

**TERRE HAUTE NORTH VIGO HIGH SCHOOL  
SCHOOL IMPROVEMENT PLAN FORMAT**

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## **Description and Location of Curriculum Materials**

The following curriculum guides are located in the district Curriculum and Instruction Office as well as in all classrooms of teachers for the specific content areas.

### AIDS Curriculum Guide – Grades K – 12 **Contact: Holly Pies - 462-4459**

Indiana law IC 20-10.1-4-10 requires each school corporation to include AIDS instruction in its curriculum and to integrate this instruction to the extent possible with information on other dangerous communicable diseases. The guide contains information that will provide assistance to teachers pursuant to this law.

### Art Curriculum Guide – Grades K – 12 **Contact: Val Bailey - 462-4357**

The Indiana Academic Standards for Visual Arts will be incorporated in the summation of a year's teaching at each grade level. The VCSC Curriculum Guide for Art includes two and three dimensional art experiences, progressing from the simpler, direct use of materials for younger students to more complex experiences for older students.

### Career and Technical Education Curriculum Guide – High School 9-12 **Contact: Doug Dillion - 462-4470**

Contents: Career Clusters and Pathways available include: Architecture and Construction (Design/Pre-Construction Pathway, Construction Pathway); Arts, A/V, Technology, and Communications; Business Management and Administration; Education and Training (Early Childhood EdS Ed. Prof.); Health Sciences (Medical Careers); Hospitality and Tourism (Foods and Nutrition, Resource Management); Human Services (Family and Consumer Sciences); Information Technology (Interactive Media, Network Systems, Programming and Software Development); Manufacturing (Advanced Manufacturing, Machining, Welding & Electronics); Marketing; Science, Technology, Engineering, and Mathematics (PLTW Pre-Engineering Pathway Engineering Technology); Transportation, Distribution, and Logistics (Auto Collision Repair, Auto Service Technology); and General Business. Course syllabi are available on the VCSC-CTE website: <http://metadot.vigoco.k12.in.us/metadot/index.pl?id=4576&isa=Category&op=show>

### ESL Curriculum – Grades K – 12 **Contact: Val Bailey - 462-4357**

The Indiana Department of Education Division of Language Minority and Migrant Programs defines English Language Proficiency Levels from Level 1 (Beginner) to Level 5 (Fluent English Proficient). English Language Proficiency Standards address attainment of English proficiency throughout Grades K-12 and describe what LEP (Limited English Proficient) students are capable of demonstrating at each level.

Foreign Language Curriculum Guide – High School **Contact: Val Bailey - 462-4357**

The VCSC Foreign Language Curriculum Guide for Grades 9-12 includes the Indiana Academic Standards for World Languages and course outlines divided into trimesters for all languages currently taught at the high school level. Also included are vocabulary lists for each language. Holt McDougal materials are used for teaching French, German, and Spanish. Pearson Prentice Hall materials are used for teaching Latin.

Gifted/Talented Curriculum Guide **Contact: Holly Pies - 462-4459**

The Gifted/Talented Program includes grades 2/3 classrooms and grades 4/5 classrooms at four elementary sites, G/T classes in three middle schools, and Advanced Placement classes in three high schools. The Gifted/Talented Curriculum Guide includes: Curriculum Goals, How to Achieve These Goals, and Strategies For Success With Gifted Learners. A brochure is available to share with parents.

Health Curriculum Guide – Grades K – 9 **Contact: Holly Pies - 462-4459**

The guide includes: Indiana Academic Standards for Health, Health Skills, Textbook Resources, and Additional Resources. The textbook series used for K-5 is Macmillan/McGraw-Hill; grades 6-8 is Glencoe McGraw-Hill; and grade 9 is Holt, Rinehart, and Winston.

Language Arts Curriculum Guide – Grades K – 12 **Contact: Val Bailey - 462-4357**

The VCSC English/Language Arts Curriculum Guides for Grades K-5 and 6-12 include Indiana Academic Standards of English/Language Arts, pacing guides, course syllabi (6-12), assessment materials, the Indiana Reading List from the Department of Education, ISTEP+ resource materials, and supplemental resources. Elementary teachers use the Macmillan/McGraw-Hill reading and language arts programs and the Zaner Bloser handwriting program. Middle school English teachers use McDougal Littell language arts materials and Pearson Prentice Hall literature materials. High school English teachers use the Great Source Write Source grammar program and McDougal Littell literature models.

