

Knox Community Middle School 7837

Unified Comprehensive Needs Assessment and School Improvement Plan

School Name	Knox Community Middle School
Local Education Agency Name	Knox Community School Corporation
School Year	2020 / 2021

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

Comprehensive Needs Assessment Template

Phases

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

I. Establish a Comprehensive Needs Assessment planning team

CNA Planning Team Members

Note: Add or subtract rows as needed.

Name	Stakeholder Group(s)	Role(s)
Jake Skelly	Administration	Principal
Tyler Radtke	Administration	Assistant Principal
Elizabeth Ratliff	Director of Student Support	Director of Student Support
Tamara Krick	Special Education Staff	Special Education Teacher
Heather Reese	Special Education Staff	Special Education Teacher
Stacey Mehlberg	Special Education Staff	Special Education Teacher
Jennifer Allport	General Education Staff	General Education Teacher
Charity Salyer	Parent	Parent

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

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

Committee's Domain of Study: Special Education Math/ELA

Name	Stakeholder Group(s)	Role(s)
Jake Skelly	Administration	Principal
Heather Reese	Special Education / IEP	Special Education 5th/6th Gr.
Shannon Pitts	General Education Teacher	5th Grade Teacher

II. Develop a vision of excellence

Vision of Excellence

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

Knox Community School Corporation is located in Starke County, a rural northwest county in Knox, Indiana, which is also the county seat. The district has a current K-12 enrollment of 1,750 students, Knox Middle School has an enrollment of 530 students.

According to 2018 data released by the Indiana Youth Institute, the current median household income for Starke County residents is just over \$40,000, an amount that ranks eighth lowest in the state. In addition, nearly one-fourth of the county's children live in poverty. A myriad of research reveals that poverty affects cognitive function, especially in school-aged children. These at-risk children are exposed to multiple stressors, including sleep deprivation, malnutrition, and substance abuse at alarming levels. This is the backdrop for a high percentage of KCSC students. For the past several years, approximately 58% of our student body has been eligible for the free and reduced meal program while more than 11% of our students have been identified as special education students. The mobility rate of our students, often reflective of socioeconomic conditions, has averaged nearly 11% the past three years.

Despite the arrival of new industry to our area, we continue to see an economic decline in our community with more at-risk children attending our school district each year. These are the children who are included in the 5% of our student body who are absent greater than 10% of the school year.

Our Vision is that Knox Community Middle School is a school of choice where all students learn in a safe, rigorous mastery of academic skills, and technologically current educational environment. Student-centered programs develop leadership skills

and the individual interests of the students. Students are supported by personnel with high expectations and integrity.

Effective communication, positive interactions, and transparent, fiscally responsible decisions form a relationship of trust and respect between the school and community. Prioritizing and maintaining a safe, productive learning environment make Knox Schools a source of pride in the community.

The staff of KMS is committed to teaching our students the skills needed to succeed and thrive. They are constantly looking for innovative ways to challenge students' minds and to think of different ways to find the answer. The KMS support staff play an important role in ensuring students are learning in a safe and supportive environment, which is key to their success.

The students of KMS are goal-directed and understand that they need to take an active role in their learning. They accomplish this by recognizing they are accountable for their success. This is demonstrated by academic integrity and honesty. We understand that middle school can be challenging for students, so at KMS, "*We strive for the best!*". The students that make up Knox Community Middle School are inquisitive and ambitious, making KMS a unique experience.

School Partnerships that support student achievement

Porter Starke Counseling services
Student Wise - Trauma based services
Bowen Center - Life / Skills Coaching
STEM - Hand To Mind
STEM - Little Bits
STEM - Maker Bot 3 D Printing
PBIS
First Source Bank - School Safety
Local First Responders - School Safety
Knox Police Department - School Resource Officer
BP Good Oil Company - Raptor School Safety Program

Aspirational Measures of Success

What we say in our Mission	Sources of Data / Evidence
Safe Learning Environment	<ul style="list-style-type: none"> ● PBIS Data Reports ● Office Discipline referral Data ● Bus referral data ● SRO - Reports ● Raptor - School Entry/Safety Reports ● ISS/OSS/ Expulsion Data
Rigorous mastery of academic skills,	<ul style="list-style-type: none"> ● Coursework ● Classroom assessments ● Study Island Formative Assessment Data ● Exact Path Diagnostic Formative Assessment Data ● iLearn Data
Technologically current educational environment	<ul style="list-style-type: none"> ● 1-1 Chromebooks ● Canvas ● PowerSchool ● eLearning ● STEM - Hand To Mind ● STEM - Little Bits ● STEM - Maker Bot 3 D Printing ● Edmentum Study Island ● Edmentum Exact Path ● Character Strong SEL Program
Student-centered programs develop leadership skills and the individual interests of the students	<ul style="list-style-type: none"> ● Porter Starke Counseling services ● Maker Space classes / programs ● Computer Science / STEM Classes ● Family and Consumer Sciences ● Fitness / Aquatics courses ● Music/ Choir / Band and Theatre ● Citizenship Class ● Movie Lit Class ● Yearbook Class ● KMS Newspaper Class ● Mentorship Class ● Leadership Class

Students are supported by personnel with high expectations and integrity.

- Student Wise - Trauma based services / reports
- Bowen Center - Life / Skills Coaching / reports

Other sources of Data / Evidence

* Unit pre-post tests, subject grades, performance checklists, individual student work, exit tickets, behavior logs and data, student attendance data, staff attendance data, staff surveys, and parent surveys.

III. Create a school profile

School Profile

The Knox Community Middle School is a part of the Knox Community School Corporation in Knox IN. The Knox Community School Corporation is comprised of three schools: Knox High School (grades 9-12), Knox Middle School (grades 5-8), and Knox Elementary School (grades PK - 4). All schools are located in the city of Knox and are on the same campus.

Enrollment at Knox Middle School has declined slightly from last year to this year due to the Covid 19 Pandemic. Our enrollment went from 580 in 2018 / 2019 to 530 this year. During the 2017 / 2018 school year 6th - 8th Grades consisted of 6 classrooms / grade level. In 2018 / 2019, grades 5th-8th also consisted of 6 classrooms / grade level. As a corporation our enrollment is declining from 1914 students in the 2017 / 2018 school year to 1750 students this year.

Knox Community Middle School currently has 20 classroom teachers along with 4 Integrative Arts Teachers in the areas of Physical Education, Family and Consumer Sciences, and Computer Science (STEM). Knox Middle School also shares 5 specials teachers with Knox Elementary School for 5th Grade students, and shares, 5 specials teachers with Knox High School. Specials Teachers teach in the areas of: PE, Art, Band, Choir, Fitness, Aquatics, and Health. Additionally, 3 special education teachers and 5 paraprofessionals serve approximately 60 students (11.9%) in the special education program. Specialized instructional support personnel include a speech and language therapist, a school counselor, nurse, school psychologist. Occupational and physical therapy services are provided with the support of the Multi-county Special Education Cooperative. The school's Title I program funds a Title 1

interventionist and 3 instructional paraprofessionals. The school principal and assistant principal is assisted by a school secretary and secretary-treasurer.

Parents of students at Knox Middle School work in service and skilled/unskilled labor occupations. There is a local auto parts manufacturing plant, and steel processing plant employ many parents, while agriculture (e.g. family farms) and work in a variety of small businesses employ a sizeable number as well. Some parents work within the county; others commute to nearby cities and towns.

Vision

Knox Schools are schools of choice where all students learn in a comprehensive, rigorous, and technologically current educational environment. Student-centered programs develop leadership skills and the individual interests of the students. Students are supported by personnel with high expectations and integrity.

