

Unified Comprehensive Needs Assessment and School Improvement Plan

School Name	Whiting High School
Local Education Agency Name	School City of Whiting
School Year	2018-2019

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

Comprehensive Needs Assessment Template

WHITING HIGH SCHOOL WAS NOT REQUIRED TO COMPLETE A COMPREHENSIVE NEEDS ASSESSMENT. PLEASE PROCEED TO THE SCHOOL IMPROVEMENT PLAN TEMPLATE ON PAGE 15.

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](#)

II. Develop a vision of excellence

Vision of Excellence

Purpose of the School

Whiting High School strives to provide all students with the opportunity to obtain a high quality education in a safe and orderly environment, which addresses their academic, social, emotional, and technological growth and prepares them to be successful, productive adaptable citizens and life-long learners who meet the challenges of a global society. Our purpose, in partnership with students, parents, and school community members, has its source of authority from the Constitution of the State of Indiana and the missions and administration codes of the Indiana State Board of Education and the School City of Whiting.

The vision of Whiting High School focuses on preparing our students for their future roles as productive workers, family members, and community members while concentrating on academic, social, emotional, and technological learning conditions. We believe it is our responsibility to foster appropriate development in the emotional, social, and aesthetic areas. We strive to provide a wide variety of educational experiences, which result in academic, intellectual, and physical growth of our students. We are aware that students have a variety of learning styles. Therefore, we recognize our responsibilities to identify individual differences, and we strive to adjust our curriculum and methods to foster individual development. Because we believe in the worth of the individual, we attempt to instill within the student an acceptance of him/herself. We also help students learn to become responsible members of society by providing a climate that encourages socially desirable traits and attitudes such as self-discipline, courage, and honesty. Every student has the right to an education. No one has a right to disrupt that process. We strive to prepare students to become active participants and contributors to the American democratic society, capable of critical thinking and able to apply knowledge to all aspects of living. We foster in students positive attitudes toward life-long learning, enabling them to meet the challenges of an ever-changing world, communication, cooperation, and involvement among the school staff and parents and community are essential to make our educational venture successful.

Our goals are set on developing a positive self-image within students; encouraging students to understand and implant socially acceptable values in his/her daily life; developing within students an appreciation and respect for principles of a democratic society, and to prepare them to assume the rights and obligations of responsible citizenship; encouraging students to respect backgrounds and viewpoints different from their own; instilling within students proper work habits and study skills; encouraging the students to make optimal use of his/her capabilities by providing differentiated education and attainable goals, providing students with a wide range of extracurricular activities as a means to supplement the educational process; providing an opportunity for students to learn to communicate clearly through listening, speaking, reading, and writing activities; providing opportunities for students, which allow for a smooth transition from high school to college, specialized training opportunities, or employment; motivating students to become life-long learners by offering activities that develop creativity and self-direction; evaluating periodically the existing

curriculum, using the curriculum evaluation model set forth in our PBA self-study; encouraging students to employ independent and critical thinking skills; encouraging students to accept responsibilities for their actions; providing opportunities for communication among staff, parents, and community.

Our diverse groups of students are afforded additional educational opportunities that include AP classes, Project Lead the Way, English and Math labs, Odyssey credit recovery options, access to the Hammond Area Career Center and Ivy Tech. We have increased our technological needs by expanding our computer lab and increasing the number of mobile labs accessible in the classrooms. We offer students Positive Behavior Intervention Supports (PBIS) and our students are serviced through: counseling, nursing, library, ELL and communication disorder specialists, special education liaison, school psychologist, technology aide, and Response to Intervention (RTI) team. We assist our Spanish-speaking parents by offering translations of documents sent home and providing translators during Parent/Teacher conferences. These programs and offerings are samples of how our school embodies its purpose.

III. Create a school profile

School Profile
Vision
Mission Statement
Core Beliefs or Core Values
Student Demographics
<i>Additional data located here.</i>
Staff Demographics
<i>Additional data located here.</i>
Student Behavior

Additional data located [here](#).

