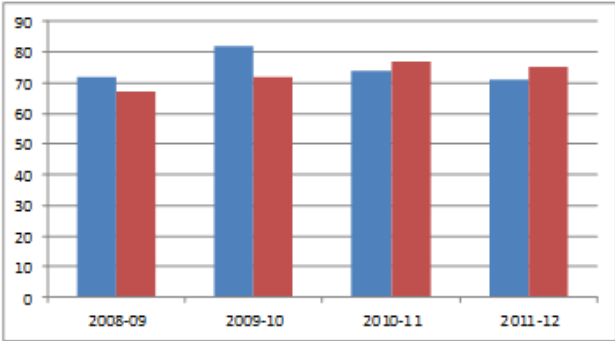
A. Data, Including graphs, from the Annual Performance Report

1. Seventh Grade ISTEP Results

Grade 7 Percent students passing MATH ISTEP		
Year	South Knox	IN Public Schools
2008-09	84	68
2009-10	80	73
2010-11	82	75
2011-12	84	78



Grade 7 Percent students passing English ISTEP		
Year	South Knox	IN Public Schools
2008-09	72	67
2009-10	82	72
2010-11	74	77
2011-12	71	75



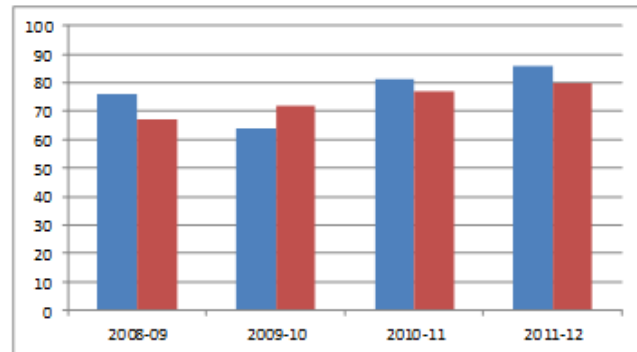
Summary of Grade 7 ISTEP Data

Math – Over the last four years cumulative, South Knox Middle School has averaged almost 9% higher than the state average for passing Math.

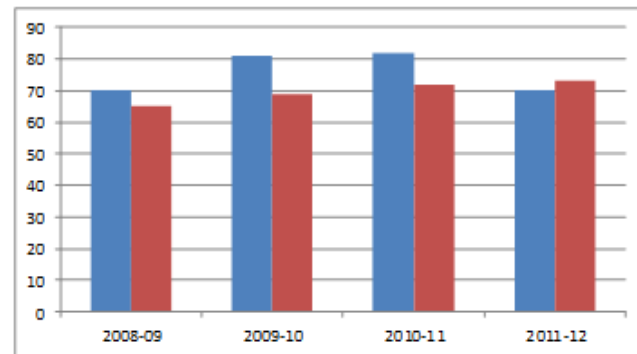
English – Over the last four years cumulative, South Knox Middle School has averaged almost 2% higher than the state average for passing English. However, in looking only at the last two years, the percentage of students passing is 3.5% below the state average. SKMS must do more to help students in the area of reading comprehension

2. Eighth Grade ISTEP Results

Grade 8 Percent students passing MATH ISTEP		
Year	South Knox	IN Public Schools
2008-09	76	67
2009-10	64	72
2010-11	81	77
2011-12	86	80



Grade 8 Percent students passing English ISTEP		
Year	South Knox	IN Public Schools
2008-09	70	65
2009-10	81	69
2010-11	82	72
2011-12	70	73



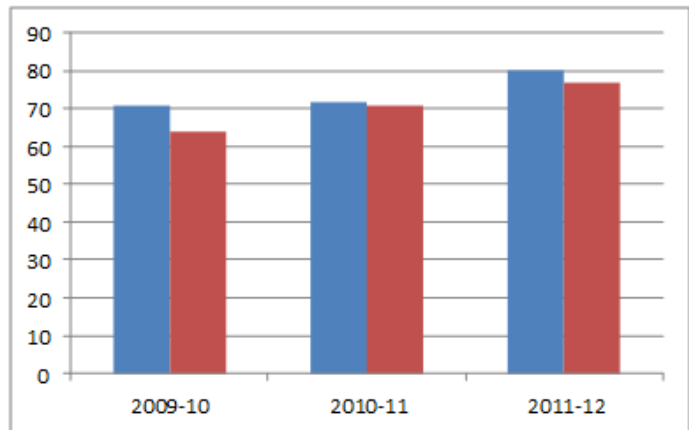
Summary of Grade 8 ISTEP Data

Math – Over the last four years cumulative, South Knox Middle School has averaged almost 3% higher than the state average for passing Math. There was a significant drop-off in the year 2009-10, but scores have been substantially higher in the last two years.