Math Curriculum Guide – Grades K – 12 **Contact: John Newport – 462-4149**

The guide includes: Vision Statement, VCSC Mission Statement, VCSC Philosophy of Education, VCSC Policies, Best Practices, Indiana Academic Standards, ISTEP+ Resource Materials, Professional Organizations and Resources, VCSC Adopted Texts and Materials, and Math Proficiency Guides. Elementary teachers use the SRA McGraw-Hill *Everyday Math* series. Middle School teachers use Holt McDougal Mathematic Course 1-3 series. High school teachers use Glencoe-McGraw-Hill, Holt-McDougal, and Prentice Hall.

Music Curriculum Guide – Grades K – 12 *Contact: Jeff Clutter – 462-4479*

The guide includes information for each grade level regarding the following: Vocal, Rhythm, Movement, Classroom Instruments, Expressive Elements, Improvisation, Composition, Listening to, Analyzing and Describing Music, Historical Periods and Cultures, and Careers. Other information includes: Philosophy of Music, Proficiency Statements, and Source Materials.

Physical Education Curriculum Guide – Grades 9 – 12 *Contact: Holly Pies – 462-4459*

Contents: The guide includes: Physical Education Curriculum for PE I and PE II, Indiana Department of Education Physical Education Proficiency Guide, ASCD Best Practice Information, Physical Education Sample Syllabi (Elective Courses) , and Instruction Activities.

Science Curriculum Guide – Grades K – 12 *Contact: John Newport – 462-4149*

The guide includes a listing of the K – 12 Science Curriculum Articulation Committee, Official Textbook Advisory Committee, Vision Statement, VCSC Mission Statement, VCSC Philosophy of Education, VCSC Policies, Indiana Academic Standards for Science, Suggested Activities for Science Classrooms, Professional Organizations, Resources, Internet Sites, VCSC Adopted Texts and Materials, pacing guide aligned to the elementary text, and course syllabi aligned to the middle and high school texts.

Social Studies Curriculum Guide – Grades K – 12 *Contact: Holly Pies – 462-4459*

The social studies guide includes: Indiana Academic Standards for Social Studies, the scope and sequence for all social studies courses, a pacing guide for elementary social studies (K-5), the Macmillan-McGraw-Hill TIMELINKS to Treasures (Indiana Correlation), the course syllabi for all middle school social studies courses, and the course syllabi for all high school social studies courses. Teachers in grades K-5 use Macmillan/McGraw-Hill. Middle school teachers use Glencoe/McGraw-Hill and Pearson/Prentice-Hall. High school teachers use Glencoe/McGraw-Hill, Holt McDougal, Longman, and Pearson/Prentice-Hall.

**Titles and Descriptions of Assessment Instruments**

Descriptions of the instruments used in the Vigo County School Corporation can be found on the documented pages in the **District Curriculum and Instruction Data Resource Guide.**

	<u>Pages</u>
✓ DIBELS – Kindergarten Assessment	34
✓ Second Grade Pre and Post Writing Assessments	92-93
✓ Fifth Grade Pre and Post Writing Assessments (PALS)	74-75
✓ Macmillan McGraw-Hill Reading Assessments – Grades K – 5	64-65
✓ Terra Nova Reading, Reading and Math – Grade 2	94-97
✓ IREAD-3 – Indiana Reading Evaluation and Determination Assessment	49-50
✓ ISTEP+ English/Language Arts/Math/Science/Social Studies – Grades 3-8	51-62

✓ End-of-Course Assessments (Algebra I, English 10, Biology I – Grades 8 – 12)	39-40
✓ Language Assessment System Links (English as a Second Language) Grades K – 12	63
✓ Scholastic Reading Inventory – K – 12	86
✓ PSAT Grades 10 – 11	77-78
✓ SAT Grades 9-12	84-85

