School Name: White's Jr.-Sr. High School

School Number: 8673

Street Address: 5233 S. 50 E.

City: Wabash, IN

Zip Code: 46992

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2019-2022, 2020-2023, 2021-2024, <mark>2022-2025</mark> (<mark>Highlight</mark> implementation years)

---------------------- CONTACT INFORMATION ----------------------

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Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA   Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI   Targeted Support and Improvement – federal government school designation under ESSA
ATSI   Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI   Comprehensive Support and Improvement – federal government designation under ESSA

Who is <u>required to submit</u> a school improvement plan (<u>SIP</u>)? **All public and private schools**
Who is <u>required to submit</u> a comprehensive needs assessment (<u>CNA</u>)? **Schools that receive Title I funds <u>AND</u> schools classified as TSI, ATSI, and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's <u>SIP template</u>? **Schools classified as TSI, ATSI and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's <u>CNA template</u>? **Schools classified as CSI**

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out <u>HERE</u>. (Highlight answer choices below.)

This is an initial three (3) year plan. **Yes No**	This is a review/update of a plan currently in use. **Yes No**
This school is identified as the following by the federal government: (Highlight all that apply) **TSI, ATSI, CSI**	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) **ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.**	
This school receives Title IA funding. **Yes No** Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? **SW TA** *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*	

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee comprised of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Sub-committee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group**.

List members of the committee below and highlight the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sample: *Alma Smith*	*Teacher*	*CNA,SIP, BOTH*	*ELA, Black, Spec. Ed.*
Todd Law	Counselor	CNA, SIP, Both	
Jackie Sebesta	Sp Ed Teacher	CNA, SIP, Both	
Wendy Gray	Teacher	CNA, SIP, Both	
Mike McDivitt	Principal	CNA, SIP, Both	
Josh Bowyer	Parent	CNA, SIP, Both	
Nikki Brinner	Community Member	CNA, SIP, Both	

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not underline essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: *Reading*	*1-6*	*ABC Reading is Fun*	*Yes*	*Tier 1, 2, 3*	*Textbook and readers are core component of reading program.*	*Yes No*	
All	6-12	Edmentum	Yes No	Tier 1, 2, 3	Edmentum provides a comprehensive, online, and engaging content designed to meet each student at his or her proficiency level through media-rich and interactive learning experiences.	Yes No	
All	6-12	MobyMax	Yes No	Tier 1, 2, 3	MobyMax is utilized as a supplemental resource that can be used to provide academic interventions to struggling students.	Yes No	
Math	7-12	ALEKS	Yes No	Tier 1, 2, 3	ALEKS provides real time math tutoring support for students.	Yes No	
			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	

| | | | Yes No | Tier 1, 2, 3 | | *Yes No* | |
| | | | Yes No | Tier 1, 2, 3 | | *Yes No* | |

Core Element 1: Curriculum [Required for all]   *continued*

Best Practice/Requirements Self-Check	Yes/No	X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Embedded	
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Embedded	
Teachers and staff are engaged in cross grade-level articulation of standards.	Emerging	
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Emerging	

The public may view the school's curriculum in the following location(s):
- Building and district offices

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Embedded	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	NA	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Emerging	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Emerging	X
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Emerging	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Emerging	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Emerging	X
Instructional strategies foster active participation by students during the instructional process.	Emerging	X
Teachers and staff promote authentic learning and student engagement across all content areas.	Embedded	X
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Embedded	
Instructional strategies assist with bridging the cultural differences in the learning environment.	Emerging	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Emerging	
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Emerging	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Emerging	X

For Title I schools with Schoolwide Programs only:
Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.
- White's provides students with a highly individualized learning environment in which each student has an Individualized Learning Plan they help create to ensure their academic needs are met.
- Emphasis is placed on utilizing individual student data along with student personalized learning plans to differentiate support and ensure each student is provided the learning environment they need to be successful.

Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click **HERE**. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA	6-12	Benchmark, Com. Form., Summative, Other	NWEA is able to create a personalized assessment experience by adapting to each student's learning level, precisely measuring student progress and growth.	Yes No	
Scholastic Review Inventory (SRI)	6-12	Benchmark, Com. Form., Summative, Other	The SRI assessment enables White's to more fully assess growth in the area of reading comprehension.	Yes No	
Edmentum	6-12	Benchmark, Com. Form., Summative, Other	Edmentum assessments help to identify learning gaps and ensure White's teachers can zero in on opportunities for student growth. The assessments are standard-based and help to improve and promote growth by providing targeted instruction.	Yes No	

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Embedded	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Emerging	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	NA	

For Title I schools with Schoolwide Programs only:
Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

- Teachers are routinely and actively engaged by school leadership in understanding interim assessment results during staff professional development. Emphasis is placed on utilizing individual student data along with student personalized learning plans to differentiate support and ensure each student is provided the learning environment they need to be successful.

Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Embedded	
A plan is in place to provide in-service training in the use of technology.	Emerging	
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Emerging	
There are established procedures for maintaining technology equipment.	Emerging	
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Embedded	

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	
Industry-related Project-Based Learning	
Online career navigation program	
Job shadowing	

If "Not currently implementing career exploration activities" was checked above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Embedded	
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Emerging	
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Embedded	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Embedded	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Embedded	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Embedded	
All staff express belief that all children can learn and consistently encourage students to succeed.	Embedded	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Emerging	

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by highlighting groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
- Through the use of state data reports.

Describe strategies for increasing educational opportunities <u>and</u> performance for students in groups identified for the school.
- White's Jr.-Sr. High School is devoted to meeting the needs of all students. Because White's serves an at-risk student population, staff recognize that building trusting relationships with students is essential to helping students succeed. Cultural competency is one component that staff recognize influences their ability to form positive and trusting relationships with students. As such, discussions and training specific to cultural competency have been embedded within trainings that address social emotional learning, understanding students from poverty, and improving student behavior. The White's staff works with the residential staff to utilize resources and ensure essential communication takes place as students transition from Whites back to their home environment.

What professional development might be necessary for staff to work effectively in cross-cultural situations?
- A need for continuous learning and understanding the effects of trauma and adverse childhood experiences is a constant need.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
- ALEKS, Edmentum and MobyMax provide resources and supports that are culturally responsive and help ensure students can relate and identify relevance to what is being learned.

