

Unified Comprehensive Needs Assessment and School Improvement Plan

School Name	North Knox Jr/Sr High School
Local Education Agency Name	North Knox School Corporation
School Year	2021 - 2022

Note: This Comprehensive Needs Assessment and School Improvement Plan must be available to and accessible for the public.

Comprehensive Needs Assessment Template

Phases

- I. [Establish a Comprehensive Needs Assessment planning team](#)
- II. [Develop a vision of excellence](#)
- III. [Create a school profile](#)
- IV. [Identify focus areas](#)
- V. [Collect additional data on focus areas](#)
- VI. [Analyze data to determine key findings and root causes](#)

I. Establish a Comprehensive Needs Assessment planning team

CNA Planning Team Members

Note: Add or subtract rows as needed.

Name	Stakeholder Group(s)	Role(s)
Matt Sandefer	Building Administration	Principal
Tricia Hall	Building Administration	Assistant Principal
Sheryl Schaefer-Jones	District Administration	Special Education Director
Tricia Hall	District Administration	Curriculum Director
Dawn Elkins	Building Administration	Director of Guidance/Parent
Jody Craig	Building Faculty	Special Education Teacher
Traci Breece	Building Faculty	Special Education Teacher
Jessica Corrie	Building Faculty	Special Education Teacher
Ashley Archer	Building Faculty	English Teacher/Parent
Monica Blair	Building Faculty	English Teacher
Bonnie Organ	Building Faculty	Math Teacher
Andrea Chattin	Building Faculty	Math Teacher

Note: Use the tables below to name the topics that committees will study to support the CNA process as well as the members of these committees, modifying the tables as needed.

Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.

Committee's Domain of Study: Special Education - Math/ELA		
Name	Stakeholder Group(s)	Role(s)
Matt Sandefer	Building Administration	Principal
Tricia Hall	Building Administration	Assistant Principal
Sheryl Schaefer-Jones	District Administration	Special Education Director
Tricia Hall	District Administration	Curriculum Director
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Jody Craig	Building Faculty	Special Education Teacher
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Monica Blair	Building Faculty	English Teacher
Bonnie Organ	Building Faculty	Math Teacher
Andrea Chattin	Building Faculty	Math Teacher

II. Develop a vision of excellence

Vision of Excellence

Note: Adjust the length of this table cell as needed.

Built in 1974 as a 9-12 high school designed to accommodate 800-1000 students, North Knox High School became North Knox Junior Senior High School, a 7-12 secondary school, beginning with the 2011-12 school year. The North Knox School Corporation Board of School Trustees voted in November of 2010 to close the K-8 building at Edwardsport (North Knox East Elementary and Junior High School) at the conclusion of the 2010-11 school year. In addition to moving the seventh and eighth grades to North Knox High School, the School Board voted to make North Knox Central Elementary School (K-6) in Bicknell a K-2 building (now named North Knox Primary School) and to make North Knox West Elementary School (K-6) outside of Bruceville a 3-6 building (now named North Knox Intermediate School.)

Current enrollment for NKJSHS is 583 students, including students at North Knox Alternative School.

The North Knox Alternative School, located within the city limits of Bicknell, is utilized as an adjunct learning facility that enables students who, for a variety of reasons, are unable to perform in a traditional educational setting to complete their education. Placement within alternative school programming is not optional, but rather enrollment into the program is by recommendation of the Alternative School Director following parent/student interviews, typically after disciplinary expulsion from North Knox Jr/Sr High School. The North Knox Alternative School is also open to adults who are attempting to complete high school requirements for a diploma. This program was implemented in the spring semester of the 1996-97 school year. The existence and availability of the North Knox Alternative School has allowed North Knox Jr/Sr High School to improve attendance, participation, and graduation rates of our student population.

Currently the student population of North Knox Jr/Sr High School is 94.6% White, 4.4% Hispanic, and 1.0% Multiracial.

55.4% of the student population served at North Knox Jr/Sr High School are economically disadvantaged and 15.8% of the students served receive special education services. 0.8% of the student population at North Knox Jr/Sr High School are designated as English Language Learners.

Based upon recent US Census Bureau data for the 92 counties of Indiana, North Knox Jr/Sr High School serves families that have been designated as 12th in terms of lowest median income earnings.

North Knox Jr/Sr High School recognizes that many of our students/families struggle with poverty-related issues. However, most of our students are able to find their respective niches and flourish as students.

While a portion of the student population is transient and moves in and out of the district, the general student population is relatively stable.

Most of our graduates begin high school at North Knox. A high number of our students participate in one or more extra-curricular activities.

North Knox has graduated a large number of Lilly Scholars since the program's inception. It is safe to say that our students have individually fulfilling experiences here and that they gain the self-confidence necessary to succeed beyond high school.

North Knox Junior Senior High School employs thirty-three teachers, six instructional aides, one principal, two assistant principals, one guidance counselor, one social worker, and one student services personnel. Additionally the North Knox School Corporation employs a director of curriculum to oversee the entire curriculum of the school district. The faculty is a mix of veteran teachers each with a multitude of teaching experience down to teachers in their first year, and everything in between. Having such a blend of teachers with a wide spectrum of teaching experience has created an atmosphere rich in willingness to try new things and technologies in the classroom. The experienced teachers have mentored those less experienced, and the newer teachers have opened the veterans to new approaches and strategies in the classroom. Consequently and beneficially, student needs are met through traditional practices as well as new ideas and tools.

The vision of North Knox Jr/Sr High School is to be an educational institution where students learn in a safe environment that promotes self-esteem and respect. Students of NKJSHS will possess marketable skills for the 21st century and/or prepared to enter post-secondary education programs. Parents will be actively involved in all areas of the student's life including academics, discipline, communication, extra-curricular activities.

NKJSHS will make decisions based on "best practices" and utilization of data.

North Knox Junior Senior High School believes that students learn in different ways. Additionally students learn best in a positive environment that is safe and physically comfortable. Students' self-esteem is enhanced by positive relationships and mutual respect among and between students and staff. Students learn best when they are actively engaged in the learning process. Students' learning is enhanced with developmentally appropriate activities at all levels. Students' performance is increased with individual challenging expectations. Students learn best when they have appropriate opportunities for success.

Students are valued as individuals with unique physical, social, emotional and intellectual needs. Students learn best in an atmosphere that incorporates learning activities that take into account the difference in learning styles.

Students need teachers, parents, and the community to share the responsibilities for support of the school's vision.

The faculty and staff of North Knox Jr/Sr High School strive to provide both a quality education and a social/emotional support system to our students. North Knox Jr/Sr High School consistently works to review its academic curriculum and resources. Additionally, North Knox Jr/Sr High School continuously works to further develop the teaching pedagogy of its faculty by offering purposeful and intentional professional development opportunities to its teachers. The social/emotional support system of North Knox Jr/Sr High School is consistently reviewed to enhance the level of support offered to our students. The social/emotional support system of North Knox Jr/Sr High School is enhanced through collaborative partnerships with several local supporting agencies.

- ★ Partnerships to support North Knox Jr/Sr High School's continuous growth and improvement.
 - Mental Health Services- Willows & Samaritan Center
 - Student Basic Needs - Kids First, KETA, Backpack Blessings
 - Social/Emotional Supports - Children Family Services Corporation, Freshman Mentoring Program, Knox County Youth Foundation, Knox County DCS, Ireland Home Based Services, Project Discovery, Raintree Consulting
 - Health Services - Good Samaritan Hospital, Knox County EMS
 - Safety - Knox County Sheriff's Dept, Knox County School Safety Commission, Knox County Juvenile Probation
 - Education Supports - Knox County Special Education Cooperative

III. Create a school profile

School Profile

North Knox Jr/Sr High School is the single 7 - 12 school building in the North Knox School Corporation. Students matriculate to North Knox Jr/Sr High School from North Knox Intermediate School (grades 3 - 6).

Enrollment at North Knox Jr/Sr High School has been fairly consistent over the past eight years averaging around 600 students. Historically each grade averages around 100 students.

In studying current enrollment trends, North Knox Jr/Sr High School may experience a slight increase in enrollment in the coming years as the current junior and senior classes average under 100 students and the current 5th and 6th grade classes at North Knox Intermediate average over 100 students.

North Knox Jr/Sr High School employs thirty general education teachers, three special education teachers, and six instructional aides.

Of the 583 students attending North Knox Jr/Sr High School, 98 of these students receive special education services.

Specialized instructional support personnel include a curriculum director, a speech and language therapist, a school counselor, a student service specialist, a social worker, and a nurse. Additional special education services are provided by the Knox County Special Education Cooperative. Mental health services are provided collaboratively through the Samaritan Center and The Willows associated with Good Samaritan Hospital.

The school principal is assisted by an assistant principal, an assistant principal/athletic director, a school secretary, two treasurers, and a guidance secretary.

North Knox School Corporation serves the northern towns of Knox County. These towns include Bicknell, Bruceville, Edwardsport, Emison, Freelandville, Oaktown, Ragsdale, and Sandborn. Approximately 47% of the students of North Knox Jr/Sr High School reside in the town of Bicknell, Indiana. Bicknell is the largest of the surrounding towns served by North Knox School Corporation.

While there are many skilled professionals in the area, most people tend to be employed in blue collar jobs. The largest employing industries within the county are found in the private sector. Within the private sector, the fields of healthcare, retail trade, and manufacturing take the lead. These private sector industries constitute 30.7% of the employment opportunities in Knox County. Jobs in the government sector constitute 22.4% of the jobs within the county. Most of the government employment opportunities can be found in the fields of education and local government agencies.

Vision

The vision of North Knox Jr/Sr High School is to be an educational institution where students learn in a safe environment that promotes self-esteem and respect. Students of NKJSHS will possess marketable skills for the 21st century and/or prepared to enter post-secondary education programs. Parents will be actively involved in all areas of the student's life including academics, discipline, communication, extra-curricular activities.

NKJSHS will make decisions based on "best practices" and utilization of data.

Mission Statement

The mission of North Knox Junior Senior High School is to provide a safe, caring learning environment that challenges each student to achieve his/her potential and become a lifelong learner who contributes positively to his/her community.

Core Beliefs or Core Values

- North Knox Junior Senior High School believes that students learn in different ways.
- Additionally students learn best in a positive environment that is safe and physically comfortable.
- Students' self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- Students learn best when they are actively engaged in the learning process.
- Students' learning is enhanced with developmentally appropriate activities at all levels.
- Students' performance is increased with individual challenging expectations.
- Students learn best when they have appropriate opportunities for success.