### **Parental Participation In The School**

Parents are encouraged to become involved in numerous ways at Terre Haute North. While telephone messages, mailings, and our web page are tools to communicate with parents, we encourage families to get involved in events such as open house, freshman orientation, curriculum fair, parent night, and financial aid night. Yearly at the open house, volunteer parents speak regarding opportunities to serve at Terre Haute North during the school day and beyond. Parents are invited to sit on Terre Haute North’s school improvement team. Our parent booster groups are strong. Available are academic booster, band booster, and athletic booster groups. Parents may become involved in individual sports groups under the umbrella of the athletic boosters. At Terre Haute North, parents are daily fixtures working the milkshake stand and bookstore. Teachers are encouraged to seek parents as guest speakers and/or presenters in their curricular areas to bring enhancement to the learning experience. Progress reports and report cards keep parents knowledgeable of their students’ successes and challenges. Parents and teachers are encouraged to maintain regular contact to partner together to ensure the success of our students.

### **Technology as A Learning Tool**

Technology is used effectively to enhance instruction and help students reach higher learning goals.

#### Technology Resource Teachers

Each school has at least one Technology Resource Teacher (TRT) who provides frontline technical support and training. Training is facilitated using a variety of settings, including one-on-one instruction, small group, and faculty meetings. A wide variety of technical instruction is presented at the building level: the use of instructional hardware and tools, software, Microsoft Office applications in the classroom, Internet-based instruction, use of the Inspire and Britannica Online websites, and digital content and search tools.

#### Textbook Software Training

Every six years, a new textbook adoption occurs in each curricular area that is supplemented with rich technology resources. It is important that teachers are provided with training in the new software that is aligned with their new text and materials. Technology resources include computer test generators, lesson plan templates, interactive websites for student support, and related website curricular materials support.

#### DreamSpark Program

DreamSpark is a Microsoft program to provide students, teachers, and computer labs with software design and development tools at no charge. This program provides the opportunity to work and

build with professional software and programming tools and the freedom to experiment with them outside a corporate or enterprise environment. In addition to building programming and development skills, it offers an opportunity to explore programming, systems administration, and databases free from the consequences of errors and mistakes associated with production systems.

### Scholastic Reading Inventory

Scholastic Reading Inventory (SRI) is a computerized reading assessment used in grades 2-12 to assist teachers in diagnosing student reading levels. The SRI provides numerous reports for the classroom teacher in monitoring student reading progress and provides additional reports to the school improvement team for monitoring school goals.

### Scholastic Reading Counts

Scholastic Reading Counts (SRC) is a program which allows students to test their reading comprehension by taking quizzes on self-selected reading materials. There are thousands of titles available, which include many of the school media center resources.

### Adobe Creative Suite

The Adobe Creative Suite is a series of software suites of graphic design, video editing, and web development applications used in the CTE programs.

### Acuity - Algebra

The purpose of the Algebra Acuity assessments is to provide predictive measures for Algebra I students to indicate if they are on track to pass the ECA. Assessment reports provide standards-aligned performance data, which support an educator's ability to inform instruction at the student-, class-, school-, and corporation-level.

### READ LIVE

Read Live is a comprehensive set of research-based programs that assesses reading and engages students with a motivating curriculum that supports fluency, vocabulary, comprehension, and phonics. Teachers can easily differentiate instruction to meet the needs of a wide range of students, from elementary through high school.

### Britannica Online

Britannica Online offers a full range of reference materials, including four complete encyclopedias, online journals and magazines, multimedia items, learning activities, and aligned to the state standards.

### Follett Destiny Library System

This library management system provides simple, effective searches for media center materials and Web-based materials. It provides the information in a seamless manner, making research easy and robust for any grade level.

### Inspire

Inspire is Indiana's virtual library. In conjunction with the academic, public, school and special libraries of Indiana, Inspire offers access to a full range of commercial databases and other electronic resources to support the educational, cultural, personal and economic interests of

Hoosiers from their homes, offices, libraries, schools and businesses in Indiana.

