

School Name: North Knox Junior Senior High School
 District Name: North Knox School Corporation
 Contact Person: Matt Sandefer
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Root Cause Analysis Priority Area for Improvement PAI #1

Priority Area for Improvement (PAI)	<input checked="" type="checkbox"/> Student Proficiency (Pass Rate) <input type="checkbox"/> Student Growth <input type="checkbox"/> Graduation Rate (High School Only) <input type="checkbox"/> College and Career Readiness (High School Only)
Subject	<input type="checkbox"/> Math <input checked="" type="checkbox"/> English/Language Arts <input type="checkbox"/> English 10 <input type="checkbox"/> Algebra 1
Grade(s)	7th & 8th Grade ELA Students
Subgroup or Improvement Focus	<input type="checkbox"/> Bottom 25% (Elementary and Middle School Only) <input type="checkbox"/> Top 75% (Elementary and Middle School Only) <input checked="" type="checkbox"/> All Students (Elementary and Middle School Only) <input type="checkbox"/> Improvement from 8 th to 10 th Grade (High School Only) <input type="checkbox"/> Improvement from 10 th to 12 th Grade (High School Only)
Description of PAI	<p>Data indicates an overall low performance in English/Language Arts at the 7th & 8th grade levels. The Spring 2012 7th grade ELA ISTEP proficiency rating reported from INORS was 63.8%. The Spring 2012 8th grade ELA ISTEP proficiency rating reported from INORS was 65.1%. The 2012 ELA combined average proficiency rating for the 7th and 8th grades collectively was reported at 64.4%. The Spring 2013 7th grade ELA ISTEP proficiency rating reported from INORS was 60.7%. The Spring 2013 8th grade ELA ISTEP proficiency rating reported from INORS was 62.2%. The 2013 ELA combined average proficiency rating for the 7th and 8th grades collectively was reported at 61.5%. In order to earn above a "D" for this subject area, student proficiency will need to increase by at least 8.50% for the combined 7th and 8th grade levels. Increasing the performance of all students in grades 7 and 8 will also increase the overall performance of the bottom 25%.</p>
Root Cause of PAI	<p>In analyzing our data pertaining to the SES of our student population, NKJSHS has experienced considerable increased growth in the number of students identified as receiving free and/or reduced lunch assistance. For the 2007 - 2008 school year, 34.5% of the student population was identified as "free and/or reduced." For the 2008 - 2009 school year, 36.9% of the student population was identified as "free and/or reduced." For the 2009 - 2010 school year, 39.3% of the student population was</p>

	<p>identified as "free and/or reduced." For the 2010 - 2011 school year, 42.8% of the student population was identified as "free and/or reduced." For the 2011 - 2012 school year, 43.5% of the student population was identified as "free and/or reduced." For the 2012 - 2013 school year, 47.5% of the student population was identified as "free and/or reduced." Over the six year span the percentage of students identified as "free and/or reduced" has increased by 13.0%. As the demographics of NKJSHS have changed, NKJSHS has attempted to modify and adapt its curriculum to better meet the additional needs that can be often associated with students of this socioeconomic demographic. However, we believe more improvements to the ELA curriculum are necessary to provide students with the greatest opportunity to succeed. We believe the root cause of PAI 1 is the continual need of an evolving curriculum to meet the needs of a changing student demographic, especially for those students identified as receiving lunch assistance.</p>
<p>Alignment of PAI to Mass Insight's High-Performing, High Poverty Schools (HHP) Framework</p>	<p>Domains: 1. Readiness to Learn</p> <p>Indicators: 1.2 Action Against Adversity</p> <p>Elements: 1.2a - The school knows and understands the personal as well as academic needs of the students in order to address the effects of students' poverty head-on.</p>

