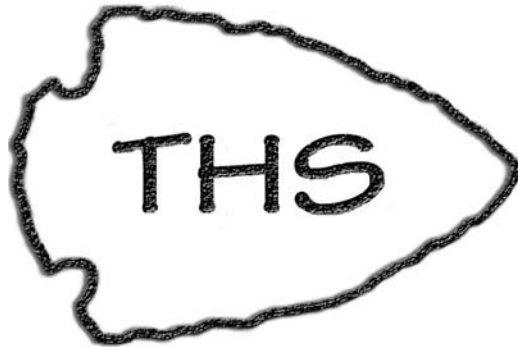


Terre Haute South Vigo High School

School Profile 2008-2009



Chris Mauk, Principal
Trina Barrett, Assistant Principal
Mark Kirby, Assistant Principal

3737 South 7th St.
Terre Haute, IN 47802
(812) 462-4252
Fax (812) 462-4408
www.vigoschools.org/~thsvhs/

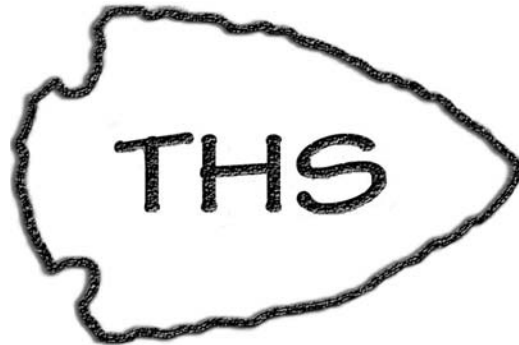
Terre Haute South Vigo High School

School Improvement Plan

Page No.	Required Components
6-10	Description and location of curriculum
4-5 & 11-12	Titles and descriptions of assessment instruments to be used in addition to ISTEP+
13	Parental participation in the school
14-15	Technology as a learning tool
16-17	Safe and disciplined learning environment
18-21	Professional development
22	Attendance Rate
23-33	Percentage of students meeting academic standards under the ISTEP+ program
34	Graduation rate
35	Specific areas where improvement is needed immediately
36	Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system
37	Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma
37	Provisions to encourage all students to earn an Academic Honors Diploma or to complete the Core 40 curriculum
38	Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts
39	Statutes and rules to be waived
End of Document	Three-year timeline for implementation, review, and revision

Terre Haute South Vigo High School

Mission Statement



Terre Haute South Vigo High School, in shared partnership with students, staff, families, and community, will provide a safe and positive atmosphere for learning. All students will be challenged to take responsibility for scholastic achievement and develop independent thinking. We will strive to empower students to become literate and to reach their potential in a diverse, ever changing society.

Titles and descriptions of assessment instruments to be used in addition to ISTEP+

We selected the following assessment instruments:

- ISTEP+ Data
- SAT (Grades 11,12)
- PSAT (Grade 11)Data
- ACT Composite Scores
- Scholastic Reading Inventory (SRI)
- 4D Problem Solving Test

ISTEP+ Data

ISTEP+ data is continuously analyzed. (See pages 23-33) During the last two school years, 2006-2007 and 2007-2008, the number of tenth grade students passing the mathematics portion of the ISTEP+ has declined from 63% in 2006-2007 to 61% in 2007-2008. The English/Language Arts section of the ISTEP+ for tenth grade has decreased slightly from 66% in 2006-2007 to 65% in 2007-2008. For ninth grade students in 2007-2008, 63% passed the mathematics portion of the ISTEP+. This was an increase from 59% in 2006-2007. On the English/Language Arts portion of the ISTEP+, 64% of the ninth graders passed for the 2007-2008 school year. This was an improvement over 2006-2007, when 62% of ninth grade students passed the English/Language Arts portion of the ISTEP+. The ISTEP+ data reflects lower scores in all areas for students who are on free and reduced lunch, for students who are black, and for special education students.

SAT (Grades 11,12)

The SAT measures the critical thinking skills that demonstrate how well students analyze and solve problems. The test is composed of three sections; critical reading, mathematics, and writing.

PSAT (Grade 11) Data

The PSAT is the preliminary SAT that tests critical thinking skills that demonstrate how well students analyze and solve problems. This test precedes the SAT.

ACT Composite Scores

The ACT (No Writing) consists of four multiple-choice tests: English, Mathematics, Reading, and Science. The ACT Plus Writing includes the four multiple-choice tests and a writing test.

SRI (grade 9) Data

Scholastic Reading Inventory

SRI is a computerized reading assessment used to assist teachers in diagnosing student reading levels. Ninth grade students entering South in the fall of 2006-07 were given the SRI test. This was used as a pretest. These students were given the SRI test again in May, 2007 as a post test. The SRI is composed of four performance standards. These are advanced, proficient, basic, and below basic. In the fall test, 35% of all ninth graders were advanced. Twenty-seven percent of all ninth grade students were proficient. Thirty percent of all ninth grade students were basic, while 8% were below basic. In the posttest, 44% of all ninth graders were advanced. Nineteen percent of all ninth graders were proficient. Thirty-one

percent of all ninth graders were basic, while 7% were below basic. We administered the pretest to our current ninth grade class in September of 2007. South will administer the post test in May 2008.

4D's Problem Solving Test

In 2005, based on results from the 2004 ISTEP data, South identified problem solving as a skill needed by students. In the fall of 2006-07 the use of the 4D Problem Solving strategy was implemented as a systematic school-wide intervention. The pretest was given in the fall of 2006. The school score was 7.46 based on a 16 point rubric. The post test was given in April of 2007. The school score improved to 9.71.

Curriculum and Instruction Department Vigo County School Corporation

Description and Location of Curricular Materials

AIDS CURRICULUM GUIDE – GRADES K-12
Central Office Contact: Holly Pies 462-4459

Updated: 2005

Contents: 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
Central Office Contact: Scott Moore 462-4357

Updated: 2007

Contents: All areas of art experience listed in the Scope Art Program, as set out in this curriculum guide, will be incorporated in the summation of a year's teaching at each grade level. Learning experiences will include two-and-three dimensional art activities progressing from the simpler, direct use of materials for younger children to the more complex involvement for the older children.

Career and Technical Education Electronic **UPDATED: 2007** ***Curriculum Guide***

Central Office Contact: Doug Dillion 462-4470

Contents: The Career and Technical Education curricula is available on the Vigo County School Corporation website. Course information includes: course title, course number (local, state and federal), grade level(s), school(s) offered, course description, course aims and goals, documentation, and standards targeted in the course. In addition to basic fundamental information about individual courses the website includes information about "Programs of Study" offered by the VCSC, career technical sequences for specific career clusters, VCSC Technical Honors Diploma, model curriculum that links mathematics, English and science standards to CTE activities, and links to the occupational outlook, information about state, national and trade and industry standards, articulation opportunities and state approved certifications.

Material Access: Starting at the VCSC Home Page (www.vigoschools.org)

1. Select the Administration button across the top and scroll down to the Career Technology/Adult Education button.
2. Select the Career and Technical Education button on the left side of the new screen.
3. Select the button on the left side of the screen of the content area for curricula information and additional resources.
Buttons include:
 - o Student Information and Program Brochures – Career clusters, Programs of Study, and Technical Honors Diploma
 - o High School Business, Marketing and Information Technology
 - o High School Career and Technical Education

- High School Family and Consumer Sciences
 - High School Technology Education
 - Middle School Family and Consumer Sciences
 - Middle School Technology Education
 - Middle School Business, Marketing and Information Technology
 - Friends of VCSC Career and Technical Education – links to occupational information, state and national standards
 - Teacher Resources – Forms, model curricula, and crosswalks activities
4. After selecting a broad category, there is the ability to access course syllabi and subject sensitive links
 5. Each section has downloadable individual course syllabi in PDF format, DOE course codes and federal CIP Codes

DISTRICT ASSESSMENT FRAMEWORK – GRADES K-12

Updated: 2007

Central Office Contact: Rex Ireland 462-4203

Contents: This document contains information about the assessments used in the corporation. It includes state mandated assessments such as ISTEP+, Core 40, and LAS links; listing the grade tested, the timeline for testing, and the curriculum area. There is also information that indicates those assessments that are VCSC approved such as DIBELS, McGraw-Hill Reading, Terra Nova, and Mathematics Quarterlies. Included with the corporation assessments are the grade level, curricular area, and timeline.

ESL CURRICULUM GUIDE – GRADES K-12

Updated: 2007

Central Office Contact: Scott Moore 462-4357

Contents: The Indiana Department of Education/Language Minority and Migrant Programs defines Levels of English Language Proficiency 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 students know and can do at each proficiency level.

FOREIGN LANGUAGE CURRICULUM GUIDE – HIGH SCHOOL

Updated: 2008

Central Office Contact: Scott Moore 462-4357

Contents: Three components of foreign language education are defined: (1) Goals, (2) Content Standards, and (3) Sample Performances. Copies of new foreign language standards have been distributed to all foreign language teachers, and the curriculum guide will be revised in the 2007-2008 school year. The curriculum guide includes units of instruction for all languages currently being taught at the high school level.

GIFTED/TALENTED CURRICULUM GUIDE

Updated: 2007

Central Office Contact: Holly Pies 462-4459

The Gifted/Talented Program includes: 2/3 classrooms and 4/5 classrooms at five elementary sites, G/T classes in four middle schools, and Advanced Placement classes in three high schools.

Contents: 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-5

Updated: 2005

Central Office Contact: Holly Pies 462-4459

Contents: The curriculum guide includes: Indiana Academic Standards for Health, Local Curriculum for Health, Textbook Resources, Revised Writing and Language Rubrics, and a section titled Creating Effective Writing Prompts. The textbook series used is McMillan-McGraw Hill.

KEYBOARDING SOFTWARE – GRADE 3-5

Updated: 2007

Contact Person: Bill Bruce – McLean Education Center – 462-4403

Type to Learn is a software program that teaches students basic keyboarding and mouse skills appropriate to their learning level. Computer games are used to engage the students in learning and practicing these skills. Individual student progress is tracked by the software. As levels are mastered, the student moves to the next level to gain a broader range of skills. All elementary school computer labs have this software installed.

LANGUAGE ARTS CURRICULUM GUIDE – GRADES K-12

Updated: 2002

Central Office Contact: Scott Moore – 462-4357

Contents: The present guide includes: Indiana Academic Standards in English/Language Arts, Local Curriculum and Quarterly Outlines, VCSC Adopted Texts and Materials, Evaluation and Assessment, Instructional Strategies, Reading Lists, Differentiated Curriculum, and ISTEP+ Resource Materials. Elementary teachers use the McGraw-Hill core reading program and Zaner-Bloser handwriting program. Middle school teachers use Prentice-Hall literature series and Holt language series. High school teachers use the Prentice-Hall literature series and Barrett Kendall language series.