Effective communication, positive interactions, and transparent, fiscally responsible decisions form a relationship of trust and respect between the school and community. Prioritizing and maintaining a safe, productive learning environment make Knox Schools a source of pride in the community.

Mission Statement

Whatever it takes, Knox students are worth it!

At Knox Middle School, we will strive for success as critical thinkers, problem solvers, and life-long learners, in order to be positive role models in our community, making the world a better place.

Core Beliefs or Core Values

- Create a Safe Learning Environment for ALL Students
- Mastery of State Standards and academic skills
- Build Character and Citizenship
- Develop Lifelong Learning
- Maximize Student Engagement
- Data based decision making
- A TEAM mindset of continued growth
- Personal Best each day
- Culture of compassion, teamwork, and respect

Student Demographics

Please click on the link below to have a better understanding our schools' student demographics.

<https://compass.doe.in.gov/dashboard/enrollment.aspx?type=school&id=7837>

[KMS Profile Data Dashboard Sheets DOC CNA Phase 3](#)

Staff Demographics

Please click on the link below to have a better understanding our schools' staff demographics.

<https://compass.doe.in.gov/dashboard/personnel.aspx?type=school&id=7837>

[KMS Profile Data Dashboard Sheets DOC CNA Phase 3](#)

Student Behavior

The staff of Knox Middle School is committed to providing a safe and secure learning environment. Knox Middle School is in the process of establishing more of a proactive and restorative philosophy on student discipline. This proactive approach defines, teaches, models, and reinforces desired behaviors at school. Students and parents are aware of the school's policies, procedures, and expectations as they are listed in the student handbook. The student athletes and Knox Middle School are given a copy of, and must sign the student athlete code of conduct.

Within the student handbook and code of conduct, specific behavioral guidelines and disciplinary procedures are clearly described. Throughout the entire school year, the staff at KMS are provided with professional development on student engagement, classroom management, and many different strategies to improve student success, behaviors, and overall engagement.

Student Academic Outcomes

Because of the COVID-19 Pandemic, we were unable to take the ILEARN Test in 2020. Because of this, I have included data from the ILEARN test this past spring along with ISTEP Data, and NWEA Data from past years.

ILEARN ELA Conclusion: The ILEARN ELA shows a lack of proficiency for all students in grades 5-8.

- 5th Grade 4 percentage points below the state average
- 6th Grade 7 percentage points below the state average
- 7th Grade 12 percentage points below the state average

- 8th Grade 11 percentage points below the state average

ILEARN Math Conclusion: The ILEARN Math shows a lack of proficiency for all students in grades 6-8, however, results show proficiency levels that are slightly above the state average in the 5th grade.

- 5th Grade 1 percentage point above the state average
- 6th Grade 9 percentage points below the state average
- 7th Grade 10 percentage points below the state average
- 8th Grade 14 percentage points below the state average

ILEARN Science Conclusion: The ILEARN Science shows a lack of proficiency for all students in grades 6.

- 6th Grade 13 percentage points below the state average

ILEARN Social Studies Conclusion: The ILEARN Social Studies shows that our 5th grade students were at 48% proficiency, which is exactly the same as the state average.

- 5th Grade 48% proficiency = to the state average.

ISTEP ELA Conclusion: The ISTEP ELA trend reveals an overall lack of proficiency for all students in grades 6, 7, and 8 over the past three years. 58.5% of students passed the 2018 ELA ISTEP. In order to earn above a “D” for this content area, the student proficiency will have to increase by 12% on the 2019 iLearn.

ISTEP Mathematics Conclusion: The ISTEP Mathematics trend reveals an overall lack of proficiency for all students in grades 6, 7, and 8 over the past three years. 38.1% of students passed the 2018 Math ISTEP. In order to earn above a “D” for this content area, the student proficiency will have to increase by 32% on the 2019 iLearn.

Attendance Objective: Knox Middle School will strive to maintain a daily attendance rate above 95%. KMS will also continue to partner with the Probation Department and the Department of Child Services in Starke County in implementing Project Attend. Project Attend focuses on working with students with multiple unexcused absences, through a set procedure of letters, attendance contracts, and face-to-face meetings.

Summary of Core Curricula

The curriculum for Knox Middle School is developed by the teachers and staff of the Knox Community School Corporation, based on Indiana Academic Standards. Corresponding pacing guides direct the flow of instruction and adherence to academic standards.

These guides include references to currently adopted core instructional materials, both online and in print. Curriculum for each subject - mathematics, language arts (including reading, English, spelling, and writing), social studies, science/health, the arts, and physical education - are reviewed and revised during the school year.

Course Curriculums are currently located on the Canvas learning management system. Curriculums are maps highlighting Indiana Standards and Skills and Assessments in the sequence they are covered.

Summary of Formative and Summative Assessments

During the comprehensive needs assessment, we reviewed ISTEP scores from 2015-2017 and NWEA data from Spring 2015-Spring 2017. The data reveal that Knox students in Grades 3-10 continue to perform below state averages and national norms in both ELA and math.

In English/Language Arts, the 2017 ISTEP results indicate that Knox students scored between 1-9% below state average in every grade except Grade 5. Grade 5 scored 5% above the state average. The 2016 ISTEP ELA results indicate that Knox students scored between 3-10% below the state average in every grade except Grade 10; these students scored 5% above the state average. The 2015 ISTEP ELA results showed the highest discrepancy of the three-year review; Knox students averaged 12.5% below the state average in Grades 3-10.

NWEA data parallel the ISTEP data where End-of-Year scores for Grades 3 and 8 for all three years are near or below the 50th percentile in both reading and language testing. NWEA data for Grades 6 and 7 are near or below the national norm for two of the three years analyzed. Only students in two grade levels, Grades 4 and 5, have performed at or

above the 50th percentile during the past three years. Scores, however, for Grade 4 students have decreased 11 percentile points from 2015 to 2017.

In math, the 2017 ISTEP results indicate that Knox students scored between 2-24% below state average in Grades 3, 6, 7, 8, and 10. The greatest disparities were in Grades 6, 8, and 10. In addition, math scores in Grades 6 and 7 showed a 10% decrease from the preceding year. Overall, the state averages for Knox students decreased from the 2016 results where students scored between 4-18% below the state average in all grade levels. The greatest disparities appeared in Grades 7, 8, and 10 where the Knox average was approximately 16% below state average. The 2015 ISTEP math results were slightly better with Knox students averaging 12% below the state average in all grade levels.

The Spring 2017 NWEA data show findings similar to ISTEP with Knox students scoring near or below the 50th percentile in math in Grades 3-4, 6, and 8. The Spring 2016 data reveal the same information for all grade levels 3-8, while the Spring 2015 data indicate that only students in Grades 5 and 7 scored higher than the 50th percentile.

ISTEP data from the past three years show that only two-fifths of our students passed both the ELA and math ISTEP tests each year. Disaggregation of these data reveals that in both 2017 and 2016, the females outperformed the males by 16% districtwide in ELA. In math (2017), the females outperformed the males by 7% in Grades 5-8 and 10, while in 2016 they outperformed the males by 9.5% in Grades 5 and 6. Scoring in Grades 7 and 8 that year shows no difference between the two genders. The disaggregation of the 2017 data further indicates that students with paid lunch outperformed students with free/reduced lunch by 23% in ELA districtwide and by nearly 17% in math. In 2016, students with paid lunch outperformed students with free/reduced lunch by 21% in ELA and by 23% in math. Disaggregated data from the 2015 ISTEP were not available for the Comprehensive Needs Assessment.