Root Cause Analysis Priority Area for Improvement PAI #2

Priority Area for Improvement (PAI)	<input checked="" type="checkbox"/> Student Proficiency (Pass Rate) <input type="checkbox"/> Student Growth <input type="checkbox"/> Graduation Rate (High School Only) <input type="checkbox"/> College and Career Readiness (High School Only)
Subject	<input checked="" type="checkbox"/> Math <input type="checkbox"/> English/Language Arts <input type="checkbox"/> English 10 <input type="checkbox"/> Algebra 1
Grade(s)	7th & 8th Grade Math Students
Subgroup or Improvement Focus	<input type="checkbox"/> Bottom 25% (Elementary and Middle School Only) <input type="checkbox"/> Top 75% (Elementary and Middle School Only) <input checked="" type="checkbox"/> All Students (Elementary and Middle School Only) <input type="checkbox"/> Improvement from 8 th to 10 th Grade (High School Only) <input type="checkbox"/> Improvement from 10 th to 12 th Grade (High School Only)
Description of PAI	<p>Data indicates an overall low performance in math at the 7th & 8th grade levels. The Spring 2012 7th grade math ISTEP proficiency rating reported from INORS was 62.8%. The Spring 2012 8th grade math ISTEP proficiency rating reported from INORS was 59.5%. The 2012 math combined average proficiency rating for the 7th and 8th grades collectively was reported at 61.3%. The Spring 2013 7th grade math ISTEP proficiency rating reported from INORS was 78.5%. The Spring 2013 8th grade math ISTEP proficiency rating reported from INORS was 63.2%. The 2013 math combined average proficiency rating for the 7th and 8th grades collectively was reported at 70.9%. In order to earn above a "C" for this subject area, student proficiency will need to increase by at least 9.10% for the combined 7th and 8th grade levels. Increasing the performance of all students in grades 7 and 8 will also increase the overall performance of the bottom 25%.</p>
Root Cause of PAI	<p>In analyzing our data pertaining to the SES of our student population, NKJSHS has experienced considerable increased growth in the number of students identified as receiving free and/or reduced lunch assistance. For the 2007 - 2008 school year, 34.5% of the student population was identified as "free and/or reduced." For the 2008 - 2009 school year, 36.9% of the student population was identified as "free and/or reduced." For the 2009 - 2010 school year, 39.3% of the student population was identified as "free and/or reduced." For the 2010 - 2011 school year, 42.8% of the student population was identified as "free and/or reduced." For the 2011 - 2012 school year, 43.5% of the student population was identified as "free and/or reduced." For</p>

	<p>the 2012 - 2013 school year, 47.5% of the student population was identified as "free and/or reduced." Over the six year span the percentage of students identified as "free and/or reduced" has increased by 13.0%. As the demographics of NKJSHS have changed, NKJSHS has attempted to modify and adapt the math curriculum to better meet the additional needs that can be often associated with students of this socioeconomic demographic. As the data indicates, NKJSHS has made gains in the proficiency rate with respect to both the 7th & 8th grade math ISTEP. However, we believe more improvements to the math curriculum are necessary to provide students with the greatest opportunity to succeed. We believe the root cause of PAI 2 is the continual need for an evolving curriculum to meet the needs of a changing student demographic, especially for those students identified as receiving lunch assistance.</p>
<p>Alignment of PAI to Mass Insight's High-Performing, High Poverty Schools (HHP) Framework</p>	<p>Domains: 1. Readiness to Learn</p> <p>Indicators: 1.2 Action Against Adversity</p> <p>Elements: 1.2a - The school knows and understands the personal as well as academic needs of the students in order to address the effects of students' poverty head-on.</p>

Root Cause Analysis Priority Area for Improvement PAI #3

Priority Area for Improvement (PAI)	<input checked="" type="checkbox"/> Student Proficiency (Pass Rate) <input type="checkbox"/> Student Growth <input type="checkbox"/> Graduation Rate (High School Only) <input type="checkbox"/> College and Career Readiness (High School Only)
Subject	<input type="checkbox"/> Math <input type="checkbox"/> English/Language Arts <input checked="" type="checkbox"/> English 10 <input type="checkbox"/> Algebra 1
Grade(s)	English students in grades 8, 9, and 10
Subgroup or Improvement Focus	<input type="checkbox"/> Bottom 25% (Elementary and Middle School Only) <input type="checkbox"/> Top 75% (Elementary and Middle School Only) <input type="checkbox"/> All Students (Elementary and Middle School Only) <input checked="" type="checkbox"/> Improvement from 8 th to 10 th Grade (High School Only) <input type="checkbox"/> Improvement from 10 th to 12 th Grade (High School Only)
Description of PAI	<p>Data shows low performance in the English 10 ECA over the past three years. Data provided from the IDOE I-Tester data collection site indicates the 2011 English 10 ECA proficiency rating for first time test-takers was 61%. Data provided from the IDOE I-Tester data collection site indicates the 2012 English 10 ECA proficiency rating for first time test-takers was 56%. Data provided from the IDOE I-Tester data collection site indicates the 2013 English 10 ECA proficiency rating for first time test-takers was 72%. Examining the data closer indicates low performance for those test takers that have been identified as students receiving free and/or reduced lunch assistance. In 2011 the pass rate for those students identified as receiving free and/or reduced lunch assistance was 45%. In 2012, the pass rate for this subgroup dropped to 40%. In 2013, the pass rate for those students identified as receiving free and/or reduced lunch assistance was 61%. In order to earn above a "C" for this subject area, student proficiency on the English 10 ECA will need to increase by at least 8%. A continued area of focus will be to provide resources and support for those students that have been identified as receiving free and/or reduced lunch assistance. By utilizing strategies that increase the performance of all first time English 10 ECA test-takers as well as the identified subgroup, overall performance will increase.</p>