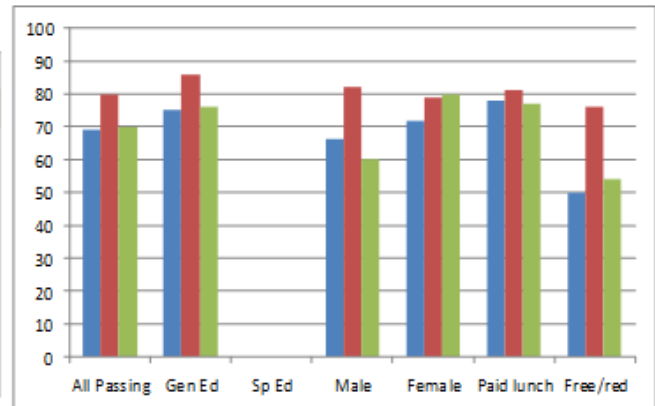
English – Over the last four years cumulative, South Knox Middle School has averaged almost 8% higher than the state average for passing English. However, in looking only at 2011-12 the percentage of students passing is 3% below the state average. SKMS must do more to help students in the area of reading comprehension

3. English 10 ECA Results

	South Knox	IN Public Schools
2009-10	71	64
2010-11	72	71
2011-12	80	77



	2009-10	2010-2011	2011-12
All Passing	69	80	70
Gen Ed	75	86	76
Sp Ed	n/a	n/a	n/a
Male	66	82	60
Female	77	79	80
Paid lunch	78	81	77
Free/red	50	76	54

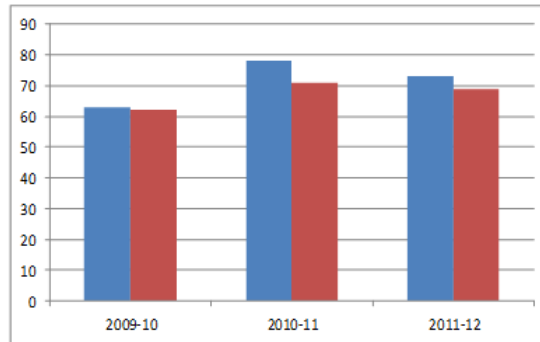


Summary of English ECA Data

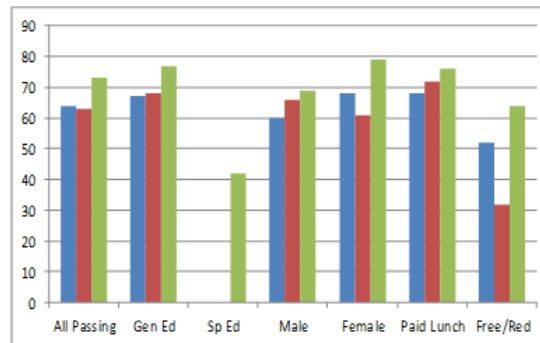
Over the past three years, South Knox has averaged about 4% higher than the state average on the ECA test. South Knox has also shown steady improvement over the last three years, which included an 8% jump in 2011-2012. This improvement shows South Knox is working hard to continue to improve reading comprehension with all students.

4. Algebra I ECA Results

	South Knox	IN Public Schools
2009-10	63	62
2010-11	78	71
2011-12	73	69



	2009-10	2010-2011	2011-12
All Passing	64	63	73
Gen Ed	67	68	77
Sp Ed	n/a	n/a	42
Male	60	66	69
Female	68	61	79
Paid Lunch	68	72	76
Free/Red	52	32	64

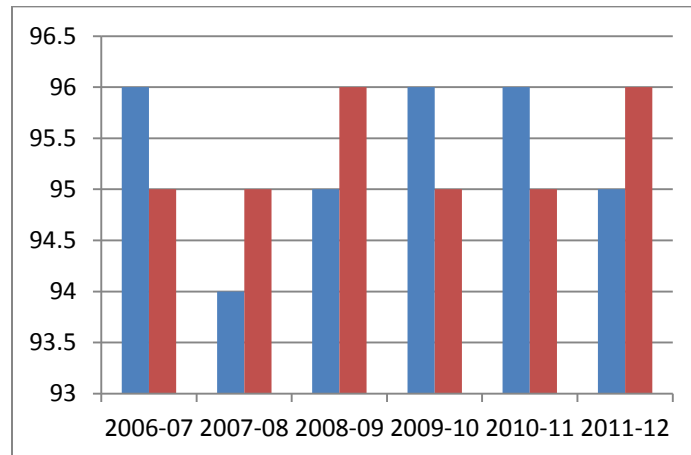


Summary of Algebra I ECA Data

Over the past three years, South Knox has averaged 4% higher than the state average on the Algebra I ECA test. However, similar to the state average, South Knox did see a 5% drop on the average score in 2011-2012. South Knox must continue to work on helping students to improve their math skills.