The 2017 IDOE Knox Corporation Report Card indicates that 60.3% of students in grades 3-8, 10 passed ELA. This score is similar to the 2016 KCSC Report Card where 61% of students in these grade levels passed the ELA ISTEP assessment. Both years are a slight improvement from the 2015 KCSC Report Card with 57.4% passing ELA. The three-year analysis for mathematics shows a 12% improvement in the overall performance domain from 2016 to 2017; however, more than one-half of Knox students continue to score below the passing scale score on ISTEP. The KCSC math performance in 2015 shows the highest percentage of students passing at 55.5%; however, that statistic includes 91% of Grade 10 students who passed the Algebra I ECA for that year's Graduation Qualifying Exam.

Both the beginning of the year DIBELS and NWEA data continue to show that many of our kindergarten students enter formal schooling with weak foundational skills. Nearly one-third of our kindergarten population does not attend preschool and approximately two-thirds of our students are from families of low socioeconomic status. These factors, along with a lack of prior experiences, contribute to the reading difficulties our students

experience upon entering their formal schooling as well as to the reading losses these students experience as they transition from kindergarten through fourth grade. DIBELS data from the past five years show a consistent and alarming trend; 45% of entering students meet benchmark levels of success on the beginning-of-year DIBELS assessment.

According to the 2017 Annual Performance Report, 165 students in Grades K-12 were suspended from the district during the 2016-17 school year, a decrease from 220 students the prior year. One hundred thirty students were placed in in-school suspension last year. The same report reveals an attendance rate of 96% for all three schools and a graduation rate of 95% for KHS.

Summary of Academic Intervention and Enrichment Programs

At-risk students in Grades 6-8 who receive additional instructional support are identified by tertiary NWEA assessments and common classroom assessments. At-risk middle school students also participate in the 7th Period Remediation Program along with the KMS Step Up Remediation Program. These intervention programs allow our tier 2 and 3 students, along with any failing student to receive additional help and intervention daily.

Student Supports: During school and after school intervention: Beginning with the 2018-19 school year, the Indiana Department of Education has identified Knox Middle School as a Title I school. With this identification, KMS is now able to offer supplemental educational services to ensure our students meet challenging state academic standards in English Language Arts and Math. One of these services is providing a Title 1 interventionist during the school day, which works 1 on 1 with students in the classroom providing assistance.

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

The Knox Community Middle School Guidance Department will offer the following Student Support Programs during the 2019-2020 school year:

- **Student Wise:** Knox Community School Corporation has partnered with Porter Starke Services in offering a life skills program to improve student success. The new Student Wise program helps students learn and develop valuable life skills such as: frustration tolerance, conflict resolution, healthy communication, and impulse control. Having these life skills are proven to increase academic success.

- The KMS STEM - Maker Space Program - (Funded by First Source Bank)
 - Life Skills Program- focuses on communication skills, conflict resolution, peer pressure, and decision-making.
 - Heritage Keepers Program- focus on health, wellness, emotional, and mental needs.
 - Reality Store- 8th grade program focused on careers, finance, budgeting, and family.
 - Manufacturers Day- 7th grade program focus on local manufacturing, potential career paths, and educational programs to achieve employment.

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

Being a classroom teacher is one of the most challenging/yet rewarding occupations out there. Hiring and retaining a teaching staff that is of the highest quality is a priority for the Knox Middle School and Knox Community School Corporation. The corporation supports Knox Middle School's recruitment, selection, induction, and retention strategies by having specific procedures in place for each of these areas and providing technical support as vacancies occur. Also in an effort to improve teacher and staff retention, we are implementing a TRUE PLC Mindset.

Summary of Teacher and Staff Professional Learning Opportunities

Teacher and staff development priorities are identified as a direct result of data analysis. An overall school emphasis has been placed on:

- Maximizing student engagement
- Aligning curriculum with state standards
- Aligning curriculum with ILEARN Blueprints and DOK Levels
- Maximizing instructional time with strategies such as flipping the classroom
- Taking a Proactive and Restorative approach to student discipline
- Implementing a TRUE PLC School Concept / Changing our mindset and culture

Summary of Teacher and Staff Coaching and Evaluation Model

A priority of Knox Community Middle School is to empower teachers to continue to refine and improve their professional practices. At KMS, we believe that the teacher evaluation process begins with self-reflection. The Knox Community School Corporation uses the Standards for

Success Program, and RISE Evaluation Rubric to evaluate and coach teachers. The evaluation process is always considered as a coaching tool to help teachers continue to strive to meet their personal best each and every day. These expectations are the same expectations that we have for our students and administration. The goals of the evaluation process are to:

- Have weekly TEAM walkthroughs
- 1 pre self reflection
- 1 post self reflection
- 1 peer observation
- 2 short observations
- 1 long evaluation
- A pre-evaluation meeting
- A post evaluation meeting

Summary of Key Family and Community Engagement Strategies

At Knox Community Middle School, we believe that family and community communication and engagement is absolutely vital. The Administrative Team at KMS have used the following strategies to communicate, promote, and involve the families and community into our school family.

- KCSC Website: <https://www.knox.k12.in.us/>
- KMS Website: <https://ms.knox.k12.in.us/>
- KMS Facebook Page: <https://www.facebook.com/Knox-Community-Middle-School-894604360619813/>
- Daily announcements
- Weekly bulletins
- Monthly calendars
- Orientation / Back to school nights
- Homecoming events including: Laser tag and dodgeball tournament
- Parent / Teacher Conferences
- Sports Awards Banquets
- National Junior Honor Society Induction
- Multiple Athletic Events
- Academic Awards
- Band Concerts
- Choir Concerts
- Veterans Day Program
- Parent informational nights
- 5th Grade Music Programs

List of Community Partnerships

School Partnerships that support student achievement

Porter Starke Counseling services
Student Wise - Trauma based services
Bowen Center - Life / Skills Coaching
STEM - Hand To Mind
STEM - Little Bits
STEM - Maker Bot 3 D Printing
PBIS
First Source Bank - School Safety
Local First Responders - School Safety
Knox Police Department - School Resource Officer
BP Good Oil Company - Raptor School Safety Program
Dunebrook-Body Safety Program

IV. Identify focus areas

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

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

Note: Adjust the table as needed.

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

Special Education Students:

Description of Focus Area 1

Special Education Subgroup Performance:

Due to Covid-19, we did not take the iLearn test in 2020. So we are using data from 2019. Our state standardized assessment data has shown us that students in our special education program have consistently scored below their grade level peers in both math and ELA.

Special Education students are not performing at the level of proficiency that KMS wants. Data shows that our students with disabilities score below their grade-level peers in both Math and English/Language Arts. According to the ISTEP+ from Spring of 2018, only 7.1% of this sub-group passed Math in 6th-8th Grade, while only 19% were proficient in Language Arts. Based on 2019 Our NWEA data also indicates the Special Ed population is performing lower than their general ed peers. The 2019 ILEARN assessment resulted in of Special education students are below.

ILearn Results for 2019 Special Education Students Grade 5			
ELA		Math	
Special Ed.Pass	General Ed. Pass	Special Ed.Pass	General Ed. Pass
15% Passed	43% Passed	7% Passed	48% Passed

ILearn Results for 2019 Special Education Students Grade 6			
ELA		Math	
Special Ed.Pass	General Ed. Pass	Special Ed.Pass	General Ed. Pass

7% Passed	40% Passed	7% Passed	37% Passed
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ILearn Results for 2019 Special Education Students Grade 7			
ELA		Math	
Special Ed.Pass	General Ed. Pass	Special Ed.Pass	General Ed. Pass
0% Passed	37% Passed	6% Passed	31% Passed

ILearn Results for 2019 Special Education Students Grade 8			
ELA		Math	
Special Ed.Pass	General Ed. Pass	Special Ed.Pass	General Ed. Pass
15% Passed	39% Passed	15% Passed	23% Passed

Our NWEA data (3 testing sessions throughout the year-Fall, Winter, and Spring) is consistent with the state standardized testing in that students in our special education program score below their grade level peers. We have also had an increase of 22 students who receive special education services over the last 3 years. Our current overall special education student population is 11% which is a 2% increase since 2016-2017. Knox Middle School currently has 3.5 special education teachers, 6 special education aides, 1 speech pathologist, 1 part-time occupational therapist, and 1 part-time physical therapist. We have also partnered with a mental health services provider, Porter Starke. Through this community partnership we receive an inhouse therapist each day that focuses primarily on providing our students with social emotional learning services.