<p>Root Cause of PAI</p>	<p>In analyzing our data pertaining to the SES of our student population, NKJSHS has experienced considerable increased growth in the number of students identified as receiving free and/or reduced lunch assistance. For the 2007 - 2008 school year, 34.5% of the student population was identified as "free and/or reduced." For the 2008 - 2009 school year, 36.9% of the student population was identified as "free and/or reduced." For the 2009 - 2010 school year, 39.3% of the student population was identified as "free and/or reduced." For the 2010 - 2011 school year, 42.8% of the student population was identified as "free and/or reduced." For the 2011 - 2012 school year, 43.5% of the student population was identified as "free and/or reduced." For the 2012 - 2013 school year, 47.5% of the student population was identified as "free and/or reduced." Over the six year span the percentage of students identified as "free and/or reduced" has increased by 13.0%. As the demographics of NKJSHS have changed, NKJSHS has attempted to modify and adapt the English curriculum to better meet the additional needs that can be often associated with students of this socioeconomic demographic. During the 2012-13 school year NKJSHS implemented specific strategies to increase student proficiency on the English 10 ECA. These changes have resulted in some improvement to the proficiency rate on the English 10 ECA. However, NKJSHS has identified a need to continue the evolvement of its English curriculum to meet the needs of a changing demographic, especially for those students identified as receiving lunch assistance. Thus, we believe the root cause of PAI 3 is the need for a continuation of an evolving English curriculum to meet the needs of a changing student demographic.</p>
<p>Alignment of PAI to Mass Insight's High-Performing, High Poverty Schools (HPPH) Framework</p>	<p>Domains: 1. Readiness to Learn</p> <p>Indicators: 1.2 Action Against Adversity</p> <p>Elements: 1.2a - The school knows and understands the personal as well as academic needs of the students in order to address the effects of students' poverty head-on.</p>

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Data-Driven Intervention Selection for PAI #1

<p>Intervention(s) for PAI</p>	<ol style="list-style-type: none"> 1. Teacher collaboration time to utilize data to modify 7th & 8th grade English curriculum. 2. Remediation program targeting low achieving 7th & 8th grade English students. 3. Implementation of USATestprep software program to identify learning gaps in 7th & 8th grade English students. 4. Implementation Acuity testing program to identify learning gaps in 7th & 8th grade English students. 5. Creation of learning blocks within the 7th and 8th grade to balance class size and maximize instructional effectiveness.
<p>Description of how intervention(s) for PAI align to the previously identified root cause and element from the HPHP framework</p>	<ol style="list-style-type: none"> 1. The principal has requested the authority to modify the daily schedule to incorporate thirty minutes of daily collaboration time to provide teachers the opportunity to modify/map the 7th & 8th grade English curriculum. This intervention will address the root cause of a lack of an English curriculum that meets the academic needs of our students by providing teachers time to research and update the 7th & 8th grade English curriculum (element 1.2a). 2. The principal has requested the authority to modify the daily schedule to incorporate thirty minutes of daily remediation time to provide direct, personal instruction to targeted low-achieving 7th & 8th grade English students. This intervention will address the root cause of a lack of an English curriculum that meets the academic needs of our students by providing teachers with dedicated time to address learning gaps (element 1.2a). 3. The principal has requested the purchase of the USATestprep software program to be utilized during regular class time as well as remediation

	<p>time to assist teachers in identifying learning gaps in 7th & 8th grade English students. This intervention will address the root cause of a lack of an English curriculum that meets the academic needs of our students by providing data to the teachers to drive their instruction (element 1.2a).</p> <p>4. The principal has requested the implementation of the Acuity Testing Program for 7th and 8th grade ELA students. This intervention will address the root cause of a lack of an English curriculum that meets the academic needs of our students by providing predictive data to teachers to drive personalized instruction to students (element 1.2a).</p> <p>5. The principal has requested the authority to modify the master schedule to create balanced learning blocks for the 7th and 8th grade classes. This intervention will address the root cause of a lack of an English curriculum that meets the academic needs of our students by providing teachers with more manageable, balanced class sizes. Students will receive English instruction during the AM portion of the school day. Providing more one-on-one instruction to students during an optimal portion of the school day will maximize instructional effectiveness (element 1.2a).</p>
<p>Target(s) for PAI Intervention(s)</p>	<p>These interventions are targeted toward 7th & 8th grade English students, especially those 7th & 8th graders who did not pass their ELA ISTEP+ the previous year and/or have been identified through formative assessment data as having learning gaps that would be disadvantageous toward their ability to achieve a proficient level on ELA ISTEP+</p>
<p style="text-align: center;">Part 2: Alignment of Interventions to Federal Turnaround Principles</p> <p>The United States Department of Education has established seven Turnaround Principles. Priority schools ("F") are required to show how each of these principles are addressed by at least one of the interventions proposed above. Focus schools ("D") are required to show how Turnaround Principles specific to their priority areas for improvement are addressed by at least one of the interventions proposed above. For those principles that Focus schools are not targeting their interventions towards, please insert "N/A" in the corresponding textbox.</p>	
<p>Alignment to Turnaround Principle #1</p> <p>Please provide a description of which intervention aligns to the Turnaround Principle as well as a brief explanation of how this intervention aligns to this Turnaround Principle: 1. Provide strong leadership by: (1) reviewing the performance of the current Principal; (2) either replacing the Principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to IDOE that</p>	<p>Interventions for PAI 1, PAI 2, & PAI 3 provide the principal with the operational flexibility in the area of scheduling and curriculum. These interventions provide the principal with the authority to modify the daily schedule to provide the staff additional time to modify/map both the English and math curriculums to better meet the academic needs of our students. These interventions also provide the principal with the authority to modify the daily schedule to provide teachers additional time to provide targeted</p>