5. Attendance Rate

Attendance Rate Trend		
Year	South Knox	IN Public Schools
2006-07	96	95
2007-08	94	95
2008-09	95	96
2009-10	96	95
2010-11	96	95
2011-12	95	96

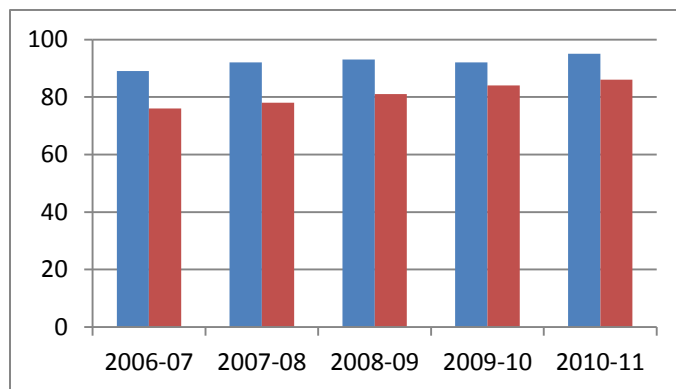


Summary of Attendance Data

South Knox High School has maintained an attendance rate over the last several years consistent with that of all Indiana Public Schools. Since the year 2008-09, South Knox's attendance rate has been at least 95% each year.

6. Graduation Rate

Graduation Rate		
Year	South Knox	IN Public Schools
2006-07	89	76
2007-08	92	78
2008-09	93	81
2009-10	92	84
2010-11	95	86



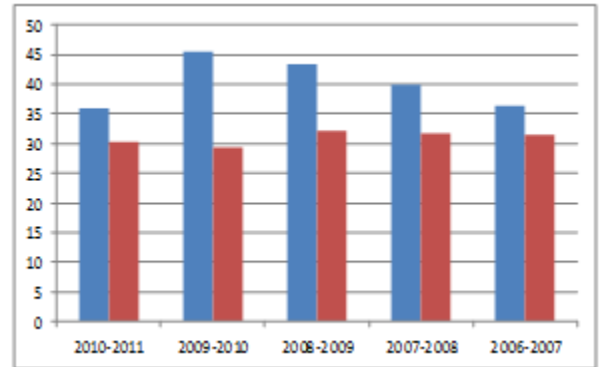
Summary of Graduation Rate Data

South Knox High School has consistently exceeded the average graduation rate of all Indiana Public Schools. Over the last five years, the school's average graduation rate is over 10% higher than the state average.

B. Data, including graphs, other than those in the Annual Performance Report

1. Percent of Graduates Earning Academic Honors Diploma

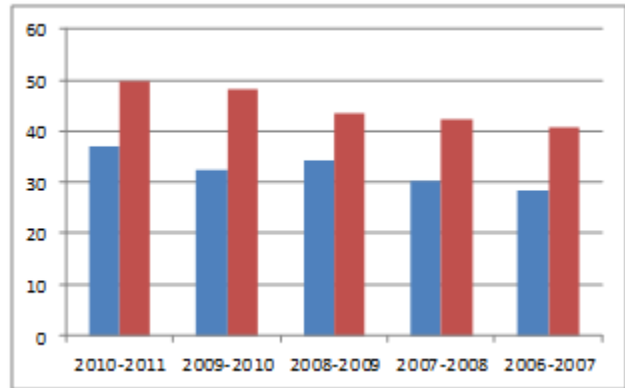
Percent of Graduates Earning Academic Honors Diploma		
	South Knox	IN Public Schools
2010-2011	36	30.4
2009-2010	45.5	29.3
2008-2009	43.4	32.1
2007-2008	39.8	31.6
2006-2007	36.5	31.4



The percent of South Knox graduates earning the Academic Honors Diploma is consistently higher than the state average for Indiana Public Schools. The difference over the past 5 years ranges from 5.1 to 16.2 percent resulting in an average of South Knox outpacing the public schools in Indiana by 9.28%

2. Percent of Graduates Earning Core 40 Diploma

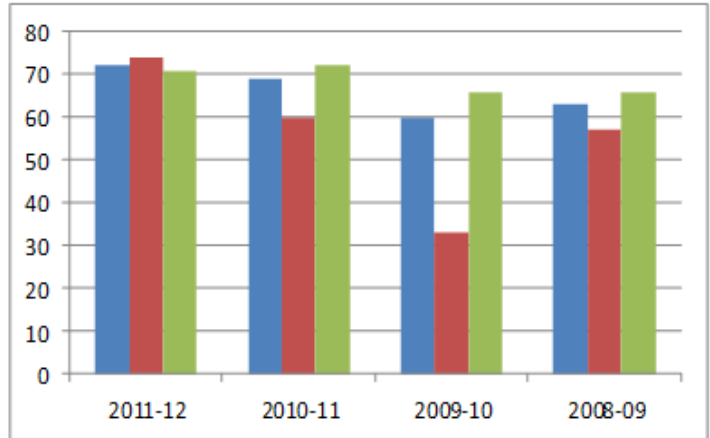
Percent of Graduates Earning Core 40 Diploma		
	South Knox	IN Public
2010-2011	37.1	49.6
2009-2010	32.5	48.3
2008-2009	34.2	43.4
2007-2008	30.1	42.2
2006-2007	28.4	40.8