Collect additional data on focus areas

Additional Data Sources Collected
Additional Data Collected for Focus Area 1
<p>Description of additional data collected for focus area 1: Special Education</p> <p>Graduation rate data for students with disabilities and general education students was reviewed.</p> <p>Interviews with Special ed staff Interviews with Special Ed families Interviews with Gen Ed Teachers Classroom grades for Special Education Students IEP review for amount of time in gen ed vs special ed/Progress toward goals/Goal types PBIS data</p>
<p>Key Take Aways:</p> <ul style="list-style-type: none">● The Special Education staff and parent replies had much in common. Both referred to their frustration on the topic of achievement testing. They cite that the students and the staff work very hard during the year, yet standardized test results are disappointing.● Parents and Staff agree outlined accommodations were provided● IEP Goals are typically met in a year● IEP goals in Reading typically relate to fluency● IEP goals in Math often relate to math algorithms● Some IEP service time is taken out of both math and reading blocks● All staff agreed that most Special Education students need less pull out time and more classroom time in Math and Reading● All staff and parents agreed that more classroom support would be needed if students were to stay more time in grade level Reading and Math blocks.● Special Ed and Gen Ed teachers agree that determining report card grades is an area where they need more development.

Summary of Stakeholder Feedback Data

Stakeholder group	Method(s) used to collect feedback	Number of stakeholders Who provided feedback	Links to data reports and/or summaries of key takeaways
<i>Example: Family members</i>	<i>Example: Survey, focus group</i>	<i>Example: 54 via survey, 8 via focus group</i>	<i>Example: Embedded link to a report provided by the family survey vendor</i>
Special Ed Staff	Focus Group, Individual Interview	4 via focus group	See key findings above
General Ed Staff	Focus Group, Individual Interview	5 via focus group	See key findings above
Administration	Focus Group	64 IEP Analyses of goals, time, and progress data, 3 different forms of assessment data reviews, 32 classroom walk-throughs, and observations, 3 evaluations	See key findings above
Community / Parents	Interview	10	See key findings above

V. Analyze data to determine key findings and root causes

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

Data Analysis, Key Findings, and Root Causes		
Focus Area 1		
<p><i>Note: Adjust the table as needed.</i></p>		
<p>Conclusions from data quality check for Focus Area 1:</p> <ul style="list-style-type: none"> ❖ After thoroughly looking at the data and collaborating as a team, we feel the data collected and findings accurately defined our focus area 1. However, as a team we have collectively agreed that we need to identify other data sources to look at in regards to the fidelity of our special education program. Future data sources to be utilized: <ul style="list-style-type: none"> ➤ Classroom formative assessment results ➤ Attendance Records ➤ More frequent and targeted special ed PLC meetings ➤ Parent and student surveys 		
Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1
<ol style="list-style-type: none"> 1. The team believes many Special Education students are not spending enough time in classrooms with grade level content. The Team believes that a “Push IN” Model would be more beneficial. 2. The team believes that there is a lack of 	<ol style="list-style-type: none"> 1. Review of IEP minutes, Staff interviews and focus groups 2. Review of IEP goals, staff interviews and focus groups 3. ILEARN, ISTEP, NWEA data 	<ol style="list-style-type: none"> 1. Current schedule 2. Lack of communication between general ed teachers and special education teacher. 3. We may value our student feeling successful over being successful. 4. Special Ed students

<p>defined DOK Levels in IEP goals.</p> <p>3. Proficiency levels on state and district testing are significantly below grade level peers.</p> <p>4. We have increased our special education population by 22 students since the year 2016 / 2017</p>		<p>do not get enough exposure to grade level content and task.</p> <p>5. IEP goals should be more rigorous. They should include a focus on improving reading comprehension and ability to solve math word problems when appropriate. The team feels that IEP goals need to move beyond basic fluency at a certain point. Kids may never be fluent, but they need to still be able to comprehend. The same goes for math. A student may utilize a 100s chart to assist with computation as they get older so that goals can become more rigorous.</p>
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School Improvement Plan Template

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

Phases

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

I. Form a School Improvement Plan development team

SIP Development Team Members

Note: Add or subtract rows as needed.

Name	Stakeholder Group(s)	Role(s)
Jake Skelly	Administration	Principal
Tyler Radtke	Administration	Assistant Principal
Sonia Hensley	Guidance Staff	Guidance Counselor
Tamara Krick	Special Education Staff	Special Education Teacher
Heather Reese	Special Education Staff	Special Education Teacher
Stacey Mehlberg	Special Education Staff	Special Education Teacher
Jennifer Allport	General Education Staff	General Education Teacher
Charity Salyer	Parent	Parent

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

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

Committee's Domain of Study: Special Education Math/ELA		
Name	Stakeholder Group(s)	Role(s)
Jake Skelly	Administration	Principal
Heather Reese	Special Education / IEP	Special Education 5th/6th Gr.
Shannon Pitts	General Education Teacher	5th Grade Teacher

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

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

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

Review of Focus Area 1																			
Description of Focus Area 1: Special Education (Click here to return to the description of Focus Area 1 from the CNA)																			
Modified Description of Focus Area 1: Special Education Subgroup Performance:																			
Our state standardized assessment data has shown us that students in our special education program have consistently scored below their grade level peers in both math and ELA.																			
Special Education students are not performing at the level of proficiency that KMS wants. Data shows that our students with disabilities score below their grade-level peers in both Math and English/Language Arts. According to the ISTEP+ from Spring of 2018, only 7.1% of this sub-group passed Math in 6th-8th Grade, while only 19% were proficient in Language Arts. Based on 2019 Our NWEA data also indicates the Special Ed population is performing lower than their general ed peers. The 2019 ILEARN assessment resulted in of Special education students are below.																			
<table border="1"> <thead> <tr> <th colspan="4">iLearn Results for 2019 Special Education Students Grade 5</th> </tr> <tr> <th colspan="2">ELA</th> <th colspan="2">Math</th> </tr> <tr> <th>Special Ed. Pass</th> <th>General Ed. Pass</th> <th>Special Ed. Pass</th> <th>General Ed. Pass</th> </tr> </thead> <tbody> <tr> <td>15% Passed</td> <td>43% Passed</td> <td>7% Passed</td> <td>48% Passed</td> </tr> </tbody> </table>				iLearn Results for 2019 Special Education Students Grade 5				ELA		Math		Special Ed. Pass	General Ed. Pass	Special Ed. Pass	General Ed. Pass	15% Passed	43% Passed	7% Passed	48% Passed
iLearn Results for 2019 Special Education Students Grade 5																			
ELA		Math																	
Special Ed. Pass	General Ed. Pass	Special Ed. Pass	General Ed. Pass																
15% Passed	43% Passed	7% Passed	48% Passed																

ILearn Results for 2019 Special Education Students Grade 6			
ELA		Math	
Special Ed. Pass	General Ed. Pass	Special Ed. Pass	General Ed. Pass
7% Passed	40% Passed	7% Passed	37% Passed

ILearn Results for 2019 Special Education Students Grade 7			
ELA		Math	
Special Ed. Pass	General Ed. Pass	Special Ed. Pass	General Ed. Pass
0% Passed	37% Passed	6% Passed	31% Passed

ILearn Results for 2019 Special Education Students Grade 8			
ELA		Math	
Special Ed. Pass	General Ed. Pass	Special Ed. Pass	General Ed. Pass
15%	39%	15%	23%

Passe d	Passe d	Passe d	Passe d
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Our NWEA data (3 testing sessions throughout the year-Fall, Winter, and Spring) is consistent with the state standardized testing in that students in our special education program score below their grade level peers. We have also had an increase of 22 students who receive special education services over the last 3 years. Our current overall special education student population is 11% which is a 2% increase since 2016-2017. Knox Middle School currently has 3.5 special education teachers, 6 special education aides, 1 speech pathologist, 1 part-time occupational therapist, and 1 part-time physical therapist. We have also partnered with a mental health services provider, Porter Starke. Through this community partnership we receive an inhouse therapist each day that focuses primarily on providing our students with social emotional learning services.