#### Microsoft Office

This full-featured software provides opportunities for students to improve writing skills, analyze data, and create multimedia presentations. These activities are essential for every student to attain 21st century skills.

#### Inspiration

This graphic organizer can be used in many areas of curriculum. Writing can be enhanced by pre-writing activities that organize thoughts into meaningful patterns. Data can be organized and analyzed using the graphical interface. Process flow can be graphed to illustrate the flow of work and processes.

#### Project Lead the Way

PLTW programs give students hands-on project-based experiences and expose them to areas of science and technology not traditionally encountered in the secondary curriculum.

### **Safe and Disciplined Learning Environment**

The Vigo County School Corporation has endeavored to provide a safe school environment in all schools. An emphasis on prevention, intervention and crisis response has taken place in our schools. Prevention of school violence includes education and counseling as appropriate. All schools have a crisis plan and a plan for intervention when necessary. Crisis response includes the development and implementation of crisis plans specific to the school site as well as having general guidelines for the entire school corporation. Periodic meetings between school administration and law enforcement, prosecutor and emergency responders take place to improve school safety. Safe schools are one of the six goals of VCSC. School safety and security is a priority that has been emphasized to ensure that a positive and secure environment exists in all schools.

#### **HERE ARE SOME OF THE STEPS THAT THE VIGO COUNTY SCHOOL CORPORATION HAS TAKEN:**

- Building level School Safety Committees in all Vigo County Schools.
- Comprehensive K-12 Emergency Preparedness/Crisis Intervention Plan (Policies, Procedures and Guidelines).
- A speedier “lockdown” plan for all schools.
- Training for police who work in schools on autism.
- Police Liaison Program – T. H. Police and Vigo County Sheriff Departments.
- As of April of 2013, the Vigo County School Corporation in cooperation with the Vigo County Council, the Sheriff’s Department, the Terre Haute Police Department as well as the Prosecutor’s office implemented a School Protection Officer program in every school in the VCSC. Each school has a full time officer or several officers that are present during the school day to support the security of the school. This is in addition to the previous program of supplying police to the high schools every school day.
- Installation of security kiosks at all high schools with a police officer to check visitor I.D.’s and the maintain a high level of school security.

- Instructions to all schools on using the sex offender registry to identify potential sex offenders in the school community.
- Terre Haute City Police Officers assigned to middle schools and visit elementary schools on a regular or as needed basis.
- Suspension, expulsion and/or arrest of students who bring weapons or drugs to school.
- Sexual harassment policies and procedures for students and staff.
- Confidential Hotline through “CrimeStoppers” and “Lifeline”.
- Limited Access – locking all external doors.
- Installation of buzzer systems to all middle and elementary schools with video and audio to screen visitors to schools.
- ID badges for every staff member.
- Guest sign in procedures. ID badges for guests and volunteers.
- Supervision of halls, lunchroom and rest rooms by teachers, administrators and staff.
- Dog search procedures for lockers and cars.
- Hand held radio units for administrators, staff on supervision and custodians.
- Corporation-wide emergency radio network system tested weekly.
- Alternative School learning programs (6-12).
- Ongoing school safety and security awareness staff development for administrators, teachers and staff.
- Conflict Resolution and Anger Management, Peer Mediation, Peer Facilitator Programs, and the HERO Anti-Bullying Program.
  - Cooperative program with Family Service for the evaluation of troubled students.
  - Drug education program free to students with drug issues.
  - Intoximeters at all high schools.
- Camera systems at all schools with central office access to all schools by remote video access.
- Plans to give access to school camera’s to law enforcement in mobile vehicles.
- Use of wand metal detectors in all secondary schools with availability of walk-through metal detectors.
- Crisis alerts by email to specific school areas affected by events or incidents.
  - Mobile School Incident Command Center available to all schools.
  - Each school makes reference to the Vigo County School Corporation bullying policy that is available online through the Student Services website. The policy makes chronic and repeated bullying a violation that may lead to suspension and/or expulsion.
  - Schools and parents have access to the Student Services website that gives them helpful information on items such as teen suicide, bullying, and use of drugs.
  - School Board policy restricting access to schools for any person on the National Sex Offender Registry as well as the State Registry.
  - Security audits completed at every school.
  - Revised school plans each September.
  - Many buses are equipped with security cameras.
  - Use of metal detector system for all School Board meetings and the presence of a police officer.
  - Phone system with caller I.D. at every school.
  - Board policy on Civility by visitors in the schools.