MATHEMATICS CURRICULUM GUIDE - GRADES K-12

Updated: 2004

Central Office Contact: Gail Artis – 462-4203

Contents: This guide includes a list of the Math Curriculum Revision/Textbook Adoption Committee members, a list of the Summer 2004 Curriculum Alignment Committee members, the VCSC Philosophy of Education and Mission Statement, lists of Adopted Textbooks and Materials, Indiana Academic

Standards in Mathematics, Course Descriptions, Everyday Mathematics Pacing Guide, and Course Syllabi for Grades 6-12. Elementary teachers use the Wright Group McGraw-Hill (formerly SRA McGraw-Hill) Everyday Mathematics series. Middle School teachers use the Glencoe McGraw-Hill series and the McDougal Littell series. High school teachers use Glencoe McGraw-Hill, McDougal Littell, Thompson/Brooks/Cole, and Freeman Publishers.

MUSIC CURRICULUM GUIDE - GRADES K-12

Updated: ____2007____

Central Office Contact: Mytron Lisby – 462-4458

Contents: The guide contains philosophy, standards, guidelines, and expectations for all music programs offered in grades K-12. These programs include: (1) elementary music; (2) fifth grade strings; (3) middle school general music; (4) middle school instrumental music (band and strings); (5) middle school choir; (6) high school instrumental music (band, strings, and small group applied instruction); (7) high school choir; and (8) high school music appreciation and history, and theory.

PHYSICAL EDUCATION CURRICULUM GUIDE - GRADES K-5

Updated: ____2007____

Central Office Contact: Holly Pies – 462-4459

Contents: The guide includes: Indiana Academic Standards for Physical Education, Physical Education Grade Level Curriculum, Local Curriculum Lessons and Activities, Physical Education Writing Activities, Physical Education Sample Lesson Plans, The Presidential Fitness Award, Sample Assessments, Safety Guidelines, and Resource Materials.

PHYSICAL EDUCATION CURRICULUM GUIDE - GRADES 6-8

Updated: ____2007____

Central Office Contact: Holly Pies – 462-4459

Contents: The guide includes: Indiana Academic Standards for Physical Education, Physical Education Grade Level Curriculum, Local Curriculum Lessons and Activities, Physical Education Writing Activities, Physical Education Sample Lesson Plans, The Presidential Fitness Award, Sample Assessments, Safety Guidelines, and Resource Materials.

Physical Education Curriculum Guide – Grades 9-12 UPDATED: ____2007____

Central Office Contact: Holly Pies – 462-4149

Contents: The guide includes: Indiana Academic Standards for Physical Education, Physical Education Grade Level Curriculum, Local Curriculum Lessons and Activities, Physical Education Writing Activities, Physical Education Sample Lesson Plans, The Presidential Fitness Award, Sample Assessments, Safety Guidelines, and Resource Materials.

Reading and Handwriting Curriculum Guide – Grades K-5 UPDATED: ____2007____

Central Office Contact: Scott Moore – 462-4357

Contents: The guide includes: A listing of committee members for Reading Curriculum and Textbook Adoption, a Scope and Sequence of Grade Level Materials (K-5), Reading Recovery, Reading Research, Reading Lists, GT Curriculum and Resources, Handwriting, and Technology.

SCIENCE CURRICULUM GUIDE – GRADES K-12

Updated: ____2005____

Central Office Contact: Gail Artis – 462-4149

Contents: The guide includes a list of the Science Curriculum Revision/Textbook Adoption Committee members, a list of the Summer 2005 Curriculum Alignment Committee members, the VCSC Philosophy of Education and Mission Statement, lists of Adopted Textbooks, Indiana Academic Standards in Science, Course Descriptions, and Syllabi for Grades K-12. Elementary teachers use the Scott Foresman series. Middle school teachers use the Glencoe series and the Holt series. High school teachers use Prentice Hall, Thompson Learning, McGraw-Hill, StayWell Company, McDougal Littell, Holt, and Peoples Publishing Group Inc.

Social Studies Curriculum Guide – K-12

UPDATED: ____2007____

Central Office Contact: Holly Pies – 462-4459

Contents: The guide includes: The Indiana Academic Standards for Social Studies, Local Curriculum Quarterlies, Materials by Grade Level, Reference Materials, AP Curriculum Vertical Articulation; Frameworks, Technology Resources, The Five Content Areas of Social Studies, and the ISTEP+ Scoring Guide. Teachers in grades 1 and 2 use McMillan-McGraw Hill; grades 3, 4, and 5 use Scott Foresman, grade 6 uses Prentice Hall and Scott Foresman, grade 7 uses McDougal Littell and George Cran Co., Inc., and grade 8 uses McDougal Littell. High school teachers use McDougal Littell, Prentice Hall, Holt, Rinehart and Winston, Houghton-Mifflin, Glencoe/McGraw Hill, Longman Publishing, Newsweek and Worth.

VIGO COUNTY SCHOOL CORPORATION: ASSESSMENT INSTRUMENTS

The assessments listed below are presently being used by the Vigo County School Corporation. Pages refer to the *District Curriculum and Instruction Data Resource Guide* (2007). Descriptions about these instruments are included in the guide.

Advanced Placement (p. 24)

Through college-level AP courses, students enter a universe of knowledge that might otherwise remain unexplored in high school; through AP Exams, they have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.

Core 40 (p. 39)

As part of Indiana's school accountability system under Public Law 221, Core 40 End-of-Course Assessments (ECAs) are designed to ensure the quality, consistency, and rigor of Core 40 courses across the state. Aligned with Indiana's Academic Standards, End-of-Course Assessments are final exams measuring what students know and are able to do upon completion of targeted Core 40 courses.

DIBELS (NA)

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected.

Graduation Qualifying Exam (GQE) (p. 47)

The GQE measures grade 9 skills in English/Language Arts and grade 8 and algebra skills in math. The GQE tests basic and applied skills through the use of multiple choice, short-answer, and essay responses to questions and the solving of mathematical problems.

Indiana Statewide Testing for Educational Progress (ISTEP+) (p. 56)

ISTEP+ is designed specifically for Indiana students and is administered to students at grades 3 through 10. The test reflects Indiana Academic Standards in English/Language Arts, mathematics, science, and social studies. Indiana Academic Standards define the basic skills that students should know in each subject at each grade level.

Kindergarten Assessment (p. 75)

The Observation Survey, by Marie Clay, is used at kindergarten and first grade levels. During kindergarten, the subtests Letter I.D., Concepts About Print, and Dictation are administered from *The Observation Survey*. The mastery level for Letter Identification is a total score of 54. The mastery level for Dictation is a total score of 35-37. Finally, the mastery level for Concepts About Print is specific to the following skills: identifying the front of the book; understanding print contains the message, where to start reading, which way to go when reading text, and return sweep to the left; identifying one and two letters; and identifying one and two words.

LAS Links (NA)

As required by the *No Child Left Behind* Act, the annual LAS Links English proficiency assessment is administered to all limited English proficient (LEP) students. This assessment measures annual growth in the English language domains of listening, speaking, reading, writing, and comprehension. The LAS Links English proficiency assessment is linked to Indiana's K-12 Language Proficiency (ELP) Standards and is broken into the grade cluster assessments: K-1, 2-3, 4-5, 6-8, 9-12.

Math Quarterlies (NA)

Math Quarterlies for grades K through eight were developed during the 2006-2007 school year. Teacher input was solicited throughout that school year as to the quality of the questions. In the fall of 2007, these assessments became corporation-wide and data is collected from the results to help guide instructional focus at those grade levels.

McGraw-Hill Assessments (p. 76)

The McGraw-Hill unit assessment is designed to measure the students' mastery of specific skills. The test questions use formats students will encounter on the ISTEP+. The primary focus of the McGraw-Hill unit assessment is to measure student progress toward mastery of each skill. These skills include Reading Comprehension; Strategies and Skills; Listening Comprehension; Vocabulary Strategies; Grammar, Mechanics, and Usage; Test Features and Study Skills; Literary Elements; and Writing.

Reading Recovery (p. 87)

In Reading Recovery, teachers develop observational skills and a repertoire of intervention strategies tailored to meet the individual needs of at-risk students. Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can read within the average range of their class and demonstrate that they can continue to achieve, their lessons are discontinued, and new students begin individual instruction.

Scholastic Reading Counts/Inventory Assessments (p. 95)

Scholastic Reading Inventory is an assessment tool available to teachers and students K-12. It can be administered to individual students or to classrooms of students on a computer. It can be administered as often as assessment is necessary due to its easy accessibility in all media centers and computer labs. Scholastic Reading Inventory uses authentic text passages to test reading and vocabulary skills and provides results that are linked to standardized tests. A comprehensive management program provides numerous reports for data analysis.

Second and Fifth Grade Writing Cadre Rubrics (p. 97 and p. 78)

During fall and spring, every second and fifth grade student in Vigo County is assessed according to the ISTEP+ rubrics. The results are used initially to determine focus areas of instruction for the state standards and ultimately to compile statistics reflecting student improvement. ISTEP+ data is analyzed to formulate instructional activities to support student growth at the second and fifth grade levels and to allow those students to enter the upcoming testing situation with confidence.

Terra Nova: Norm-Referenced Tests (p. 104)

Students in the Vigo County School Corporation receive a norm-referenced score from Terra Nova in grades 2, 3, 6, and 8. The Language Arts score reported is the Total Language Arts score, which is comprised of two elements: grammar and mechanics (punctuation and capitalization). The reading score reported is the Total Reading score, which is comprised of two elements: reading comprehension and vocabulary. The mathematics score reported is the Total Math score, which is comprised of two elements: concepts and applications, and computation.

4D's Problem Solving Test

In 2005, based on results from the 2004 ISTEP data, South identified problem solving as a skill needed by students. In the fall of 2006-07 the use of the 4D Problem Solving strategy was implemented as a systematic school-wide intervention.

Parental Participation in the School

The Vigo County School Corporation is dedicated to making families an integral part of a child's educational experience while in grades K-12. Only by forging partnerships among the school, the classroom, and the home can schools succeed in providing the high level of learning that we seek for each child. Superintendent Tanoos has formed a core leadership team to develop and oversee the implementation of policies, procedures, and evaluations that will increase in meaningful ways parental involvement in all our schools. The leadership team has reviewed the literature and research, upon which they based their direction and the development of the Vigo County School Corporation - School and Family): Connections: A Resource Guide. The Guide included information from the School-Parent-Community Partnerships Resource Book of the Indiana Department of Education, along with the National Standards for Parent/Family Involvement Programs, excerpts from the work of Joyce L. Epstein, and suggestions from the National Parent Teacher Association. The School Corporation has also provided each school with Creating a Solid Plan to Improve Family Involvement, which was produced by the National Association of Elementary School Principals. This guide would be a helpful resource for schools to use in increasing the meaningful involvement of families in the educational lives of the children of our community.