Student Demographics

Detailed demographic data for NKJSHS can be found [here](#).

Staff Demographics

North Knox Junior Senior High School employs thirty-three teachers, six instructional aides, one principal, two assistant principals, one guidance counselor, one social worker, and one student services personnel. Additionally the North Knox School Corporation employs a director of curriculum to oversee the entire curriculum of the school district. The faculty is a mix of veteran teachers each with a multitude of teaching experience down to teachers in their first year, and everything in between. Having such a blend of teachers with a wide spectrum of teaching experience has created an atmosphere rich in willingness to try new things and technologies in the classroom. The experienced teachers have mentored those less experienced and the newer teachers have opened the veterans to new approaches and strategies in the classroom. Consequently and beneficially, student needs are met through traditional practices as well as new ideas and tools.

Detailed demographic data for NKJSHS Faculty & Staff can be found [here](#).

[NKJSHS Faculty & Staff Demographics](#)

Student Behavior

The faculty and staff of North Knox Jr/Sr High School are committed to providing a safe and secure learning environment for its students. North Knox Jr/Sr High School continually

reviews its practices and procedures as they pertain to student safety and security. To this end NKJSHS annually reviews its discipline rules and guidelines. The disciplinary rules and guidelines developed within the NKJSHS Student/Parent Handbook have been designed to define, teach, model, and reinforce desired student behavior at school and school-sponsored activities. Students and parents/guardians are made aware of the school's discipline policies and code of student conduct. Students are given a copy of the Student/Parent handbook at the start of each school year. A digital copy of the Student/Parent handbook can be found on the school corporation website. Additionally, a link to the Student/Parent handbook can be found on the NKJSHS school app.

At the start of each year, both students and faculty are updated on any changes to the disciplinary procedures found within the Student/Parent handbook.

The disciplinary code of NKJSHS has been developed around the concept of graduated consequences for inappropriate school behavior.

A variety of consequences are utilized when dealing with disciplinary infractions.

Consequences range from verbal warnings to expulsion from school depending on both the frequency and severity of the infraction.

NKJSHS utilizes a variety of resources to provide instruction on topics including drug abuse/misuse, relationship violence, child abuse, suicide prevention, goal setting, and personal health and wellness.

Resources include but are not limited to: classroom teachers, guidance director, social worker, Good Samaritan Hospital, Samaritan Center, Children and Family Service Corporation, Knox County Youth Foundation, and Knox County Sheriff's Department, Indiana State Police, and etc.

All school doors are locked during the school day. Admittance into the school building requires visitors to be buzzed into the building by school personnel. Visitors are required to sign in at the office and obtain a visitor's badge.

School faculty, staff, and students wear ID badges during the school day.

NKJSHS has a full-time school resource officer on site.

NKJSHS is equipped with both an external and internal security camera system.

[Link to IDOE School Discipline Report](#)

Student Academic Outcomes

The vision of North Knox Jr/Sr High School is based upon the utilization of “best practices” and the utilization of data to drive decisions for the academic success of our students. Decision making is based on the fundamental notion that all students can learn and grow. North Knox Jr/Sr High School works to continuously review and analyze student academic data and outcomes.

The student outcomes related to the overall academic goal for NKJSHS for the 2019 - 2020 school year were identified as:

- Increase the overall student proficiency in ELA for grades 7 & 8 by at least 5.70%.
- Increase the overall student proficiency in math for grades 7 & 8 by at least 13.10%.
- Increase the overall student proficiency on the English 10 by at least 5.00%.
- A continued area of focus will be to provide resources and support for those students that have been identified as receiving free and/or reduced lunch assistance. By utilizing strategies that increase the performance of all test-takers as well as the identified subgroup, overall performance will increase.
- [North Knox Jr/Sr High School - Detailed Student Achievement Data](#)

Summary of Current School Improvement Strategies

North Knox Jr/Sr High School continuously works toward academic improvement through a variety of strategies and programs. NKJSHS is dedicated to meeting Indiana’s Academic Standards through the utilization of SMART goals. School improvement strategies and techniques focus on data derived from student performance of the previous academic school year.

Strategies and programming implemented in previous school years include:

- Creation of 7th grade reading lab classes and 8th grade math lab classes for all students.
- Teacher collaboration time to utilize data to modify 7th & 8th grade English/Math curriculum.
- Remediation program targeting low achieving 7th & 8th grade English/Math students.

- Utilization of USA Testprep software program to identify learning gaps in 7th & 8th grade English/Math students.
- Utilization i-Ready testing program to identify learning gaps in 7th & 8th grade English/Math students.
- Creation of learning blocks within the 7th and 8th grade to balance class size and maximize instructional effectiveness.
- Joined the SIEC Curriculum Consortium to assist our efforts in mapping the English/Math curriculum K – 12 both vertically and horizontally.
- Creation of reading comprehension rotation classes for both 7th and 8th grades.
- Utilization of data teams to identify needs through interpretation of data provided by i-Ready.
- Creation of school-wide Sustained Silent Reading Program to encourage reading in all curricular areas.
- Utilization of Edmentum Study Island resources to strengthen learning gaps identified through i-Ready formative assessment testing.
- Implementation of the 9th grade high school English curriculum at the junior high level.
- Utilization of English/Math teachers dedicated one period daily to analyze data provided by Study Island to assist in English/Math curriculum decisions.

Summary of Core Curricula

The curriculum of North Knox Jr/Sr High School has been developed by the North Knox School Corporation, based upon the Indiana Academic Standards. Pacing guides used to direct the flow of instruction and adherence to academic standards. These guides are utilized to help maintain the cohesion of instruction both horizontally and vertically throughout the entire school corporation. These pacing guides are continuously reviewed by teachers and adjusted as needed. Information pertaining to the development and continuous review of NKSC curricula pacing can be obtained by contacting the North Knox School Corporation Curriculum Director.

Summary of Formative and Summative Assessments

North Knox Junior-Senior High School has been participating in formative assessments since the 2012-2013 school year. As teachers have become more familiar with these assessments, analysis of the data provided by these formative assessments has been utilized more

frequently and to a greater extent. Students currently take three formative assessments per school year. These assessments provide information on various standards taught in the course. Teachers can see what standards students are struggling with and which students are struggling the most. Teachers use this data to help provide remediation and review instruction to students. Enrichment teachers, especially, use the data to help those students who have been identified as needing additional instruction and support.

Below is a list of academic assessments currently in use at NKJSHS.

- IXL - Standards-based benchmark assessment program for ELA, Math, Science, & Social Studies (Grades 7 - 12).
- College & Career Readiness Prep Programming (SAT, ASVAB, ACT, etc) (Grades 7 - 12)
- Study Island - Standards-based assessment programming for ELA & Math (High School).
- I-Ready - Standards-based benchmark assessment program for ELA & Math (Grades 7 - 8).
- I-Learn - Summative normed assessment ELA & Math (Grades 7 & 8).
- SAT (High School).
- Teacher created end of chapter/unit tests (Grades 7 - 12).

Summary of Academic Intervention and Enrichment Programs

The faculty and staff of North Knox Jr/Sr High School believe all students can learn and grow. The faculty and staff of NKJSHS understand each student has unique learning levels and needs. To this end, the faculty and staff work to differentiate instruction taking into consideration the individual learning needs of each student. When additional assistance is needed to assist in mastering content, classroom teachers collaborate with each other and special education teachers and support personnel to devise additional strategies for learning. The need for educational supports is determined by continuous monitoring of student performance.

Special education services are utilized as needed and allowed per IDOE standards.

List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

North Knox Jr/Sr High School collaboratively works with a variety of agencies to programming to foster the academic and social/emotional growth of its students.

Programming includes but is not limited to the following:

- Kids First - Organization providing goods and services for students in need.

- KETA - Kids Empowered To Achieve - School goods
- Backpack Blessings - School Materials
- Children & Family Services Inc - Social/Emotional Health (Speak Up/Be Safe)
- Willows/Samaritan Center - Mental Health Services
- Freshman Mentoring Program
- Project Discovery - Programming provided to assist students in developing study habits.
- Knox County Youth Foundation - Anti-bullying programming.
- Knox County Sheriff's Dept - School safety training for students.
- Superior Court I/Juvenile Probation - SHAPE Program - Alternative to Out-of-School Suspension.
- Peer Tutoring
- Warrior Pride Club - Positive Behavioral Supports Programming for students.
- Variety of athletic programs and clubs for students in grades 7 - 12.

Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

The hiring and retainment of a highly qualified staff is the utmost priority of North Knox School Corporation. North Knox School Corporation is highly supportive of North Knox High Jr/Sr High School's recruitment, selection, development, and retention of highly-qualified faculty and staff members.

North Knox School Corporation provides the administrative team of NKJSHS flexibility in the recruitment and selection of faculty and staff members.

Recruitment: - NKSC participates as needed in teacher recruitment fairs at colleges and universities across Indiana. NKJSHS utilizes the corporation website, IDOE website, college/university job portals, and a variety of other education-related organizations to list teaching vacancies.

Selection: - NKJSHS has autonomy in the selection of applicants and interviewing process. The principal often utilizes members of his administrative team in conducting interviews and making hiring selections. A comprehensive background check is conducted prior to the employment of any candidate. The superintendent of schools also conducts an interview with the candidate prior to being recommended to the school board for employment.

Induction: - The North Knox School Corporation provides a new-hire training for all newly employed teachers. During this training, procedural matters are explained. At the school level, new teachers are provided with training on procedures specific to the school. New teachers are provided with an opportunity to connect with a mentor who provides ongoing coaching and support.

Quarterly new hire check-in meetings are conducted with the all new hires and the curriculum director.

Retention: - Providing ongoing support and recognition of new faculty and staff is key to retaining highly qualified personnel. Providing opportunities for newly hired faculty and staff to contribute to NKJSHS is imperative. NKSC has developed a Teacher Leader Program to invest in newly hired teachers and cultivate tomorrow's school leaders.

[Example NKSC New Hire Agenda](#)

Summary of Teacher and Staff Professional Learning Opportunities

Professional development opportunities provided to the faculty and staff of North Knox Jr/Sr High School are strategic in nature. Most professional development opportunities are provided via our own "in-house" experts. The professional development opportunities vary widely in terms of both topic and method of implementation.

Examples include such things as ongoing book studies, guest presentation from outside agencies, summer learning opportunities, collaborative professional development opportunities with other local agencies.