Student Academic Outcomes

Summary of Current School Improvement Strategies

We have been focused on increasing our math and English skills as measured by the PSAT and reducing the number of tardies. As indicated by the data below, we surpassed our goal of decreasing tardies by 5% but we did not meet our academic goals. We will continue to focus on our academic goals for this school year.

Goal 1: Increase the percentage of students reaching the PSAT grade level English-Reading-Writing benchmark by 5%.

Grade	2015	2016	2017	Percent Change (2016-2017)
9	64%	61%	63%	-2%
10	70%	63%	55%	-8%
11	60%	63%	63%	0%

Goal 2: Increase the percentage of students reaching the PSAT grade level math benchmark by 5%

Grade	2015	2016	2017	Percent Change (2016-2017)
9	41%	48%	38%	-10%
10	31%	40%	34%	-6%
11	28%	32%	33%	+1%

Goal 3: A 5% decrease in tardies assigned to students as recorded per semester.

2015 Tardies by GP	Q1	Q2	Q3	Q4	
9th	145	124	124	130	523
10th	134	110	104	79	427
11th	199	134	148	98	579
12th	117	138	122	95	472
2015-16 Totals	595	506	498	398	1997

Diff from prior year	205	101	0	20	326
	52.56%	24.94%	0.00%	5.29%	19.51%
2016 Tardies by GP	Q1	Q2	Q3	Q4	
9th	186	127	184	137	634
10th	152	99	134	94	479
11th	75	68	93	56	292
12th	84	99	79	67	329
2016-17 Totals	497	393	490	354	1734
Diff from prior year	-98	-113	-8	-24	-243
	-16.47%	-22.33%	-1.61%	-11.06%	-13.17%
2017 Tardies by GP	Q1	Q2	Q3	Q4	
9th	143	138	115	151	547
10th	115	119	139	97	470
11th	99	69	89	92	349
12th	38	46	56	46	186
2017-18 Totals	395	372	399	386	1552
Diff from prior year	-102	-21	-91	32	-182
Percent Change	-20.52%	-5.34%	-18.57%	9.04%	-10.50%

Summary of Core Curricula

Summary of Formative and Summative Assessments

Summary of Academic Intervention and Enrichment Programs

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

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

Summary of Teacher and Staff Professional Learning Opportunities

Summary of Teacher and Staff Coaching and Evaluation Model

Summary of Key Family and Community Engagement Strategies

List of Community Partnerships

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

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Description of Focus Area 1

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Description of Focus Area 2

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V. Collect additional data on focus areas

Additional Data Sources Collected	
<p><i>Note: Adjust the table as needed, adding or subtracting rows based on the number of focus areas identified during the previous phase of the CNA process and the specific stakeholder groups that feedback was collected from.</i></p>	
Additional Data Collected for Focus Area 1	
<p>Description of additional data collected for focus area 1:</p>	
<p>Provide links to the additional data and/or key takeaways from data collected for this focus area:</p>	
Additional Data Collected for Focus Area 2	
<p>Description of additional data collected for this focus area 2:</p>	
<p>Provide links to the additional data and/or key takeaways from data collected for this focus area:</p>	

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>

VI. Analyze data to determine key findings and root causes

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

Data Analysis, Key Findings, and Root Causes		
<i>Note: Adjust the table as needed.</i>		
Focus Area 1		
Conclusions from data quality check for Focus Area 1:		
Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process):		
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

Focus Area 2

Conclusions from data quality check for Focus Area 2:

Updated description of Focus Area 2 (based on additional data collected during phase four of the CNA process):

Description of key findings for Focus Area 2 (strength or area for growth)

Summary of supporting data for key findings from Focus Area 2

Root causes for key findings from Focus Area 2

Focus Area 3

Conclusions from data quality check for Focus Area 3:

Updated description of Focus Area 3 (based on additional data collected during phase four of the CNA process):

Description of key findings for Focus Area 3 (strength or area for growth)

Summary of supporting data for key findings from Focus Area 3

Root causes for key findings from Focus Area 3

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](#)