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students absent 10% or more of the school year.   Last year: 1   Two Years Ago: 3   Three Years Ago: 0

What may be contributing to the attendance trend?
- White's Jr.-Sr. High School serves the student population of White's Residential and Family Services. The nature of this relationship ensures students are accounted for at all times and are escorted to school each day by the residential staff. As a result, the number of students identified each year as chronically absent is minimal.

What procedures and practices are being implemented to address chronic absenteeism?
- The school systematically tracks attendance data as part of a system to ensure all students are accounted for at all times. When students do miss class because of illness or as a result of participation in residential services, teachers work with students individually to make-up lost instructional time.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?
- The school systematically tracks attendance data as part of a system to ensure all students are accounted for at all times. When students do miss class extensive communication takes place between school staff and residential staff.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Embedded	
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Embedded	

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?
- White's Jr.-Sr. High School serves primarily the residential student population of White's Residential and Family Services. This results in many students being away from their homes and families and poses challenges to facilitating family engagement. Still, White's students' biological parents and/or guardians have the opportunity to participate in case conferences, attend extra-curricular events, and meet with school staff. When parents are able to attend school functions, emphasis is placed on understanding parents hopes, concerns, and goals for their child's social, emotional, and academic growth. The majority of communications with students' families occurs with the residential staff (e.g., houseparents, case managers, and campus life directors).

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
- Please see the above answer

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
- NA

How do teachers and staff bridge cultural differences through effective communication?
- The White's instructional staff has received training on the use of cross-cultural skills embedded within trainings concerning crisis management, responding to students behavioral needs, and classroom management.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.
- White's students' biological parents and/or guardians have the opportunity to participate in case conferences, attend extra-curricular events, and meet with school staff. When parents are able to attend school functions, emphasis is placed on understanding parents hopes, concerns, and goals for their child's social, emotional, and academic growth. The majority of communications with students' families occurs with the residential staff (e.g., houseparents, case managers, and campus life directors).

How does the school provide individual academic assessment results to parents/guardians?
- Access to all assessment results are provided to the student's parents/guardians. Upon requests, parents are provided the support needed to understand their students' data. Emphasis is placed on communicating the importance of academic growth as it is reflected in formative, interim, and assessment data.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?
- Specific attention is given to including the residential house parents in the creation and review of the schoolwide plan.

Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?
● Upon enrollment each student is engaged in developing an Individualized Learning Plan. Students have the opportunity to take a number of AP and CTE classes needed to receive the academic honors diploma.

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?
● All students begin on the path for a CORE 40 diploma. The general diploma is only utilized as a last resort and requires parental approval.

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?
● The use of Edmentum affords students the opportunity to take a number of advanced courses. When a student's past academic history and current credit count place him or her in a position to take advanced courses they are encouraged to do so within their Individualized Education Plan.

Graduation rate last year: 60%

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.
- Funds for instructional programming and services will be coordinated with other funds to the extent possible. Local, state, and federal funds (such as Title I, Title IIA, Title III, Title IVA, and IDEA will be considered.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).
- Our district and school leaders understand the opportunity to consolidate funds and decline to do so at this time. We will ensure coordination of resources, programming, and services among local, state, and federal resources.

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.
- NA

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.
- The White's administration works collaboratively with district leadership to fill open positions. The district has specific procedures in place to aid the school with recruitment, selection, induction, and retention.
- Professional development has been provided for, but not limited to, technology implementation, classroom management strategies, crisis management, and trauma informed care. Additionally, the staff as a whole have visited campuses that serve similar student populations to identify and learn best practices.

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below

Staff Licensure and Assigned Class Document

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark "X' next to each source of data used in the following steps and attach or link the data reviewed for this plan.

	General Academic and Schoolwide		WIDA		Special Education		High Ability
X	Statewide Assessments		Individual Learning Plans (ILPs)		IAM Assessment		Aptitude Assessment (e.g. CogAT)
X	Districtwide Assessments		Performance Gap Data	X	Individual Education Plans (IEPs)		Current High Ability Grant
	Assessment by Student Group		ESL Staff Training		Performance Gap Data		Performance Gap Data
X	Common Formative Assessments		Service Delivery Model		Special Education Training for Staff		High Ability Training for Staff
	PSAT/SAT/ACT Assessments		Federal (ESSA) Grade for Group		Approved Testing Accommodations		Service Delivery Model
	Dyslexia Screening Data		Current Title III Grant	X	Federal (ESSA) Grade for Group		
X	Common Formative Assessments		Parental Involvement		IEP Compliance Report		
X	Attendance Reports – general and by student groups		WIDA		Special Education Staff Assignments		
X	Survey of Students, Staff, Parents, and/or Community		**Be sure there is no personally identifiable information for students in any/all linked/uploaded data.**				
	Staff Attendance						

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

Do these issues significantly impact our current school goals as strengths or problems?

- **Many of these speak to our current goals and the systems we have put in place or are working to put into place to address the issues identified through our root cause analysis.**

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?
- **NA**

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior**. <u>All</u> schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1   Measurable outcome met? **Yes**   **No**   <mark>**Progressing**</mark>

Throughout the 2023-2024   school year, Whites Jr.-Sr. High School will engage in interconnected professional learning in order to build and implement a system for conferencing with students that will improve core instruction as indicated by…

* 9.7 percentage point increase in students achieving proficiency in ELA   * 11.4 percentage point increase in students achieving proficiency in math
* 18.1 percentage point decrease in students achieving low growth ELA   * 12.9 percentage point decrease in students achieving low growth in math
*The percentage of students who have satisfied the graduation pathways requirements for demonstrating postsecondary competencies

If the goal was met, how will the school further improve or sustain this level of performance?

- NA

If the goal was not met, explain why.

- The training that has been provided and the resulting systems that are being created have not yet been fully implemented.

If the goal was not met, should the school continue to work toward this goal? <mark>**Yes**</mark> No

Goal 2   Measurable outcome met? **Yes No**   <mark>**Progressing**</mark>

White's Jr.-Sr. High School, throughout the 2023-2024 school year, will develop graduation pathway options that will facilitate all students developing the skills and receiving the support needed to graduate college and career ready as indicated by…

· **A 5.15 percentage point increase in the school's graduation rate**
· **A 9.3 percentage point decrease in the number of students receiving a graduation waiver**
· **The percentage of students who have satisfied the Graduation Pathways requirements for demonstrating employability skills.**

If the goal was met, how will the school further improve or sustain this level of performance?

- NA

If the goal was not met, explain why.

- The training that has been provided and the resulting systems that are being created have not yet been fully implemented.