Examples Recent Professional Development Opportunities:

- Annual NK Summer Learning Days
- Smekens
- New Hire Training
- AEM Grant Implementation (Assistive Educational Materials)
- ISTEP+ & ILEARN Training
- ReadEngage
- Chromebook Collaboration
- ItsLearning
- Book Studies
- Ditch That Textbook
- Formative Assessment Committee
- Child Abuse & Neglect Training
- Narcan & EpiPen Training
- Active Shooter Drill Training

Summary of Teacher and Staff Coaching and Evaluation Model

The formal evaluation model is based upon the requirements set forth by the IDOE and was developed collectively by the school corporation and members of the teacher evaluation committee.

Summary of Key Family and Community Engagement Strategies

North Knox Jr/Sr High School uses a variety of strategies to both communicate and engage with family and community.

Currently NKJSHS utilizes the following methods of communication:

NKJSHS website - NKJSHS website provides opportunities to view real-time information such as calendars, schedules of events, lunch menus, etc. Additionally links are available to specific information such as the student/parent handbook, faculty and staff contact information, and etc.

[NKJSHS Website](#)

NKJSHS Student/Parent Handbook - Handbook distributed to students at the start of each school year or upon enrollment.

[NKJSHS Handbook](#)

North Knox Jr/Sr High School App - NKJSHS App provides opportunities to view real-time information such as calendars, schedules of events, lunch menus, etc. Additionally links are available to specific information such as the student/parent handbook, faculty and staff contact information, and etc.

School Messenger System - NKJSHS utilizes School Messenger System to produce district-wide scheduled phone messages pertaining to updates, special events, and reminders.

Personal Telephone Contacts - NKJSHS utilizes personal telephone calls and emails by faculty and staff to discuss both student successes and concerns.

Progress Reports/Report Cards - NKJSHS distributes both progress reports and report cards at midterm and end of each quarter respectively.

Harmony 3 Student Information System - Harmony 3 provides students and parents the opportunity to have real time access to student academic progress and well as information pertaining to discipline reports.

[Harmony 3 Family Access Portal](#)

Family Activities:

Annual NKJSHS Open House - Open house held each fall for parents, students, and community.

Financial Aid Night - Annual opportunity for parents to learn about FAFSA.

Warrior Booster Club Meetings - Monthly meetings convened by Warrior Booster Club.

Parent Teacher Conference - Parent teacher conferences scheduled as needed throughout the school year.

Fall/Winter/Spring Band Concerts - Band performances throughout the school year.

Fall/Winter/Spring Choir Concerts - Choir performances throughout the school year.

Athletic Events - Numerous athletic events hosted throughout the school year.

Academic Events - Host area academic events throughout the school year.

National Honor Society Induction Ceremony

Jr High Honor Cord Ceremony

List of Community Partnerships

Establishing partnerships within the community is very important to North Knox Jr/Sr High School. The faculty and staff believes that ongoing collaborations between the school and community is vital for meeting the needs of the school, community and workforce. The support of local area agencies is crucial in meeting the needs of families with socio-economic struggles.

Knox County Safety Commission - The principal is a representative member of the county safety commission. The Commission is composed of safety personnel from other area schools as well as various emergency management personnel. Additionally, representatives from the juvenile justice department, DCS, local mental health, and etc serve on this commission.

Knox County Development Corporation - The KCDC provides support and offers opportunities for our students to learn about job and career opportunities within the county.

Children & Family Services Inc - The CFS Inc work collaboratively with NKJSHS to provide a variety of learning opportunities for the students of NKJSHS. Example - "Speak Up, Be Safe."

Good Samaritan Hospital - Fit Kids Program.

Samaritan Center/Willows - Mental health provider.

Knox County Sheriff's Department - School Resource Officer Program.

Knox County Youth Foundation - Provide student programming on such topics as anti-bullying, suicide prevention.

Vincennes University - Dual credit programming.

Ivy Tech College - Dual credit programming.

Twin Rivers - Vocational and Career Tech programming.

IV. Identify focus areas

Note: Any TSI-identified subgroups must be included as a focus area. While TSI schools may choose to identify additional focus areas, they are only required to address the focus areas aligned to their identified subgroups.

Identification of Focus Areas for Additional Data Collection and Analysis by Comparing the School’s Vision of Excellence and the School Profile

Description of the Gaps Identified between the Vision of Excellence and School Profile

SPECIAL EDUCATION

VISION OF EXCELLENCE	SCHOOL DATA
Develop a clear vision for staff	<p>Through faculty meeting discussions teachers have expressed concerns about teacher level of preparedness to meet the academic needs of students with disabilities in their classrooms. The general consensus of NKJSHS teachers was reported to be a basic level of preparedness to meet the academic needs of students with disabilities in their classrooms.</p> <p>Most NKJSHS teachers report additional supports for meeting the needs of students with disabilities within their classrooms are needed.</p>
Academic Growth	<p>Multiple assessments reveal that students with disabilities score below their grade-level peers in both math and ELA. ISTEP+ and ILEARN proficiency scores have shown a significant gap persisting over a four year period occurring from SY 15-16 to SY 18-19. Over this period of time, special education students have shown a difference of 42.7% 45%, and 33.8% (both ELA & Math pass %)</p>

in their pass percentage compared to their regular education peers.

Percent of Students Passing ISTEP+/ILEARN				
		SPED	GEN ED	(+/-)
ISTEP+ 2015 - 2016	Math	***	53.4%	N/A
	ELA	***	67.0%	N/A
ISTEP+ 2016 - 2017	Math	17.4%	57.1%	-39.7%
	ELA	8.3%	68.0%	-59.7%
ISTEP+ 2017 - 2018	Math	3.3%	47.2%	-43.9%
	ELA	3.3%	68.9%	-65.6%
ILEARN 2018 -2019	Math	3.1%	34.7%	-31.6%
	ELA	3.1%	42.2%	-39.1%

Use of Inclusive Practices

NKJSHS is meeting state targets for LRE.

If our students are being included why are they not showing growth?

- Special education students are receiving targeted interventions based on data identifying their areas of need.
- Special education students are receiving English and/ or math support daily.
- Special education students may be involved in ELA and math self-contained courses. These classes are taught by a special education teacher. When available

	<p>a(n) instructional aide(s) provides additional supports. Additionally some special education students are mainstreamed into general education classes. When available a(n) instructional aide(s) provides additional supports.</p> <p><u>Discussions:</u></p> <p>What does inclusion look like in the classroom?</p> <p>Have norms been established to ensure that everyone has the same definition of what inclusion looks like?</p> <p>How can we support general education teachers in ensuring that they know how to support all learners?</p> <p>Reaching out to Indiana Resource Network to see what support they have to offer us.</p> <p>Analysis of how we determine if students are placed in self-contained or mainstream classrooms.</p>
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Description of Focus Area 1

Students with Disabilities Subgroup Performance

Through faculty meeting discussions teachers have expressed concerns about teacher level of preparedness to meet the academic needs of students with disabilities in their classrooms. The general consensus of NKJSHS teachers was reported to be a basic level of preparedness to meet the academic needs of students with disabilities in their classrooms. Most NKJSHS teachers report additional supports for meeting the needs of students with disabilities within their classrooms are needed.

Multiple assessments reveal that students with disabilities score below their grade-level peers in both math and ELA. ISTEP+and ILEARN proficiency scores have shown a significant gap persisting over a four year period occurring from SY 15-16 to SY 18-19. Over this period of

time, special education students have shown a difference of 42.7%, 45%, and 33.8% (both ELA & Math pass %) in their pass percentage compared to their regular education peers.

NKJSHS has three full-time special education teachers who act as teacher of record for all 98 students with disabilities currently enrolled. The three special education teachers provide support for our special education population through co-taught classes, self-contained ELA and math courses, and resource classes. Other support staff for special education include six special education instructional aides, two speech and language therapists (shared in NKSC), off-site hearing impaired teacher, two educational diagnosticians (shared within the county), support from the local mental health Samaritan Center and Willows (stakeholders) and three school psychologists (shared within the county). The special education instructional aides provide instructional support for students with disabilities in resource classrooms and general education classrooms.

V. Collect additional data on focus areas

Additional Data Sources Collected

Note: Adjust the table as needed, adding or subtracting rows based on the number of focus areas identified during the previous phase of the CNA process and the specific stakeholder groups that feedback was collected from.

Additional Data Collected for Focus Area 1

Description of additional data collected for focus area 1:

Over the past four years North Knox Jr/Sr High School has utilized IREADY data to measure and predict student performance for IDOE mandated standardized testing. Review of the data predicts that collectively grade 7 & 8 students are demonstrating both growth and proficiency scores below 50%. When comparing predictive data to state ISTEP+ and ILEARN results, students demonstrated a higher level of proficiency on the ISTEP+ and ILEARN tests. The examination of data shows that all students, including our special education subgroup, are not performing at proficiency. Additionally, a greater gap in predictive data and ISTEP+ and/or ILEARN data exists for our special education subgroup as compared to our regular education students.

IREADY data indicates that students in the special education subgroup are performing below grade level in reading and math. Some gains are being made to close grade level gaps.

	2017 IREADY Predictive Data		2017 ISTEP+	Difference (+/-)
	Growth %	Proficiency %	Proficiency %	
Grade 7 ELA	37.4%	32.1%	66.04%	+33.94%
Grade 7 Math	35.4%	17.9%	59.43%	+41.53
Grade 8 ELA	40.4%	18.4%	54.26%	+35.86
Grade 8 Math	27.4%	18.4%	44.57%	+26.17

2018 - 2019 IREADY vs ILEARN Data				
	2018 - 2019 IREADY Predictive Data		2018 2019 ILEARN	
	Growth %	Proficiency %	Proficiency %	Difference (+/-)
Grade 7 ELA	60.00%	23.00%	42.00%	+19.00%
Grade 7 Math	38.89%	20.00%	44.00%	+24.00%
Grade 8 ELA	No Data Available	21.21%	40.40%	+19.19%
Grade 8 Math	No Data Available	19.00%	24.00%	+5.00%

Provide links to the additional data and/or key takeaways from data collected for this focus area:

LRE

North Knox Jr/Sr High School is meeting state targets for LRE- If our students are being included why are they not demonstrating proficiency?