- Active shooter training for all secretaries and administrators in cooperation with THPD.

### **Professional Development for High Schools**

- In the summer, middle and high school science teachers had opportunities to attend the Science Summer Intensive Institute sponsored by the Math and Science Partnership Grant. PRISM and Rose-Hulman faculty partnered in a four-week professional development opportunity for middle school science, technology, pre engineering, and mathematics (STEM) teachers. The sixteen day schedule featured mini-workshops that provided a sample of innovative models, methods, and materials for developing a standards-driven curricula and pedagogy. The topics included: Exploring at the Nanoscale, Solar House, Gravity Cruiser, and Consolidation. New this year, after the teachers learned additional science content, they applied this content using best instructional practices in elementary classrooms in the Math Magic, Reading and Writing Wonders Summer Program.
- In the summer, middle and high school math teachers had opportunities to attend a two week Math and Science Partnership Grant Workshop – Math Focus conducted by faculty from the Indiana University Department of Mathematics and School of Education and teachers from Vigo County School Corporation. Many changes are taking place at the Indiana Department of Education as Indiana implements the new CCSS in math, and teachers continue to collaborate about best practices.
- Math and Science Partnership Grant meetings were held throughout the year so that high school teachers could continue to learn more about using their ISTEP+ standards data in classroom instruction.
- Curriculum Coordinators met with high school department chairpersons to work toward accomplishing the following goals: (1) Curriculum will be aligned with Indiana Academic Standards; (2) Teachers will review assessments in content areas; (3) Remediation activities will be reviewed for effectiveness; and (4) Teachers will continue to align curriculum with SAT expectations.
- Numerous meetings were held during the 2012-2013 school year to develop RISE Assessments for teacher evaluations. District Curriculum Coordinators worked with teacher committees to develop assessments at all secondary grade levels. Teachers developed RISE assessments, compiled teacher directions, and made answer keys. A binder was compiled that included the assessments and a VCSC Assessment Matrix that contained the following: Grade, Assessment for Class Objective, Content Mastery Standard, and Assessment for Targeted Objective.
- Two half-day professional development workshops were provided by a professor from the Languages, Linguistics, and Literature Department of Indiana State University in November 2012 and January 2013; both workshops focused on effective teaching strategies with ESL students. Two additional workshops for ESL teachers and teaching assistants were planned and implemented by the Curriculum Coordinator and ESL Consultants in April and May 2013; those meetings focused on accurate recording keeping, documentation of services, appropriate modification of classroom instruction, parental involvement and understanding and communicating ESL student score results from the LAS Links Annual Assessment.
- High school teachers attended Common Core State Standards (CCSS) reading and writing “cracker-barrel” workshop sessions during teacher planning periods; this schoolwide professional development was provided by a literacy consultant who specializes in modeling

strategies which help students meet CCSS. The consultant shared instructional activities for promoting higher levels of reading and increased writing opportunities.