I. Form a School Improvement Plan development team

SIP Development Team Members		
Name	Stakeholder Group(s)	Role(s)
Julie Fregien	School Leadership	School Principal
Jeremy Long	School Staff	Instructional Leader
Mark Harnew	School Staff	Instructional Leader
Selene Giron	School Staff	Instructional Leader School Counselor
JR Ford	School Staff	Instructional Leader
Gail Hensley	Parent/Community Member	PTO President
Julia Ramirez	Student	Student Body President
Committee's Domain of Study: Instruction		
Name	Stakeholder Group(s)	Role(s)
Julie Fregien	School Leadership	School Principal
Jeremy Long	School Staff	Instructional Leader
Mark Harnew	School Staff	Instructional Leader
Selene Giron	School Staff	Instructional Leader School Counselor
JR Ford	School Staff	Instructional Leader
Committee's Domain of Study: Community Involvement		
Name	Stakeholder Group(s)	Role(s)
Julie Fregien	School Leadership	School Principal
Gail Hensley	Parent	PTO President
Annette Markovich	Parent	PTO Fundraising

		Coordinator
Marina Klochan	School Staff	Teacher
Michelle Harbin	Parent	PTO Member

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

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

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

Review of Focus Area 1																					
Description of Focus Area 1: (Click here to return to the description of Focus Area 1 from the CNA) N/A																					
Modified Description of Focus Area 1: Improving student achievement in mathematics as measured by PSAT college readiness benchmarks																					
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) N/A	(Click here to return to the root causes for Focus Area 1's key findings from the CNA) Goal 2: Increase the percentage of students reaching the PSAT grade level math benchmark by 5% <table border="1"> <thead> <tr> <th>Grade</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>Percent Change</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>41%</td> <td>48%</td> <td>38%</td> <td>-10%</td> </tr> <tr> <td>10</td> <td>31%</td> <td>40%</td> <td>34%</td> <td>-6%</td> </tr> <tr> <td>11</td> <td>28%</td> <td>32%</td> <td>33%</td> <td>+1%</td> </tr> </tbody> </table>	Grade	2015	2016	2017	Percent Change	9	41%	48%	38%	-10%	10	31%	40%	34%	-6%	11	28%	32%	33%	+1%
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Modified description of key findings for Focus Area 1 based on the SIP	Modified root causes for key findings based on the SIP development team's discussion																				

development team's discussion	
<p>1. The percentage of students reaching college readiness benchmarks deeply declined in 17-18 school year for grades 9 and 10.</p> <p>2. Only about 1/3 of our students are reaching the college readiness benchmark for mathematics.</p>	<p>Since the PSAT is administered in the fall, we view the PSAT as a reflection of what students retained from the previous school year. As such, we believe a large factor in the 9th grade drop is due to the instability of math teachers at our feeder middle school. While that rationale can't transcend to 10th grade the long-term effects of poor middle school math instruction does transcend grade levels.</p> <p>Low math achievement levels are widespread throughout the state. We are working to combat that with using Integrated Mathematics and increasing the rigor of our math classes through higher level questioning and exploration of mathematics. In order to achieve this higher level of mathematics we first must remediate the skills that the majority of our students did not master in middle school. Math instruction also needs to be spiraled and formative assessments need to be used regularly to inform instruction and provide interventions.</p>

Review of Focus Area 2	
<p>Description of Focus Area 2:</p> <p><i>(Click here to return to the description of Focus Area 2 from the CNA) N/A</i></p>	
<p>Modified Description of Focus Area 2:</p> <p>Improving student achievement in English-Reading-Writing (ERW) as measured by PSAT college readiness benchmarks.</p>	
Description of key findings for Focus Area 2 (strength or area for growth)	Root causes for key findings from Focus Area 2
<p><i>(Click here to return to the description of key findings for Focus</i></p>	<p><i>(Click here to return to the root causes for Focus Area 2's key findings from the CNA)</i></p>