If the goal was not met, should the school continue to work toward this goal? <mark>**Yes**</mark> **No**

Goal 3   Measurable outcome met?   **Yes No**   <mark>**Progressing**</mark>

Throughout the 2023-2024 school year, Whites Jr.-Sr. High School will systematically and systemically embed the Indiana SEL Indicators and Employability Skill Standards throughout the learning environment in order to increase post-secondary readiness of students as indicated by…

·   **A 5.15 percentage point increase in the school's graduation rate**
·   **Maintaining a 95% student attendance rate and achieving at least 80% of students being identified as model attendees.**
·   **The percentage of students who have satisfied the Graduation Pathways requirements for demonstrating postsecondary competencies.**
·   **The percentage of students who have satisfied the Graduation Pathways requirements for demonstrating employability skills.**

If the goal was met, how will the school further improve or sustain this level of performance?

- NA

If the goal was not met, explain why.

- The training that has been provided and the resulting systems that are being created have not yet been fully implemented.

If the goal was not met, should the school continue to work toward this goal?   <mark>**Yes**</mark> **No**

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

1) Are our current goals still areas where improvement is needed immediately?

2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately? Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

> During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We
> are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final (6th) column (rank your priorities).

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	**Current Goal**	**Actual Performance Based on School Data**	**Brief Description Comparing Current Performance to Desired Performance**	**Gap**	**Priority**
A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	*No*	*In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% re-respectively. Survey: 45% of students do not feel safe at school.*	*We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.*	**X**	*1*

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
We are committed to providing students with a safe and supportive academic environment where students stay invested in the learning process and their personal growth. We approach our students with respect and empathy as we work with them to set both personal and academic goals.	<mark>Yes</mark> No	On average, 0.0% of students have passed the Math test for the last 3 years. On average, 17.4% of students have passed the ELA test for the last 3 years. Students have achieved higher pass rates in ELA than Math by 17.4% on average over the past three years. On average, 51.4% of students have demonstrated low growth on the MATH test over the last 3 years. On average, 20.8% of students have demonstrated high growth on the MATH test over the last 3 years. Over the last 2 years, the percentage of students in low growth for MATH has increased by 13.8. Over the last 2 years, the percentage of students in high growth for MATH has increased by 16.9. On average, 71.6% of students have demonstrated low growth on the ELA test over the last 3 years. On average, 16.4% of students have demonstrated high growth on the	State assessment data indicates a low percentage of students are reaching proficiency in both ELA and Math. Additionally, a high percentage of students are receiving low growth in both content areas. We recognize the need for continuous improvement within instructional practices to ensure students are meeting the increased rigor of graduation pathways and the new state assessments (i.e, ILEARN, SAT).	X	3

		ELA test over the last 3 years. Over the last 2 years, the percentage of students in low growth for ELA has increased by 13.3. Over the last 2 years, the percentage of students in high growth for ELA has increased by 3.3.			
Our collective purpose at White's Jr.-Sr. High School is to maximize the potential of all our students by establishing a learning environment that supports resiliency, flexibility, self-advocacy, and a passion for lifelong learning. We aspire, as a result of these efforts, for students to achieve post-secondary readiness, employability skills, and receive the necessary credits to graduate.	**Yes** No	On average, 53.8% of students have graduated over the last 4 years. Over the last two years (from 2018 to 2019) the graduation rate fell from 59.7% to 49.2%. During this time White's has also seen a rise in the percentage of students having to receive a waiver to graduate and graduating with a general diploma.	We remain committed to improving our graduation rate. Data indicates a recent decrease in our graduation rate as well as an increase in the percentage of students needing to utilize a waiver to graduate. This data is reflective of the high risk student population we serve. Nonetheless, we as a staff are continually engaging in innovative and holistic approaches to improve our graduation rate over the years to come.	X	1
We aspire for students to make use of credit recovery programs that enable them to overcome past academic struggles and to get back on a path to graduate from high school. Moreover, we aspire for our students to recognize their education and skill development as a path towards a successful future.	**Yes** No	A combination of quantitative and qualitative data reveals the need to increase the post secondary readiness of Whites Jr.-Sr. High School's students. A high percentage of students are having to receive a waiver to graduate (50% in 2016, 37.5% in 2017, 55.8% in 2018, and 79.7% in 2019). Teacher and leadership focus groups revealed a need to provide students with increased opportunities to develop the essential employability skills crucial to finding employment and	We view the development of employability skills within our student population as an essential component of the education we provide. Furthermore, this priority aligns with the state initiatives behind Graduation Pathways. We are implementing systems to provide increased opportunity for our students to develop employability skills while also fulfilling the Graduation Pathways requirements. Still, throughout this year, we anticipate the continued development of several key initiatives that will further our ability to ensure students graduate college and career ready.	X	2

		succeeding in the workforce.			

List the top 3 or 4 on the next page in the column*, Identified Priorities from Previous Chart*.

Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found **HERE**. Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
Graduation Rate	*Please see Appendix F for a detailed cause map that identifies the components of this focus area's root cause*
Post-Secondary Readiness	*Please see Appendix F for a detailed cause map that identifies the components of this focus area's root cause*
Academic Growth & Proficiency	*Please see Appendix F for a detailed cause map that identifies the components of this focus area's root cause*

Write your Goal(s) from these.   *Develop strategies from these.*

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
   a. A continuation of existing goals and/or
   b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
   a. Strategies in the school improvement plan;
   b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identity and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA	McKinney-Vento	General funds
Title II	High Ability	Head Start
Title III	Early Literacy	
Title IV	Twenty-first Century After School Program	
School Improvement (SIG)	Rural and Low Income Schools	

School Improvement Plan

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3").