- Selected teachers at the high school level received instruction on the Read LIVE online reading comprehension program. The Read LIVE computer-based program assesses individual student competence with respect to reading comprehension and tailors each subsequent lesson to the student's specific need based on prior performance.
- The high schools are participating in an Innovation Grant entitled, *New Roles, Responsibilities, and Relationships: A Transformational Approach to Dual Credit and Professional Development (The New 3-R Transformational Model)*, sponsored by the Indiana Department of Education. This grant promotes accelerated learning for students as well as high quality professional development for teachers. A districtwide committee of teachers and administrators wrote this grant during the 2012-2013 school year to address the need for more students to obtain dual college credit. The grant will be implemented during the 2013-2014 school year, and numerous professional development activities will take place.
- All freshman health teachers, school nurses, two middle school health teachers, two elementary media specialists (to represent all elementary media specialists), high school special education teachers who teach health, and high school social studies department chairs attended the annual Health Issues In-service which addressed mandatory curriculum in health education. Health information provides students with the concepts related to health promotion and disease prevention; helps students evaluate health information; assists students with the ability to apply self-management skills to enhance health; and encourages students to implement decision-making and goal-setting skills. Community representatives from Vigo County Health Department, Area Health Education Center, Regional Hospital, Union Hospital, Hux Cancer Center, and the VCSC Wellness Clinic presented the most current health information to teachers, nurses, and counselors. Contact information was shared to promote follow-up activities. This in-service provided an important foundation for teaching the Indiana Health and Wellness Standards.
- All principals received information about the CCSS at the district Back to School Administrators Meeting. Principals received the book *Pathways to the Common Core: Accelerating Achievement* (2012). Principals discussed design of the Common Core, rationale for the Common Core, and specific information about English/Language Arts and mathematics.
- All principals and school test coordinators received training on a scheduled basis for state assessments that took place during the 2012-2013 school year. For instance, training took place regarding the administration of End-of-Course Assessments and National Assessment of Educational Progress (NAEP).
- The VCSC has mounted and installed 49 projectors in middle and high school mathematics classrooms. Teachers continued to develop digital lessons at their Math and Science Partnership Grant summer workshops and will employ those lessons to promote student engagement.

### **Professional Development That Is Coordinated With Proposed Interventions And That Supports Sustainable School Improvement Efforts**

(A)

- i. Our school has analyzed our End-of-Course Assessment data and documented English/language Arts Standard 10.2 Reading: Comprehension and analysis of non-

fiction and informational text and Standard 10.3 Reading: Comprehension and analysis of literary text. We continually look at individual student performance in terms of strengths and weaknesses on these standards.

- ii. Reading strategies have been shown to be an effective tool for enhancing students’ learning of content material. Reading activities are implemented across all content areas to promote enhancement in learning.
- iii. Activities to implement these strategies, programs, and services are included on the School Improvement Action Plan at the end of the document.
- iv. Activities to evaluate are included on the School Improvement Action Plan at the end of the document.

B) The program aligns with the Core Principles for Professional Development. The professional development reflects research-based approaches to effective adult learning. A variety of types of learning such as content-specific in-services and small group reflection are used to foster collegiality and self-directed professional development opportunities.

**Cultural Competency**

As related to the Schoolwide Plan, the school’s planning committee has (1) identified the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school’s student population, (2) incorporated culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school’s plan, and (3) recommended areas in which additional professional development is necessary to increase cultural competency in the school’s educational environment. The committee will update annually the information previously identified.

**Attendance Rate**

<b>Attendance Rate – Overall</b>					
	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
<b>Your School</b>	94.2	93.73	96.13	95.52	93.77

The attendance rate has slightly declined over the past school year. However, the school works extremely hard to make efforts to get all students to school by using the following strategies to improve attendance: automated phone calls, truancy-face sheets, home visits, talks by counselors and deans.

**Graduation Rate**

<b>Graduation Rate (4 Years or Less)</b>					
	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
<b>Your School</b>	<b>88.3</b>	<b>90.0</b>	<b>90.2</b>	<b>94.4</b>	

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### End-of-Course State Assessment

<b>* Algebra 1 (High School)</b>					
	VCSC	State**	TH North	TH South	West Vigo
Total Number Tested	NA	NA	421		
Average Scale Score	NA	NA	539		
Proficiency Rating (% Passed)	NA	NA	51%		
* A scaled score of 579 or greater on the Algebra 1 test is passing.					
**This chart includes both middle and high school numbers.					

<b>* Biology 1</b>					
	VCSC	State	TH North	TH South	West Vigo
Total Number Tested	NA	NA	315		
Average Scale Score	NA	NA	524		
Proficiency Rating (% Passed)	NA	NA	59%		
* This is not a required test for graduation.					
** A scaled score of 509 or greater on the Biology 1 test is passing.					