<p><i>Area 2 from the CNA)</i> <i>We were not required to complete CNA.</i></p>	<p>Goal 1: Increase the percentage of students reaching the PSAT grade level English-Reading-Writing benchmark by 5%.</p> <table border="1" data-bbox="699 386 1432 648"> <thead> <tr> <th>Grade</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>Percent Change</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>64%</td> <td>61%</td> <td>63%</td> <td>-2%</td> </tr> <tr> <td>10</td> <td>70%</td> <td>63%</td> <td>55%</td> <td>-8%</td> </tr> <tr> <td>11</td> <td>60%</td> <td>63%</td> <td>63%</td> <td>0%</td> </tr> </tbody> </table>	Grade	2015	2016	2017	Percent Change	9	64%	61%	63%	-2%	10	70%	63%	55%	-8%	11	60%	63%	63%	0%
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<p>Modified description of key findings for Focus Area 2 based on the SIP development team’s discussion</p>	<p>Modified root causes for key findings based on the SIP development team’s discussion</p>																				
<p>1. The level of rigor of instruction in English classes is not equivalent to the level of rigor expected for college readiness.</p> <p>2. Qualitative data reveals a lack in the use of high yield instructional strategies and use of formative data/checks for understanding to adjust classroom instruction</p>	<p>While the majority of our students are reaching the college readiness benchmarks for ERW, the percentage has been declining. The largest decline was seen from 9th to 10th grade. Students are lacking fundamental skills in reading comprehension and writing, including reading nonfiction and citing of evidence.</p> <p>In an attempt to increase student achievement, we moved away from teaching vocabulary and grammar in isolation during the 16-17 school year. However, some of that has continued. As the English teachers continue to increase the rigor of instructions, skills taught in isolation will continue to decline. We will continue to infuse high yield instructional strategies into the English classrooms while increasing the use of formative assessments and using data to drive instruction and provide interventions.</p>																				

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

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

Description of Core Component: Safe Learning Environment
<ol style="list-style-type: none">1. How will the school maintain a safe and disciplined learning environment for students and teachers?2. How will the school ensure clear expectations are communicated to students?3. How will the school create an environment in which there is genuine respect for students and a belief in their capability?4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?
<p>Every school in School City of Whiting has developed a crisis plan. 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.</p>
<p>Our district has a Crisis Team. The Crisis Team is trained in through the Crisis Prevention Institute (CPI) in non-violent crisis intervention strategies. Fire drills, active shooter drills, severe weather drills, and lockdown drills are practiced on a scheduled basis. Evacuation plans for students are developed and practiced for safe evacuation from the school. Whiting High School has been equipped with an Automated External Defibrillator (AED). All staff are trained in Cardiopulmonary Resuscitation (CPR) and use of the AED device. The building plan is a part of the corporation safety plan which is updated yearly or as needed.</p>
<p>Every adult in our building is required to have an ID on them at all times during the school day. Teachers/staff who need to leave the building during the school day must sign out or inform the office that they are leaving the grounds. The building plan includes emergency instructions for; a disaster plan of communication with team leaders for each building; a plan for serious injury/trauma; suicide plan; evacuation plans for the student body (including the disabled); flood preparedness; lockdown procedures; procedures to address mass student disturbances, outside disturbances, and hostage situations; chemical spills; bomb threats (all secretaries are trained on proper telephone technique if this happens, including a form to complete with all pertinent information); explosion (in the building or the nearby surrounding area which may affect our building; gunfire/shooting; and national disasters. Whiting High School conducts routine drills for the following: fire drills (one per month-evacuation instructions are posted in each classroom); severe weather drills (two a year); lockdown</p>

drills/active shooter drills (one per semester).

Whiting High School is proactive in safety matters. Students are well-prepared in safety management.

School City of Whiting administrators continually review and update the plan due to staff turnover. We continuously informs parents and visitors of our sign-in procedure. A new teacher in-service each fall addresses our safety and crisis intervention plan.

Our safety goal is to increase surveillance outside and inside the building and in parking lots before and after school. We will continue to encourage school personnel to be more visible inside the building before, during, after school, and during the lunch hours. We have regular visits from the local police department in the building.