The percent of South Knox graduates earning the Core 40 Diploma is consistently lower than the state average for Indiana Public Schools. The difference over the past 5 years ranges from 9.2 to 15.8 percent resulting in an average of South Knox trailing the public schools in Indiana by 12.4%

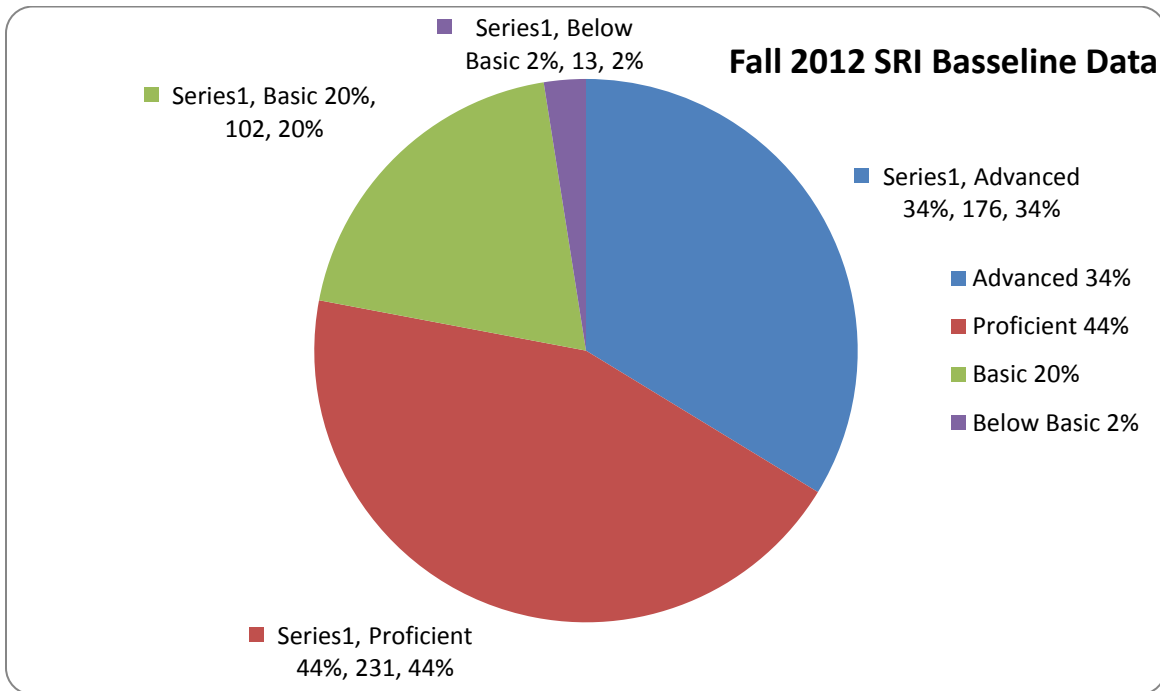
3. Percent of Graduates earning Dual Credit

Percent of Graduates Earning Dual Credit			
	All	Free/Red	Paid
2011-12	72	74	71
2010-11	69	60	72
2009-10	60	33	66
2008-09	63	57	66



Data shows the number of graduates earning dual credit hours has averaged 66% over the past four years. 56% of graduates who receive free/reduced lunch earned dual credit. 68.8% of graduates who purchase their lunch earned dual credit.

4. SRI Data



The Scholastic Reading Inventory was added to the English Department in fall 2012 as a way to test the student's reading comprehension on the Lexile scale developed by MetaMetrics. The student will learn his or her Lexile score, which indicates the level of reading comprehension for the student. That score can then be used by teachers and students to help

select appropriate reading materials within the student's reading range. Text can also be analyzed for its Lexile score, which rates the difficulty of reading. For example, if a student earns a Lexile score of 750L, he should read materials that are in a range from about 100 points below to 50 points above. In other words, that student will be reading books and other materials in a Lexile range of 650L to 800L.

Teachers in all subject areas will eventually have the opportunity to access their students' Lexile scores to use in text selection for their courses. Students can use their Lexile scores to select independent reading materials for courses or other reading.

This assessment will be used five times each school year to determine each student's reading comprehension. The first assessment at the beginning of each year will set a baseline score for each student for that year. From this first score, student progress will be tracked through the rest of the year. Assessments will be given at the end of each quarter. Scores can be tracked for individual students, specific classes, grade levels, and the entire school. Progress can also be tracked for students from the beginning of their time at South Knox Middle-High School until they graduate.