<p>the current Principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the Principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.</p>	<p>remediation to English & math students.</p>
<p>Alignment to Turnaround Principle #2</p> <p>Please provide a description of which intervention aligns to the Turnaround Principle listed below as well as a brief explanation of how this intervention aligns to this Turnaround Principle: 2. Ensure that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.</p>	<p>N/A</p>
<p>Alignment to Turnaround Principle #3</p> <p>Please provide a description of which intervention aligns to the Turnaround Principle listed below as well as a brief explanation of how this intervention aligns to this Turnaround Principle: 3. Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.</p>	<p>Interventions for PAI 1, PAI 2, & PAI 3 directly redesign the school day to include additional time for both teacher collaboration and student remediation.</p>
<p>Alignment to Turnaround Principle #4</p> <p>Please provide a description of which intervention aligns to the Turnaround Principle listed below as well as a brief explanation of how this intervention aligns to this Turnaround Principle: 4. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.</p>	<p>Interventions for PAI 1, PAI 2, & PAI 3 strengthen the school's instructional program based on student needs by utilizing formative assessments from both USAtestprep and Acuity to drive instructional decisions within both the English and math curriculums. Both the USAtestprep and Acuity programs are standards based tools that will be used to improve our English and math instructional programs. Data from both above mentioned programs will be used to create more-individualized learning opportunities for our targeted students.</p>
<p>Alignment to Turnaround Principle #5</p> <p>Please provide a description of which intervention aligns to the Turnaround Principle listed below as well as a brief explanation of how this intervention aligns to this Turnaround Principle: 5. Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.</p>	<p>Interventions for PAI 1, PAI 2, & PAI 3 collectively work together to inform instruction and drive continuous improvement. Collaboration time will be used to analyze data from both the USAtestprep and Acuity programs. This analysis will be used to modify/map our current English and math curriculums. Additionally this data will be used to plan more individualized instruction for our target students. Furthermore, the data collected and analyzed will be used to drive the remediation efforts for our targeted students.</p>

<p>Alignment to Turnaround Principle #6</p> <p>Please provide a description of which intervention aligns to the Turnaround Principle listed below as well as a brief explanation of how this intervention aligns to this Turnaround Principle: 6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.</p>	N/A
<p>Alignment to Turnaround Principle #7</p> <p>Please provide a description of which intervention aligns to the Turnaround Principle listed below as well as a brief explanation of how this intervention aligns to this Turnaround Principle: 7. Provide ongoing mechanisms for family and community engagement.</p>	N/A

Data-Driven Intervention Selection for PAI #2

Intervention(s) for PAI	<ol style="list-style-type: none">1. Teacher collaboration time to utilize data to modify 7th & 8th grade math curriculum.2. Remediation program targeting low achieving 7th & 8th grade math students.3. Implementation of USATestprep software program to identify learning gaps in 7th & 8th grade math students.4. Implementation Acuity testing program to identify learning gaps in 7th & 8th grade math students.5. Creation of learning blocks within the 7th and 8th grade to balance class size and maximize instructional effectiveness.
Description of how intervention(s) for PAI align to the previously identified root cause and element from the HPHP framework	<ol style="list-style-type: none">1. The principal has requested the authority to modify the daily schedule to incorporate thirty minutes of daily collaboration time to provide teachers the opportunity to modify/map the 7th & 8th grade math curriculum. This intervention will address the root cause of a lack of a math curriculum that meets the academic needs of our students by providing teachers time to research and update the 7th & 8th grade math curriculum (element 1.2a).2. The principal has requested the authority to modify the daily schedule to incorporate thirty minutes of daily remediation time to provide direct, personal instruction to targeted low-achieving 7th & 8th grade math students. This intervention will address the root cause of a lack of a math curriculum that meets the academic needs of our students by providing teachers with dedicated time to address learning gaps (element 1.2a).3. The principal has requested the purchase of the USATestprep software program to be utilized during regular class time as well as remediation time to assist teachers in identifying learning gaps in 7th & 8th grade math students. This intervention will address the root cause of a lack of a math curriculum that meets the academic needs of our students by providing data to the teachers