Description of key findings for Focus Area 1 (strength or area for growth) Root causes for key findings from Focus Area 1

(Click [here](#) to return to the description of key findings for Focus Area 1 from the CNA)

Click on the Link above to scroll to this information. Please also see the information listed below this table.

(Click [here](#) to return to the root causes for Focus Area 1's key findings from the CNA)

Click on the Link above to scroll to this information. Please also see the information listed below this table.

Modified description of key findings for Focus Area 1 based on the SIP development team's discussion

Modified root causes for key findings based on the SIP development team's discussion

Click on the Link above to scroll to this information.

Click on the Link above to scroll to this information.

Review of Focus Area 2

Description of Focus Area 2:

(Click [here](#) to return to the description of Focus Area 1 from the CNA)

Modified Description of Focus Area 2:	
N/A	
Description of key findings for Focus Area 2 (strength or area for growth)	Root causes for key findings from Focus Area 2
N/A	N/A

Review of Focus Area 3	
Description of Focus Area 3: <i>(Click here to return to the description of Focus Area 1 from the CNA)</i>	
Modified Description of Focus Area 3:	
N/A	
Description of key findings for Focus Area 3 (strength or area for growth)	Root causes for key findings from Focus Area 3
N/A	N/A

Data Analysis, Key Findings, and Root Causes	
<i>Note: Adjust the table as needed.</i>	
Focus Area 1	
<p>Conclusions from data quality check for Focus Area 1:</p> <ul style="list-style-type: none"> ❖ After thoroughly looking at the data and collaborating as a team, we feel the data collected and findings accurately defined our focus area 1. However, as a team we have collectively agreed that we need to identify other data sources to look at in regards to the fidelity of our special education program. Future data sources to be utilized: <ul style="list-style-type: none"> ➤ Classroom formative assessment results ➤ Attendance Records 	

- More frequent and targeted special ed PLC meetings
- Parent and student surveys
- Edmentum Exact Path Diagnostic Formative Assessment
- Edmentum Study Island Formative Assessment

Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1
<p>5. The team believes many Special Education students are not spending enough time in classrooms with grade level content. The Team believes that a “Push IN” Model would be more beneficial.</p> <p>6. The team believes that there is a lack of defined DOK Levels in IEP goals.</p> <p>7. Proficiency levels on state and district testing are significantly below grade level peers.</p> <p>8. We have increased our special education population by 22 students since the year 2016 / 2017</p>	<p>4. Review of IEP minutes, Staff interviews and focus groups</p> <p>5. Review of IEP goals, staff interviews and focus groups</p> <p>6. ILEARN, ISTEP, NWEA data</p>	<p>6. Current schedule</p> <p>7. Lack of communication between general ed teachers and special education teacher.</p> <p>8. We may value our student feeling successful over being successful.</p> <p>9. Special Ed students do not get enough exposure to grade level content and task.</p> <p>10. IEP goals should be more rigorous. They should include a focus on improving reading comprehension and ability to solve math word problems when appropriate. The team feels that IEP goals need to move beyond basic fluency at a certain point. Kids may never be fluent, but they need to still be able to comprehend. The same goes for math. A student may utilize a 100s chart to assist with computation as they get</p>

		older so that goals can become more rigorous.
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III. Describe the school’s core components to identify opportunities to address focus areas

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

Description of Core Component: Safe Learning Environment
<ol style="list-style-type: none"> 1. How will the school maintain a safe and disciplined learning environment for students and teachers? 2. How will the school ensure clear expectations are communicated to students? 3. How will the school create an environment in which there is genuine respect for students and a belief in their capability? 4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?
<p>Our Vision is that Knox Community Middle School is a school of choice where all students learn in a safe, rigorous mastery of academic skills, and technologically current educational environment. Student-centered programs develop leadership skills and the individual interests of the students. Students are supported by personnel with high expectations and integrity.</p> <p>The Knox Community School Corporation has developed a School Safety Plan, which serves as a living / working document for our schools to use every day. These plans detail actions to be taken in emergencies and were developed collaboratively by a team of staff members. Professional development sessions will be held for all staff to advise them of the plan. Each</p>

staff member of KCSC has a green folder with all of the emergency plans in it. These folders are kept in an accessible place and are carried by teachers during drills and emergencies. A copy of each building plan is located in the district and building office. Every adult in our building is required to have an ID on them at all times during the school day. KCSC has recently using the Raptor Safety / Security System for Adult entry into our schools.

Effective communication, positive interactions, and transparent, fiscally responsible decisions form a relationship of trust and respect between the school and community. Prioritizing and maintaining a safe, productive learning environment make Knox Schools a source of pride in the community.

The staff of KMS is committed to teaching our students the skills needed to succeed and thrive. They are constantly looking for innovative ways to challenge students' minds and to think of different ways to find the answer. The KMS support staff play an important role in ensuring students are learning in a safe and supportive environment, which is key to their success.

The students of KMS are goal-directed and understand that they need to take an active role in their learning. They accomplish this by recognizing they are accountable for their success. This is demonstrated by academic integrity and honesty. We understand that middle school can be challenging for students, so at KMS, "*We strive for the best!*". The students that make up Knox Community Middle School are inquisitive and ambitious, making KMS a unique experience.

School Partnerships that support student achievement

- Porter Starke Counseling services
- Student Wise - Trauma based services
- Bowen Center - Life / Skills Coaching
- STEM - Hand To Mind
- STEM - Little Bits
- STEM - Maker Bot 3 D Printing
- PBIS
- First Source Bank - School Safety
- Local First Responders - School Safety
- Knox Police Department - School Resource Officer

BP Good Oil Company - Raptor School Safety Program
 Raptor Safety and Security: Safe School Entry Program

Gap Analysis: Safe Learning Environment

<p>How will the school's plan for fostering a safe learning environment also help the school address its focus areas?</p>	<p>In what ways does the school's plan for fostering a safe learning environment <i>not</i> help the school address its focus areas?</p>
<p>For Focus Area 1: A safe, supportive and organized environment provides the backdrop for a setting where struggling students will be willing to take risks. Clear behavior expectations also help guide student decision to limit off task behaviors.</p>	<p>For Focus Area 1: The plan does not include enough daily support for the social emotional learning needs of our students, especially those struggling learners in our school community.</p>

Description of Core Component: Curriculum

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

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

All KCSC curriculum maps align to the Indiana Academic Standards, vocational standards, and/or Indiana institutions of higher learning for dual credit. Teachers and administrators meet semi-annually to review curriculum maps to ensure alignment to state and local standards, and to update, where necessary. Both core content teachers and teachers of elective courses meet regularly in curriculum councils to review and revise, where necessary, learning goals

and pacing guides. Courses of study are provided to meet the needs of all learners, including our high ability, English Language learners, and special needs students.