With the testing, students are grouped according to their proficiency in reading text at their grade level. Categories are Advanced (student reads well above what is necessary for his grade level), Proficient (student reads successfully at his grade level), Basic (student has the very basic skills to read at grade level, but will likely struggle), and Below Basic (student falls significantly below the basic reading skills for his grade level).

C. Community Partnerships

There are a number of community facilities that offer South Knox students access, as well as provide academic, recreational and support services. Although some of the following facilities are not in the South Knox district, they are so close (Vincennes) that a number of our students routinely access them.

Blue Jeans Center, Monroe City -Sports leagues, tutoring, free meals, library
Decker Community Center –Organized youth activities
Knox County 4-H
Knox county Public Library -Educational Materials and youth programming
Good Samaritan Hospital –Fit Kids, student volunteer programs
Area Churches
YMCA
Area Golf Courses – free facilities for school teams
South Knox Education Foundation
South Knox Athletic Boosters
South Knox Band Boosters
South Knox Choir Boosters
Junior Achievement
Relay for Life
Teen Court
Think Pink

Vocational Rehabilitation of Knox County
Twin River Vocational Program
Youth Leadership Knox County
Knox County Community Foundation – YIP, Freshen-Up, scholarships
KCARC – student employment program
Indiana Workforce Development – Jr. High Reality Store
VU – College and Career planning
Vincennes Police Department and Head Start – Shop with a Cop

D. College and Career Readiness

College and career readiness begins when students enter our building in 7th grade. Each year the counselors meet with students at each grade level to provide information about graduation requirements, Core-40 with Academic Honors, Technical Honors, Core-40, and general diploma requirements. Drive of Your Life.org, TripToCollege.org and LearnMore are all web sites used for students in 7-12 to guide them to career and higher education choices. All 8th grade students participate in a Reality Store organized by Work Force Development on the Vincennes University Campus. A county wide conference takes place in October each year for all freshman students. The conference focus is on making good choices to help advance students' educational and personal goals. The Knox County Community Foundation sponsors the Freshman Conference and the high school counselor serves as an adult committee member. All juniors participate in a campus visit to Vincennes University each year. Students meet with department heads in their area of interest and tour the campus. Seniors take part in Knox County Senior Day during College Go Week. A lunch and motivational speaker is provided by Vincennes University.

Students at South Knox Middle-High School are encouraged to take academically challenging classes. At the present time we offer eight dual credit classes from the Core Transfer Library and two AP classes. Seniors may also earn dual credit by taking courses on Vincennes University Campus during the school day. On our A-F Accountability Report Card "College and Career Readiness," 63 of 89 seniors earned dual college credit while in high school during 2010-2011.

Project based learning in various pathways is offered through our career and technical education program at Twin Rivers. Juniors and seniors have the opportunity to participate in Automotive Service Tech, Construction Technology, Cosmetology, and Health Science located off campus. Twin Rivers also offers 17 career and technical programs seniors may apply to attend at Vincennes University.

College and career information is provided to parents through emails and the school website. All scholarship opportunities are email to both students and parents. Parent Night is held for incoming 7th grade students in August before the start of school. An 8th grade parent night is held in the spring to inform parents about class selection in high school and graduation requirements. The counselor provides opportunities after school and in the evening to assist parents and students with financial aid.

IV. Conclusions of School-Wide Educational Programming: Analysis, Goals, and Strategies

A. Curriculum Alignment with the Indiana Common Core State

South Knox has a student-focused curriculum that considers many determinants for a holistic approach to student needs. One of the primary goals is to successfully implement the new common core state standards throughout the curriculum. Following with the standards are the concrete goals of improving reading comprehension, continuing advancement in writing and oral communication, and focusing more on non-fiction subject matter. Each of these components should be cross-curricular.

However, the primary goal is to facilitate reading comprehension across the curriculum and allow each student to meet their comprehension goals. Through quarterly assessment, data evaluation, and implementing curriculum changes, the administration, faculty, and staff can diversify classroom models to meet the same diversities among the students' comprehension abilities. After establishing baseline data, the faculty will strive to find age appropriate material that spans a variety of subject areas and a variety of Lexile score levels that meet the different needs of the students. An increase in comprehension should facilitate a growth of understanding in all subject areas throughout the curriculum.

Similarly, it is the goal of South Knox to maintain students' oral and written communication and computation abilities. Much the same as our current reading comprehension goals, we feel the ability to communicate both oral and written information is vital to creating and maintaining the holistic approach to education. South Knox students should be able to communicate in various forms of non-fiction in all areas of curriculum through writing. They should also be expected to fully orally explain, through governance of advanced vocabulary, the complexities of each primary subject area to increase rigor both inside and outside of the classroom.

Vigilant evaluation and monitoring of student ability levels allow faculty to determine the needs of each student in the classroom. Evaluating student need will establish more concise modifications to the current subject material so that students can achieve within their ability level, maintaining a consistent rigor for each student. Through the individualized planning, the students will be able to achieve at a level that does not undermine their current intellect, but allows them to maintain a level of success.