- Progress monitoring is conducted for special education students by special education teachers. Teachers use multiple indicators: district assessments, classroom probes, state assessments, observations from a variety of sources including special education teachers, general education teachers, guidance personnel, outside agencies such as Willows, etc.
- All North Knox Jr/Sr High School special education students are progress monitored through IREADY assessment providing both reading and math scores. Interventions are designed for students that do not meet grade level standards in reading and math through IREADY.
- IXL Diagnostic Assessment is utilized to both assess and provide instructional support for North Knox Jr/Sr High School special education students. Teachers may use IXL to provide supplemental learning paths to support any identified weakness in academic skills or strengthen their grade level skills in both math and reading. These resources are portable providing students with opportunities to work both at school as well as at home.
- North Knox Jr/Sr High School special education students struggle to show proficiency because students may not generally set high standards for success for themselves. North Knox Jr/Sr High School has implemented a study skills course for junior high students to assist in developing good study habits and organizational skills. Students are provided with supports at home through food bags, and clothing donated by outside agencies as well as backpacks full of school supplies. Staff meet and counsel students on a one on one basis to offer emotional and academic support. Students are provided with emotional support from outside agencies. North Knox Jr/Sr High School

faculty work the Knox County Juvenile Probation Department and DCS regularly.

Inclusion at North Knox Jr/Sr High School:

- At North Knox Jr/Sr High School inclusion is defined as, special education students receiving educational services in the least restrictive environment. Special education students are included in the general education classroom without support when their skill set is near grade level and the student is able to progress academically through district, state, or teacher assessments using case conference approved accommodations. Students are also taught in the co-learning environment where students are supported with a content area teacher and a special education teacher using case conference approved accommodations. Students are also taught in a self-contained environment with a special education teacher when their skill set is significantly below grade level. Students in the self-contained classroom environment are also provided with case conference approved accommodations. Instructional aides are utilized in the self-contained environment as needed to provide additional supports. In the resource environment students are supported in a small group by special education teachers and instructional aides. Moderate/severe and profound students are supported through a collaborative agreement between North Knox Jr/Sr High School and the Knox County Special Education Cooperative. These students receive services through the moderate/severe and profound education program of a cooperating school district. All special education students are included in the general education intervention for academics and behavior.

North Knox Jr/Sr High School Support for General Education Teachers:

- Most recent data on Least Restrictive Environment(LRE) provided by the [Indiana IEP Resource Center](#).
- Support is provided to the general education faculty through faculty development, giving the general education faculty a seat at case conferences, providing the IEP at a glance to staff members. Special education teachers request feedback from the general education teachers for progress on each individual student.
- General education teachers are provided support in providing accommodations to students.
- General education, special education, and the administrative team including the guidance department conduct schedule planning for students.
- Discussions during faculty meetings were conducted to discuss how to best support both special education students and general education teachers.
- Should we re-evaluate how we schedule special education students to ensure that NKJSHS is following best practices?
- ★ NKJSHS special education teachers along with stakeholders from the Knox County

Special Education Cooperative have attended trainings provided by the state to ensure that our students are being served to the best of the ability of NKJSHS. Some of the more recent trainings include:

- Special education teachers attended goal writing workshops with the IDOE through Matthew Johnson. This allowed the special education teachers to ensure that they are writing compliant goals as required by the IDOE.
- Project Success Training - Training designed to implement academic standards into instruction for students with disabilities.
- Transition Tuesdays - Training designed to review and coach teachers on their transition IEP's.
- Collaborative Planning for Transition - Transitions Training
- Biannual Training with Knox County Special Education Cooperative - Best Practices Review.
- General education and special education teachers have participated in the ISTEP+/ILEARN test administrator trainings held locally to ensure the faculty is trained on the state testing development process and ensure a reliable testing environment for all students.

Summary of Stakeholder Feedback Data

Stakeholder group	Method(s) used to collect feedback	Number of stakeholders Who provided feedback	Links to data reports and/or summaries of key takeaways
Teachers/Students	Classroom Observations	Entire School	
Faculty & Staff	Faculty Meeting Discussions	40 Faculty	
Case Conference Committees	Case Conference Discussions	Typically 4 - 6 faculty members and parents/guardians	
Special Education Planning Teams	Planning Team Meeting Discussions	Special Education Department, Guidance Dept, Math & ELA Dept	

VI. Analyze data to determine key findings and root causes

Note: The focus areas outlined below should address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards.

Data Analysis, Key Findings, and Root Causes		
Focus Area 1		
<p><i>Note: Adjust the table as needed.</i></p> <p>Conclusions from data quality check for Focus Area 1:</p> <p>The team feels the data are adequate: Next year, we will need to examine and include:</p> <p>IREADY scores in math and ELA comparing regular education to special education. Conduct surveys of parents and teachers pertaining to special education programming and services.</p>		
<p>Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process):</p> <p>The proficiency scores of the NKJSHS students with disabilities have consistently been lower than the proficiency scores of regular education students in both math and ELA. Every year for the four-year period we examined, special education students scored at least 39.7% lower than regular education students (2017 Math) with the biggest gap at 65.6% in ELA in 2018.</p> <p>When comparing how regular education and special education students perform on IREADY diagnostic testing, regular education students consistently outperform special education students in both math and reading. NKJSHS utilizes a reading/reading comprehension course for all junior high students in an effort to increase reading proficiency. IXL programming has been implemented in both math and reading to provide supports for improved proficiency in math and reading.</p>		
Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1
Special Education students have consistently performed significantly lower than regular education students in	School meets state LRE Target for inclusion but gaps still remain in proficiency	https://docs.google.com/document/d/1JODqJPWN55opVxl8243AYGo58EJT6vzHpoxVHfl205l/edit

both math and ELA.

Proficiency scores for special education students are significantly lower than regular education peers on standardized tests.

Special education students have many supports available (co-teaching math, co-teaching ELA, self-contained ELA & MATH, IREADY, IXL, resource periods, reading class, math/ELA enrichment) but gaps in proficiency between special education and regular education students are not closing.

data for students with Disabilities.

State proficiency scores are low and declining for students with Disabilities.

Percent of Students Passing ISTEP+/ILEARN				
		SPED	GEN ED	(+/-)
ISTEP+ 2015 - 2016	Math	***	53.4%	N/A
	ELA	***	67.0%	N/A
ISTEP+ 2016 - 2017	Math	17.4%	57.1%	-39.7%
	ELA	8.3%	68.0%	-59.7%
ISTEP+ 2017 - 2018	Math	3.3%	47.2%	-43.9%
	ELA	3.3%	68.9%	-65.6%
ILEARN 2018 -2019	Math	3.1%	34.7%	-31.6%
	ELA	3.1%	42.2%	-39.1%

School Improvement Plan Template

*Note: If you are planning to use this School Improvement Plan template to ensure you are fulfilling all of the school improvement planning requirements in Indiana Code, but are **not** completing the Comprehensive Needs Assessment (CNA) portion of this template, you must complete a School Profile (CNA Phase 3) to ensure all requirements are met. Please use [this link](#) to access a template for the School Profile.*

Phases

- I. [Form a School Improvement Plan development team](#)
- II. [Review focus areas, key findings, and root causes](#)
- III. [Describe the school's core components to identify opportunities to address focus areas](#)
- IV. [Select evidence-based interventions that address the school's focus areas](#)
- V. [Design a professional development plan](#)
- VI. [Develop a roadmap to guide implementation of the school improvement plan](#)

I. Form a School Improvement Plan development team

SIP Development Team Members

Note: Add or subtract rows as needed.

Name	Stakeholder Group(s)	Role(s)
Matt Sandefer	Building Administration	Principal
Tricia Hall	Building Administration	Assistant Principal
Sheryl Schaefer-Jones	District Administration	Special Education Director
Tricia Hall	District Administration	Curriculum Director
Dawn Elkins	Building Administration	Director of Guidance/Parent
Jody Craig	Building Faculty	Special Education Teacher
Traci Breece	Building Faculty	Special Education Teacher
Jessica Corrie	Building Faculty	Special Education Teacher
Ashley Archer	Building Faculty	English Teacher/Parent
Monica Blair	Building Faculty	English Teacher
Bonnie Organ	Building Faculty	Math Teacher
Andrea Chattin	Building Faculty	Math Teacher

Note: Use the tables below to name the topics that committees will focus on to support the process of developing a SIP as well as the members of these committees, modifying the tables as needed.

Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.

Committee's Focus: SPECIAL EDUCATION MATH/ELA		
Name	Stakeholder Group(s)	Role(s)
Matt Sandefer	Building Administration	Principal
Tricia Hall	Building Administration	Assistant Principal
Sheryl Schaefer-Jones	District Administration	Special Education Director
Tricia Hall	District Administration	Curriculum Director

Dawn Elkins	Building Administration	Director of Guidance/Parent
Jody Craig	Building Faculty	Special Education Teacher
Traci Breece	Building Faculty	Special Education Teacher
Jessica Corrie	Building Faculty	Special Education Teacher
Ashley Archer	Building Faculty	English Teacher/Parent
Monica Blair	Building Faculty	English Teacher
Bonnie Organ	Building Faculty	Math Teacher
Andrea Chattin	Building Faculty	Math Teacher

II. Review focus areas, key findings, and root causes

If you did not complete the Comprehensive Needs Assessment (CNA) template, you will need to identify focus areas to guide your work in this and subsequent phases of the School Improvement Planning process. See CNA Phase 6 for resources that can help you identify these focus areas.

If you did complete the Comprehensive Needs Assessment (CNA) template, to guide the presentation and discussion in this SIP phase, please use the text from Phase 6 of the CNA to complete all but the greyed cells below. The greyed cells should be completed after the presentation, based on questions and ideas raised during the SIP development team's discussion.