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions HERE. In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1	White's Jr.-Sr. High School, throughout the 2023-2024 school year, will develop graduation pathway options that will facilitate all students developing the skills and receiving the support needed to graduate college and career ready as indicated by… • A 5.15 percentage point increase in the school's graduation rate • A 9.3 percentage point decrease in the number of students receiving a graduation waiver • The percentage of students who have satisfied the Graduation Pathways requirements for demonstrating employability skills.			
Data Checkpoints (dates)	**September**	**January**	**April**	**June**
Evidence at Checkpoints	**Students on Track to Graduate**	**Students on Track to Graduate**	**Students on Track to Graduate**	**Graduation Rate**
Evidence- Based Strategy 1 (Naviance)	-Roby, Douglas, (2004). Research on School Attendance and Student achievement: A study of Ohio Schools. Educational Research Quarterly, v28 n1 p3-16 Sep. 2004 -Lombardi, A., Morningstar, M., Test, D., (2018). Including College and Career Readiness within a Multitiered Systems of Support Framework. AERA Open, v4 n1 Jan-Mar 2018			**PD Needed:** <mark>Yes</mark> No

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Provide teachers training on the key aspects of Naviance.	Sept. 2020-Oct. 2020	Building leadership, Technology Coordinator	Teachers are able to support students in the use of the platform. The platform becomes part of the student onboarding process.
Action Step 2	Engage students in the use of Naviance	Oct. 2020-June 2021	Building leadership, guidance counselor	Each student has an account that is being utilized and systematically reviewed by staff.
Action Step 3	Embed the use of the career inventory into Grad Pathways supports	Oct. 2020-June 2021	Building leadership, guidance counselor	Every student is able to use the career inventory
Evidence- Based Strategy 2 (PBL Capstone Project)	-Lombardi, A., Morningstar, M., Test, D., (2018). Including College and Career Readiness within a Multitiered Systems of Support Framework. AERA Open, v4 n1 Jan-Mar 2018 -Capon, N., & Kuhn, D. (2004). What's good about problem-based learning? Cognition and Instruction, 22(1), 61-79			**PD Needed: <mark>Yes</mark> No**
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Workshop with staff the key components of a grade level PBL capstone project	Aug. 2020	EES, building leadership	A list of desired components is generated and utilized to guide the design of the project
Action Step 2	Utilize a Google Site to develop and house the different components of the capstone project	Aug. 2020-Oct. 2020	EES, building leadership	The capstone contains all the essential design elements
Action Step 3	Meet with building leadership to refine the PBL capstone project	Oct. 2020	EES, building leadership	The Grade level capstone is refined and finalized

Action Step 4	Identify contacts for students to find job mentors	Oct. 2020-Jan. 2021	Building leadership	A plan to identify job mentors for students is established

Evidence- Based Strategy 3 (Grad Pathways Bucket 3 Avenus)	-Lombardi, A., Morningstar, M., Test, D., (2018). Including College and Career Readiness within a Multitiered Systems of Support Framework. AERA Open, v4 n1 Jan-Mar 2018			PD Needed: Yes No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Workshop with CAR leadership the challenges and opportunities Grad Pathways poses to their student population	Sept. 2020-Oct. 2020	CAR leadership	A list of challenges and opportunities is created.
Action Step 2	Identify "avenues" for students to take in order to fulfil bucket 3 requirements	Oct. 2020-Nov. 2020	CAR leadership, EES	The avenues are identified that will most often meet the needs of the CAR student population
Action Step 3	Design the necessary supports and communication needed for each previously identified avenue	Nov. 2020-Feb. 2021	CAR leadership, EES	A systematic process for each identified avenue is created.
Yr. 2 Measurable Objective	White's Jr.-Sr. High School, throughout the 2024-2025 school year, will implement graduation pathway options that will facilitate all students developing the skills and receiving the support needed to graduate college and career ready as indicated by… • A 5.15 percentage point increase in the school's graduation rate • A 9.3 percentage point decrease in the number of students receiving a graduation waiver • The percentage of students who have satisfied the Graduation Pathways requirements for demonstrating employability skills.			

Yr. 3 Measurable Objective	White's Jr.-Sr. High School, throughout the 2025-2026 school year, will implement graduation pathway options that will facilitate all students developing the skills and receiving the support needed to graduate college and career ready as indicated by… • A 5.15 percentage point increase in the school's graduation rate • A 9.3 percentage point decrease in the number of students receiving a graduation waiver • The percentage of students who have satisfied the Graduation Pathways requirements for demonstrating employability skills.

GOAL 2	Throughout the 2023-2024 school year, Whites Jr.-Sr. High School will systematically and systemically embed the core Teaching-Family model skills and Indiana Employability Skill Standards throughout the learning environment in order to increase post-secondary readiness of students as indicated by …
	• A 5.15 percentage point increase in the school's graduation rate
	• Maintaining a 95% student attendance rate and achieving at least 80% of students being identified as model attendees.
	• The percentage of students who have satisfied the Graduation Pathways requirements for demonstrating postsecondary competencies.
	• The percentage of students who have satisfied the Graduation Pathways requirements for demonstrating employability skills.

Data Checkpoints (dates)	September	January	April	June
Evidence at Checkpoints	**Students on Track to Graduate**	**Students on Track to Graduate**	**Students on Track to Graduate**	**Graduation Rate**
Evidence- Based Strategy 1	-Lombardi, A., Morningstar, M., Test, D., (2018). Including College and Career Readiness within a Multitiered Systems of Support Framework. AERA Open, v4 n1 Jan-Mar 2018 -Payton, J., Weissberg, R., Durlak, J., Dymnicki, A., Taylor, R., Schellinger, K., & Pachan, M. (2008). The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students. Collaborative for Academic, Social, and Emotional Learning.			**PD Needed: <mark>Yes</mark> No**

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Engage leadership in understanding the components of the Teaching-Family model	July 2020	Building Leadership, residential leadership	Leadership can identify ways to support residential efforts towards full implementation of the Teaching-Family model
Action Step 2	Embed the core Teaching-Family model skills into the behavioral pt. system	July 2020-Aug. 2020	Dean's office	The behavioral pt. system is updated to include the core skills and each day's resulting data is available to residential staff
Action Step 3	Update the behavioral pt. system to include the previously identified priority standards	July 2020-Aug. 2020	EES, Dean's office	The behavioral pt. system is anchored in the previously identified priority employability skills