South Vigo High School supports the leadership and utilizes the resources supplied by the Vigo County School Corporation. The Parent Network fosters open communication between parents and the school. Each month, the principal meets with a parent group made up of approximately twenty five to thirty parents. All parents are invited to attend the meetings. The primary purpose of this group is to act in an advisory capacity regarding the operation of our school. This group supports our Academic Honors Banquet each spring. In addition to this, parents volunteer on a regular basis to provide service, support, and help wherever needed in the school. They work in the offices, sell ice cream in the cafeteria, and assist the counselors with supervision, fundraising activities, and mailings. They also offer valuable support to our counselors in the scheduling process. The parents of special needs students actively participate in annual conferences and academic reviews. To date, over three hundred conferences have occurred.

Teachers maintain contact with parents through email, phone and written correspondence concerning student behavior and academic progress. South's web site can be used to communicate with parents concerning academics, events and student progress. The School Improvement Committee posts the four-step problem solving process and the reading comprehension strategies for parents to access.

Terre Haute South also communicates with parents through Freshman Orientation and Curriculum Night in which they are invited to discuss curricular issues with counselors, administrators, and faculty members. Parent participation is also evident in our various Booster Club memberships as well as membership of our School Improvement Committee. Over 400 parents participated in our fall Open House where they were encouraged to interact with teachers. Our Indiana Gold Star School Counseling Advisory Council is also composed of many parents. The purpose of the Council is to foster student academic achievement.

TECHNOLOGY AS A LEARNING TOOL

School committees have spent much time and effort to create School Improvement Plans in compliance with Indiana Public Law 221. In the process of school improvement, it becomes critical that technology is used as a tool to improve student learning, especially in the areas of reading, language arts, and mathematics. Within the School Improvement Plans, using technology effectively to enhance instruction is an important strategy in helping students reach higher learning goals.

Technology Resource Teachers

An excellent resource available to the Vigo County School Corporation in the area of technology staff development is its Technology Resource Teachers (TRTs). Each school has at least one resource teacher who provides frontline technical support and training. Training is facilitated using a variety of settings, including mentoring, small group, and faculty meetings. Best practices of professional development include embedded staff development, and the TRTs are excellent examples of this support. A wide variety of technical instruction is presented at the building level. The following is a representative sample: the use of GradeQuick grade book software, Microsoft Office applications in the classroom, Internet-based instruction, including the use of the netTrekker education-based search engine, the Grolier Online encyclopedia, and the Indiana Inspire research database.

Media Centers and the role of the Library Media Specialist

Our Media Centers provide content enrichment for all subject areas through multimedia experiences. Our Library Media Specialists teach excellent online research skills to faculty and students. Through the Library Media Specialist, students gain experience with multimedia tools. These include: digital video cameras, digital still cameras and scanners, audio recordings, multimedia editing software and PowerPoint presentations. Students gain these skills through project based learning.

Scholastic Reading Inventory

Scholastic Reading Inventory (SRI) is a computerized reading assessment used in grades 2-9 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 as required by P.L. 221.

netTrekker

This Indiana Academic Standards based search engine allows teachers to create Internet-based exercises. Searches can be based on a specific standard, providing student activities that tie directly to the standard being taught. All sites in the searches have been reviewed by experienced educators for robust and safe content.

Grolier Online

Grolier Online provides a content-rich experience for any student doing research. Two interfaces are provided for differing age levels: Grolier Online Kids and Grolier Online Passport. Online resources that the student can use are: Encyclopedia Americana, Grolier Multimedia Encyclopedia, The New Book of Knowledge, The New Book of Popular Science, Lands and Peoples, America the Beautiful and a special section for educators containing lesson plans and activities.

Accountability Profile Software

The technology department has provided training in the use of Accountability Profile Software (APS) to assist schools in tracking progress toward school goals. The APS enables schools to disaggregate data to target instruction to better meet student needs.

Grade Level Specific

Read Naturally

This program will be available to all elementary schools in the spring of 2008 for after school enrichment. The program develops reading fluency for targeted students.

Middle School Business Curriculum

This newly developed curriculum presents technology content for instruction in the proper use of productivity tools (Microsoft Office), keyboarding skills, and other technology tools.

High School

Freshman Ed Tech English

These technology-rich classes engage the student in a variety of multimedia experiences while learning Freshman English. Online research, interactive games, computer-based writing analysis, and use of Microsoft Office tools are integral to the course

English Writing Labs

This resource is used by all English classes for electronic composition and online research.

InACCESS Classrooms

Students in these classrooms have the ability to do online research and use productivity tools (Open Office).

Digital Communications (Business Curriculum)

This course provides more in-depth use of productivity tools (Microsoft Office, PDA's, voice recognition, keyboarding).

Career Technology

A wide variety of courses are offered to the student interested in pursuing a technology-based career. Students can explore: networking, AutoCAD, factory automation, CNC manufacturing, and pre-engineering.

Quia Website and Online Service

At present, teachers at Terre Haute South are utilizing the Quia web-based service as an intervention strategy. The Quia website provides educators with a valuable instructional tool for improving student vocabulary and content mastery. The service allows teachers to create interactive, Internet based activities that engage learners. Through vocabulary review games, web quests, quizzes and testing, and free response questions, teachers address the needs of a diverse body of students. The service also provides a user-friendly format for producing class web pages enabling students and parents to access the learning content and course syllabi from home.

E Instruction

E Instruction has been provided through our GEMS Grant. Beginning in 2007, teachers have been offered the opportunity to use E Instruction and clickers. The clickers measure how well students understand the instructional concepts that match the curriculum standards. Clickers are used as reviews, quizzes, or tests and provide immediate feedback to both teachers and students. Teachers have been instructed in hands –on presentations offered by other teachers.

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. A school led coalition of community crisis responders has periodic meetings to continually update crisis response plans. The coalition includes members of law enforcement, courts, mental health and other service providers. 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).
- Police Liaison Program – T. H. Police and Vigo County Sheriff Departments.
- Police officers who provide security at the high schools during regular key times of the school day.
- 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” (Telephone numbers posted in all schools for students to report weapons or other dangerous acts- fall of 2006)
- Limited Access – locking all external doors (except front and back) when school begins.
- 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.
- 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 Anti-Bullying Programs.
- 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.
- Expand internal and external camera security systems.
- Use of metal detectors in all secondary schools with availability of walk-through metal detectors.
- 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.
- Implementation of new telephone system in all schools with caller ID.
- Implementation of school messenger calling service for staff and students.

UNDER CONSIDERATION:

- Continue to strengthen our current safety initiative and activities.
- Conduct security audits in all schools.

- Continue revising and updating our comprehensive Safe Schools Emergency, Preparedness and Crisis Intervention Plan.
- Student Drug Testing Policy (6-12) based on “reasonable suspicion” and Drug Deferral Option.
- Security cameras on buses.
- P.A. System emergency power back-up.
- Expanding the use of Deputy Sheriffs in all schools outside the city limit.
- Civility Policy – preventive measure to stop or curb hostile/aggressive action by parents/staff.

January 10, 2008

**High School Professional Development
2007-2008 School Year**

1. School improvement meetings were conducted for NCA/AdvancED Schools. Dr. Joyce Fulford, NCA/AdvancED Assistant Director, conducted meetings with principals and school improvement chairpersons to explain the new NCA/AdvancED Standards and to prepare schools for upcoming Quality Assurance Review visits that will take place next year. Meetings were conducted on the following dates: October 4, December 4, February 7, and April 24.
2. As part of the District Improvement Plan, Rex Ireland, Curriculum Coordinator, is working with schools at all levels to analyze data and align instruction with the needs of targeted students as identified in the plan. Four math liaisons provide building and district support in the implementation of the Everyday Mathematics program. This support includes, but is not limited to: assessment CD training, lesson planning, time management with Everyday Math, new teacher mentoring, assessment options, differentiated instruction, on-line games, and pacing. Gail Artis, Curriculum Coordinator, is working with math teachers to ensure that math curriculum supports all students not only during the day but also in after school programs. In addition, Kathy Walker, Curriculum Coordinator at Covered Bridge, is assisting the high schools in developing plans for modeling and coaching to ensure that both mathematics teachers and special education teachers have additional opportunities for collaboration and reflection. Special reports provided by Bill Bruce, Technology Director, and the Information Technology staff enabled schools to target special education students who needed additional support to pass ISTEP+ in mathematics.
3. Professional development workshops about classroom management were conducted during crackerbarrel sessions for all high school teachers on the following dates: March 24 (North), March 25 (South), and March 26 (West). Mark Foseid, of Marzano and Associates, highlighted information about ways to engage students in reading and writing across all content areas.
4. A districtwide English/Language Arts adoption committee, comprised of representatives from elementary, middle, and high school buildings, met with Scott Moore, Curriculum Coordinator, several times during the school year to review state adopted materials and to examine the alignment of these state materials with the state standards and local district data. Teachers on the committee had opportunities to attend an ASCD Conference in Indianapolis to learn more about the adoption and also to preview the new materials at the textbook adoption caravan in February. Adoption committee members shared information with other teachers within their buildings prior to the teacher vote in the spring.

At the high school level, those who teach Advanced Placement courses must decide on a college level text, as there are no texts listed on the state Textbook Adoption list for AP courses. Meetings have been facilitated by Holly Pies, Curriculum Coordinator of the Advanced Placement Program, for AP teachers in these two areas to review their curriculum and arrive at a consensus about a textbook for their AP courses.
5. A Health Issues in-service was conducted on October 10 for middle and high school health teachers, elementary counselors, social studies department chairs, and school nurses. Representatives from the community were invited to talk about health-related resources for students and families. Holly Pies, Curriculum Coordinator, and Scott Moore, Curriculum Coordinator, shared ways that health teachers could assist students in integrating writing prompts into the health content area.
6. All ISTEP+ Coordinators, including principals and counselors, were provided with a districtwide professional development opportunity about ISTEP+ administration. Rex Ireland, Curriculum Coordinator, shared updated information from the state about test administration and ways to facilitate small and large group testing.
7. A mid-year presentation was made to all administrators on the area of safety and security in the schools. Areas and topics that were covered included the updated safety plans for the corporation and how each school is involved in this important subject. National as well as local statistics were shared with the attendees to illustrate the kinds of concerns that schools must deal with. Technology concerns that are related to school safety (i.e. the Internet) and social networking sites, were also discussed. Plans and procedures as well as new safety measures were shared with the attendees. Recognizing that a safe and secure school environment is necessary for learning to occur is important in achieving academic success.