B. Instructional Support: Indiana Common Core State Standards Implementation

South Knox fosters a sense of purpose through implementing the strategies to achieve the aforementioned goals. Through pre-assessment, baseline data analysis, continual data analysis, skills development, and assessment, the administration, faculty, and staff can establish a learning environment conducive to student productivity and usable understanding.

Establishing, analyzing, and using student achievement ability is vital to understanding the growth of the individual student and the growth of a class as a whole. South Knox has implemented several programs that facilitate data collection and analysis and encourage skill level development and student remediation.

We currently use the IXL for Pre-Algebra and Algebra, prominently at the middle school level and somewhat at the high school level. Through assessment, this helps the Math Department determine which students need intervention tools. The program also allows for the usage of planning tools to aid the student with remediation, as needed. This program has been established to aid faculty in helping students achieve their assessment goals and understanding of the rudimentary material necessary to accomplish computation at a higher level throughout the rest of their educational career. It is the hope of South Knox that each student will achieve in mathematics at a grade appropriate and age appropriate level before graduating high school.

The Scholastic Reading inventory is another tool South Knox has recently implemented to help grow the reading comprehension ability among the students, overall and individually. The SRI allows students to personally monitor their own comprehension growth. This helps students gain in confidence and develops a partnership between faculty and students. The SRI allows the teacher and the student to see reading materials that are appropriate for the individual student. Through reading ability appropriate materials, a student's nomenclature and syntax will grow to the next level. This prompts a more concise growth pattern.

Similarly, each student should grow a more advanced vocabulary across the curriculum to manage the coursework for each subject area. As faculty establishes a better understanding of student's individual language needs, they can modify the syntax of their subject area to fit the students' needs in the classroom. Therefore, each student will understand the current subject matter regardless of the difficulty of the material.

Through laboratory work and other hands-on coursework, teachers can evaluate a student's ability to utilize the coursework they have been taught. Each department will establish laboratory opportunities or hands-on experiences so student can reinforce the textual ideals, which in turn reinforces the material that will be presented in the End of Course Assessments. This allows the student to draw parallels between similar information and allows him to collaborate with other students to foster further ideas about the material.

South Knox has undergone many changes to improve class structure and the student learning environment. We have evaluated and changed the daily schedule to include extended time in class and have decreased the time periods that do not contribute to student learning. Each department has added personnel solely to benefit more collaborative teaching time between faculty, staff, and the students. Also, computerized laboratories have been established to aid the students who require intervention. These changes should facilitate a more conducive learning environment and a better staff to student ratio for students who are in need of remediation to meet their educational goals.

C. Parental Involvement

It is the goal of South Knox that all parents are involved through partnerships, volunteering, mentoring, and attendance at school functions. All faculty and staff accept, support, and enforce the established academic behavior policies. Parental involvement is part of our current educational programming in the Conclusion of School Wide Educational Programming: Analysis, Goals, and Strategies. When parents are given opportunities by educators to contribute to the growth and progress of their sons and daughters it opens lines of communication. This gives our school the ability to facilitate new programs and curriculum

with the support of the parental community. Having an open door policy with parents' shows them that, as educators, our number one priority is the success of their student.

Partnerships between the school and the parental community is essential: By asking parents for their input on their students' personal learning objectives we are facilitating opportunities to collaborate and develop a viable course of action that is in the students' best interest.

Regular communication between administration, faculty, staff, and parents facilitates open communication, providing solutions for any problems or concerns. The use of e-mail, phone, Harmony (where homework and grades are posted), gives opportunities for teachers and parents to voice their concerns and give diplomatic feedback. Any warranted face-to-face meeting should be done as needed. This partnership ensures parents are updated with their student's progress, including coursework, assessments, and behavioral responsibilities.

D. Technology as a Learning Tool

The school is equipped with an up-to-date technology infrastructure. The Middle-High School and South Knox Elementary School share a local area network consisting of a fiber backbone. A direct 20mbps connection to the Internet is employed at each building. Every classroom and office is wired for network access. All classrooms and two computer labs currently have Internet access. Additionally, four high school English classrooms are each outfitted with 30 computers that also have Internet access. The school utilizes Harmony as the student management software. Teachers use an electronic grade book that is integrated with the student management program. The high school has approximately 325 computers.

Plans are being made to update the corporation's infrastructure by adding wireless access points throughout the corporation. Currently wireless access is available in the library, athletic office, the gymnasium, high school English classrooms and the auditorium. The infrastructure and additional bandwidth needs are continually evaluated and upgrades will be made on an on-demand basis.

Most of the faculty and staff at South Knox School Corporation have taken an interest in technology and are actively using it in their classrooms. All classrooms have existing interactive technology for the student use. Interactive whiteboards and Smart Boards were installed in the summer of 2011. Many classrooms have document cameras and student response systems.