Action Step 4	Facilitate teachers having a basic knowledge of the core Teaching-Family model skills	Aug. 2020	Building Leadership	It is evident teachers have an understanding of the core skills and how they align to the school's prioritized employability skills
Action Step 5	Ensure ongoing two way communication concerning the Teaching-Family model is occurring between the teaching and residential staffs	Sept. 2020-June 2021	Building Leadership	Monthly communication takes place between residential and educational leadership concerning the implementation of the Teaching-Family model
Yr. 2 Measurable Objective	**Throughout the 2024-2025 school year, Whites Jr.-Sr. High School will systematically and systemically embed the core Teaching-Family model skills and Indiana Employability Skill Standards throughout the learning environment in order to increase post-secondary readiness of students as indicated by …** • **A 5.15 percentage point increase in the school's graduation rate** • **Maintaining a 95% student attendance rate and achieving at least 80% of students being identified as model attendees.** • **The percentage of students who have satisfied the Graduation Pathways requirements for demonstrating postsecondary competencies.** • **The percentage of students who have satisfied the Graduation Pathways requirements for demonstrating employability skills.**			
Yr. 3 Measurable Objective	**Throughout the 2025-2026 school year, Whites Jr.-Sr. High School will systematically and systemically embed the core Teaching-Family model skills and Indiana Employability Skill Standards throughout the learning environment in order to increase post-secondary readiness of students as indicated by …** • **A 5.15 percentage point increase in the school's graduation rate** • **Maintaining a 95% student attendance rate and achieving at least 80% of students being identified as model attendees.** • **The percentage of students who have satisfied the Graduation Pathways requirements for demonstrating postsecondary competencies.** • **The percentage of students who have satisfied the Graduation Pathways requirements for demonstrating employability skills.**			

GOAL 3	**Throughout the 2023-2024, school year Whites Jr.-Sr. High School will implement a system for conferencing with students that will improve core instruction as indicated by …** * 9.7 percentage point increase in students achieving proficiency in ELA * 11.4 percentage point increase in students achieving proficiency in math * 18.1 percentage point decrease in students achieving low growth ELA * 12.9 percentage point decrease in students achieving low growth in math *The percentage of students who have satisfied the graduation pathways requirements for demonstrating postsecondary competencies		
Data Checkpoints (dates)	September	January	April
Evidence at Checkpoints	Interim Assessment Scores Ind. Ed. Plans-St. on Track	Interim Assessment Scores Ind. Ed. Plans-St. on Track	Interim Assessment Scores Ind. Ed. Plans-St. on Track
Evidence- Based Strategy 1	-Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. American Educational Research Journal, 37(2), pp.479-507. -Rubie-Davies, C., Peterson, E., Sibley, C., & Rosenthal, R. (2015). A teacher expectation intervention: Modelling the practices of high expectation teachers. Contemporary Educational Psychology, 40, 72-85. doi: 10.1016/j.cedpsych.2014.03.003		**PD Needed: <mark>Yes</mark> No**

Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Engage teachers in understanding the key components of the student conferencing system	July 2020	EES, Building Leadership	-Teachers have the knowledge and tools to begin initial implementation -Ensure applicability exists for virtual learners
Action Step 2	Begin initial implementation by having each teacher conduct at least one conference	Aug. 2020	Building Leadership	-Each teachers conducts at least one student conference
Action Step 3	Collaboratively share and provide feedback concerning initial implementation	Sept. 2020	EES, Building Leadership	-Teachers are able to share, reflect, and provide feedback on student conferencing to colleagues.
Action Step 4	Begin full implementation of the student conferencing system	Sept. 2020-June 2021	Building Leadership	-Each student is taking part in one student conference per week -Ensure applicability exists for virtual learners

Action Step 5	Provide training to identify and capitalize on the use of scaffolding within student conferences	Oct. 2020-Nov. 2020	EES, Building Leadership	-Teachers can more intentionally utilize scaffolding within student conferences
Action Step 6	Collaboratively build out a conferencing process specific to the development of employability skills	January 2021	EES, Building Leadership	-Ensure applicability exists for virtual learners
Yr. 2 Measurable Objective	**Throughout the 2024-2025, school year Whites Jr.-Sr. High School will implement a system for conferencing with students that will improve core instruction as indicated by ...** * 9.7 percentage point increase in students achieving proficiency in ELA * 11.4 percentage point increase in students achieving proficiency in math * 18.1 percentage point decrease in students achieving low growth ELA * 12.9 percentage point decrease in students achieving low growth in math *The percentage of students who have satisfied the graduation pathways requirements for demonstrating postsecondary competencies			
Yr. 3 Measurable Objective	**Throughout the 2025-2026, school year Whites Jr.-Sr. High School will implement a system for conferencing with students that will improve core instruction as indicated by ...** * 9.7 percentage point increase in students achieving proficiency in ELA * 11.4 percentage point increase in students achieving proficiency in math * 18.1 percentage point decrease in students achieving low growth ELA * 12.9 percentage point decrease in students achieving low growth in math *The percentage of students who have satisfied the graduation pathways requirements for demonstrating postsecondary competencies			

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal 1	White's Jr.-Sr. High School will engage in professional learning in order to increase the graduation supports provided to students. The staff will develop an increased understanding of the different pathways available to Indiana students through graduation pathways and how these can be leveraged to develop the skills and mindsets students need to be successful post-graduation. Specific focus will be given to (1) utilizing an online platform to align students' strengths and interests to postsecondary goals and (2) develop the capacity and systems needed to support student's completion of online grade level PBL capstones.	**Linked SIP Goals** Yes No
Possible Funding Source(s)	Local,state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	- Naviance login information indicates routine and systematic use by students - Student completion of high quality PBL course capstones - Walkthrough and evaluation data indicate the integration of the employability skills into daily instruction - Increase in the school's graduation rate	

Plan for coaching and support during the learning process:
- Teachers will receive ongoing support and training to address specific issues that arise during initial implementation.
- Non evaluative formative walkthroughs will take place to provide teachers with differentiated feedback.

How will effectiveness be sustained over time?
- Teachers will be afforded time to collaborate to refine practices and ensure job embedded support is continually provided.
- Newly hired teachers will receive training on previously implemented systems and practices.

Professional Development Goal 2	In order to enhance the opportunities for students to develop the dispositions and skills essential for post-secondary readiness, the staff of Whites Jr.-Sr. High School will engage in professional learning in order to align the school's behavior plan with core Teaching-Family model skills and Indiana Employability Skill Standards.	**Linked SIP Goals** ==Yes== No
Possible Funding Source(s)	Local,state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	● Walkthrough and evaluation data indicate the integration of the employability skills and core Teaching-Family model skills into daily instruction ● Improvement in student and teacher climate and culture survey data ● An improvement in behavior data and reduction in the number of repeat offenses	

Plan for coaching and support during the learning process:
- Regular conversations among staff will occur to discuss how the development of the employability skills and Teaching-Family model skills guides teacher-student interactions and classroom discipline practices.