8. All high school mathematics teachers had the opportunity to attend an evening professional development meeting to learn more about Core Standards in Mathematics, Vertical Articulation (grades 6-12), and hands-on lessons to supplement textbook instruction. Dr. Karen Goeller, Deputy Superintendent, provided ISTEP+ updates as an introduction, and Donna McLeish, District Representative of the Indiana Mathematics Initiative, served as the main presenter. Assisting were secondary mathematics liaisons Melissa Walker and Pat Youman, and Gail Artis, Curriculum Coordinator. The meeting was conducted at the Holiday Inn on November 29.
9. A districtwide in-service was conducted during the afternoon of January 30 for all high school mathematics teachers at Terre Haute South High School. Ben Branham, Indiana Mathematics Initiative member and algebra teacher at Columbus North High School, presented “Making Algebra I Accessible to All Students.” Useful strategies were demonstrated for modifying algebra lessons for students of all ability levels. Also included were techniques for placing students in study groups to facilitate learning.
10. A districtwide in-service was conducted during the afternoon of January 30 for all high school science teachers in the Planetarium at Terre Haute South High School. South science teacher Aaron Warner presented “Classroom Management Using Sun Tzu’s *Art of War*.” Useful strategies for running a more efficient science classroom were taught. South science teacher Jan Barbee provided hands-on training on Inspiration software as a lecture and presentation tool. She also demonstrated the use of Inspire Data for analyzing data in a science classroom.
11. All high school principals and assistant principals had the opportunity to attend an evening professional development meeting to learn more about current statewide assessments in mathematics with an emphasis on algebra. The importance of vertical articulation in mathematics, grades 6-12, was discussed. Bob Trammel, Indiana Mathematics Initiative consultant, was the presenter. He travels throughout the United States providing professional development in secondary mathematics and is well recognized as one of the nation’s leading mathematics consultants. The meeting was held at the Holiday Inn on April 17.
12. Department chairpersons at the high school meet four times throughout the academic school year. The purpose of these meetings include the following: (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. These meetings are planned, organized, and facilitated by the curriculum coordinators of the individual content subject areas.

Reading Across the Curriculum

Dr. Susan Kiger, Indiana State University professor, and Marie McNelis, literacy consultant recommended by the Indiana Department of Education, provided training in reading across the content areas. Dr. Kiger and Mrs. McNelis highlighted effective reading strategies that are aligned with the Indiana Academic Standards for English/language arts to assist schools with their reading comprehension goals.

English/language arts, Mathematics, Science and Social Studies Adoption

District committees, including Vigo County Teachers Association approved members, were formed to provide input into textbook selection for English/language arts, mathematics, social studies and science adoptions. In these content areas, teachers have worked and continue to work across the district to align curriculum and to develop K-12 curriculum guides.

New Teacher Training

At the beginning of each school year, all new teachers are provided with district staff development training in either large group or small group formats. Core texts and supplementary materials are distributed and reviewed. Every year, in the fall, we have six training programs for our staff members new to Terre Haute South High School. This review includes information regarding our philosophy, mission statement, student activities, athletics, guidance information,

grading, attendance and discipline, and the library. These meetings are designed to support and assist teachers with their transition through their first year teaching. This year, we have added five or six additional staff development activities for new teachers. They are sponsored both by the school and the corporation. New staff members learn about instructional strategies and classroom management ideas.

Media Center Resources

Media specialists continue to receive updated training in the application of the Follett Library software package. Media specialists continue to receive the latest information on professional development and research to assist students with increased reading comprehension. Through grants, the district has purchased a variety of leveled texts to accompany the Scholastic Reading Inventory program to enhance media centers.

Terre Haute South Comprehensive Professional Development Plan

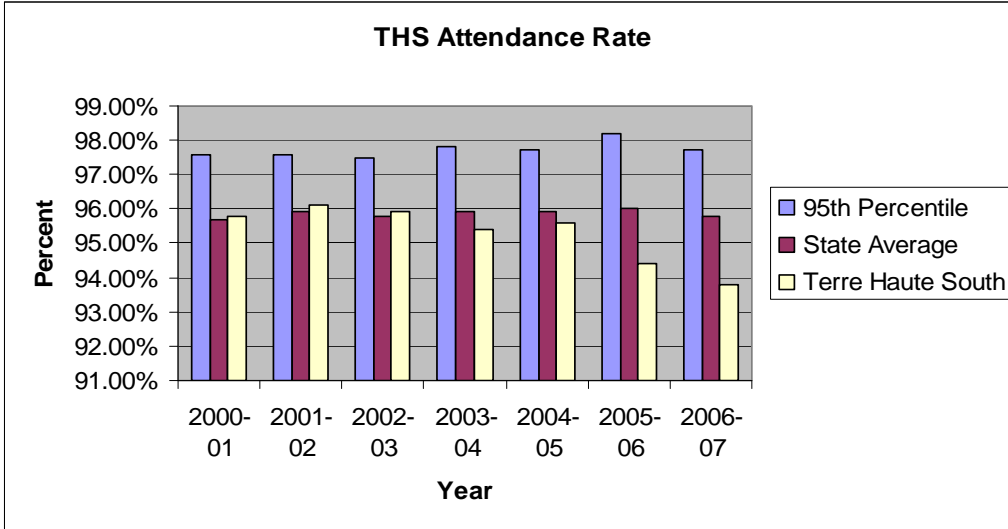
I. The School Improvement Committee, composed of the principal, the assistant principal, one representative of the guidance, dean, or media technology, one teacher from each department, two parents, and two students, meets monthly to update the School Improvement Plan. The school improvement committee plans the professional development for the upcoming year based upon the interventions and activities built into the school improvement plan. The professional development for each year utilizes faculty meetings, in services and cracker-barrel sessions to inform, teach, model, and practice the interventions and activities of the school improvement plan. In addition, teachers are encouraged to pursue professional development aligned with the school improvement plan or technological improvements and then bring the new information back and train the staff.

II. In the fall of 2006-07 an in-service was presented to review the 4 D problem solving method as part of our school improvement plan. The 4 D problem solving method serves as a school intervention and aides students in such skills as inductive and deductive reasoning and defining questions. It has been utilized through 2006-07 and continues to be used in 2007-08.

III In the fall of 2007-08 an in-service was presented on the work of Dr. Ruby Payne. It focused on the economic influence on student achievement and social behavior. Teachers also attended in-service sessions on graphic organizers, e instruction, quia training, and advanced organizers.

IV. All teachers attended an in-service on Vertical Teaming in 2006-07. It focused on increasing the quality of instruction in a particular subject at all grade levels through Vertical Teaming and planning. Teachers developed vocabulary terminology important for success at all the grade levels within their respective disciplines. Vocabulary development is an intervention and part of our school improvement plan.

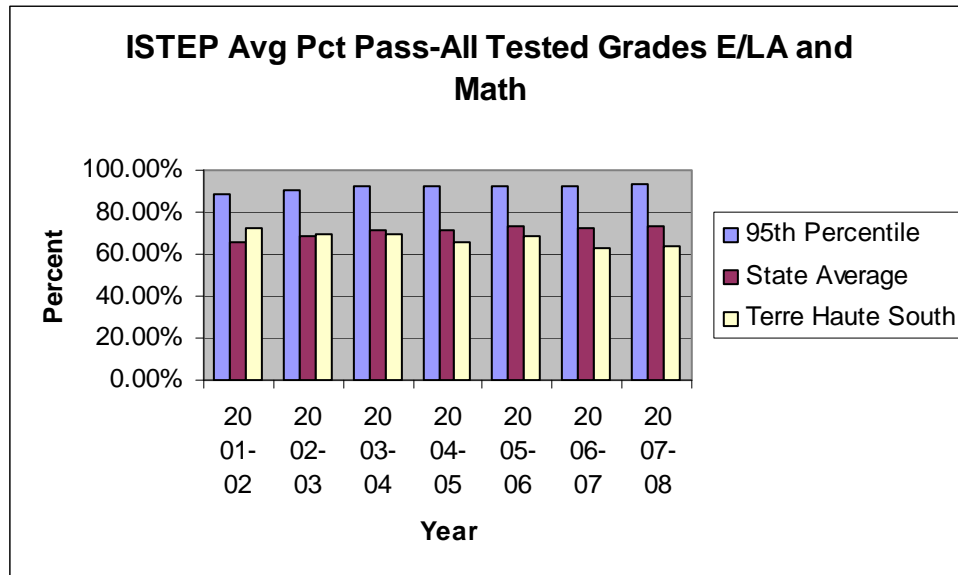
Attendance



Year	95th Percentile	State Average	Terre Haute South
2000-01	97.60%	95.70%	95.80%
2001-02	97.60%	95.90%	96.10%
2002-03	97.50%	95.80%	95.90%
2003-04	97.80%	95.90%	95.40%
2004-05	97.70%	95.90%	95.60%
2005-06	98.20%	96.00%	94.40%
2006-07	97.70%	95.80%	93.80%

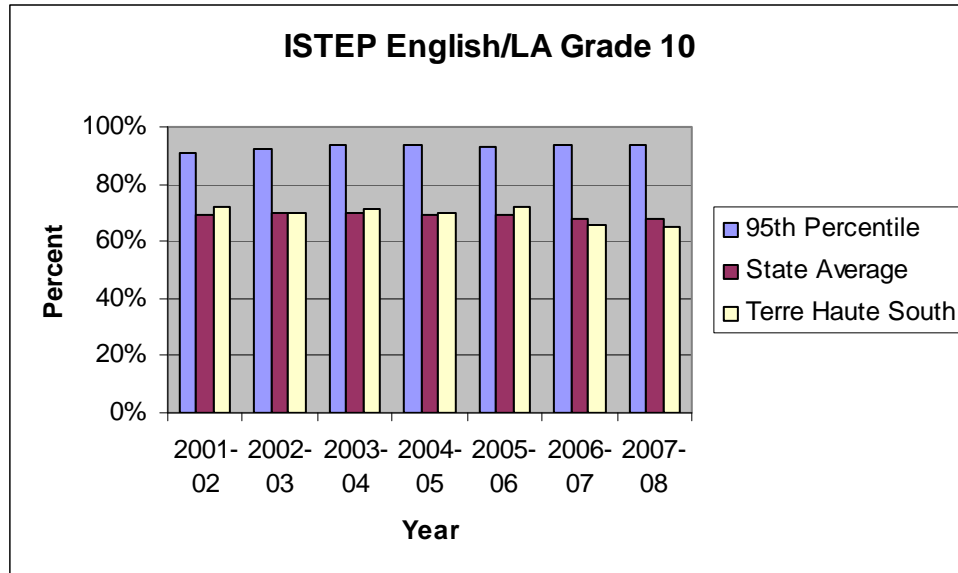
ISTEP + DATA

ISTEP Average Percentage Passing-All Tested Grades E/LA and Math



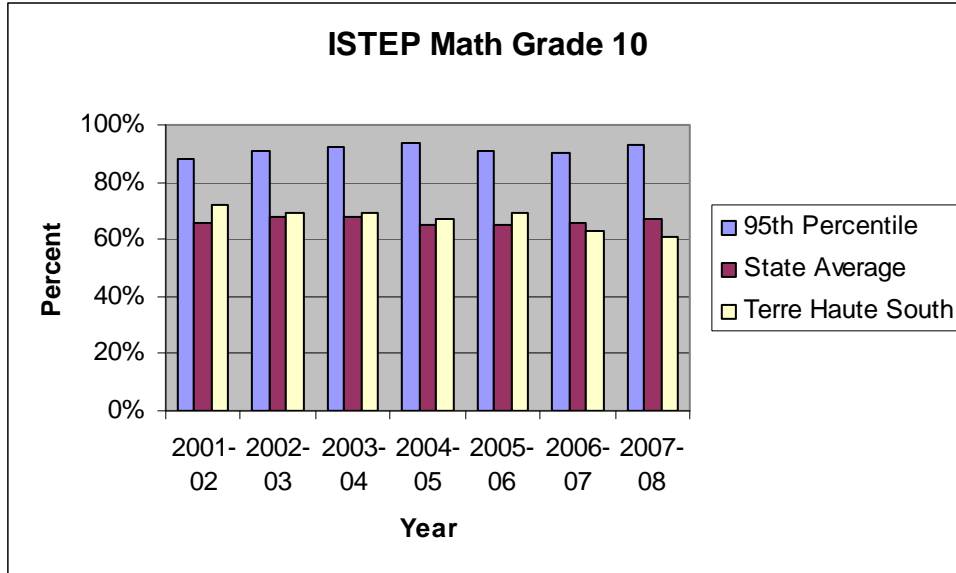
Year	95th Percentile	State Average	Terre Haute South
2001-02	88.70%	65.40%	72.00%
2002-03	90.40%	68.70%	69.80%
2003-04	92.00%	71.00%	70.00%
2004-05	92.50%	71.70%	66.10%
2005-06	92.60%	72.90%	68.20%
2006-07	92.50%	72.60%	62.60%
2007-08	92.90%	73.30%	63.40%