	<p>to drive their instruction (element 1.2a).</p> <ol style="list-style-type: none"> 4. The principal has requested the implementation of the Acuity Testing Program for 7th and 8th grade math students. This intervention will address the root cause of a lack of a math curriculum that meets the academic needs of our students by providing predictive data to teachers to drive personalized instruction to students (element 1.2a). 5. The principal has requested the authority to modify the master schedule to create balanced learning blocks for the 7th and 8th grade classes. This intervention will address the root cause of a lack of a math curriculum that meets the academic needs of our students by providing teachers with more manageable, balanced class sizes. Students will receive math instruction during the AM portion of the school day. Providing more one-on-one instruction to students during an optimal portion of the school day will maximize instructional effectiveness (element 1.2a).
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Target(s) for PAI Intervention(s)	These interventions are targeted toward 7th & 8th grade math students, especially those 7th & 8th graders who did not pass their math ISTEP+ the previous year and/or have been identified through formative assessment data as having learning gaps that would be disadvantageous toward their ability to achieve a proficient level on math ISTEP+
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Part 2: Alignment of Interventions to Federal Turnaround Principles

The United States Department of Education has established seven Turnaround Principles. Priority schools ("F") are required to show how each of these Principles are addressed by at least one of the interventions proposed above. Focus schools ("D") are required to show how Turnaround Principles specific to their priority areas for improvement are addressed by at least one of the interventions proposed above. For those Principles that Focus schools are not targeting their interventions towards, please insert "N/A" in the corresponding textbox.

<p>Alignment to Turnaround Principle #1</p> <p>Please provide a description of which intervention aligns to the Turnaround Principle as well as a brief explanation of how this intervention aligns to this Turnaround Principal:</p> <p>1. Provide strong leadership by: (1) reviewing the performance of the current Principal; (2) either replacing the Principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to IDOE that the current Principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the Principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.</p>	<p>Interventions for PAI 1, PAI 2, & PAI 3 provide the principal with the operational flexibility in the area of scheduling and curriculum. These interventions provide the principal with the authority to modify the daily schedule to provide the staff additional time to modify/map both the English and math curriculums to better meet the academic needs of our students. These interventions also provide the principal with the authority to modify the daily schedule to provide teachers additional time to provide targeted remediation to English & math students.</p>
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<p>Alignment to Turnaround Principle #2</p> <p>Please provide a description of which intervention aligns to the Turnaround Principle listed below as well as a brief explanation of how this intervention aligns to this Turnaround Principle: 2. Ensure that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.</p>	<p>N/A</p>
<p>Alignment to Turnaround Principle #3</p> <p>Please provide a description of which intervention aligns to the Turnaround Principle listed below as well as a brief explanation of how this intervention aligns to this Turnaround Principle: 3. Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.</p>	<p>Interventions for PAI 1, PAI 2, & PAI 3 directly redesign the school day to include additional time for both teacher collaboration and student remediation.</p>
<p>Alignment to Turnaround Principle #4</p> <p>Please provide a description of which intervention aligns to the Turnaround Principle listed below as well as a brief explanation of how this intervention aligns to this Turnaround Principle: 4. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.</p>	<p>Interventions for PAI 1, PAI 2, & PAI 3 strengthen the school's instructional program based on student needs by utilizing formative assessments from both USAtestprep and Acuity to drive instructional decisions within both the English and math curriculums. Both the USAtestprep and Acuity programs are standards based tools that will be used to improve our English and math instructional programs. Data from both above mentioned programs will be used to create more-individualized learning opportunities for our targeted students.</p>
<p>Alignment to Turnaround Principle #5</p> <p>Please provide a description of which intervention aligns to the Turnaround Principle listed below as well as a brief explanation of how this intervention aligns to this Turnaround Principle: 5. Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.</p>	<p>Interventions for PAI 1, PAI 2, & PAI 3 collectively work together to inform instruction and drive continuous improvement. Collaboration time will be used to analyze data from both the USAtestprep and Acuity programs. This analysis will be used to modify/map our current English and math curriculums. Additionally this data will be used to plan more individualized instruction for our target students. Furthermore, the data collected and analyzed will be used to drive the remediation efforts for our targeted students.</p>
<p>Alignment to Turnaround Principle #6</p> <p>Please provide a description of which intervention aligns to the Turnaround Principle listed below as well as a brief explanation of how this intervention aligns to this Turnaround Principle: 6. Establish a school environment that improves school safety and discipline and addressing</p>	<p>N/A</p>

other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.	
Alignment to Turnaround Principle #7 Please provide a description of which intervention aligns to the Turnaround Principle listed below as well as a brief explanation of how this intervention aligns to this Turnaround Principle: 7. Provide ongoing mechanisms for family and community engagement.	N/A