Knox Community Middle School follows a multi-tiered system of support for all learners. Classroom teachers deliver the Tier 1 instruction by utilizing their core program, our building curriculum documents. Differentiation for all learners occurs during this Tier 1 time. All students at KMS also participate in Tier 2. This time is utilized to support struggling learners, as well as to provide our more advanced learners more rigorous experiences with academic content. These Tier 2 groups are flexible and are adjusted based on student screeners, as well as formative/summative assessments. Tier 3 supports are provided for students who require additional help beyond Tier 1 and 2 in order to progress.

Both supplemental Intervention programs and core interventions are utilized based on the exhibited need. KMS teachers follow a core reading curriculum, *Accelerated Reading*, and a core math curriculum, *Envision Math and OUR Math*. Differentiated instruction is required in each classroom; flexible grouping is based upon formative assessment results. Students at each grade level also receive instruction in science, social studies, music, art, physical education, computer science, and fACS.

Foundations, Read Well and Read Naturally, all scientifically-based reading research programs, may be used with Tier 2 and 3 Reading students. Additionally, other students in Grades 2-4, who are in need of Tier III Reading intervention, participate in the *Wilson Reading Program*, a 90-minute SBR program taught by a certified reading specialist and paraprofessionals, both trained in the implementation of this program.

Students receive targeted instruction to improve their language, math, science, social studies, social/emotional, creative, and physical health/growth skills. The Indiana Early Learning Foundations form the core curriculum for this class. The teacher uses formative assessments to plan learning centers for these students and to assess the skills where students need additional reinforcement or acceleration.

Finally, results from CogAT at Grades K and 2 are used to identify high ability students in all grades. These students receive additional acceleration programs in their identified content areas.

All adopted materials follow the guidelines established by the Knox Community School Board which include cultural sensitivity.

Gap Analysis: Curriculum

How will the school’s curricular resources also help the school address its focus areas?	In what ways do the school’s curricular resources <i>not</i> help the school address its focus areas?
For Focus Area 1: The core programs and curriculum plans can ensure all grade level content required by the state has been covered during the year. The KMS curriculum documents, as well as the MTSS programs and the scientifically	For Focus Area 1: Curricular documents need to expand learning targets and success criteria to provide for a larger range of differentiation. Curriculum maps need to be updated and

researched based programs support all learners at KCES.	revised to be standards based with the following DOK Level Percentages: DOK 1 - 30% DOK 2 - 30% DOK 3 and 4 - 40%
For Focus Area 2: N/A	For Focus Area 2: N/A
For Focus Area 3: N/A	For Focus Area 3: N/A

Description of Core Component: Assessment

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

To address the academic needs of all students, each school has implemented a structured MTSS program. Students in Grades K-5 receive additional Tier 2 instructional support based on the current Title I TAS requirements. The students receive an additional 30 minutes daily, per identified content area, of direct and targeted instruction from classroom teachers in flexible small groups. Any K-3 identified student failing to achieve at benchmark levels of success in reading, based on DIBELS and NWEA assessments, receive 30 minutes daily of direct and targeted instruction from a reading coach and paraprofessionals, who work under the direct supervision of the reading coach. Personnel provide systematic instruction in all five reading components as outlined in the elementary reading plan.

Following these interventions, K-5 identified students, who are still failing to achieve at benchmark levels of success, receive Tier III intervention. For students in Grades K-2, this

includes an additional 30 minutes daily of direct and targeted instruction from classroom teachers, the elementary reading coach, and paraprofessionals, under the direct supervision of classroom teachers. *Foundations*, a scientifically-based reading research program, is used with these students. Additionally, other students in Grades 2-5, who are in need of Tier III intervention, participate in the *Wilson Reading Program*, a 90-minute SBR program taught by a certified reading specialist and paraprofessional, both trained in the implementation of this program.

Third graders who do not pass the state-mandated IREAD-3 assessment in the spring also receive reading remediation for 30 minutes daily in a pull-out program. They also attend summer school and then retake IREAD. Students who do not pass the summer assessment and are not granted a Good Cause Exemption may be retained in Grade 3. This decision is made following a case conference involving the student, parent, teachers, and administrators.

A final reform strategy at the elementary focuses on the earliest learners. As mentioned above, more than one-half of students entering Knox kindergarten fail to meet beginning-of-year benchmark levels of success on the DIBELS assessment. As a result, the Knox district implemented a Title I preschool in Spring 2013; the first full year was 2013-14. Based on screening results, 32 students are identified annually as most at risk of failing to meet Indiana academic standards in kindergarten. These students receive 2.5 hours of instruction four days a week from a highly qualified teacher certified in Early Learning Education and from a highly qualified paraprofessional. Students receive targeted instruction to improve their language, math, science, social studies, social/emotional, creative, and physical health/growth skills. The Indiana Early Learning Foundations form the core curriculum for this class. The teacher uses formative assessments to plan learning centers for these students and to assess the skills where students need additional reinforcement or acceleration. Those students whose screening data reveal potential cognitive concerns are referred to the Integrated Preschool at Knox Elementary; a preschool taught by a certified special education teacher.

At-risk students in Grades 6-8 who receive additional instructional support are identified by tertiary NWEA assessments and common classroom assessments. At-risk middle school students also participate in the ICU intervention daily. This intervention is a program to identify students not completing classroom assignments or completing work that is well below mastery. This intervention is in place for all students; however, it is typically utilized with students who have limited support at home or with students who need additional instruction outside of the regular classroom setting. The program provides 30 minutes each day for students to receive assistance from content area teachers in those areas where the students struggle. KMS is in the fourth year of this intervention.

Students in Grades 9-12 are identified by common classroom assessments in math and ELA. A "double block" has been implemented for those students who are scoring below mastery in ELA and/or math. This intervention provides twice the amount of

instructional time for these content areas, thus allowing for a pace that is accommodating to the needs of these students. In addition, before- and after-school tutoring is available to all students.

Finally, results from CogAT at Grades K, 2, 5, and 8 are used to identify high ability students in all grades. The PSAT and AP Potential are used at the high school level. These students receive additional acceleration programs in their identified content areas.

Knox school officials believe that to truly meet the needs of all of our students, we need to be proactive and establish an alternative learning school. The school, to be called Redskin Academy, will be available beginning the 2018-19 school year. In its infancy, it will be offered as an alternative to at-risk students in Grades 9-12. If successful, the program may expand to Grades 7-8. The non-traditional education program will be placed in a location separate from the high school and will include a computer-based curriculum and a community service component. By providing this program, school officials anticipate seeing an increase in students graduating who had formerly decided to end their high school career. In addition, by participating in an alternative program that will include training in leadership, self-management, social, and workplace skills, these students will become more productive citizens in our community. Not only will our district see improvement in attendance, suspension, and graduation rate, our community will see an improvement in the workforce skills of these students. We see this as a win-win situation for our students and for our school community.

Teachers at all grade levels are involved in the analysis of data and the identification of at-risk and high ability students. Data meetings are organized twice a year to not only identify these students, but also to decide placement into RTI, honors, or general education classes. Communication with parents is a key component of these achievement decisions.