ISTEP English/LA Grade 10



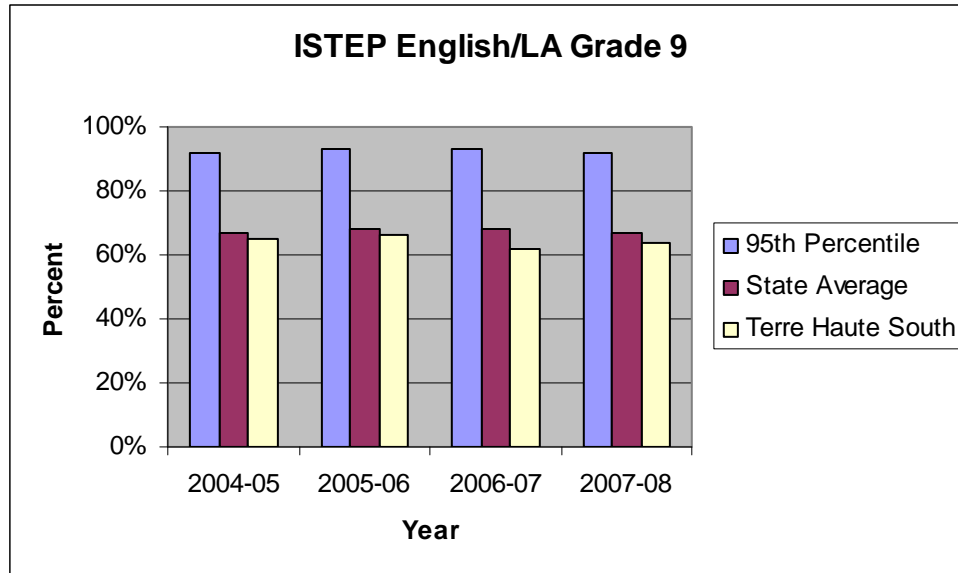
Year	95th Percentile	State Average	Terre Haute South
2001-02	91%	69%	72%
2002-03	92%	70%	70%
2003-04	94%	70%	71%
2004-05	94%	69%	70%
2005-06	93%	69%	72%
2006-07	94%	68%	66%
2007-08	94%	68%	65%

ISTEP Math Grade 10



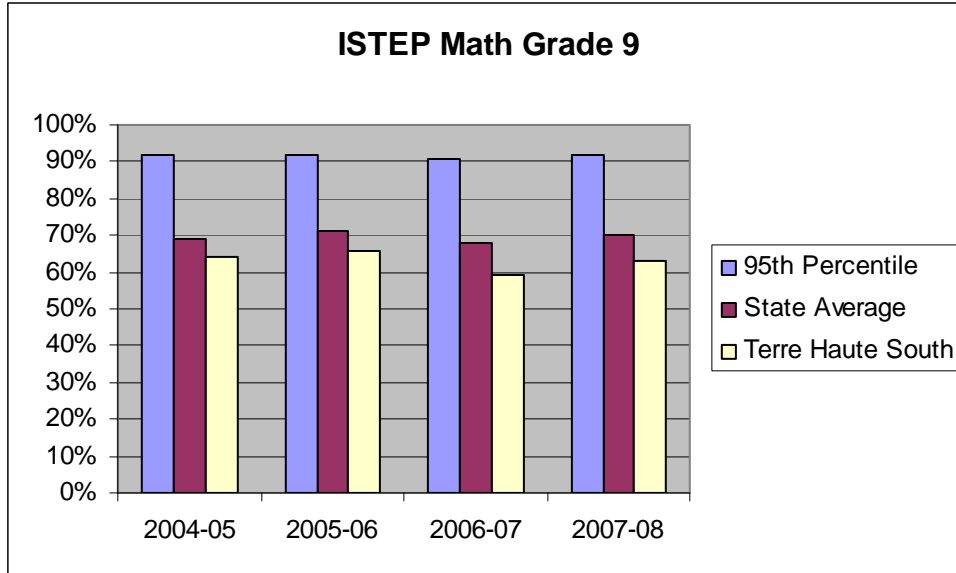
Year	95th Percentile	State Average	Terre Haute South
2001-02	88%	66%	72%
2002-03	91%	68%	69%
2003-04	92%	68%	69%
2004-05	94%	65%	67%
2005-06	91%	65%	69%
2006-07	90%	66%	63%
2007-08	93%	67%	61%

ISTEP English/LA Grade 9

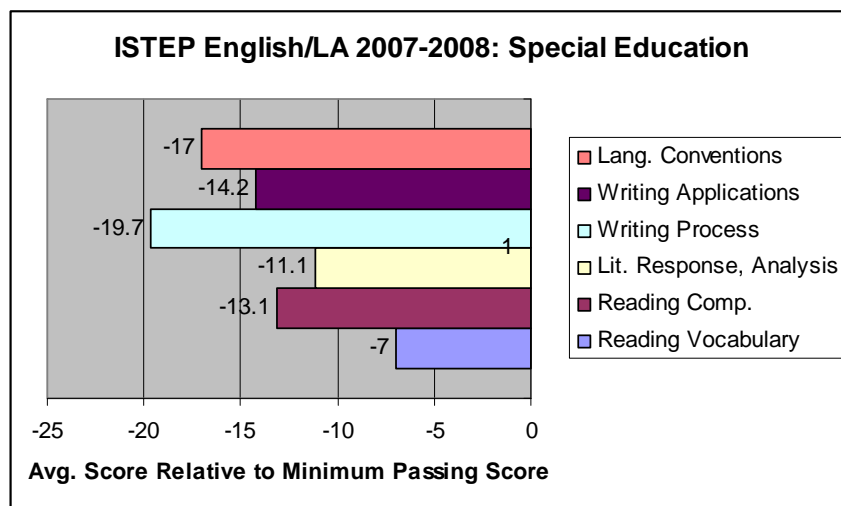
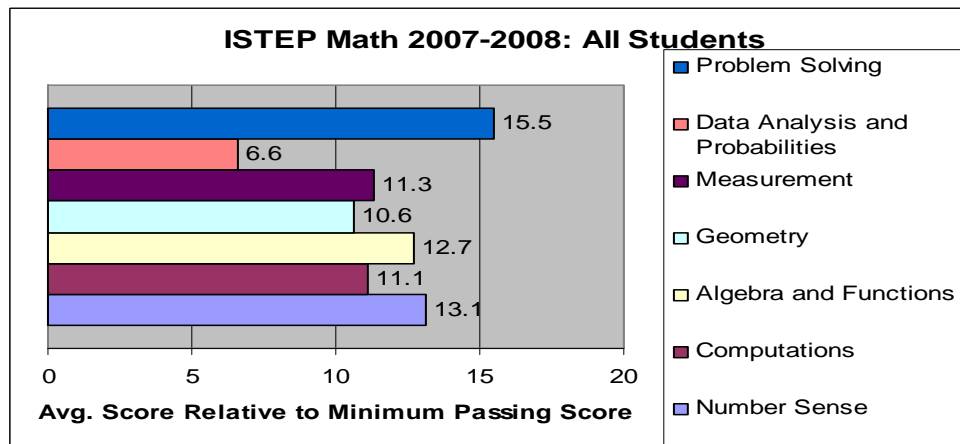
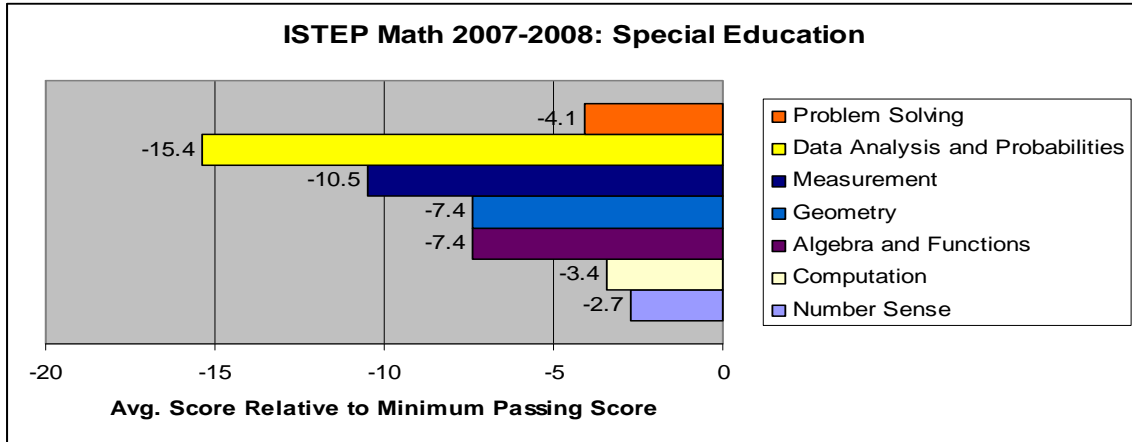