<b>* English 10</b>					
	VCSC	State	TH North	TH South	West Vigo
Total Number Tested	NA	NA	201		
Average Scale Score	NA	NA	479		
Proficiency Rating (% Passed)	NA	NA	94%		
* This is not a required test for graduation.					
** A scaled score of 500 or greater on the English 10 test is passing.					

<b>High School Diplomas and Types</b>				
<b>Diplomas, % Core 40</b>			<b>Diplomas % Honors</b>	
	State Average	School Average	State Average	School Average
<b>2011-12</b>		47.2		35.7
<b>2010-11</b>		45.4		31.7
<b>2009-10</b>	<b>78</b>	44.7	30	28.3
<b>2008-09</b>	<b>75</b>	44.6	32	26.5
<b>2007-08</b>	<b>73</b>	44.5	32	28.6
<b>2006-07</b>	<b>72</b>	38.7	32	26.8

<b>Advanced Placement Data</b>				
<b>Percent Taking</b>			<b>Percent of Exams 3 or Above</b>	
	State Average	School Average	State Average	School Average
<b>2012-13</b>		36	49.5	31.6
<b>2011-12</b>		37	47.6	30.8
<b>2010-11</b>	<b>30.6</b>	34	40	23
<b>2009-10</b>	<b>18</b>	35	40	31

<b>2008-09</b>	<b>15</b>	31	46	38	
<b>2006-07</b>	<b>11</b>	26	51	42	
<b>SAT Data</b>					
<b>Critical Reading</b>		<b>Mathematics</b>		<b>Writing</b>	
<b>State Average</b>	<b>School Average</b>	<b>State Average</b>	<b>School Average</b>	<b>State Average</b>	<b>School Average</b>
<b>2012-13</b>	<b>493</b>	499	500	497	488
<b>2011-12</b>	<b>493</b>	496	501	491	475
<b>2010-11</b>	<b>494</b>	500.5	505	502.5	477
<b>2009-10</b>	<b>496</b>	502	507	502	480

### **Specific Areas Where Improvement Is Needed Immediately**

The school has identified the following school improvement goals in English/language arts and mathematics:

- English/language arts: Improving writing skills for freshman and sophomore English students.
- Mathematics: Increasing percentage passing rates for meeting IPI for Systems of Linear Equations.

These goals have been identified due to student progress on End-of-Course Assessments.

#### ***English/Language Arts***

**Standard 1** Reading: Word Recognition, Fluency, and Vocabulary Development; **Standard 2** Comprehension and Analysis of Nonfiction and Informational Text; **Standard 3** Reading: Comprehension and Analysis of Literary Text; **Standard 4** Writing: Processes and Features; **Standard 5** Writing: Different Types of Writing and their Characteristics; **Standard 6** Writing: English Language Conventions.

#### ***Mathematics***

**Standard 1** Number Sense; **Standard 2** Computation; **Standard 3** Algebra and Functions; **Standard 4** Geometry; **Standard 5** Measurement; **Standard 6** Data Analysis and Probability; and **Standard 7** Problem Solving.

#### **Benchmarks for Progress**

The following benchmarks are set forth by the state of Indiana for expected performance:

##### **AYP targets for 2008, 2009, and 2010**

English – 72.5

Math – 71.5

##### **AYP target for 2011**

English – 79.5%

Math – 78.7%

##### **AYP Target for 2012**

English – 86.4%

Math – 85.9%

##### **AYP Target for 2013**

English – 93.3%  
Math – 93.1%

Indiana has applied for and received a waiver from the federal No Child Left Behind Act. The state of Indiana will now utilize an A-F PL 221 Category System for accountability and expected performance. *Our school currently has a grade of A in the PL 221 Category System.*

### **Provisions to Offer Courses that Allow All Students to Become Eligible to Earn the Academic Honors Diploma**

Our school offers a wide range of courses that allow all students to become eligible to earn the Academic Honors Diploma. The Curriculum Guide, published by our Guidance Department, published by our Guidance Department, clearly lists these courses and their descriptions for students and parents.

### **Provisions to Encourage All Students to Earn an Academic Honors Diploma Or to Complete the Core 40 Curriculum**

Our trimester schedule provides students with many opportunities and flexibility to earn the required credits for the Academic Honors Diploma and Core 40 Diploma. In addition, the district offers a Performing Art's Workshop in the summer for students to earn a Fine Arts credit. Counselors visit classrooms on a scheduled basis to inform and encourage students to take rigorous coursework.