How will effectiveness be sustained over time?
- Ongoing two way communication concerning the Teaching-Family model is occurring between the teaching and residential staffs
- Onboarding of new staff will include specific training on the behavioral point system, Indiana Employability skills, and Teaching-Family Model process

Professional Development Goal 3	In order to improve core instruction and impact student academic outcomes, Whites instructional staff will undergo professional learning specific to conferencing with individual students. Embedded within this professional learning will be trainings specific to (1) metacognition, (2) scaffolding, (3) feedback, and (4) writing. Emphasis will be placed on incorporating each of these instructional best practices into a system for conferencing with individual students.	**Linked SIP Goals** ==Yes== No
Possible Funding Source(s)	Local,state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	-Classroom observation data indicates teachers are utilizing newly learned instructional best practices. -Summative teacher evaluations indicate improving instructional practices. -An increase in the percentage of students who are on track within their Individual Education Plans.	

Plan for coaching and support during the learning process:
-Supports will consist of (1) all staff training on aspects of student conferencing and (2) differentiated supports that are specific to the needs of individual teachers.

How will effectiveness be sustained over time?
- Teachers will be encouraged to collaborate concerning implementation of instructional practices.
- Opportunities will be provided to teachers for peer observations.
- A cycle of continuous improvement will be established

Current School Profile
The current school profile identifies each building's current educational state.

Vision

MSDWC:

Innovators and thinkers that are successful in life and enrich the lives of others.

Mission

At White's Jr./Sr. High School the teachers, students, counselors, support staff, and administrators strive to maximize the optimum potential of all our students by establishing a learning environment that supports resiliency, flexibility, self-advocacy and a passion for lifelong learning.

We Believe…

-all students have the ability to learn
-a safe, structured, and consistent learning environment promotes academic and behavioral success.
-.positive reinforcement provides incentives for increased student performance that, over time, will assist students in becoming life-long learners.
-staff members who exhibit a strong work ethic and a caring attitude through relationship building and respect, provide a model of successful life skills for students to emulate.

TAGLINE: Dream Big and Work Hard

Core Curriculum: A curriculum audit is located in Appendix D of the CNA- SIP.

Edmentum Courseware provides the basis for a digital curriculum that provides a variety of course offerings, research based design, and ability to monitor student progress.

Summative, Interim, and Formative Assessments: An assessment audit is located in Appendix E of the CNA-SIP.

For interim assessments, White's utilizes ACCUCESS and SRI (Scholastic Reading Inventory). Edmentum assessments are used to provide formative and summative assessment data.

Targeted Academic Programs

Alternative educational programs/classrooms are utilized for students who need more individualized social-emotional supports. A distance learning program exists to provide educational access to students with unique circumstances (e.g., homebound, incarcerated, and atypical students for whom regular classrooms are not effective.)

Schoolwide Academic Programs

Upon enrollment, a Individualized Service Plan is developed for each student that emphasizes meeting individual students' academic and behavioral needs. Additionally, all students have access to Credit Acceleration and Recovery Program (CARP). This allows students to make up credits for classes they have taken in the past, helping them to graduate from high school.

Teacher Recruitment, Selection, Induction, and Retention

The White's administration works collaboratively with district leadership to fill open positions. The district specific procedures in place to aid the school with recruitment, selection, induction, and retention.

Teacher and Staff Professional Learning

Professional development has been provided for, but not limited to, technology implementation, classroom management strategies, crisis management, and trauma informed care. Additionally, the staff has a whole have visited campuses that serve similar student populations to identify and learn best practices.

Teacher and Staff Coaching and Evaluation Model

Building leadership utilize Standards for Success for both non- evaluative and formal observations. Teachers receive, at a minimum, two short observations and one long observation. A coaching conversation follows the long formal observation.

Family and Community Engagement Strategies

While's students' caregivers have the opportunity to attend case conferences, extra- curricular events, and meet with administrators or teachers at their request. For those students placed in the private residential facility the daily communication most often occurs with the residential staff.

The nature of the student population served makes utilizing community partnerships difficult. White's Residential and Family Services staff lead efforts towards facilitating partnerships with community organizations.

Appendix B: Report Card Analysis

Annual Performance Report

White's Achievement Data

(Per IDOE guidelines, student performance data is suppressed as less than 10 students were included in the school's academic performance indicators. As such, access must be granted to view this hyperlink.)
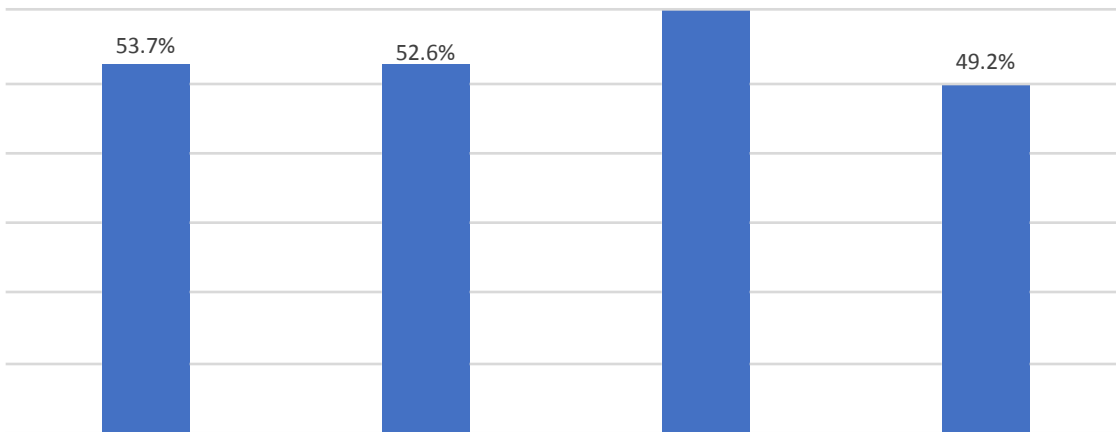
Graduation Data