Gap Analysis: Assessment

How will the school's assessment plan also help the school address its focus areas?	In what ways does the school's assessment plan <i>not</i> help the school address its focus areas?
For Focus Area 1: Our assessments at KMS, are used to inform instruction. Assessment mistakes are analyzed for intervention and re-teaching so gaps are not left. Effective assessments and interpretation allow for differentiation in the classroom and benchmarks for growth.	For Focus Area 1: The responsibility for remediation and intervention based on formative and summative assessments must be shared equally between the special educator and gen ed teacher.
For Focus Area 2: N/A	For Focus Area 2: N/A
For Focus Area 3: N/A	For Focus Area 3: N/A

Description of Core Component: Instruction

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

In order to meet the varied learning styles of their students and in order to ensure grade-appropriate skills are presented, KCSC teachers implement a myriad of instructional strategies. The culture at KCSC is focused on student learning vs. classroom teaching; therefore, high expectations of learning are adhered to in each classroom. To help ensure this culture, school administrators document the following in each teacher's evaluation: differentiated instructional strategies, the tracking and analysis of student data, the communication of content knowledge by the teacher to the student, student engagement, pacing of instructional time, and the setting of high expectations by both teachers and students.

All teachers at KMS have participated in a Depth of Knowledge professional development workshop. Teachers at grades 5-8 have examined ILEARN blueprints to map DOK levels in curriculum maps. Evidence of the use of DOK is found in classroom plans and PLC notes.

Gap Analysis: Instruction

How will the school's plan for instruction also help the school address its focus areas?	In what ways does the school's plan for instruction <i>not</i> help the school address its focus areas?
For Focus Area 1: KMS is fortunate to have a full list of special ed services offered under our roof. This results in 3 special ed teachers with instructional expertise in almost all areas of special education.	For Focus Area 1: Our teachers have not had much training in universal design to help support special ed students in the classroom.
For Focus Area 2: N/A	For Focus Area 2: N/A
For Focus Area 3: N/A	For Focus Area 3: N/A

Description of Core Component: Cultural Competency

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

The administration at KMS is committed to building and sustaining a positive culture for its students and staff. Each member of our school community is a respected individual who brings unique and valued talents and perspectives to our team. Teachers are surveyed on the culture of the building at the end of the year and results are shared. Staff contributes to which elements of our culture are priorities to be addressed.

Although our ethnic cultures are very similar, our socio-economic culture is not. The city of Knox does include a culture of poverty in some populations. Many staff members have done a book study over Ruby Paine’s book *Poverty*. Our staff works to connect families with needed community resources. Our McKinney-Vento program is very active and serves an increasing number of families each year. The staff and administration at KCSC take time to reflect on data of subgroups and work with each building staff to improve outcomes.

Gap Analysis: Cultural Competency

How will the school’s cultural competency plan also help the school address its focus areas?	In what ways does the school’s cultural competency plan <i>not</i> help the school address its focus areas?
For Focus Area 1: The cultural competency plan will improve instruction for students with disabilities.	For Focus Area 1: Our cultural competency plan does not have a big enough focus on students with disabilities.
For Focus Area 2: N/A	For Focus Area 2: N/A
For Focus Area 3: N/A	For Focus Area 3: N/A

Description of Core Component: Family Engagement

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

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

Currently at the beginning of the school year, parents are invited to the KMS to participate in the Title I annual meeting, 5th Grade Orientation, and back to school night. Through out the school year parents and community members are invited to many parent meetings and open house activities including:

- Awards Programs
- NJHS Inductions
- iLearn informational Meeting
- Parent Teacher conferences
- Parent Technology Meetings
- Parent / Student 21 century scholarship meetings
- Educational Team Meetings for individual students
- IEP Meetings and case conferences
- Veterans Day Programs
- Music Programs
- Band and Choir Programs

Additionally, we have a 8th Grade orientation meeting for incoming freshman, as well as, KHS scheduling meetings.

Throughout the school year, parents are encouraged to attend various academic and fine arts events.

KMS communicates with parents in a variety of ways including:

- Daily announcements
- Weekly bulletins
- Monthly calendars
- Facebook
- School Website

Information is sent to parents to encourage the use of Canvas and Power School so that family have access and can keep involved in their students' schoolwork. The principal also sends an invitation to all parents (5-8) to come in and review/ask questions pertaining to their

children's ILEARN and IAM scores.

Parents of students with disabilities are encouraged to attend annual case conferences.

Parent conferences are conducted in the fall in October and through out the year on an as needed basis.

Gap Analysis: Family Engagement

How will the school's family engagement plan also help the school address its focus areas?	In what ways does the school's family engagement plan <i>not</i> help the school address its focus areas?
For Focus Area 1: The family engagement plan encourages parents, including those of students with disabilities, to be active participants in their child's educational experience including conversations about their academic, behavioral and social emotional well being.	For Focus Area 1: Family Engagement activities do not always take into consideration the diverse needs of students with disabilities. This leads to the exclusion of some families of students with disabilities due to a variety of factors (ex: sensory, communication, transportation, etc.)
For Focus Area 2: N/A	For Focus Area 2: N/A
For Focus Area 3: N/A	For Focus Area 3: N/A

Description of Core Component: Technology

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

In order to address the ever-changing landscape of today's world, both in the educational and the work environment, the Knox district emphasizes the use of technology by both the students and the teachers. KCSC provides wireless access to all school personnel in all facilities. In addition, students in Grades 5-12 are provided with laptops, both for use in the classroom and at home. Students in grades 3 and 4 have access to chrome books. Students in grades PreK to 2 have classroom iPads and computer carts available to them. Teachers also are provided a laptop; the majority of devices are able to connect directly with an interactive screen in the classroom. Technology support is available throughout the day and oftentimes at night. Because the integration of technology into our learning environment is a focus, the Knox Schools implemented a state-approved eLearning program that began in 2017-18. All students in Grades PreK-12 used the program. Prior to its implementation, the district provided training to teachers, students, and parents. Both pre- and post-surveys were disseminated to measure the effects of this program.

Gap Analysis: Technology

How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan <i>not</i> help the school address its focus areas?
For Focus Area 1: Technology provides individualized supports for unique student needs, including those of students with disabilities.	For Focus Area 1: If not implemented thoughtfully, technology may lead to students working in isolation and reduce student-student communication which is vital in the development of students with disabilities.
For Focus Area 2: N/A	For Focus Area 2: N/A
For Focus Area 3: N/A	For Focus Area 3: N/A

Description of Core Component: Transition to Elementary School (for elementary schools only)

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

1. How will the school assist preschool students with the transition to elementary school?

N/A

Gap Analysis: Transition to Elementary School

How will the school's transition to elementary school supports also help the school address its focus areas?	In what ways does the school's transition to elementary school supports <i>not</i> help the school address its focus areas?
For Focus Area 1: N/A	For Focus Area 1: N/A

For Focus Area 2: N/A	For Focus Area 2: N/A
For Focus Area 3: N/A	For Focus Area 3: N/A

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

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

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

N/A

Gap Analysis: High School Graduation Supports

How will the school’s graduation supports also help the school address its focus areas?	In what ways does the school’s graduation supports <i>not</i> help the school address its focus areas?
For Focus Area 1: N/A	For Focus Area 1: N/A
For Focus Area 2: N/A	For Focus Area 2: N/A
For Focus Area 3: N/A	For Focus Area 3: N/A

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

Evidence-Based Interventions for Focus Area 1

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

Knox Community School Corporation teachers and paraprofessionals meet ESSA guidelines for being Highly Qualified. The district employs Highly Qualified teachers and paraprofessionals in all core content areas. Elementary staffing includes 36 grade-level teachers, 5 special education teachers, 5 teachers of specials (art, music, etc.), 1 reading coach, 1 reading specialist, 1 guidance counselor, 2 administrators, and 6 Title I paraprofessionals. At the middle school level, staffing includes 18 core content teachers, 3 special education teachers, 4 teachers of specials, 1 guidance counselor, and 2 administrators. The high school staff includes 22 core content teachers, 3 special education teachers, 10 teachers of special or vocational programs, 2 guidance counselors, and 2 administrators. In addition, KCSC employs two nurses, one school psychologist, and one speech therapist; all are employed full-time in the district. Of these employees, all but four received effective or highly effective status for 2017-18. In addition, the local special education cooperative supplements services for special education students, including OT, PT, and behavior specialists.