### **Statutes and Rules To Be Waived**

#### **Three-Year Timeline for Implementations, Review, and Revisions**

The attached School Improvement Action Plan illustrates how and to what extent the school expects to make continuous improvement across all content areas. A three-year timeline for implementation, review, and revision is included on the attached School Improvement Action Plans.

<b>Goal</b> Improving writing skills for freshman and sophomore English students.					
<b>Support Data (from the Profile)</b> Graduation Rate      English 10 Graduation Exam Scores PSAT Data              ISTEP+/ECA practice exam (online) Pre-/post-test data    Read Live		<b>Standardized Assessments</b> ▪ English 10 Graduation Examination ▪ PSAT Acuity (Indiana Department of Education)		<b>Local Assessments</b> ▪ Common pre-/post-tests ISTEP+/ECA practice exam (online)	
<b>Intervention/Strategy</b> ▪ STAR – Strategy Teaching Action Research ▪ Re-enrolling students who fail English 10-1 into that class again before moving on to English 10-2 (trimesters) ▪ Read Live			<b>Research/Best Practice Sources</b> ▪ Dr. Robert Marzano ▪ Kristina Smekens Marie McNelis		
Activities to Implement the Intervention/Strategy	Person(s) Accountable	Three-year Timeline		Resources	Staff Development Support
		Beg	End		
<ol style="list-style-type: none"> <li>1. Timed writings</li> <li>2. Create a bank of writing prompts generated by teachers.</li> <li>3. Present specific instruction to decode prompts.</li> <li>4. Create a poster of transitional terms to be displayed in each classroom.</li> <li>5. Failing students will repeat English 10-1.</li> </ol>	Freshman and Sophomore English teachers	2012	2016	<ul style="list-style-type: none"> <li>▪ VCSC English Curriculum Coordinator</li> <li>▪ Dr. Robert Marzano</li> <li>▪ Kristina Smekens</li> <li>▪ Marie McNelis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing workshop</li> <li>▪ Professional Development through workshops and VCSC sponsored in-services</li> <li>▪ Common planning opportunities for planning and analyzing data</li> </ul>

## School Improvement Action Plan (Mathematics)

<b>Goal</b> Increasing percentage passing rates for meeting IPI for Systems of Linear Equations.					
<b>Support Data (from the Profile)</b> Graduation Rate            Algebra I Graduation Exam Scores PSAT Data                    ISTEP+/ECA practice exam (online) Pre-/post-test data			<b>Standardized Assessments</b> ▪ Algebra I Graduation Examination ▪ PSAT Acuity (Indiana Department of Education)		
			<b>Local Assessments</b> ▪ Common pre-/post-tests ▪ Common final examinations ISTEP+/ECA practice exam (online)		
<b>Intervention/Strategy</b> ▪ Bank of Systems of Equations to be used after chapter 6 (questions will progressively becoming more challenging and will terminate in word problems. ▪ ALEKS			<b>Research/Best Practice Sources</b> ▪ Dr. Robert Marzano		
<b>Activities to Implement the Intervention/Strategy</b>	<b>Person(s) Accountable</b>	<b>Three-year Timeline</b>		<b>Resources</b>	<b>Staff Development Support</b>
		<b>Beg</b>	<b>End</b>		



<p><b>1. Implement additional questions.</b>  <b>2. After-School Tutoring</b>  <b>3. Academic Study Hall</b></p>	<p><b>Math Dept.</b></p>	<p><b>2013</b></p>	<p><b>2017</b></p>	<ul style="list-style-type: none"> <li>▪ <b>VCSC Math Curriculum Coordinator</b></li> <li>▪ <b>VCSC Math Liaisons</b></li> <li>▪ <b>Dr. Robert Marzano</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Common planning opportunities for planning and analyzing data</b></li> <li>▪ <b>Professional Development through workshops and VCSC sponsored in-services</b></li> </ul>
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