Graduation Rate

70.0% ——

59.7%

60.0%

50.0%

40.0%

30.0%

20.0%

10.0%

0.0%

| 15-16 | 16-17 | 17-18 | 18-19 |
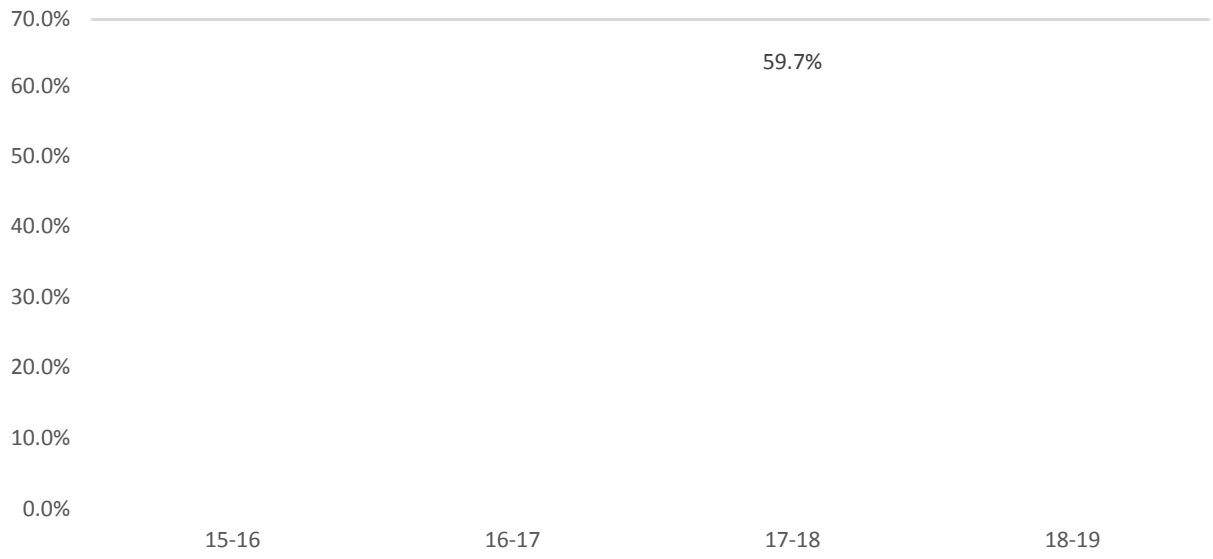
Percent of Graduates Recieving Waivers

90.0% ——

79.7%

80.0%

70.0%

60.0%

50.0%

40.0%

30.0%

20.0%

10.0%

0.0%

| 15-16 | 16-17 | 17-18 | 18-19 |

■ Waivers
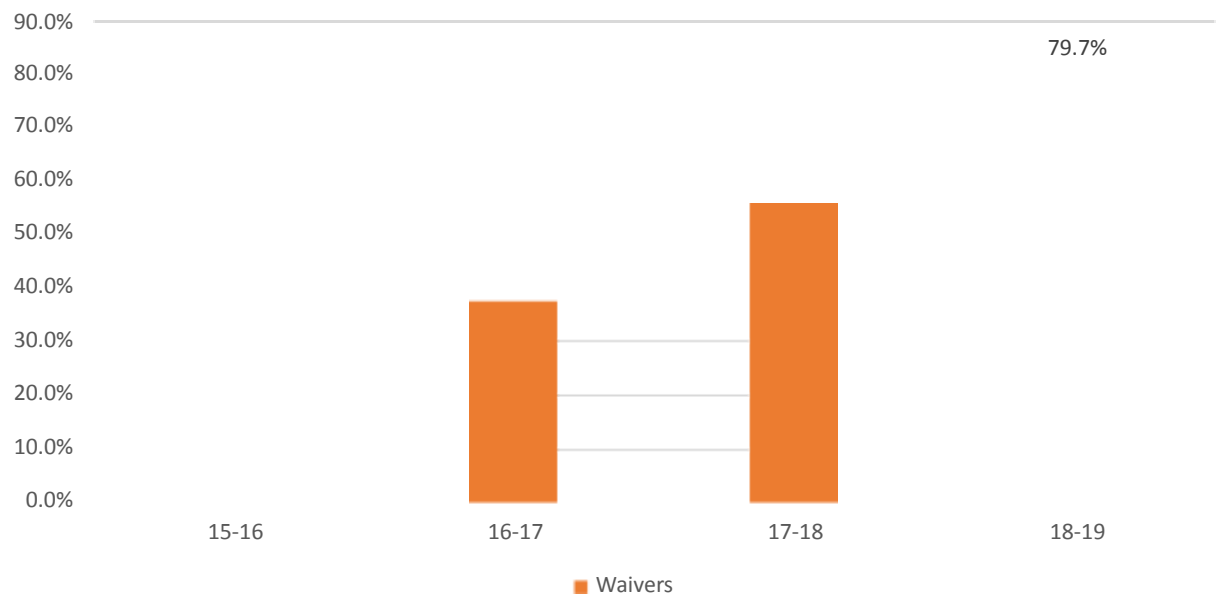
DIPLOMA TYPE TRENDS

Core 40   General   Honors

Year	Core 40	General	Honors
16 - 17	57.5%	32.5%	10.0%
17 - 18	69.0%	24.0%	7.0%
18 - 19	57.8%	39.1%	3.1%
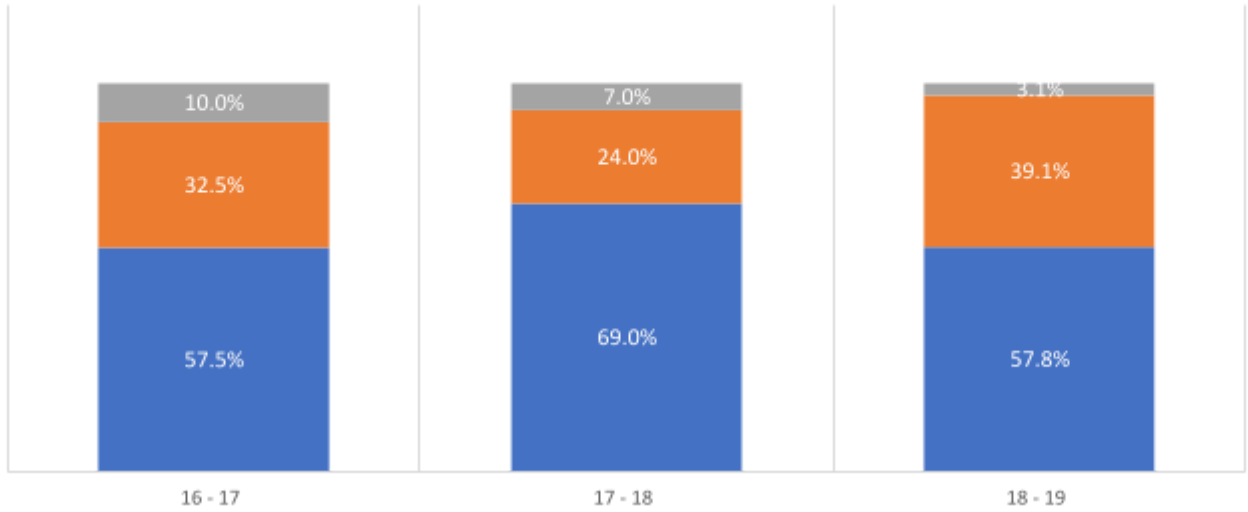
Number of Students in Career and Technical Program