Data-Driven Intervention Selection for PAI #3

<p>Intervention(s) for PAI</p>	<ol style="list-style-type: none"> 1. Teacher collaboration time to utilize data to modify the 8th through 10th grade English curriculum. 2. Remediation program targeting low achieving 8th, 9th, & 10th grade English students. 3. Implementation of USATestprep software program to identify learning gaps in 8th, 9th, & 10th grade English students. 4. Implementation Acuity testing program to identify learning gaps in 8th & 10th grade English students. 5. Implementation of a double-period English 10 class for those students identified as being at a greater risk of demonstrating a lack of proficiency on the English 10 ECA.
<p>Description of how intervention(s) for PAI align to the previously identified root cause and element from the HPHP framework</p>	<ol style="list-style-type: none"> 1. The principal has requested the authority to modify the daily schedule to incorporate thirty minutes of daily collaboration time to provide teachers the opportunity to modify/map the 8th, 9th, & 10th grade English curriculum. This intervention will address the root cause of a lack of an English curriculum that meets the academic needs of our students by providing teachers time to research and update the 8th, 9th, & 10th grade English curriculum (element 1.2a). 2. The principal has requested the authority to modify the daily schedule to incorporate thirty minutes of daily remediation time to provide direct, personal instruction to targeted low-achieving 8th, 9th, & 10th grade English students. This intervention will address the root cause of a lack of an English curriculum that meets the academic needs of our students, especially those identified as receiving lunch assistance, by providing teachers with dedicated time to address learning gaps (element 1.2a). 3. The principal has requested the purchase of the USATestprep software program to be utilized during regular class time as well as remediation time to assist teachers in identifying learning gaps

	<p>in 8th, 9th, & 10th grade English students. This intervention will address the root cause of a lack of an English curriculum that meets the academic needs of our students by providing data to the teachers to drive their instruction (element 1.2a).</p> <p>4. The principal has requested the implementation of the Acuity Testing Program for 8th & 10th grade English students. This intervention will address the root cause of a lack of an English curriculum that meets the academic needs of our students by providing both diagnostic and predictive data to teachers to drive personalized instruction to students (element 1.2a).</p> <p>5. The principal has requested the authority to develop a double-period English 10 class to assist those students that have been identified as having a greater risk of demonstrating a lack of proficiency on the English 10 ECA. This intervention will address the root cause of a lack of an English curriculum that meets the academic needs of our students by providing our “at-risk” students with an intensive double block of English during the semester. Students taking this course will be afforded the opportunity to demonstrate their mastery of the English 10 ECA twice during the school year if needed. Having multiple opportunities to demonstrate proficiency on the English 10 ECA will ultimately increase the overall proficiency of the testing group (element 1.2a).</p>
<p>Target(s) for PAI Intervention(s)</p>	<p>These interventions are targeted toward 8th, 9th, & 10th grade English students, especially those 8th, 9th, & 10th who either did not pass their 8th grade ELA ISTEP+ and/or have been identified through formative assessment data as having learning gaps that would be disadvantageous toward their ability to achieve a proficient level on the English 10 ECA.</p>
<p style="text-align: center;">Part 2: Alignment of Interventions to Federal Turnaround Principles</p> <p>The United States Department of Education has established seven Turnaround Principles. Priority schools ("F") are required to show how each of these principles are addressed by at least one of the interventions proposed above. Focus schools ("D") are required to show how Turnaround Principles specific to their priority areas for improvement are addressed by at least one of the interventions proposed above. For those principles that Focus schools are not targeting their interventions towards, please insert "N/A" in the corresponding textbox.</p>	
<p>Alignment to Turnaround Principle #1</p> <p>Please provide a description of which intervention aligns to the Turnaround Principle as well as a brief explanation of how this intervention aligns to this Turnaround Principle: 1. Provide strong leadership by: (1) reviewing the performance of the current Principal; (2) either replacing</p>	<p>Interventions for PAI 1, PAI 2, & PAI 3 provide the principal with the operational flexibility in the area of scheduling and curriculum. These interventions provide the principal with the authority to modify the daily schedule to provide the staff additional time to modify/map both the English and math curriculums to better meet the academic needs of our students. These interventions also provide the</p>