E. Safe and Disciplined Learning Environment

The corporation has developed a comprehensive Emergency Action Plan which is updated annually. Each classroom contains a "red folder" which contains the Emergency Plan and resources for use during an emergency. The Plan is also distributed via email to all staff at the beginning of the school with directions for staff members to save the plan to their computer desktop. The Safety Committee is chaired by Scott Staggs and David Couchenour is the building representative. Members are Ann Carie, Teacher; Annette Wallace, Aide; C.J. Carie, Teacher; Carolyn Pieper, Teacher; Chris Lancaster, Athletic Director; Cynthia Murphy, Teacher; Greg Laake, Teacher; Janet Houchin, Aide; Jeff Dhonau, Principal; Joe Patton, Teacher; Mabelle Pool, Teacher; Matt Toothman, Teacher; Rita Reel, School Nurse; Sara Hutchens, Guidance Counselor; Scott Henwood, Teacher; Scott Staggs, Assistant Principal at SKE; Tim

Marsee, Director of Building and Grounds; David Couchenour, Assistant Principal and Building Representative.

Other safety measures employed by the school:

- Employ a sheriff's deputy who is on site during the school day.
- Staff members are assigned bus and parking lot duty before and after school. Staff members are in the halls during passing periods.
- Only one door (located in sight of the office secretary) is open to visitors during the day.
- Sign out/Sign In sheets are used to track visitors. Guests wear passes to identify themselves.
- Sign out/Sign In sheets are used to track students who leave during the day for appointments
- Participation in County Wide Emergency Management Preparedness Training. Complete monthly fire drills, and tornado drills each semester.
- Analyze and deliberate two accident scenarios with School Safety teams once a semester.
- All faculty and staff wear school issued photo IDs.
- "Safe Buckets" that contain flashlights, bottles of water, crowbars and medical kits were distributed throughout the building.

V. Benchmarks for Progress

- A. 95% Attendance Rate
- B. 91% Graduation Rate
- C. 84% of students passing ISTEP math
- D. 73% of students passing Algebra I ECA
- E. 75% of students passing ISTEP language arts
- F. 80% of students passing English ECA
- G. 80% students reading at or above grade level
- H. 70% of graduates earning dual credit
- I. 36% graduates earning Academic Honors Diploma
- J. 40% graduates earning Core 40 Diploma

VI. Statutes and Rules to be Waived

No statutes or rules to be waived.

VII. 3 Year Time Line, Goals and Interventions

Goal: To maximize the reading comprehension abilities of all students.

Assessment:

Student Reading Inventory (SRI)

All students will be tested at the beginning of the school year using the SRI test and will be assigned a Lexile score. In addition, students will be tested quarterly during the school year to measure growth in this area. Baseline data was collected in August and September of 2012.

ISTEP+ (7th and 8th grade) Nonfiction/Informational Text Scores

ISTEP+ (7th and 8th grade) Vocabulary Scores

10th Grade End of Course Assessment Reading Comprehension Scores

10th Grade End of Course Assessment Vocabulary Scores

Accuplacer Critical Reading Score

Baseline Data will be collected in the 2012-13 school year.

Baseline Data:

Percent of Students Meeting Standard

	2009-2010	2010-2011	2011-2012
ISTEP+ Non Fiction/Informational Text 7th Grade	83	76	72
ISTEP+ Non Fiction/Informational Text 8th Grade	81	84	70
English ECA Reading Comprehension 10th Grade	69	79	70
ISTEP+ Vocabulary 7th Grade	83	75	72
ISTEP+ Vocabulary 8th Grade	79	79	69
English ECA Vocabulary 10th Grade	68	70	68

SRI Baseline Data August/September 2012

Percent of Student Population

	Well Below	Basic	Proficient	Advanced
Overall	2	20	44	34
12	3	11	51	34
11	1	15	52	32
10	1	19	40	41
9	1	27	31	41
8	4	20	48	28
7	3	25	45	27

Professional Research/Best Practice:

Indiana 6-12 Literacy Framework. Indiana Department of Education. Web. 5 Oct. 2012.
<<http://www.doe.in.gov/sites/default/files/curriculum/slf-instruction.pdf>>.

On Aug. 9, six English teachers and two special education teachers participated in a one-day (six hours) Scholastic Reading Inventory training at South Knox Middle-High School with Marjorie Goyings from Scholastic. The group reviewed testing procedures, best practices, reports, and received kits that included the SRI Implementation Guide, Best Practices Guide, Educator’s Guide, Technical Guide, and Assessment and Reporting Guide.