Review of Focus Area 1	
Description of Focus Area 1: (Click here to return to the description of Focus Area 1 from the CNA)	
Modified Description of Focus Area 1: The team feels the data are adequate: Next year, we will need to examine and include: IREADY scores in math and ELA comparing regular education to special education. Conduct surveys of parents and teachers pertaining to special education programming and services.	
Description of key findings for Focus Area 1 (strength or area for growth)	Root causes for key findings from Focus Area 1
(Click here to return to the description of key findings for Focus Area 1 from the CNA) Special Education students have consistently performed significantly lower than regular education students in both math and ELA. Proficiency scores for special	(Click here to return to the root causes for Focus Area 1's key findings from the CNA) https://docs.google.com/document/d/1JODqJPWN55opVxl8243AYGo58EJT6vzHpoxVHfl205l/edit

<p>education students are significantly lower than regular education peers on standardized tests.</p> <p>Special education students have many supports available (co-teaching math, co-teaching ELA, self-contained ELA & MATH, IREADY, IXL, resource periods, reading class, math/ELA enrichment) but gaps in proficiency between special education and regular education students are not closing.</p>	
<p>Modified description of key findings for Focus Area 1 based on the SIP development team's discussion</p>	<p>Modified root causes for key findings based on the SIP development team's discussion</p>

III. Describe the school's core components to identify opportunities to address focus areas

Note: In the tables below, the SIP development team will describe many of the school's core elements, such as curriculum and assessment. After describing each core element, the SIP development team is encouraged to reflect on the extent to which the school's approach to this core element will help it address a key finding or contributing factor from one or more of its focus areas. It is possible that a core element may not be applicable to each focus area. In these cases, the SIP development team is encouraged to write "not applicable" in the cell, but only after careful reflection.

Description of Core Component: Safe Learning Environment
<ol style="list-style-type: none">1. How will the school maintain a safe and disciplined learning environment for students and teachers?2. How will the school ensure clear expectations are communicated to students?3. How will the school create an environment in which there is genuine respect for students and a belief in their capability?4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?
<p>1.) How will the school maintain a safe and disciplined learning environment for students and teachers?</p> <ol style="list-style-type: none">1. All exterior doors remain locked during the school day. A single point of entry created for the school during the school day. Visitor access controlled by main office staff through electronic entry lock on main front door. All visitors must report and sign in at the main office.2. Visitors required to wear a visitor's badge if remaining in the building.3. Providing digital citizenship lessons to student body during state digital citizenship week. Focus on safe use of internet and social media.4. Utilization of SRO program in conjunction with Knox County Sheriff's Dept.5. Maintaining updated Emergency Preparedness Plan. Informing faculty and staff of changes, additions, and individual responsibilities within plan.6. Performing random drug testing on students involved in athletic and extracurricular activities as per the NKJSHS drug testing policy.7. Use of periodic safety sweeps with Knox County Sheriff's Dept canine units.8. Supervising hallways, corridors, and restrooms during passing periods.9. Providing required student trainings on anti-bullying, child abuse and neglect, and suicide.10. Maintaining compliance of HEA 1423. NKJSHS is an active partner with other area county schools in maintaining the Knox County School Safety Commission. This commission addresses a multitude of issues, one being bullying. The commission is comprised of an administrator from each school, representatives from City Police, Sheriff's department, Indiana State Police, local Judge, Fire official, and Probation Office.11. Working closely with community-based support services to address potential problems

(Department of Child Services, Children and Family Services, Raintree, Willows, Knox County Probation Department).

12. Continued implementation of Project Discovery Program
13. Added the position of social worker for the 2019 -2020 school year.
14. Maintaining updated Fire Prevention/Emergency Plan. Informing faculty and staff of changes, additions, and individual responsibilities within plan.
15. Having School Safety Specialists in the building. NKJSHS principal, assistant principals, are Advanced Safety Specialists. Administrators have led professional development on school safety scenarios; utilization of Knox County Sheriff's Dept and DCS for faculty trainings.
16. Continued utilization of North Knox Alternative School. NK Alt School serves as an educational environment for student serving expulsions for a variety of disciplinary issues.
17. NKJSHS is equipped with both an internal and external video surveillance system.
18. NKJSHS is equipped with a motion and audio security system.
19. NKJSHS is a partner with the county juvenile justice system and utilizes the alternative to suspension program SHAPE. This program provides students with a safe educational environment while serving a suspension from school.
20. See Something Say Something reporting area where safety and bullying concerns can be confidentially reported to staff.
21. NKJSHS Student ID badge program

2) How will the school ensure clear expectations are communicated to students?

1. NKJSHS Student Handbook
2. Daily announcements
3. Continued education throughout the year (convocations, etc)
4. Harmony 3 Student Information System - Email notifications
5. 7th Grade Orientation
6. Freshman Orientation
7. Senior Night
8. NKJSHS Open House
9. NKJSHS App

3) How will the school create an environment in which there is genuine respect for students and a belief in their capability?

1. Social Skills Curriculum implemented in study skills classes.
2. Digital Citizenship Week
3. 21st Century Scholar Outreach Program.
4. Project Discovery
5. Step-Up Curriculum - Social/Emotional Skills Education.
6. Convocations on various topics such as anti-bullying & anti-suicide
7. Speak Up, Be Safe programming.
8. Future Implementation of C.O.P.E. curriculum.
9. After school tutoring program for math, ELA, and science.

4) How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?

1. Communicating both concerns and positive behaviors with parents.
2. Utilization of Harmony 3 Student Information System to provide real-time data reporting on individual student progress.
3. Parent/teacher conferences during early release time in October of each year.
4. NKJSHS Open House
5. 7th Grade Orientation
6. Freshman Orientation
7. 21st Century Scholar Outreach Program
8. All students and parents have access to the school counselors, social worker, and principal/assistant principals.
9. Utilization of Kids First Outreach Program.
10. Backpack Blessings Program.
11. Access to school resource officer.
12. Step-Up Curriculum - Social/Emotional Skills Education
13. Project Discovery
14. Utilization of programming provided by Willows and Samaritan Center (mental health services).
15. Utilization of the SHAPE program.

Gap Analysis: Safe Learning Environment

How will the school's plan for fostering a safe learning environment also help the school address its focus areas?	In what ways does the school's plan for fostering a safe learning environment <i>not</i> help the school address its focus areas?
<p>For Focus Area 1:</p> <p>A safe learning environment helps to foster a healthy school climate and culture, as well as ensuring that all students and teachers feel safe and can focus on learning. The special education faculty are strong advocates for our special education population and provide valuable insight to special education students' unique learning, behavioral, and social emotional needs.</p>	<p>For Focus Area 1:</p> <p>School safety drills take time away from classroom instruction. These drills can also cause stress or anxiety for some students with disabilities. Therefore, it is important to consider this when developing emergency procedures. In some cases, students with disabilities may have experienced trauma at a higher rate than their peers. A number of students with disabilities struggle with changes in their schedules and/or could become</p>

frightened by school safety drills.

Description of Core Component: Curriculum

1. Provide an overview of the school's curriculum, including, but not limited to:
 - A description of the school's curriculum review and adoption process;
 - A description of the school's curriculum for Tier I instruction as well as a brief rationale for using these curricular resources;
 - A description of the school's curriculum academic interventions as well as a brief rationale for using these curricular resources; and
 - A description of the culturally responsive curricular materials, if any, that the school is using to ensure all students' cultural differences are recognized and appreciated.

Note: Please ensure there is a copy of the curriculum available for inspection by members of the public as required by 511 Indiana Administrative Code 6.2-3.

A description of the school's curriculum review and adoption process:

The curriculum of North Knox Jr/Sr High School is continually reviewed and updated on a yearly basis. Curricular based collaboration time has been developed providing teachers with the opportunity to discuss curriculum plans and pacing. Periodic data team meetings are scheduled throughout the school year to discuss progress in math and ELA courses. During these data team meetings, curriculum and pacing are often a main themes. Teachers are asked to keep Harmony 3 /Google Classroom updated with current lesson plans.

NKJSHS has common pacing guides in place for its curriculum. In the future, NKJSHS plans to revisit pacing guides to ensure they are remaining current to academic standards. The director of curriculum also reviews curriculum maps. A list of curriculum courses can be found on the school website and is available for viewing online.

	<p>Additionally, novel sets, IREADY, IXL, USA Testprep, Plato Edmentum, Study Island have been added to the curriculum. NKJSHS utilizes a number of online sites such as: Google Classroom, Quizlet, Kahoot, Study Island,</p>
<p>A description of the school’s curriculum for Tier I instruction as well as a brief rationale for using these curricular resources:</p>	<p>North Knox Jr/Sr High School’s curriculum for Tier I instruction is the general education classroom curriculum written at each grade level. NKJSHS has a variety of co-teaching classrooms including ELA, math, science, and social studies where students receive instruction from the highly qualified general education teacher as well as a special education teacher. Additionally, NKJSHS currently has self-contained ELA and math classrooms for junior high ELA and math. These courses are taught by a special education teacher with the assistance of instructional aides as needed. NKJSHS faculty implement Indiana’s academic course standards by using a variety of strategies including but not limited to differentiated instructional strategies.</p>
<p>A description of the school’s curriculum academic interventions as well as a brief rationale for using these curricular resources:</p>	<p>North Knox Jr/Sr High School offers a variety of academic interventions for students who are struggling in reading skills, language arts skills, and math skills. All teachers implement differentiated instructions throughout the building in addition to the below measures:</p> <p><u>Reading/Language Arts:</u></p> <p>1. Study Island - Standards-based benchmark assessment program for ELA (High School). Programming offered to all students. Study Island is an adaptive testing</p>

program that determines where students are currently performing. The program provides prescriptions to students based on their individual needs. Teachers use prescriptions to create leveled instruction.

2. I-Ready - Standards-based benchmark assessment program for ELA (grades 7 & 8). Programming offered to all students. I-Ready is an adaptive testing program that determines where students are currently performing. The program provides prescriptions to students based on their individual needs. Teachers use prescriptions to create leveled instruction.

3. IXL - Standards-based benchmark assessment program for ELA (Grades 7 - 12). Programming offered to all students. IXL is an adaptive testing program that determines where students are currently performing. The program provides prescriptions to students based on their individual needs. Teachers use prescriptions to create leveled instruction.

5. After school tutoring program for all students grades 7 - 12 (Math, ELA, & Science)

Math:

1. Study Island - Standards-based benchmark assessment program for math (High School). Programming offered to all students. Study Island is an adaptive testing program that determines where students are currently performing. The program provides prescriptions to students based on their individual needs. Teachers use prescriptions to create leveled instruction.