<p>the Principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to IDOE that the current Principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the Principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.</p>	<p>principal with the authority to modify the daily schedule to provide teachers additional time to provide targeted remediation to English & math students.</p>
<p>Alignment to Turnaround Principle #2</p> <p>Please provide a description of which intervention aligns to the Turnaround Principle listed below as well as a brief explanation of how this intervention aligns to this Turnaround Principle: 2. Ensure that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.</p>	<p>N/A</p>
<p>Alignment to Turnaround Principle #3</p> <p>Please provide a description of which intervention aligns to the Turnaround Principle listed below as well as a brief explanation of how this intervention aligns to this Turnaround Principle: 3. Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.</p>	<p>Interventions for PAI 1, PAI 2, & PAI 3 directly redesign the school day to include additional time for both teacher collaboration and student remediation.</p>
<p>Alignment to Turnaround Principle #4</p> <p>Please provide a description of which intervention aligns to the Turnaround Principle listed below as well as a brief explanation of how this intervention aligns to this Turnaround Principle: 4. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.</p>	<p>Interventions for PAI 1, PAI 2, & PAI 3 strengthen the school's instructional program based on student needs by utilizing formative assessments from both USAtestprep and Acuity to drive instructional decisions within both the English and math curriculums. Both the USAtestprep and Acuity programs are standards based tools that will be used to improve our English and math instructional programs. Data from both above mentioned programs will be used to create more-individualized learning opportunities for our targeted students.</p>
<p>Alignment to Turnaround Principle #5</p> <p>Please provide a description of which intervention aligns to the Turnaround Principle listed below as well as a brief explanation of how this intervention aligns to this Turnaround Principle: 5. Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.</p>	<p>Interventions for PAI 1, PAI 2, & PAI 3 collectively work together to inform instruction and drive continuous improvement. Collaboration time will be used to analyze data from both the USAtestprep and Acuity programs. This analysis will be used to modify/map our current English and math curriculums. Additionally this data will be used to plan more individualized instruction for our target students. Furthermore, the data collected and analyzed will be used to drive the remediation efforts for our targeted students.</p>

<p>Alignment to Turnaround Principle #6</p> <p>Please provide a description of which intervention aligns to the Turnaround Principle listed below as well as a brief explanation of how this intervention aligns to this Turnaround Principle: 6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.</p>	N/A
<p>Alignment to Turnaround Principle #7</p> <p>Please provide a description of which intervention aligns to the Turnaround Principle listed below as well as a brief explanation of how this intervention aligns to this Turnaround Principle: 7. Provide ongoing mechanisms for family and community engagement.</p>	N/A

School Name: North Knox Junior Senior High School
 District Name: North Knox School Corporation
 Contact Person: Matt Sandefer
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 Contact Phone Number: (812) 735 – 2990 (812) 328 – 2154

Implementation Plan for PAI #1

S.M.A.R.T. Goal for PAI Intervention(s)	The overall 7 th & 8 th grade ELA proficiency rate will increase 8.50% on the Spring 2014 ISTEP+
Benchmarks for S.M.A.R.T. Goal tied to PAI Intervention(s)	<p>Benchmark 1 – Week of September 23, 2013 Acuity Predictive A ELA will show 3% improvement.</p> <p>Benchmark 2 – Week of November 25, 2013 Acuity Predictive B ELA will show 5% improvement.</p> <p>Benchmark 3 – Week of February 10, 2014 Acuity Predictive C ELA will show 8.50% improvement.</p>
First Action Step, Timeline and Responsibilities for Implementation for PAI Intervention(s)	Introduce school improvement plan/interventions to staff – Monday, August 26, 2013 – Faculty Meeting – Mr. Sandefer (Principal)
Second Action Step, Timeline and Responsibilities for Implementation for PAI Intervention(s)	Continuation of new daily schedule developed during the 2012 - 2013 school year. This schedule includes teacher collaboration time and remediation block for students. – August 2013 to May 2014 – Mr. Sandefer (Principal), Mrs. Stuckey & Mrs. Elkins (Guidance Counselors).
Third Action Step, Timeline and Responsibilities for Implementation for PAI Intervention(s)	Develop testing schedule for Acuity Predictive Tests A, B, & C for 7 th & 8 th grade ELA. – August 2013 to September 2013 – Mr. Sandefer (Principal) & Mrs. Hall (NKJSHS Curriculum Coach).
Fourth Action Step, Timeline and Responsibilities for Implementation for PAI Intervention(s) (**if needed)	Implement USA TestPrep diagnostic software program for 7 th & 8 th grade ELA. August 2013 to May 2014 – 7 th & 8 th grade ELA teachers and ELA remediation teachers.
Fifth Action Step, Timeline and Responsibilities for Implementation for PAI Intervention(s) (**if needed)	Continuation of daily schedule including teacher collaboration time and student remediation block. – August 2013 – May 2014 – Entire Faculty.
Six Action Step, Timeline and Responsibilities for Implementation for PAI Intervention(s)(**if needed)	Creation of learning blocks within the 7 th and 8 th grade to balance class size and maximize instructional effectiveness. August 2014 – May 2015 - Mr. Sandefer (Principal), Mrs. Stuckey & Mrs. Elkins (Guidance Counselors).