The Lexile© Framework for Reading. MetaMetrics. 2012. Web. 5 Oct. 2012.
<<http://www.lexile.com/>>

Wolf, John. “Text Matters: 7 Actions that Teachers Can Take Right Now: Text Complexity.” Learning Connection. Indiana Department of Education. Web. 5 Oct. 2012.
<<https://learningconnection.doe.in.gov/Library/FilingCabinet/ViewFileDetail.aspx?lfid=44780>>.

Southern Indiana Education Center’s K-12 Common Core – Language Arts workshop. Oct. 6, 2011. Members of the English Department and Special Education attended.

Indiana Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Indiana Department of Education. Oct. 6, 2011.

Common Core Literacy Standards for History, Social Studies, Science, &
Technical Studies (6-12) Workshop

Highly Effective Instructional Strategies-for Secondary Teachers Workshop

Disciplinary Literacy Anchored in the Common Core Standards Workshop

Academic Vocabulary Anchored in the Common Core Standards Workshop

Intervention 1: Use Text Complexity to provide optimal possible learning for all students

Activity 1: Establish Baseline SRI Test and implement Quarterly Testing

Time Frame: August/September 2012

Activity 2: Students read books/other texts in their Lexile range

Time Frame: Fall 2012

Activity 3: Grade 10, 11, 12 Special Education Students-Student Learning
Objective-Raise Lexile score 50 points

Time Frame: Fall 2012

Activity 4: All English and some Biology classes implement differentiated
instruction with At Risk/Special Education Students using Lexile Scores

Time Frame: Fall 2012

Activity 5: Distribute SRI information to all teachers, parents and students via
school website. Mrs. Keary Wilson is developing this system as a project
for her Master's in Instructional Systems Technology program.

Time Frame: Spring 2013

Activity 6: Each teacher will analyze textbooks and other written material using
Lexile scores.

Time Frame: Spring 2013

Activity 7: Cross-curricular usage of Lexile score by staff and begin adaptation
of classroom material in one class by each teacher.

Time Frame: Fall 2013

Activity 8: Cross-curricular usage of Lexile score by staff and begin adaptation of
classroom material in multiple classes by each teacher.

Time Frame: Spring 2014

Activity 9: Cross-curricular usage by staff and full adaptation in all classrooms.

Time Frame: Fall 2014

Professional Development: Whole staff training taught in-house. Teachers will learn how to access and utilize Lexile Score information and how to analyze material to differentiate instruction in their classroom.

Time Frame: Spring 2013

Intervention 2: Develop Content Area Vocabulary

Activity 1: Content Specific Vocabulary Activities. Staff will pick 1 (or more) from list of 5 vocabulary activities to implement in their classrooms. Activities will be determined by input by English teachers and other subject area teachers who attend literacy workshops in the fall of 2012 and spring of 2013

Time Frame: Spring 2013

Activity 2: Content Specific Vocabulary Activities. Grow vocabulary activities established in Spring 2013. Potential Professional Development Need.

Time Frame: Fall 2013

Professional Development:

Common Core Literacy Standards for History, Social Studies, Science, & Technical Studies (6-12) Workshop

Highly Effective Instructional Strategies-for Secondary Teachers Workshop

Disciplinary Literacy Anchored in the Common Core Standards Workshop

Academic Vocabulary Anchored in the Common Core Standards Workshop

Time Frame: Fall 2012 and Spring 2013

Professional Development: Attendees of Fall and Spring Workshops will educate rest of staff on the methods and practices learned at workshops attended.

Time Frame: Spring 2013

Intervention 3: Focus on Knowledge Acquisition and Creating Connections (knowledge, new knowledge, organizing, widening knowledge, sharing knowledge).

Activity 1: Introduce activities to develop knowledge growth

Time Frame: Fall 2013

Professional Development: To Be Determined

Time Frame:

Intervention 4: Identify Benchmarks-grade level anchor texts

Activity 1: Introduce Benchmark Grade Level Anchor Text Activities

Time Frame: Spring 2014

Professional Development: To Be Determined

Time Frame:

Three-Year Timeline

Fall 12	Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
Baseline SRI	Get SRI information into all teachers, parents, and students hands via the school website via Keary Wilson’s project				
Reading books/other texts in Lexile range	Professional Development for whole staff in house – how to access and utilize information. Each teacher analyzes textbooks for Lexile scores.	Full cross-curricular usage by staff and begin adaptation of one or more classes per teacher.	Adaptation in multiple courses by each teacher	Full adaptation in all classrooms	
End of Quarter tests 1 st /2 nd					
10, 11, 12 Special Ed – Student Learning Objective – raise 50 points on SRI score		Introduce activities to develop knowledge growth	Introduce Benchmark Grade Level Anchor Text Activities		
Biology and English–differentiated instruction with At Risk/Special Ed students					

Fall 12	Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
Content Specific Vocabulary/Literacy/Common Core State Standards Professional Development	Professional Development from fall workshop attendees: Content Specific Vocabulary Activities Pick one of five (example: Word Wall, etc.	Grow Vocabulary Activities – Potential professional development need.			