2. I-Ready - Standards-based benchmark assessment program for math (grades 7 &

	<p>8). Programming offered to all students. I-Ready is an adaptive testing program that determines where students are currently performing. The program provides prescriptions to students based on their individual needs. Teachers use prescriptions to create leveled instruction.</p> <p>3.IXL - Standards-based benchmark assessment program for math (Grades 7 - 12). Programming offered to all students. IXL is an adaptive testing program that determines where students are currently performing. The program provides prescriptions to students based on their individual needs. Teachers use prescriptions to create leveled instruction.</p> <p>5. After school tutoring program for all students grades 7 - 12 (Math, ELA, & Science)</p>
<p>A description of the culturally responsive curricular materials, if any, that the school is using to ensure all students' cultural differences are recognized and appreciated:</p>	<ol style="list-style-type: none"> 1. ELA teachers use a variety of novels with a diverse back-grounds, as well as abilities, and culturally diverse topics. 2. In social studies class, students learn about diverse back-grounds throughout the country and the world. 3. Champions Together Program - Collaborative effort between IHSAA and Special Olympics of Indiana where special education students participate alongside general education students in unified sports. 4. Shop With A Cop - Students assist younger children of a variety of socioeconomic levels and backgrounds shopping during the Christmas holiday. 5. Warrior Pack Food Program - Students assist with the organizing and assembly of food bags for students and families of

	<p>diverse backgrounds and socioeconomic levels.</p> <p>6. Blanket Bundles - Students create blankets for foster-care children.</p> <p>7. Bedtime In A Box Fundraising - Collaborative effort between NKJSHS and the United Way Knox County.</p>
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Gap Analysis: Curriculum

<p>How will the school's curricular resources also help the school address its focus areas?</p>	<p>In what ways do the school's curricular resources <i>not</i> help the school address its focus areas?</p>
<p>For Focus Area 1:</p> <p>North Knox Jr/Sr High School teachers and instructional aides utilize available curricular resources to support special education students in both the general education classrooms, self-contained classrooms, and resource classrooms to meet the individual needs of each student.</p>	<p>For Focus Area 1:</p> <p>Through faculty discussions, classroom teachers feel that they are in need of additional supports in meeting special education students' needs. Teachers need more professional development on implementing strategies that develop special education students' understanding.</p>

Description of Core Component: Assessment

1. Provide an overview of the assessments that will be used in the school in addition to the statewide testing system, including, but not limited to:
 - A description of the school's interim assessments, including the frequency with which they will be administered;
 - A brief rationale for using these interim assessments;
 - A description of how teachers and staff will be provided ongoing professional development to support their use of student data from these interim assessments to inform instruction;
 - A description of the school's expectations for daily and/or weekly formative assessments (e.g., exit tickets); and
 - A description of how teachers and staff will be provided ongoing professional development to support their use of daily and/or weekly formative assessments to inform instruction.

District Wide Assessments:

State assessments (ISTEP+ & ILEARN) measure the academic performance of students in Language Arts, Mathematics, and Science/Social Studies. In addition to individual student data, ISTEP+ student results are used as primary performance indicators for continuous school improvement.

ISTAR & I AM are individual student assessments administered by teachers who work directly with eligible special education students.

Formative Assessments:

Study Island is an interim assessment that measure growth, project proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum. Computer adaptive assessments reveal precisely which academic skills and concepts the student has acquired and what they're ready to learn.

IREADY is an interim assessment that measure growth, project proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum. Computer adaptive assessments reveal precisely which academic skills and concepts the student has acquired and what they're ready to learn.

IXL is an interim assessment that measure growth, project proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum. Computer adaptive assessments reveal precisely which academic

skills and concepts the student has acquired and what they're ready to learn.

Gap Analysis: Assessment

How will the school's assessment plan also help the school address its focus areas?

In what ways does the school's assessment plan *not* help the school address its focus areas?

For Focus Area 1:

Summative and interim assessments provide yearly and quarterly data that can be used to inform instruction for students with disabilities. Students with Disabilities are provided with instructional and/or testing accommodations as determined by their Individualized Education Plan.

For Focus Area 1:

Teachers have not been adequately trained to use the data from summative and interim data to drive instructional decisions regarding students with disabilities.

Additional training for teachers is needed to provide instructional support for special education students.

Description of Core Component: Instruction

1. What strategies will teachers and staff use to promote authentic versus compliant [student engagement](#)?
2. How will teachers and staff bridge cultural differences through effective communication?
3. What strategies will teachers and staff use to provide all students with opportunities to learn at [all Depth of Knowledge levels](#)?
4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?
5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?
6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

1. What strategies will teachers and staff use to promote authentic versus compliant [student engagement](#)?

Teachers develop attainable daily objectives and communicate these daily objectives to their students. These objectives are aligned to the state academic standards. Teachers use real world applications for both student engagement and relevance. This strategy assists student

comprehension of material. Teachers often use hands-on activities to provide authentic student engagement.

2. How will teachers and staff bridge cultural differences through effective communication?

Students will have an ILP (Individual Learning Plan) where cultural and language differences will be given to the teachers. Teachers and staff members can have a conference with parents letting them know of expectations and suggestions on the child's needs. Teachers work together to find the best way to meet the needs of the students based on the student's needs. This could be resource time, extra time to work on tests/quizzes/etc, translation on tests/quizzes/homework/assignments for those who are ELL , and a classroom buddy to help answer questions they may have with work. Teachers review WIDA scores and write goals for ELL students so a plan is made for their learning.

3. What strategies will teachers and staff use to provide all students with opportunities to learn at [all Depth of Knowledge levels](#)?

All teachers are encouraged to use a variety of DOK levels on their assessments. Teachers also provide assignments and tests throughout the year where they scaffold DOK to push students with their depth of knowledge on a particular skill. The North Knox Curriculum Director continues to provide support for teachers and their respective development of higher order questioning and DOK.

4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?

Teachers will frequently check for understanding during each lesson to check for student learning. With this information, teachers can adjust lessons based on what they gather with the students' knowledge. Teachers often use pre tests to determine the current level of understanding for students prior to beginning a unit. Teachers will monitor growth through their instruction, homework, quizzes, and pretest and posttest scores.

5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?

Teacher evaluations, walk throughs in the classroom, and online lesson plans through Harmony 3. Teachers will use the Resource teachers to assist them when they are able. Special education teachers will be in co-taught classrooms. These classes are typically

smaller in numbers, which allows more one on one attention with both teachers and students. Teachers will utilize pacing guides for curriculum.

- 6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

Teachers will use a variety of techniques when teaching their lessons. They will use a variety of different technology methods to enhance diverse learning styles and language proficiency. School administration, school counselors, and teachers review WIDA scores and write goals for ELL students so a plan is made for their learning.

Gap Analysis: Instruction

How will the school's plan for instruction also help the school address its focus areas?

In what ways does the school's plan for instruction *not* help the school address its focus areas?

For Focus Area 1:

Special education teachers will work closely with the regular education teacher to ensure students are grasping the daily instruction, as well as assisting in "co-taught" classes. They will assist with homework, projects, quizzes, and tests, especially if those students need more 1 on 1 attention.

Instructional aides will be utilized in both classrooms and resource rooms to provide instructional assistance and support for special education students.

For Focus Area 1:

Developing more rigorous curriculum including higher DOK lessons and assessments, students are struggling grasping the higher level concepts. In both co-taught classrooms and self-contained classrooms, instruction is being taught at a slower pace to allow students to grasp these concepts; however, they are losing instructional time with the higher DOK concepts.

Description of Core Component: Cultural Competency

1. Provide an overview of the school's cultural competency strategies, including, but not limited to:
 - A description of the school's methods for improving the cultural competency of the school's teachers, administrators, staff, parents, and students;
 - A description of how teachers and staff will learn about students' cultures;
 - A description of how teachers and staff will utilize resources in the students' communities;
 - A description of the school's methods for increasing educational opportunities and educational performance for each student subgroup; and
 - A description of the areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.

55.4% of the student population served at North Knox Jr/Sr High School are economically disadvantaged and 15.8% of the students served receive special education services. 0.8% of the student population at North Knox Jr/Sr High School are designated as English Language Learners. In an effort to better understand our student population, North Knox School Corporation sent two educators during the 2018 - 2019 school year to professional development focusing on students in poverty and associated trauma. During the 2019 NK Summer Learning Days, teachers were afforded the opportunity to receive professional development on students and poverty and associated trauma. During the 2021 - 2022 school year, the NKJSHS social worker will continue to provide resources to teachers regarding the impact of poverty.

Additionally, the NKJSHS school nurse works to meet the needs of our free/reduced lunch students by organizing the food backpack program, which allows approximately 25 students to take home a backpack of food for the weekend. NKJSHS school counselors work with KETA, Kids First, and the Backpack Blessings Program to provide our students with school supplies for the school year. School administration, school counselor, and teachers review WIDA scores and write goals for the ELL students. NKJSHS also has a "nurses fund" funded through donations that provides discretionary monies to provide items of need to our students in crisis.

Gap Analysis: Cultural Competency

How will the school’s cultural competency plan also help the school address its focus areas?	In what ways does the school’s cultural competency plan <i>not</i> help the school address its focus areas?
<p>For Focus Area 1:</p> <p>The cultural competency plan will improve instruction for our special education population.</p>	<p>For Focus Area 1:</p> <p>More differentiation is needed for our special education population.</p>

Description of Core Component: Family Engagement

1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?
2. What strategies will the school use to increase family and community engagement, including family literacy programs?
3. What strategies will the school use to understand parents’ hopes, concerns, and suggestions?
4. How will the school keep parents apprised of services offered by the school?
5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?

Note: When describing the school’s parent and family engagement policy, please be sure to include a school-parent compact outlining shared responsibility for high student academic achievement, per 511 Indiana Administrative Code 6.2-3.

North Knox Jr/Sr High School provides a caring and welcoming environment to allow family members to feel comfortable coming to school to discuss needs, ask questions, and celebrate successes. NKJSHS encourages parents to stop in or call with any questions or concerns regarding their children at any time.

NKJSHS utilizes the student information system Harmony 3 as a means to stay connected and engaged with parents. Parents are encouraged to create and maintain up-to-date Harmony 3 accounts as a means to stay updated on all matters regarding their children. Teachers include lesson plans on Harmony 3 in order for parents to stay informed of daily student learning objectives and homework assigned. Teachers update Harmony 3 gradebooks each Thursday to help keep parents informed of academic progress. Many teachers utilize itslearning, a digital learning management system. Itslearning is a resource tool for both students and parents. Here students and parents can access resources to help with homework and reinforce what students are learning in the classroom. Additionally many

teachers utilize G Suite for Education. G Suite for Education provides another method for teachers to connect with both students and parents both on and off campus. Many resources such as Google Docs, Google Sheets, Google Forms, and Google Slides are used to enhance student learning.