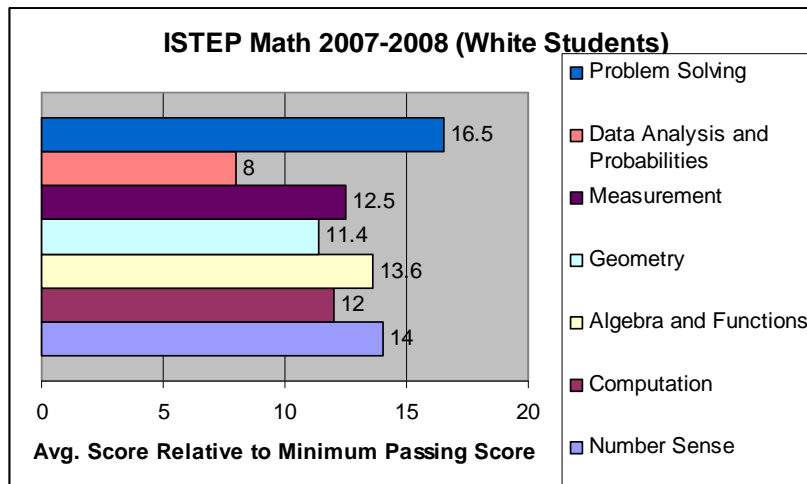
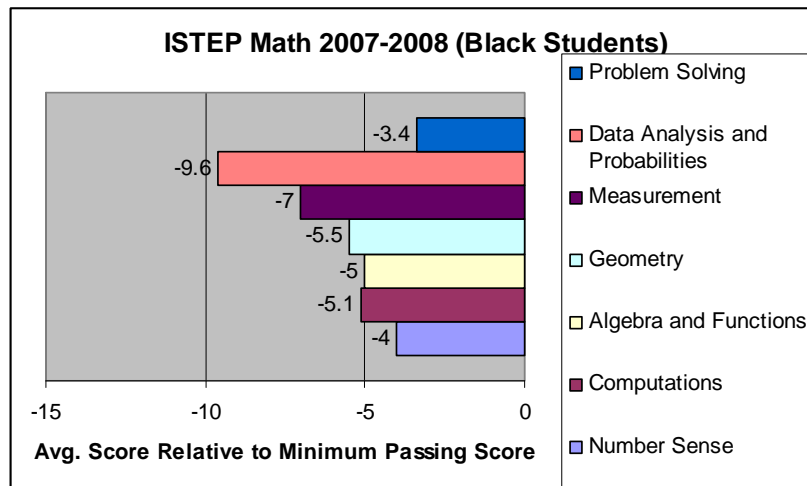
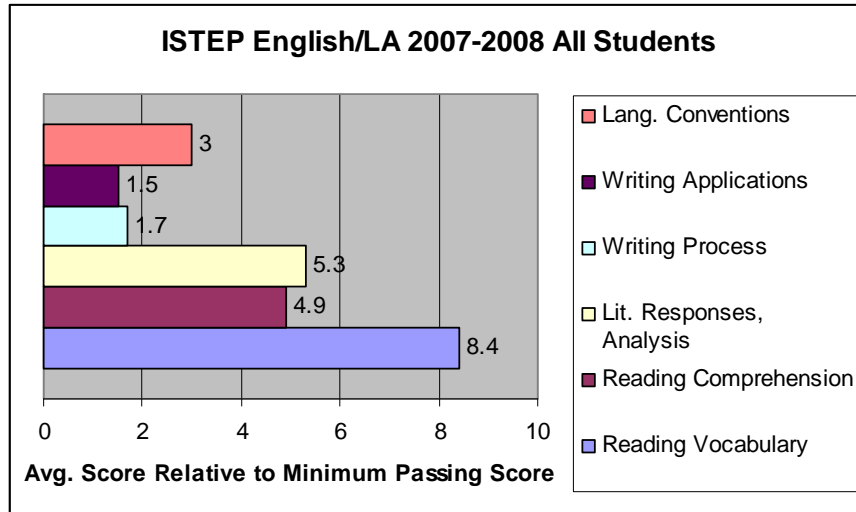
Year	95th Percentile	State Average	Terre Haute South
2004-05	92%	67%	65%
2005-06	93%	68%	66%
2006-07	93%	68%	62%
2007-08	92%	67%	64%

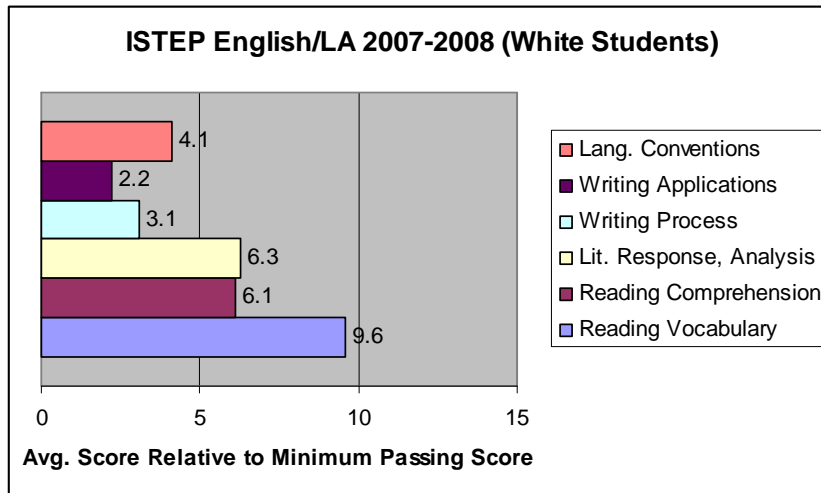
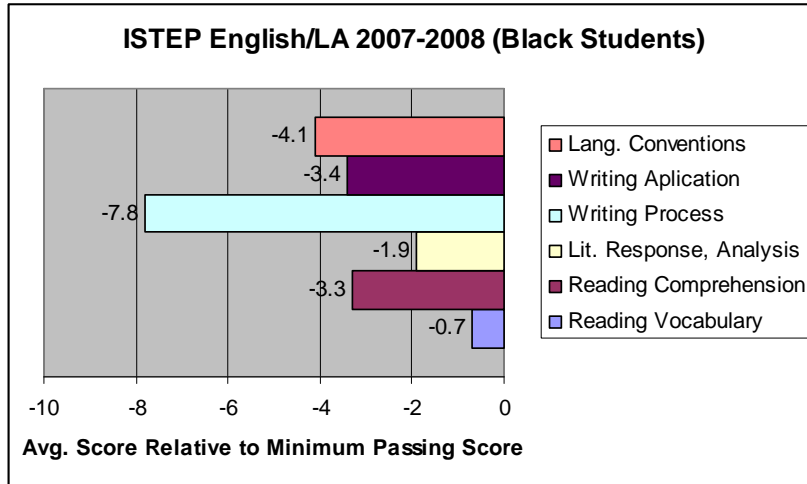
ISTEP Math Grade 9

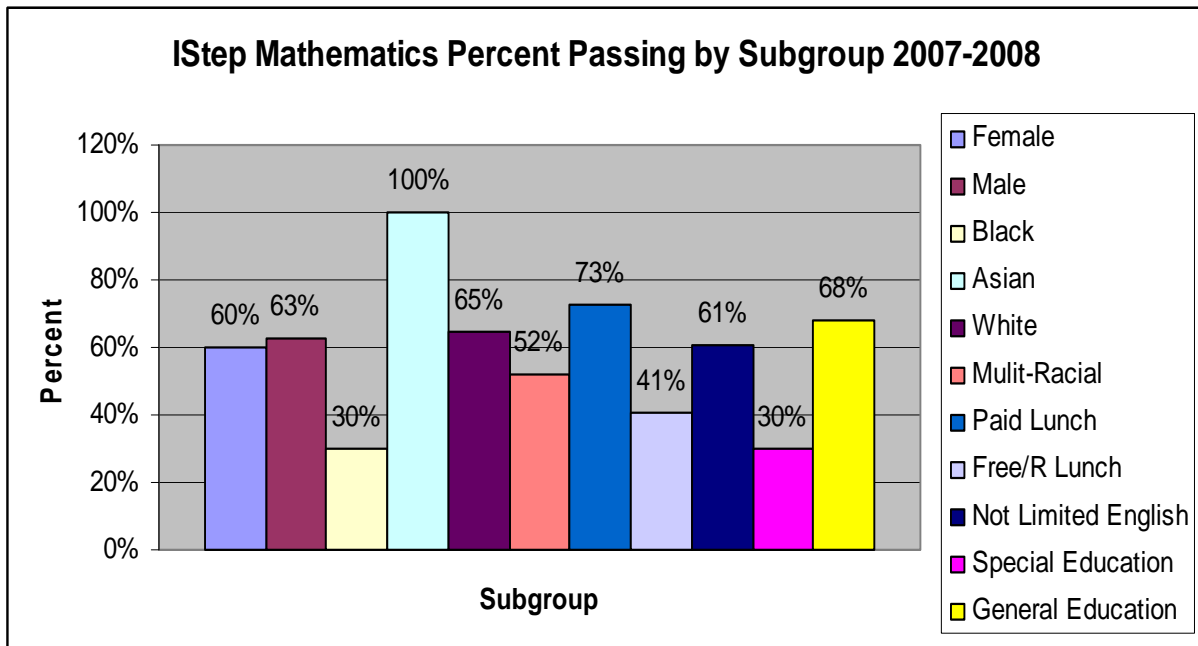
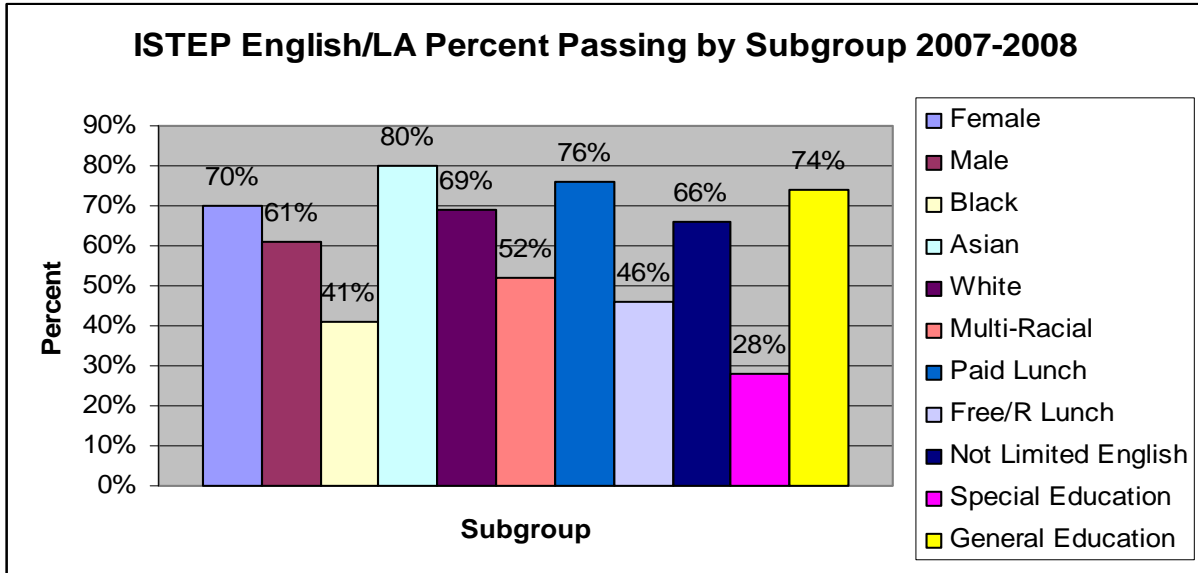