Whiting High School has also developed a PBIS plan. This plan ensures our school has established common expectations on how students should be safe, be responsible, and be respectful in various areas of the school (hallway, restrooms, classrooms, cafeteria, outside, and on busses). These expectations were shared with the students within first weeks of school. The expectations will be reviewed and modified as needed.

Gap Analysis: Safe Learning Environment

How will the school’s plan for fostering a safe learning environment also help the school address its focus areas?	In what ways does the school’s plan for fostering a safe learning environment <i>not</i> help the school address its focus areas?
For Focus Area 1: <i>A safe learning environment helps to foster a healthy school climate and culture, as well as ensures students and teachers feel safe and can focus on learning.</i>	For Focus Area 1: School safety drills can take time away from classroom instruction.
For Focus Area 2: <i>A safe learning environment helps to foster a healthy school climate and culture, as well as ensures students and teachers feel safe and can focus on learning.</i>	For Focus Area 2: School safety drills take time away from classroom instruction.

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.

Curriculum guides are available upon request from Whiting High School.

Starting in the 2016-17 school year, Whiting High School shifted to Integrated Mathematics using Big Ideas as our anchor text. The shift to integrated mathematics allows our teachers and students to learn and apply mathematics along a continuum instead of isolation. The integrated approach also aligns more closely with national pedagogy shifts and with college readiness exams.

English uses a blended model for reading, writing, and usage. We are in the middle of increasing our rigor and shifting our instruction to be skill based instead of story based. We are also shifting to teach vocabulary, grammar, and resource tools in context of stories instead of isolation.

Academic interventions are provided through support classes. All special education students are scheduled into a basic or life skills course with their teacher or record in addition to receiving TOR or para support in general education classroom to maintain the LRE. Students who demonstrate they are below grade level benchmarks are purposefully scheduled into support classes for English or Math.

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?
<p>For Focus Area 1: Curricular resources provide a foundation for tiered supports and interventions. Curriculum guides link standards to instruction.</p>	<p>For Focus Area 1: -A process for gathering and using data to inform instruction has not been implemented with fidelity. -Curriculum guides do not address level of rigor/DOK -Curriculum guides do not provide teachers with effective resources and/or instructional strategies -Curriculum guides do not address instruction</p>

	and resources intended to teach students to be lifelong learners.
For Focus Area 2: Curricular resources provide a foundation for tiered supports and interventions. Curriculum guides link standards to instruction.	For Focus Area 2: -A process for gathering and using data to inform instruction has not been implemented with fidelity. -Curriculum guides do not address level of rigor/DOK -Curriculum guides do not provide teachers with effective resources and/or instructional strategies -Curriculum guides do not address instruction and resources intended to teach students to be lifelong learners.

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.

ISTEP+ 10 assessments measure the academic performance of students in Language Arts, Mathematics, and Science. In addition to individual student data, ISTEP+ student results are used as primary performance indicators for continuous school improvement.

PSAT is given to all 9-11 students every October. This measures college and career readiness on a national benchmark. Students results are used to predict ISTEP success and target interventions.

SAT is a college entrance exam that is given to all juniors in the spring. The exam qualifies as a pathway box 3 option in addition to being a college entrance requirement for many higher ed institutions that our students attend.

Formative Assessments:

NWEA MAPS are K – 12 interim assessments that measure growth, project proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum. Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they're ready to learn.

Gap Analysis: Assessment

How will the school's assessment plan also help the school address its focus areas?	In what ways does the school's assessment plan <i>not</i> help the school address its focus areas?
For Focus Area 1: <i>Summative and interim assessments provide yearly and quarterly data that can be used to inform instruction.</i>	For Focus Area 1: Formative assessments and the resulting data are not being used to their fullest potential. Teachers lack full understanding of applying data to drive instruction.
For Focus Area 2: <i>Summative and interim assessments provide yearly and quarterly data that can be used to inform how standards are being taught.</i>	For Focus Area 2: Formative assessments and the resulting data are not being used to their fullest potential. Teachers lack full understanding of applying data to drive instruction.

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?

- Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.
- Teachers use instructional strategies and response strategies that actively engage and meet

student learning needs.

- Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
- Teachers demonstrate necessary content knowledge.
- Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.
- Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

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?
<p>For Focus Area 1: <i>A desire to use learning objectives, multiple instructional strategies, and frequent checks for understanding can be leveraged to improve instruction.</i></p>	<p>For Focus Area 1: Much of what we say we want to do instructionally is not being implemented and/or measured with fidelity. We are not addressing cultural differences through effective communication.</p>
<p>For Focus Area 2: <i>A desire to use learning objectives, multiple instructional strategies, and frequent checks for understanding can be leveraged to improve instruction.</i></p>	<p>For Focus Area 2: Much of what we say we want to do instructionally is not being implemented and/or measured with fidelity. We are not addressing cultural differences through effective communication.</p>

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.

Whiting High School has identified the racial, ethnic, language minority, exceptional learning and social economic groups that are included in the our student population. Targeted Groups for the 2017-18 school year are:

- Free/reduced lunch students
- Hispanic students

Currently appropriate strategies for improving student achievement for each identified subgroup at Whiting have been emphasized in this School Wide Plan in the appropriate areas. Strategies for meeting the needs of our identified subgroups are:

- Response to Intervention Tiered Approach to Instruction.
- Staff will read articles pertinent to targeted subgroups to provide awareness of appropriate strategies.
- Staff members are presented with research findings when appropriate; to support the staff in new learning to develop teaching strategies to meet Whiting’s identified subgroups.

Gap Analysis: Cultural Competency

How will the school’s cultural competency plan also help the school address its focus areas?	In what ways does the school’s cultural competency plan <i>not</i> help the school address its focus areas?
<p>For Focus Area 1: The cultural competency plan will aid in meeting the individual needs of all learners. The cultural competency plan will facilitate an environment and skill development needed by students to work and be citizens of a diverse and changing world.</p>	<p>For Focus Area 1: Teachers could mistakenly believe that teaching in a culturally competent manner could take attention away from an emphasis on standards based instruction.</p>
<p>For Focus Area 2: The cultural competency plan will aid in meeting the individual needs of all learners. The cultural competency plan will facilitate an environment and skill development needed by students to work and be citizens of a diverse and changing world.</p>	<p>For Focus Area 2: Teachers could mistakenly believe that teaching in a culturally competent manner could take attention away from an emphasis on standards based instruction.</p>

Description of Core Component: Family Engagement

1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?
2. What strategies will the school use to increase family and community engagement, including family literacy programs?
3. What strategies will the school use to understand parents’ hopes, concerns, and suggestions?

4. How will the school keep parents apprised of services offered by the school?
5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?

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

Whiting High School communicates with parents regularly through email, phone calls, postcards and letters home. We also host an open house at the beginning of the year, parent teacher conferences after the first grading period. Teachers also have individual conferences with parents as it becomes necessary. We have increased family engagement by establishing a PTO and fundraising through the community. We offer several parent info nights including 21st Century Scholars, Life after College, Parents Guide to Financial Aid.

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:	For Focus Area 1:
For Focus Area 2:	For Focus Area 2:
For Focus Area 3:	For Focus Area 3:

Description of Core Component: Technology

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

School City of Whiting Technology

Our Technology Goals

Beginning in the 2016-2017 SY, our leadership team met monthly to examine and identify the needs of our staff and students in order to move forward with technology implementation. We continued work on establishing a digital culture where students and staff are connecting with the global community to think critically and creatively. We want our students to be responsible digital citizens.

We are committed to providing:

- Personalized learning for students and staff
- Ongoing professional development in order to enhance student learning and increase student achievement
- An infrastructure that supports 1 to 1 technology
- A device in the hands of every student and teacher
- Access to technology tools and resources for all

It is our intention that our schools become an environment where all students have equitable access to a full range of technology and resources.

Curriculum and Instruction

We want our students to be engaged in curriculum that is technology-enabled and personalized. We want our students to have daily access to relevant, rigorous, and interactive content that supports mastery of the standards.