Parents are invited to participate in 7th Grade Orientation before the start of each school year. This opportunity provides parents the ability to learn about what activities and resources are available at NKJSHS for incoming 7th graders. NKJSHS also hosts an Open House each fall. This event is an opportunity for all parents to tour the building, learn about school activities and resources available to students. NKJSHS also hosts a Freshman Night. The purpose of this event is to offer resources, answer questions, and provide guidance to both students and parents as students transition from junior high to high school.

NKJSHS also hosts a FAFSA Night to assist parents in navigating the process of applying for federal student aid. The NKJSHS guidance department also provides one-on-one financial aid planning sessions by appointment. The NKJSHS guidance department conducts Senior Meetings where parents are invited to come in for the planning of a student's senior year and the transition planning after graduation.

Parents are also encouraged to meet with teachers at the school, on the phone, through email, or during parent-teacher conferences at any time during the school year.

Parents also utilize email to communicate with teachers, staff, and administration when they have concerns or needs. NKJSHS has a welcoming atmosphere that encourages parents to stop by and discuss their child's needs and successes. Parent meetings throughout the year are encouraged and allow parents, teachers, and administration to collaborate on how to provide the best environment for each student's needs and success. Parent participation is encouraged in a variety of parent volunteer groups such as the Warrior Booster Club.

North Knox Jr/Sr High School offers a variety of ways for parents to stay informed of services offered. School Messenger alerts parents by phone message, text message, and email message. Parents can also be informed through the NKJSHS social media Twitter Page. NKJSHS also hosts a school website. NKJSHS also provides access to the NKJSHS School Info App for both Apple and Android products. NKJSHS also has a variety of pamphlets, fliers, and information cards available in the front office for parents to take home with them. New families are given community resource information when they enroll their child, and the resource cards are available to current families in the front office, and school guidance office. The Warrior Booster Club hosts monthly parent meetings, to keep parents updated as to what is available and going on at NKJSHS.

Parents are encouraged to participate and attend many academic and fine arts functions, such as the NKJSHS Honor Society Induction, NKJSHS Junior High Honor Cord Awards

Program, music programs, academic bowls, art shows, end of year recognition programs, and Commencement.

North Knox Jr/Sr High School has a variety of professional development opportunities to collaborate and enhance learning.

Gap Analysis: Family Engagement

How will the school's family engagement plan also help the school address its focus areas?	In what ways does the school's family engagement plan <i>not</i> help the school address its focus areas?
<p>For Focus Area 1:</p> <p>The family engagement plan encourages parents to fully participate in their child's educational career, as well as parents of students with disabilities. Parents are given the resources to fully interact with school personnel to ensure their child's academic, behavior, and social emotional needs are being met.</p>	<p>For Focus Area 1:</p> <p>The family engagement plan does not address the special considerations needed in attending after school functions with large crowds, transportation needs, and other obstacles unique to families of students with disabilities.</p>

Description of Core Component: Technology

1. How will the school coordinate its technology initiatives, in service of improving student academic outcomes?

1. Every classroom teacher has a desktop computer with Windows wired for high speed internet access.
2. The NKJSHS library/media center has 4 desktop computers wired for high speed internet.
3. The NKJSHS library/media center has a 60" television monitor for display of announcements and presentations.
4. NKJSHS has one classroom of 30 desktop computers wired for high speed internet dedicated to PLTW courses. Students have access to a 3-D printer within the PLTW classroom.
5. All academic classrooms have 100% WIFI coverage.
6. All academic classrooms have digital projectors.
7. 75% of all academic classrooms have an interactive board.
8. NKJSHS has 24 mobile carts of Chromebook devices. Each cart contains 28 devices. The ratio of device to student is nearly 1:1.
9. A 60" monitor resides in the auxiliary gymnasium for display of announcements and recognitions.
10. Study Island, IREADY, and IXL formative assessment programs are utilized throughout language arts and math classes.
11. Teachers have created Google Classrooms and itslearning classrooms to assist students in

their learning; they post copies of notes, videos, and assignments so students can access class materials 24/7.

12. There are a variety of software programs for the teachers to utilize throughout the school year. Included are the programs such as Edmentum, Kahoot, and Quizlet.
13. Within our digital citizenship classes and computer science classes we have a handful helicopter drones, spheros, GoPro cameras, and various tripods for use with cameras.

Gap Analysis: Technology

How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan <i>not</i> help the school address its focus areas?
<p>For Focus Area 1:</p> <p>Technology provides individualized supports for unique student needs, including those of students with disabilities.</p> <p>Technology provides individualized supports for unique student needs, including those struggling with mathematics and ELA.</p>	<p>For Focus Area 1:</p> <p>If not implemented thoughtfully, technology may lead to students working in isolation without teacher interaction and interventions.</p> <p>If not implemented thoughtfully, student-teacher interaction would be reduced, which would take away from what a struggling math and ELA learner needs.</p>

Description of Core Component: High School Graduation Supports (for High Schools only)

Note: For more information about Indiana's graduation pathways, please review [this memo](#) from the Indiana State Board of Education.

1. How will the school promote opportunities for secondary education and workforce to students (e.g., Advanced Placement, International Baccalaureate, Dual Credit)?
2. How will all students be encouraged to earn an academic honors diploma or complete the Core 40 curriculum?
3. What courses will the school offer to ensure all students can be eligible to receive an academic honors diploma?
4. How will all students be provided opportunities to demonstrate employability skills?
5. How will all students have an opportunity to complete a postsecondary readiness competency?

1. How will the school promote opportunities for secondary education and workforce to students (e.g., Advanced Placement, International Baccalaureate, Dual Credit)?

- North Knox Jr/Sr High School offers a variety of dual credit courses offered through Vincennes University and Ivy Tech State College. (College Algebra & Trigonometry, Calculus, US History, English Composition, Intro to Literature, Chemistry II).
- North Knox Jr/Sr High School offers Advanced Placement courses. (AP Government & AP Calculus).
- North Knox Jr/Sr High School hosts a variety of colleges during the school year.
- Seniors of North Knox Jr/Sr High School visit Vincennes University yearly for an on campus visit.
- CEO Program - Creating Entrepreneurship Opportunities Program - Student Business Development Program.
- Junior Achievement Program.
- Job Spark Program.
- North Knox Jr/Sr High School hosts the various armed services recruiters during the school year.

2. How will all students be encouraged to earn an academic honors diploma or complete the Core 40 curriculum?

- All students enter high school with the minimum expectation of earning a Core 40 diploma. A parent conference and parent “sign-off” is required to transition to the general diploma.
- 21st Century Scholars Program and corresponding requirements are explained and promoted to parents and students.
- 21st Century Scholars Parent Night.

3. What courses will the school offer to ensure all students can be eligible to receive an academic honors diploma?

- Please see link below to review the NKJSHS high school course list.
- [North Knox High School Graduation Checklist](#)

4. How will all students be provided opportunities to demonstrate employability skills?

- NKJSHS has an internship program where students can spend one day a week gaining experiencing job shadowing and working alongside professionals in a career of the student’s interest.
- Twin Rivers Vocational Programming.
- CEO Program.
- ICE Work Program
- Utilization of service-based learning experiences for graduation pathways.
- Utilization of work-based learning experiences for graduation pathways.

5. How will all students have an opportunity to complete a postsecondary readiness competency?

- [Honors Diploma](#)
- [ACT](#)
- [SAT](#)
- Qualify ASVAB score (minimum 31) [ASVAB](#)
- Career-Technical Education Concentrator [CTE Concentrator](#)

Gap Analysis: High School Graduation Supports	
How will the school's graduation supports also help the school address its focus areas?	In what ways does the school's graduation supports <i>not</i> help the school address its focus areas?
<p>For Focus Area 1:</p> <p>Providing a variety of graduation supports maximizes opportunities for both general education students and special education students to graduate high school.</p> <p>Educating all students on the variety of opportunities beyond high school increases student value of a high school education and diploma.</p>	<p>For Focus Area 1:</p> <p>The school's graduation supports do not adequately address the special considerations needed for transition from high school to a postsecondary institution, trade school, workforce, etc for students with disabilities.</p>

IV. Select evidence-based interventions that address the school's focus areas

Evidence-Based Interventions for Focus Area 1
<p>Summarize the strategies from the core components in SIP Phase 3 that address this focus area:</p> <p>-Safe Learning Environment:</p> <ul style="list-style-type: none"> ● North Knox Jr/Sr High School ensures a safe and disciplined learning environment by: <ul style="list-style-type: none"> ○ Building - locking doors, visitor sign-in process, an Emergency Preparedness Plan, and cameras ○ Students/ Staff - Digital Citizenship Week Lessons, Speak Up Be Safe Programming, School Safety Commision to address bullying, having School Safety Specialists, NK Alternative School, and the SHAPE program ○ Community - school resource officer, open communication with Knox County Sheriff's Dept, working closely with community-based support services. <p>-Curriculum:</p> <ul style="list-style-type: none"> ● creates curriculum maps and pacing guides with an emphasis on literacy and math standards. ● has co-teaching ELA and math classrooms, where students receive instruction from the highly qualified content teacher as well as a special education teacher. ● has self-contained ELA and math classrooms where students receive instruction from the special education teacher. Instructional aides provide supports as needed. ● offers a variety of culturally responsive academic interventions for students who are struggling in reading skills, language arts skills, and math skills.

-Assessment:

- Statewide Summative Assessments - provides yearly data and is disaggregated by subgroups so all students are considered in instructional practices.
 - ILEARN & ISTEP+
 - ISTAR & I AM are individual student assessments administered by teachers who work directly with eligible special education students.
- Formative Assessments - Provides data that is used to inform instruction.
 - **Study Island** is an interim assessment that measures growth, project proficiency on high-stakes tests, and informs how educators differentiate instruction, evaluate programs, and structure curriculum.
 - **IREADY** is an interim assessment that measures growth, project proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum.
 - **IXL** is an interim assessment that measures growth, project proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum.

-Instruction:

- Teachers have daily attainable objectives that are aligned with the state academic standards.
- Real world applications and hands on activities to allow students to understand the material.
- Teachers work together to find the best way to meet the needs of the students based on the student's needs.
- Teachers use a variety of DOK levels on their tests and quizzes. Teachers frequently check for understanding during each lesson and adjust lessons based on students' knowledge.
- Teachers monitor growth through their instruction, homework, quizzes, pretest and posttest scores.
- Teachers will use the Resource teachers to assist them as well as having co-taught and self-contained ELA and math classes.
- Teachers use a variety of different technology methods to enhance diverse learning styles and language proficiency.