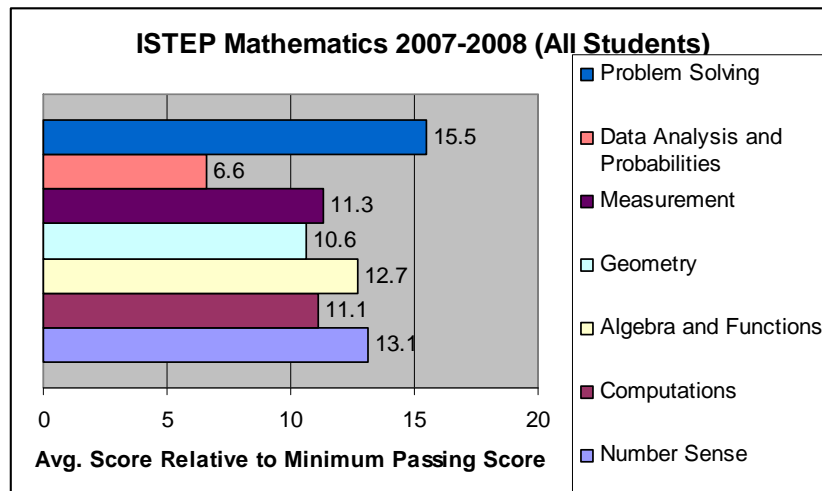
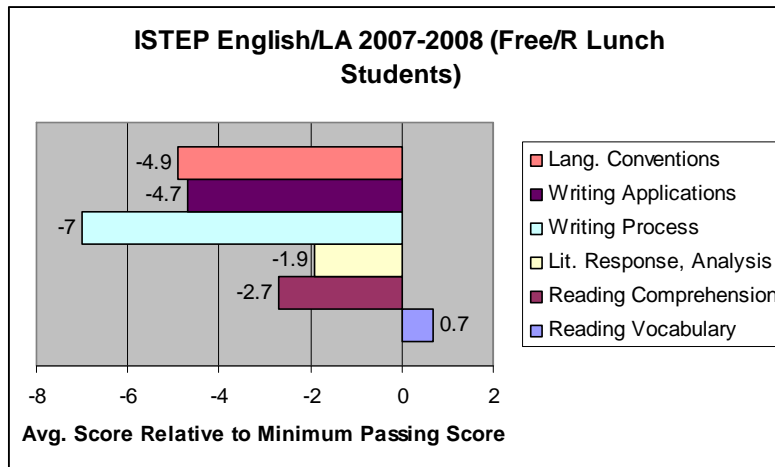
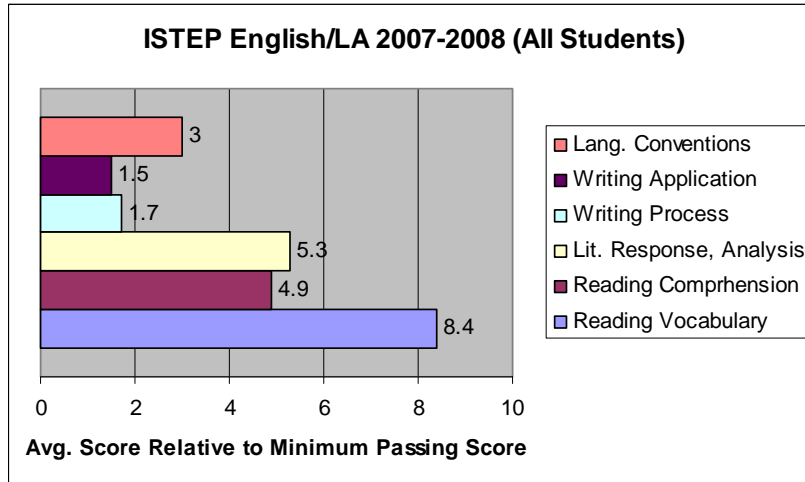
Year	95th Percentile	State Average	Terre Haute South
2004-05	92%	69%	64%
2005-06	92%	71%	66%
2006-07	91%	68%	59%
2007-08	92%	70%	63%

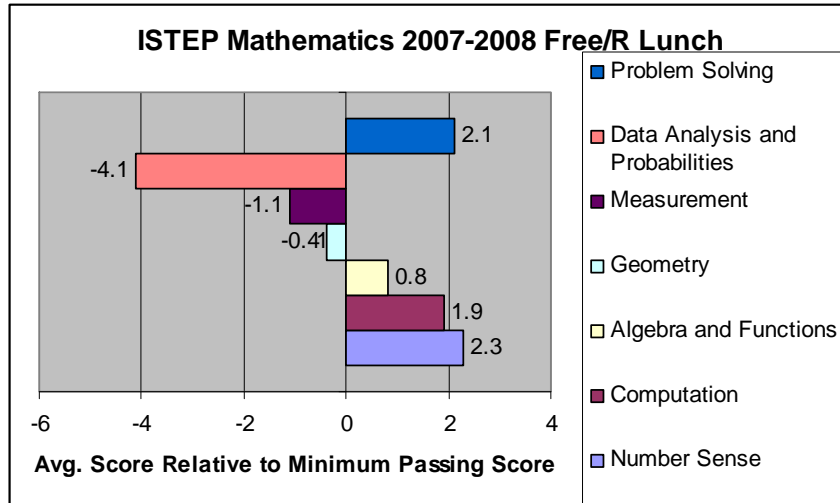




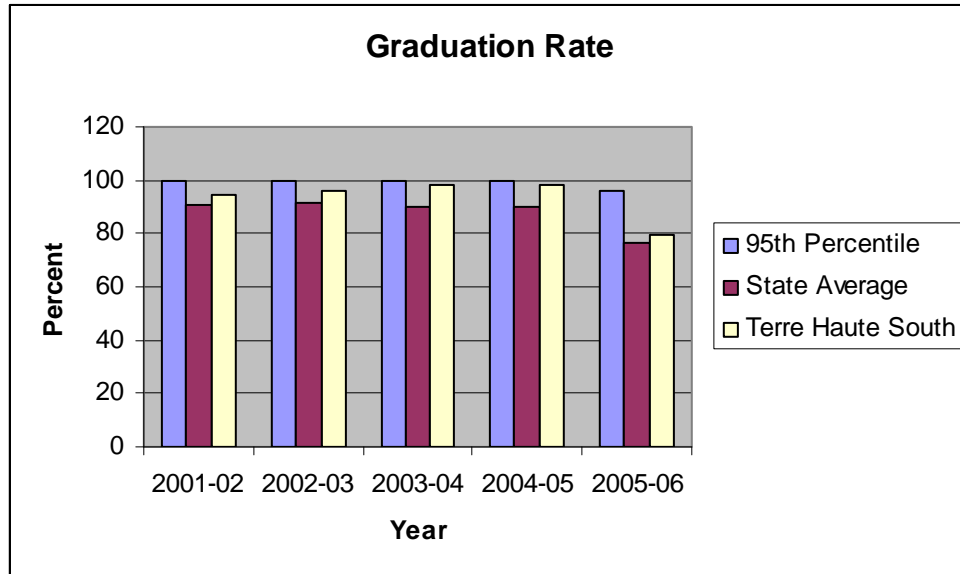








Graduation Rate



Year	95th Percentile	State Average	Terre Haute South
2001-02	100	91.1	94.8
2002-03	100	91.2	95.7
2003-04	100	89.8	98
2004-05	100	89.8	98
2005-06	96	76.5	79.8

Specific areas where improvements is needed immediately

At Terre Haute South the following areas did not make AYP

2007 AYP Results for Terre Haute South Vigo High School

Terre Haute South Vigo High School made 16 out of 21 cells

	Pupils	English	English Conf. Int.	Math	Math Conf. Int.
Overall	465	68.8	60.6	65.0	59.1
Black	34	52.9	46.7	38.9*	45.2
White	390	71.3	60.1	67.0	58.6
Free Lunch	160	51.3*	57.0	47.5*	55.5
Special Ed	89	30.3*	54.0	32.2*	52.5

*= Did not Meet

AYP History: 2002-N
 2003-Y
 2004-N
 2005-N
 2006-N
 2007-N

Terre Haute South Vigo High School did not meet AYP in the area of English for the Free Lunch and Special Education categories and the area of Math for the Black, Free Lunch, and Special Education categories.

Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system

AYP Goals for the next three years include:

2008, 2009, and 2010 tests (same annual goal for three years)

English – 72.6%

Math - 71.5%

Determining AYP Over Time

Intermediate goals are established at equal increments for:

2011 test

English – 79.5%

Math – 78.7%

2012 test

English – 86.4%

Math – 85.9%

2013 test

English – 93.3%

Math – 93.1%

Schools may also meet AYP by meeting safe harbor.

Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma

Provisions to encourage all students to earn the Academic Honors Diploma or to complete the Core 40 curriculum

Core 40 and Academic Honors Diplomas

South Vigo High School counselors meet with 8th grade students at the various middle schools collectively and individually to inform upcoming freshmen of graduation requirements and diploma options and to encourage the Core 40 and Academic Honors Diploma. Counselors meet in small groups within the classroom setting, at the 9th Grade Orientation Night, individually, and then again as a group. Upon entrance to the high school, students take the California Occupational Preference Surveyor COPS. The results of this survey are used to help the student determine possible career choices and students are allowed to research potential career options. Counselors then meet with freshmen students several times throughout the year during English and Family and Consumer Science and with the help of adult volunteers and parents, students develop a four-year plan for graduation. Counselors supply students with the *High School Career Planning Guide* and a checklist of coursework that is necessary to achieve their chosen career. As students progress throughout the succeeding grades, counselors meet with students often to encourage the pursuit of a more challenging curriculum or the enrollment of rigorous courses. All students are encouraged to pursue a Core 40 Diploma or Academic Honors Diploma. As students show growth in achievement, counselors recommend students to change from Core 40 to Academic Honors as needed and allow students to take additional classes to fulfill the necessary requirements.

Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts

In addition to the aforementioned proposed professional development which focused on the 4 D's, vocabulary development, and graphic organizers, South Vigo has had continuous data analysis. In the fall of 2007, South Vigo English teachers met to analyze student scholastic reading inventory scores. Lexile scores were examined. Teachers used this information as an instructional tool. English teachers have also analyzed ISTEP results, focusing on those questions students found most challenging. Mathematics/ Special Education teachers continue to analyze student ISTEP scores. Students work continues to be analyzed. Teachers are determining why students had specific difficulties with certain math problems. These two departments are developing strategies to address the identified areas of concern. They will modify instruction and implement strategies that focus on student improvement.

Statutes and rules to be waived

Waivers Requested

511 IAC 6-7-1 (d)
511 IAC 6-7-1 (h)
511 IAC 6.1-1-2 (e)
511 IAC 6.1-1-2 (t)

The above citations deal with the definition of credit or semester. We are using the trimester scheduling format.

511 IAC 6.1-5.1-2
511 IAC 6.1-5.1-5

The above citations deal with the number of credits for courses. We require three (3) credits of ninth grade English. Pre-Algebra is offered for three (3) credits. We are using the trimester scheduling format.