Implementation Plan for PAI #2

<p>S.M.A.R.T. Goal for PAI Intervention(s)</p>	<p>The overall 7th & 8th grade Math proficiency rate will increase 9.10% on the Spring 2014 ISTEP+</p>
<p>Benchmarks for S.M.A.R.T. Goal tied to PAI Intervention(s)</p>	<p>Benchmark 1 – Week of September 30, 2013 Acuity Predictive A Math will show 3% improvement.</p> <p>Benchmark 2 – Week of December 2, 2013 Acuity Predictive B Math will show 6% improvement.</p> <p>Benchmark 3 – Week of February 10, 2014 Acuity Predictive C Math will show 9.10% improvement.</p>
<p>First Action Step, Timeline and Responsibilities for Implementation for PAI Intervention(s)</p>	<p>Introduce school improvement plan/interventions to staff – Monday, August 26, 2013 – Faculty Meeting – Mr. Sandefer (Principal)</p>
<p>Second Action Step, Timeline and Responsibilities for Implementation for PAI Intervention(s)</p>	<p>Continuation of new daily schedule developed during the 2012 - 2013 school year. This schedule includes teacher collaboration time and remediation block for students. – August 2013 to May 2014 – Mr. Sandefer (Principal), Mrs. Stuckey & Mrs. Elkins (Guidance Counselors).</p>
<p>Third Action Step, Timeline and Responsibilities for Implementation for PAI Intervention(s)</p>	<p>Develop testing schedule for Acuity Predictive Tests A, B, & C for 7th & 8th grade math. – August 2013 to September 2013 – Mr. Sandefer (Principal) & Mrs. Hall (NKJSHS Curriculum Coach).</p>
<p>Fourth Action Step, Timeline and Responsibilities for Implementation for PAI Intervention(s) (**if needed)</p>	<p>Implement USA TestPrep diagnostic software program for 7th & 8th grade math. August 2013 to May 2014 – 7th & 8th grade math teachers and math remediation teachers.</p>
<p>Fifth Action Step, Timeline and Responsibilities for Implementation for PAI Intervention(s) (**if needed)</p>	<p>Continuation of daily schedule including teacher collaboration time and student remediation block. – August 2013 – May 2014 – Entire Faculty.</p>
<p>Six Action Step, Timeline and Responsibilities for Implementation for PAI Intervention(s)(**if needed)</p>	<p>Creation of learning blocks within the 7th and 8th grade to balance class size and maximize instructional effectiveness. August 2014 – May 2015 - Mr. Sandefer (Principal), Mrs. Stuckey & Mrs. Elkins (Guidance Counselors).</p>

Implementation Plan for PAI #3

S.M.A.R.T. Goal for PAI Intervention(s)	The overall 10 th grade English proficiency rate will increase 8% on the Spring 2014 English 10 ECA.
Benchmarks for S.M.A.R.T. Goal tied to PAI Intervention(s)	<p>Benchmark 1 – Week of November 11, 2013 Acuity Predictive A English 10 will show 3% improvement.</p> <p>Benchmark 2 – Week of January 27, 2014 Acuity Predictive B English 10 will show 6% improvement.</p> <p>Benchmark 3 – Week of March 24, 2014 Acuity Predictive C English 10 will show 8% improvement.</p>
First Action Step, Timeline and Responsibilities for Implementation for PAI Intervention(s)	Introduce school improvement plan/interventions to staff – Monday, August 26, 2013 – Faculty Meeting – Mr. Sandefer (Principal)
Second Action Step, Timeline and Responsibilities for Implementation for PAI Intervention(s)	Continuation of new daily schedule developed during the 2012 - 2013 school year. This schedule includes teacher collaboration time and remediation block for students. – August 2013 to May 2014 – Mr. Sandefer (Principal), Mrs. Stuckey & Mrs. Elkins (Guidance Counselors).
Third Action Step, Timeline and Responsibilities for Implementation for PAI Intervention(s)	Develop testing schedule for Acuity Predictive Tests A, B, & C for English 10. – August 2013 to September 2013 – Mr. Sandefer (Principal) & Mrs. Hall (NKJSHS Curriculum Coach).
Fourth Action Step, Timeline and Responsibilities for Implementation for PAI Intervention(s) (**if needed)	Implement USA TestPrep diagnostic software program for 10 th grade English. August 2013 to May 2014 – 10 th grade English teachers and English remediation teachers.
Fifth Action Step, Timeline and Responsibilities for Implementation for PAI Intervention(s) (**if needed)	Continuation of daily schedule including teacher collaboration time and student remediation block. – August 2013 – May 2014 – Entire Faculty.
Six Action Step, Timeline and Responsibilities for Implementation for PAI Intervention(s)(**if needed)	Implementation of a double-period English 10 class for those students identified as being at a greater risk of demonstrating a lack of proficiency on the English 10 ECA. August 2013 – May 2014 - Mr. Sandefer (Principal), Mrs. Stuckey & Mrs. Elkins (Guidance Counselors).