-Family Engagement:

- North Knox Jr/Sr High School provides a positive and welcoming environment to allow for family members to feel comfortable coming to school to communicate needs, ask questions, and celebrate successes.
- Parents/ Guardians have access to Harmony 3, itslearning, and Google Classroom accounts to be able to stay engaged in student grades, teachers lesson plans, homework assigned, and can access resources to help students.

- NKJSHS uses many avenues to understand parents' hopes, concerns, and suggestions and well as welcoming them to assist the school in a variety of ways: Warrior Booster Club, email to communicate with teachers, parent meetings, variety of parent volunteer groups, School Messenger alerts, Twitter, NKJSHS Website, NKJSHS School Info App, 7th Grade Orientation, Freshmen Orientation, 21st Century Scholars Night, FAFSA Night, and NKJSHS Open House.

-Technology:

- NKJSHS has a large amount of technology that allows opportunities for all students.
- Teachers and staff use technology as tier supports and remediation for students who are performing below grade level and with disabilities.
- Adaptive testing programs that determines where students are currently performing and provides prescriptions for student learning based on their individual needs.

-High School Graduation Supports:

- NKJSHS implements a variety of strategies to promote and support graduation and workforce development by:
 - North Knox Jr/Sr High School offers a variety of dual credit courses offered through Vincennes University and Ivy Tech State College. (College Algebra & Trigonometry, Calculus, US History, English Composition, Intro to Literature, Chemistry II).
 - North Knox Jr/Sr High School hosts a variety of colleges during the school year.
 - CEO Program - Creating Entrepreneurship Opportunities Program - Student Business Development Program.
 - Job Spark Program.
 - Junior Achievement Program.
 - 21st Century Scholars Parent Night.
 - NKJSHS has an internship program where students can spend one day a week gaining experience shadowing and working alongside professionals in a career of the student's interest.
 - Twin Rivers Vocational Programming.
 - CEO Program.
 - ICE Work Program.
 - Utilization of service-based learning experiences for graduation pathways.
 - Utilization of work-based learning experiences for graduation pathways.
 - Qualify ASVAB score (minimum 31) [ASVAB](#)
 - Career-Technical Education Concentrator [CTE Concentrator](#)

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:

-Summative and formative assessments need to be further reviewed to better provide feedback for teachers to know what areas students need to be successful within the least restrictive school environment. NKJSHS needs to explore formative assessments better to better inform teachers. With this information, teachers can target their classroom instruction to specifically support standards that special education learners need to master. This will increase student understanding and proficiency of content and skills.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

1. North Knox Jr/Sr High School Special Education teachers, NKSC curriculum director, and administrators will supply resources to help support teachers with implementing differentiated and spiraled instruction to support the needs of all learners.
2. North Knox Jr/Sr High School will begin having professional development over supporting and meeting the needs of special education students with disabilities.
 - Teachers will meet with team counterparts in order to develop a plan for implementing the strategies learned during the professional development.

V. Design a professional development plan

Please complete this section of the SIP using [this template](#), the template provided below, or a locally-developed resource that fulfills the requirements outlined in the “Connections to State and Federal Requirements” section of SIP Phase 5.

Be sure to include a discussion of how professional development will, at a minimum, (1) increase cultural competency in the school's educational environment and (2) improve instruction using student assessment data.

Note: Indiana Administrative Code requires that each school provide an assurance through the signature of an exclusive representative of the LEA that the professional development program complies with the State Board's core principles for professional development. (511 IAC 6.2-3)

Professional Development Plan		
Set Goals		
Given the school's improvement priorities (e.g., strategies for its core components and evidence-based interventions) define goals for this professional development plan. Provide a brief rationale for each professional development goal in relation to one or more of the school's focus areas.		
PD Goal #	Goal Description	Goal Rationale
1	Provide time for collaboration between special education teachers and general education teachers to discuss strategies for best practices within inclusion classrooms.	Providing time for collaboration will increase communication between general education teachers and special education teachers and allow for development and implementation of more effective learning strategies.
2	Increase the review of formative assessment data among special education teachers and general education teachers to determine needs for special education and regular education students.	If assessment data are used correctly, teachers will gain a better insight of student strengths and weaknesses. Instruction can become more targeted moving forward.
Professional Development Offerings		
For each of the school's professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.		
PD Goal #	Initial Professional Development	Follow-up Professional Development to Support Implementation

1	Implementation of monthly meetings between grade level/curriculum teachers and special education teachers.	Provide grade level/curriculum teachers appropriate trainings (professional development) outside of our district to increase knowledge of best practices.
2	Provide teachers with additional training on how to evaluate and interpret formative assessment data to gain accurate insight on weaknesses of special education and general education student population.	Teach the Teacher Methods - Curriculum director and other in-house experts provide professional development to general education and special education teachers to gain a better understanding of how to support our students of special needs.

Professional Development Resources

For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.

PD Goal #	Resources Needed for Initial PD	Resources Needed for Follow-up PD to Support Implementation
1	Time (Possibly after school meetings or release time during the school day)	Release Time - Substitute Teachers Possibly funding for registration fees associated with any out-of-district training.
2	Release Time - Substitute Teachers Possibly funding for registration fees associated with any out-of-district training.	Time (Possibly after school meetings or release time during the school day)

Professional Development Evaluation

For each of the school's professional development goals, define the method(s) for measuring the impact of the associated professional development. Map out an evaluation plan by identifying the individual(s) responsible for collecting, analyzing, and facilitating the review of data to assess the impact of the professional development as well as when this evaluation will occur.

PD Goal #	Method(s) for Measuring PD Impact	Plan for Measuring PD Impact
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1	Journals and logs/minutes from meetings of general & special education teachers.	Student performance on classroom assessments, formative assessments, & teacher observations/logs.
2	Evaluation of formative assessment reviews quarterly	Comparison of student performance on formative assessments and state mandated testing (ILEARN & ISTEP+)

VI. Develop a roadmap to guide implementation of the school improvement plan

Please complete this section of the SIP using [this template](#) or a locally-developed resource that fulfills the requirements outlined in the “Connections to State and Federal Requirements” section of SIP Phase 6.

Professional Development Plan		
Set Goals		
Given the school’s improvement priorities (e.g., strategies for its core components and evidence-based interventions) define goals for this professional development plan. Provide a brief rationale for each professional development goal in relation to one or more of the school’s focus areas.		
PD Goal #	Goal Description	Goal Rationale
1	Provide time for collaboration between special education teachers and general education teachers to discuss strategies for best practices within inclusion classrooms.	Providing time for collaboration will increase communication between general education teachers and special education teachers and allow for development and implementation of more effective learning strategies.
2	Increase the review of formative assessment data among special education teachers and general education teachers to determine needs for special education and regular education students.	If assessment data are used correctly, teachers will gain a better insight of student strengths and weaknesses. Instruction can become more targeted moving forward.
Professional Development Offerings		

For each of the school's professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.

PD Goal #	Initial Professional Development	Follow-up Professional Development to Support Implementation
1	Implementation of monthly meetings between grade level/curriculum teachers and special education teachers.	Provide grade level/curriculum teachers appropriate training (professional development) outside of our district to increase knowledge of best practices.
2	Provide teachers with additional training on how to evaluate and interpret formative assessment data to gain accurate insight on weaknesses of special education and general education student population.	Teach the Teacher Methods - Curriculum director and other in-house experts provide professional development to general education and special education teachers to gain a better understanding of how to support our students of special needs.

Professional Development Resources

For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.

PD Goal #	Resources Needed for Initial PD	Resources Needed for Follow-up PD to Support Implementation
1	Time (Possibly after school meetings or release time during the school day)	Release Time - Substitute Teachers Possibly funding for registration fees associated with any out-of-district training.
2	Release Time - Substitute Teachers Possibly funding for registration fees associated with any out-of-district training.	Time (Possibly after school meetings or release time during the school day)

Professional Development Evaluation

For each of the school's professional development goals, define the method(s) for measuring the impact of the associated professional development. Map out an evaluation plan by

identifying the individual(s) responsible for collecting, analyzing, and facilitating the review of data to assess the impact of the professional development as well as when this evaluation will occur.		
PD Goal #	Method(s) for Measuring PD Impact	Plan for Measuring PD Impact
1	Journals and logs/minutes from meetings of general & special education teachers.	Student performance on classroom assessments, formative assessments, & teacher observations/logs.
2	Evaluation of formative assessment reviews quarterly	Comparison of student performance on formative assessments and state mandated testing (ILEARN & ISTEP+)

LIST OF ALL LINKS WITHIN DOCUMENT:

https://docs.google.com/presentation/d/1LNxVCybjW4lq4bwSqe3I0PSpK8o_7WokA9B2D2uAEYU/edit#slide=id.g63b0dad5d0_0_25

<https://inview.doe.in.gov/schools/1043153537/educator>

https://docs.google.com/spreadsheets/d/1j5xTgD4KpeR-H59hqFlnjvdo_ObA-h05yE40VfhgxSo/edit#gid=0

<https://inview.doe.in.gov/schools/1043153537/school-environment>

https://drive.google.com/file/d/1XRqK4PT_55oYy02l6eNhjiFubiWUkkP3/view

https://drive.google.com/file/d/1ejNvgxXtLwwrJcCsRVz_a3rc0Eopit9i/view

<https://drive.google.com/file/d/17hJGiqDye6BkdR0iR3rEmPVGKBNMU0dg/view>

<http://www.nknox.k12.in.us/nkhs/>

<http://www.nknox.k12.in.us/HShbook.pdf>

<https://lkihosted.logickey.com/harmony/nknox/FamilyAccess.nsf/hello.xsp>

<https://www.indianaieprc.org/index.php>

<https://docs.google.com/document/d/1JODqJPWN55opVxl8243AYGo58EJT6vzHpoxVHfl205I/e/dit>

<https://quizlet.com/>

<https://kahoot.com/>

<https://www.studyisland.com/>

<https://drive.google.com/file/d/0BzBTO8B6hYsuR29Ddno3a3BmRjk0TIhudndtUGxCVG9hVkdB/view>

<https://www.doe.in.gov/sites/default/files/student-assistance/core-40-and-honors-diploma-summary-class-2016-updated-june-2018.pdf>

<http://www.act.org/content/act/en/college-and-career-readiness/benchmarks.html>

<https://collegereadiness.collegeboard.org/about/scores/benchmarks>

https://www.officialasvab.com/eligibility_coun.htm