Teachers have worked on aligning our standards-based curriculum to include technology and personalization. This allows opportunities for students to engage in their learning in a more thoughtful and deliberate way. Over the past year, teachers scrutinized data and worked tirelessly to adapt their curriculum so it is more real world, inquiry-based, and focused on student achievement. Teachers have utilized GAFE and other digital resources to enhance student learning opportunities and prepare students for their future. Assessments are also being adapted to be online and performance-based.

It is our intention that our staff is knowledgeable and function as coaches and advocates of technology to deliver challenging curriculum while teaching students to be responsible digital citizens.

Teacher Professional Development

Our main goal has been to equip teachers with the knowledge needed to utilize technology effectively with their students. We want our students to be able to think critically, make connections with learning, collaborate with others, and explore/solve real-world open ended problems. These topics have been the focus of monthly district professional learning workshops led by administrators and teachers during the 2017-2018 school year.

Staff have had a myriad of opportunities to grow as professionals through the following:

- Monthly Tech Talks
- Weekly Technology Tips
- GAFE Summit, January 2017
- Apple Briefing, February 2017
- Model Schools Conference, June 2017
- Tech Like A Pirate. August 2017
- Getting Googley Moogley, August 2017
- Site visits to 1:1 schools in the Region
- Future Ready Training
- Google Breakout Sessions

It is our intention that our staff through on-going professional development acquire the knowledge and skills to integrate technology into a challenging curriculum which provides for students' needs, levels and learning styles.

Technology Devices

Our goal for the 2018-2019 school year is one device per student, K-12. We currently utilize a combination of iPads, chromebooks, and laptops to best meet the needs of our students. In order to be 1:1, we will be purchasing additional chromebooks and iPads for 2018 through grant funding

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:	For Focus Area 1:
For Focus Area 2:	For Focus Area 2:

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?

Whiting High School promote opportunities for secondary education and workforce to students through several community partnerships. We currently have a partnership with Notre Dame through the AP-TIP-IN grant. This partnership has allowed us to add 5 additional AP courses and provide incentives for students and teachers to attain high rigor and mastery on

the AP exams. We also partner with Indiana University's Advanced College Project to offer dual credit courses in multiple disciplines. We also offer PLTW Engineering pathway with 4 years of programming. Students can also apply to attend the Hammond Area Career Center to learn in state approved career pathways for high wage-high demand jobs.

Students are able to demonstrate employability skills through participation in extracurricular activities, part-time jobs, and through the Governor's Work Ethic Certificate.

All students that enroll at Whiting High School are attempting to earn an Academic or Technical Honors Diploma, which is a postsecondary readiness competency. Beyond that competency option, students are able to complete CTE concentrators with Whiting High School teachers in PLTW and through the ACC program. We also offer the ASVAB three times a year, provide remediation and offer retesting for the ISTEP+ 10, PSAT, and SAT. We also offer a multitude of dual credit and AP courses.

Gap Analysis: High School Graduation Supports

How will the school's graduation supports also help the school address its focus areas?	In what ways does the school's graduation supports <i>not</i> help the school address its focus areas?
<p>For Focus Area 1: <i>Pathways will allow students to show their competency in different ways through different modes.</i></p>	<p>For Focus Area 1: The tracking, planning, and verifying of all the different pathway options is a human capital and time issue which will ultimately take the principal and school counselor away from students.</p>
<p>For Focus Area 2: <i>Pathways will allow students to show their competency in different ways through different modes.</i></p>	<p>For Focus Area 2: The tracking, planning, and verifying of all the different pathway options is a human capital and time issue which will ultimately take the principal and school counselor away from students</p>

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:

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:

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 Interventions for Focus Area 2

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

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:

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:

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		
2		
3		
Professional Development Offerings		
For each of the school’s professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.		
PD Goal #	Initial Professional Development	Follow-up Professional Development to Support Implementation

1		
2		
3		
<i>Professional Development Resources</i>		
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		
2		
3		
<i>Professional Development Evaluation</i>		
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		
2		

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

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