SCHOOL IMPROVEMENT ACTION PLAN

Goal: All students will demonstrate an improvement in reading comprehension across the curriculum.					
Benchmark: Will meet or exceed state standards as measured by ISTEP+					
Support Data SAT, Student Survey, Teacher Survey, Community Data		Standardized Assessments PSAT, ISTEP+		Local Assessments SRI, Student Department Samples	
Intervention: Students will develop graphic organizing skills that will aid them with pre-reading and reading comprehension.			Research/Best Practice for Intervention: <ol style="list-style-type: none"> 1. <i>Understanding Learning the How, the Why, the What</i> by Ruby Payne Ph.D 2. <i>Learning Structures, Modules 10-16 Workbook</i> by Ruby Payne Ph.D 3. <i>A Framework for Understanding Poverty</i> by Ruby Payne Ph.D 4. <i>Hear Our Cry: Boys in Crisis</i> by Paul D. Slocumb, Ed.D 5. <i>What Works in Schools: Translating Research into Action</i> by Dr. Robert Marzano 		
Activities to Implement the Intervention	Person(s) Accountable	Timeline		Resources	Staff Development
		Begin	End		
<ol style="list-style-type: none"> 1. Teachers will instruct students in graphic organizing skills that include, Cornel note taking, summarizing and visual representation. 2. Teachers will instruct students in pre-reading and reading strategies. 3. Teachers will model these strategies for students. 4. Examples of these strategies will be made available to parents through our newsletter and website. 5. Students will practice graphic organizing each trimester. 	<ol style="list-style-type: none"> 1. Teachers 2. Teachers 3. Teachers 4. SIC/Teachers 5. Teachers 	<ol style="list-style-type: none"> 1. 2007-08 2. 2007-08 3. 2007-08 4. 2007-08 5. 2007-08 	<ol style="list-style-type: none"> 1. 2010-11 2. 2010-11 3. 2010-11 4. 2010-11 5. 2010-11 	<ol style="list-style-type: none"> 1. <i>Understanding Instruction that Works</i> by Dr. Robert Marzano 2. Instructional Planning Manual by the Design Team 3. Master Teacher 4. Other material funded through the Gems grant and PDS grant. 	<p>Staff Development time will be used to train teachers on a variety of pre-reading and reading strategies. Dr. Ruby Payne research from <i>A Framework for Understanding Poverty</i> and Dr. Marzano’s strategies from <i>Classroom Instruction that Works</i> will be discussed in study groups and faculty and department meetings. The Design Team will work with less experienced teachers during after school meeting and in-service activities to discuss best practice and implement the Instructional Planning Manual. Multiple resources will be utilized, including those available through Indiana State University and the knowledge base of our own staff. Staff members will be sent for training so that they may return and train the rest of our staff. Peer coaching between veteran and less experienced teachers will also highlight best practice.</p>

SCHOOL IMPROVEMENT ACTION PLAN

Goal: All students will demonstrate an improvement in reading comprehension across the curriculum.					
Benchmark: Will meet or exceed state standards as measured by ISTEP+					
Support Data SAT, Student Survey, Teacher Survey, Community Data		Standardized Assessments PSAT, ISTEP Reading Comprehension		Local Assessments SRI, Student Department Samples	
Intervention: Student's reading comprehension skills will improve across the curriculum through the improvement of vocabulary development.			Research/Best Practice for Intervention: <ol style="list-style-type: none"> 1. <i>Classroom Instruction that Works</i> By Dr. Robert Marzano 2. <i>A Handbook for Classroom Instruction that Works</i> By Dr. Robert Marzano 3. McRel Laboratories - Reading Strategies 4. <i>Seven Literacy Strategies that Work:</i> Fisher, Frey, and Williams: Ed Leadership Nov 2002 		
Activities to Implement the Intervention	Person(s) Accountable	Timeline		Resources	Staff Development
		Begin	End		
<ol style="list-style-type: none"> 1. Teachers will instruct student in vocabulary-building strategies. These strategies may include, but are not limited to, vocabulary cartoons, word walls, Grayer model, context clues, word list/group/label, concept/definition mapping. 2. Teachers will be supplied with and utilize high-frequency word lists. 3. Teachers will model strategies to students. 4. Examples of these strategies will be made available to parents through our newsletter and website 5. Students will practice graphic organizing each trimester. 	<ol style="list-style-type: none"> 1. Teachers 2. Teachers/SIC 3. Teachers 4. SIC 5. Teachers 	<ol style="list-style-type: none"> 1. 2007-08 2. 2007-08 3. 2007-08 4. 2007-08 5. 2007-08 	<ol style="list-style-type: none"> 1. 2010-11 2. 2010-11 3. 2010-11 4. 2010-11 5. 2010-11 	<ol style="list-style-type: none"> 1. <i>Understanding Instruction that Works</i> by Dr. Robert Marzano 2. <i>Building Academic Vocabulary</i> by Dr. Robert Marzano and Dr. Debra Pickering 3. Instructional Planning Manual by the Design Team 4. Master Teacher 5. Other material funded through the GEMS grant and PDS grant. 	<p>Teachers will receive training from Marie McNillis and Sue Kiger on vocabulary development. Teachers will also be sent for training in vocabulary development skills and will then train the rest of the staff. Dr. Marzano's strategies and the Master Teacher will be discussed in study groups and faculty and department meetings. The Design Team will work with less experienced teachers during and after school meeting and in-service activities to discuss best practice and implement the Instructional Planning Manual. Multiple resources will be utilized, including those available through Indiana State University and the knowledge base of our own staff. Peer coaching between veteran and less experienced teachers will also highlight best practice.</p>

SCHOOL IMPROVEMENT ACTION PLAN

Goal: All students will demonstrate an improvement in reading comprehension across the curriculum.					
Benchmark: Will meet or exceed state standards as measured by ISTEP+					
Support Data SAT, Student Survey, Teacher Survey, Community Data		Standardized Assessments PSAT, ISTEP Problem Solving		Local Assessments Work Keys, 4-D Pre-Test, 4-D Post-Test	
Intervention: Students will learn and apply a four-step (The 4-D's) problem solving process. This process will aid students in developing and comprehending the information presented in the problem statement. This intervention will also help students identify similarities and differences, non linguistic representations, generating and testing hypotheses, and inductive and deductive reasoning utilizing authentic problems.				Research/Best Practice for Intervention: <ol style="list-style-type: none"> 1. <i>Classroom Instructing that Works</i> by Dr. Robert Marzano. 2. <i>A Handbook for Classroom Instruction that Works</i> by Dr. Robert Marzano. 3. <i>The Miniature Guide to Critical Thinking Concepts and Tools</i> by. Dr. Richard Paul and Dr. Linda Elder 4. <i>Problem Solving: NCA Presentation March 30, 2004</i> by Plymouth High School 	
Activities to Implement the Intervention	Person(s) Accountable	Timeline		Resources	Staff Development
		Begin	End		
<ol style="list-style-type: none"> 1. Posters will be posted in each classroom highlighting the four-step model. 2. Teachers will instruct students in the model and pose appropriate assignments related to their content. 3. Students will practice a 4-D activity in every class once each trimester. 4. Students will complete a school wide pre-test and post test each school year. 5. Students are expected to score 3 on a 4 point scale model. 	<ol style="list-style-type: none"> 1. Teachers and SIC 2. Teachers 3. Teachers 4. Teachers 5. Teachers 	<ol style="list-style-type: none"> 1. 2007-08 2. 2007-08 3. 2007-08 4. 2007-08 5. 2007-08 	<ol style="list-style-type: none"> 1. 2010-11 2. 2010-11 3. 2010-11 4. 2010-11 5. 2010-11 	<ol style="list-style-type: none"> 1. <i>Classroom Instructing that works</i> by Dr. Robert Marzano. 2. <i>A Handbook for Classroom Instruction that Works</i> by Dr. Robert Marzano 3. <i>The Miniature Guide to Critical Thinking Concepts and Tools</i> by. Dr. Richard Paul and Dr. Linda Elder 	<p>Selected teachers and members of the School Improvement Committee will be trained on the four-step model. A modified version of the 4 D's, developed by Plymouth High School, will be used. These teachers will lead staff members through the training then provide follow-up cracker-barrel sessions to share ideas. Teachers will also project their own ideas during departmental meetings on how to integrate the model into the curriculum for feedback.</p>

SCHOOL IMPROVEMENT ACTION PLAN

Goal: All students will demonstrate an improvement in reading comprehension across the curriculum.					
Benchmark: Will meet or exceed state standards as measured by ISTEP+					
Support Data SAT, Student Survey, Teacher Survey, Community Data		Standardized Assessments PSAT, ISTEP+		Local Assessments SRI, Student Department Samples, Annual Case Conference	
Intervention: All special education students will improve their reading ability/Comprehension through regular reading activities.				Research/Best Practice for Intervention: <ol style="list-style-type: none"> 1. <i>Classroom Instructing that Works</i> by Dr. Robert Marzano. 2. <i>A Handbook for Classroom Instruction that Works</i> by Dr. Robert Marzano. 	
Activities to Implement the Intervention	Person(s) Accountable	Timeline		Resources	Staff Development
		Begin	End		
<p>Teachers will model reading strategies using the following activities:</p> <ol style="list-style-type: none"> 1. Silent Independent Reading. One page articles targeting one specific area of reading comprehension such as cause and effect. 2. Vocabulary Review. Matching game. 3. Quote of the Day. Develop and broaden vocabulary. 4. Newspaper Reviews. Students will read articles from local newspapers and write a short summary of the article. 5. Comprehension Exercises. After reading aloud with classmates a given selection from the adopted literature textbook, students will complete comprehension exercises from the adopted literature textbook. 6. Word wall. Terms used in subject areas of Math and Science and reviewed periodically in a game format. Skills: Word recognition and comprehension. 7. Grammar/Mug Shots. Students are given five sentences that contain a variety of spelling, grammatical, and structural errors, through critical analysis students are to correct all the errors. 8. English/Literature. Given a reading selection, students will identify the figurate language used by the author. 	<ol style="list-style-type: none"> 1. Teachers 2. Teachers 3. Teachers 4. Teachers 5. Teachers 6. Teachers 7. Teachers 8. Teachers 	<ol style="list-style-type: none"> 1. 2007-08 2. 2007-08 3. 2007-08 4. 2007-08 5. 2007-08 6. 2007-08 7. 2007-08 8. 2007-08 	<ol style="list-style-type: none"> 1. 2010-11 2. 2010-11 3. 2010-11 4. 2010-11 5. 2010-11 6. 2010-11 7. 2010-11 8. 2010-11 	<ol style="list-style-type: none"> 1. Daily Language Workouts (Mug Shots) 2. Writer's Inc. Journal Writing Prompts 3. <i>Openers for English Classes</i> by Ann Bourman 	<p>Resources for Special Education teachers included all of those available for general education teachers. Staff Development time will be used to train teachers on a variety of pre-reading and reading strategies. Multiple resources will be utilized, including those available through Indiana State University and the knowledge base of our own staff. Department time will be used to incorporate Marzano strategies in the Special Education classroom. Covered Bridge will continue to provide training for special education teachers for the interventions presented utilizing Marzano strategies.</p>