In addition, the Knox Schools strives to attract effective teachers and staff by implementing these strategies:

- Weekly PLC meetings for staff teaching same content area/grade level; time ranges from 30-60 minutes; each PLC analyzes data from both formative and summative assessments and discusses curriculum and instructional strategies
- Competitive salary and benefit package, including free access to the local health clinic
- Daily preparation time for lesson planning and data analysis
- Cutting-edge technology, including 1:1 devices in Grades 5-12, interactive classroom boards and Apple TV in elementary, and district-wide wireless connectivity
- Teacher mentoring for beginning teachers and teachers evaluated as needing improvement
- Effective and ongoing professional development in areas of teacher evaluation, curriculum and instruction, digital learning, disaggregation and analysis of data, improvement of student behaviors
- Ongoing training for use of Standard for Success, the district online evaluation tool; Canvas, the student learning management system; PowerSchool, the student information system; Responds, a classroom management tool; Indiana IEP for special education teachers; and certain testing platforms; i.e. NWEA, DIBELS, Pearson, Edmentum Exact Path and Study Island
- Various PD opportunities for classroom, vocational, AP, and dual credit teachers; these include trainings provided by the Indiana Department of Education, the local service center, Indiana colleges, and independent trainers

- PD strategies for use with special education students
- Partnerships with the North Central Area Vocational Cooperative and Work One

Parental Involvement

The Knox Community School Corporation believes parental involvement is vital to the success of a student's educational achievements. Therefore, the School Improvement Plan at each school and the Title I Schoolwide Plan include parents as well as teachers, students, administrators, and community members as key stakeholders in their development. Other strategies to increase parental involvement include:

- Annual Title I Parent Meeting held in August; Title I services are explained to parents at this meeting
- Back-to-School Night held annually in August; students and parents meet their teacher(s) for the new school year and tour the school
- Sixth Grade Orientation held annually in late July; students and parents learn the procedures and policies as the student transitions from elementary to middle school
- Parent-teacher conferences held annually for Grades K-8
- Monthly Family Nights at the elementary school; parents and students participate in the educational "topic" of the month; i.e. math, language, science, health activities and research are provided to help educate parents on strategies to use at home with their student
- Meet and Greet time held quarterly at the kindergarten level; events include Doughnuts with Dad, Muffins with Mom; parents are invited into the classroom for special time with their student and his/her teacher
- Individual academic assessment results provided to parents for ISTEP, IREAD, ISTAR, ECA, NWEA; results provided via parent-teacher conferences, midterm reports, quarterly report cards, and telephone and/or email communications
- Additional opportunities that encourage parental involvement: Kindergarten Round-Up, home visits, PK-Grade 5 holiday programs and award ceremonies, classroom presentations and visitations, chaperoning for field trips, convocations, helping with homework, and the ability to access student's grades via PowerSchool, the student information system
- Staff members also encourage parent involvement through daily/weekly emails, phone calls, notes, weekly newsletters, school-to-parent classroom folders, communications via Canvas, student learning management system, and features of student events via school and district Facebook pages and district/school website

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

The core components, as they currently exist, do not provide the formative data needed for teachers to know what standards students have mastered throughout the year. Therefore, they are unable to identify specifically what students with disabilities will need in order to succeed in an inclusive environment. A process for developing formative assessments is needed so that data can be generated to better inform classroom instruction and should be

disaggregated by subgroups. This will provide teachers with the means to know what standards have been mastered and to adequately spiral instruction to increase student retention of content and skills.

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

Evidence Based Intervention→ Special Education

1. KMS teachers and administrators will create a protocol for vetting resources to help support teachers with implementing differentiated and spiraled instruction to support the needs of all learners. Additionally, KMS Administrators will provide Professional Development during weekly PLC's to increase positive student engagement during instruction along with increasing DOK levels on all assessments.
2. Beginning with the 2020/21 school year, one teacher at each grade level will receive intensive professional development in special education development and instruction for students with disabilities. The training will be meaningful and job-embedded, and staff will be expected to share their learning with their grade-level teams during weekly PLCs.
3. KMS will establish a Special Education PLC to meet weekly. The instructional coach, SpEd teacher, and designate SpEd trainee at each grade level will participate to build their own capacity to support students with disabilities in the mainstream classroom.

Evidence-Based Interventions for Focus Area 2

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:
N/A

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

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

Evidence-Based Interventions for Focus Area 3

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:
N/A

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

V. Design a professional development plan

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

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

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

Professional Development Plan		
Set Goals		
Given the school’s improvement priorities (e.g., strategies for its core components and evidence-based interventions) define goals for this professional development plan. Provide a brief rationale for each professional development goal in relation to one or more of the school’s focus areas.		
PD Goal #	Goal Description	Goal Rationale
1	Create a Professional Learning Community Culture with in our Staff.	Collaboration and collective commitments will lead to a better learning environment for ALL students, while promoting higher levels of thinking.
2	Create a more positive school culture: A. Students B. Staff C. Classrooms	We believe that when stakeholders are happier and feel more valued, they are more likely to produce better results.

	D. Hallways and Cafeterias	
3	Improve classroom instructional engagement strategies.	We believe that the improvement of classroom student engagement will greatly improve our student success academically, socially, and emotionally. We also believe that this will decrease discipline referrals, and ultimately, improve school culture, moral, and achievement as a whole.
<i>Professional Development Offerings</i>		
For each of the school's professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.		
PD Goal #	Initial Professional Development	Follow-up Professional Development to Support Implementation
1	We are meeting weekly in grade level Professional Learning Communities to start from the ground up. Our goal with this is to create our school's Mission, Vision, Collective Commitments, and Goals. By doing this together, we are more likely to get all staff buy-in and hold each other accountable to what we believe in.	This is a continuous process that will be followed throughout the year. We are using "Learning By Doing" By Richard DuFour as a model to drive this process.
2	When students return from Fall Break on Oct. 26, we will conduct our first of a series of "town halls". This process will <ul style="list-style-type: none"> ● Reset expectations ● Student Recognition Honor Roll Perfect Attendance Students who have improved greatly over the course of Q1 ● 21st Century Scholars Rafael We also will have grade level competitions for Positive hall decorating. We will utilize current TV's for positive messaging throughout the day.	The follow up will be continuous through our PLC work.
3	Through PLC, classroom walk throughs, short observations, self reflections, and peer observations.	The follow up will be continuous through our PLC Work. We are using expeditionary learning as a

		resource to drive engagement strategies in the classroom.
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Professional Development Resources

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

PD Goal #	Resources Needed for Initial PD	Resources Needed for Follow-up PD to Support Implementation
1	"Learning By Doing" By Richard DuFour as a model to drive this process.	"Learning By Doing" By Richard DuFour as a model to drive this process.
2	PBISworld.com	PBISworld.com
3	Expeditionary learning	Expeditionary learning

Professional Development Evaluation

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

PD Goal #	Method(s) for Measuring PD Impact	Plan for Measuring PD Impact
1	Monitoring of the fidelity of implementation by staff.	Staff Survey
2	<ul style="list-style-type: none"> ● Reduction of Discipline referrals ● The overall school environment - Walls, student work, overall look of positive school 	Student Survey

3	NWEA, ILEARN , Class passing rates Reduction in office referrals.	Overall School Grade and accountability
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