Year	Number
18-19	98
17-18	93
16-17	89
15-16	100
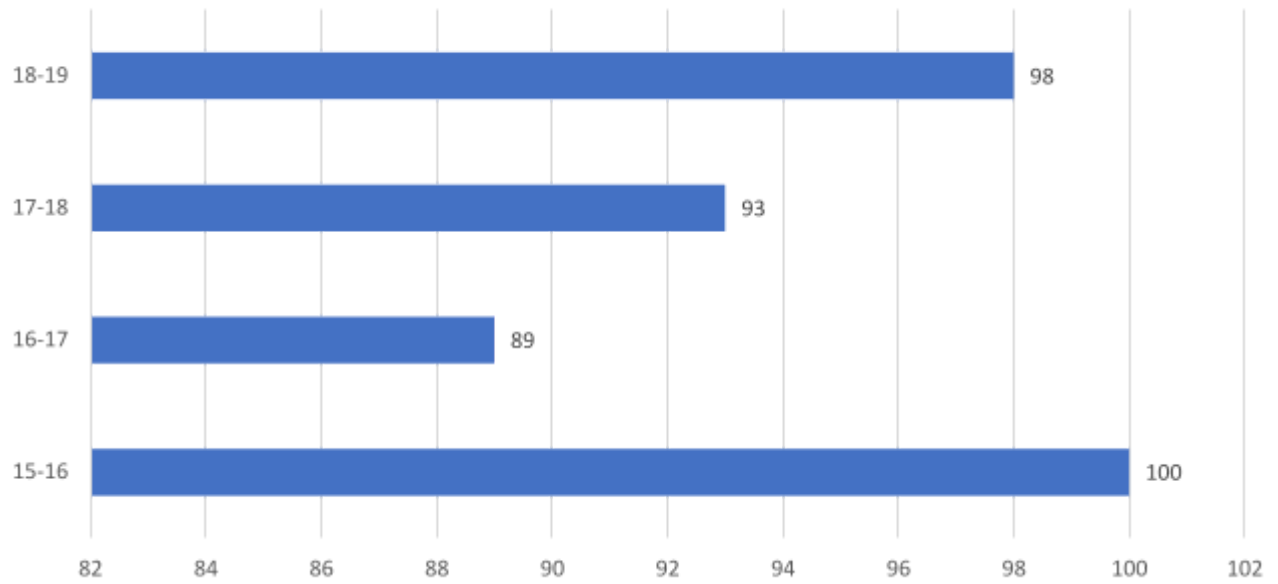
Vision of Excellence

The Vision of Excellence (VOE) aims to capture the desired state of the school building as it relates to the purpose of the school, aspirations and expectations for students, responsibilities of adults who work in the school, partnerships and collaborations to support the school's continuous improvement, intents and purposes of schoolwide programs and initiatives, and aspirational measures of success.

Our collective purpose at White's Jr.-Sr. High School is to maximize the potential of all out students by establishing a learning environment that supports resiliency, self-advocacy and a passion for lifelong learning. At the heart of this purpose, is our calling to assist the academic, social, and emotional growth of at-risk students who have been historically unsuccessful in a traditional school setting. Our primary focus in to provide for the educational needs of the students places at White's Residential and Family Services.

We aspire for all out students to overcome the hardships they have experiences and mistakes they have made as they gain the skills and mindset that will enable them to be successful in a family, career, and community. To this end, we expect students to stay engaged in the classroom and display adequate progress in their individual learning. We aspire, as a result of these efforts, for students to achieve post-secondary readiness, employability skills, and receive the necessary credits to graduate.

As teachers and staff of White's Jr.-Sr. High School, we hold high expectations for ourselves and are committed to guiding, modeling, and instructing students in gaining the academic, social, and emotional skills essentials for future success. We are committed to providing students with a safe and supportive academic environment where students stay invested in the learning process and their personal growth. We approach out students with respect and empathy as we work with them to set both personal and academic goals. Further, we will model traits and skills such as time management, dependability, and trustworthiness that are essential to students' personal development. We will actively monitor each student's academic progress and utilize an online curriculum as a tool to facilitate academic growth. Moreover, we will proactively identify struggling students and utilize scaffolding techniques and individual conferencing to provide the individualized supports and interventions needed.

Partnerships with teachers, parents, and community organizations are vital for White's continuous improvement. We are devoted to providing students' caregivers opportunities to attend case conferences, extra-curricular events, and to meet with school personnel. We are also devoted to our continuous partnership with White's Residential and Family Services. Through this partnership, students are supported in addressing a variety of behavioral, mental, emotional and psychological difficulties, including substance abuse and trauma resulting from abuse and neglect.

The impact of each student's educational experience at White's Jr.-Sr. High School extends far beyond the walls of our building or the months they spend therein. As a result of their time with us, we aspire for students to find success, thus replacing an acceptance of failure with a sense of hope and purpose. We aspire for students to make use of credit recovery programs that enable them to overcome past academic struggles and to get back on a path to graduate from high school.
Moreover, we aspire for our students to recognize their education and skill development as a path towards a successful future.

Core Competency Area Descriptions and Gap Analysis

Describe how the school will maintain a safe and disciplined learning environment for students and teachers. *(References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)*

Safe Learning Environment

White's Jr.-Sr. High School is committed to providing all students with a safe and orderly environment where they can learn and grow. A WHS safety committee, chaired by the Dean of Students, exists and is trained in crisis management. A building safety plan also exists to facilitate communication concerning safety and emergency preparedness to staff and students. Further, a concise student handbook exists that clearly states student expectations. These expectations are introduced to students during their onboarding and reinforced routinely in the classrooms. A school-wide behavior point system exists that promotes the development of student self-regulation and employability skills. The point system reflects a belief in the ability of all students to be successful both inside and outside of the school environment.

The supports each student receives are differentiated within the behavior point system and individualized academic plans and reflect a multi-pronged approach to intervention and support. Further, the residential staff and school staff collaborate on a regular basis to address individual student needs and treatment plans to promote the success of all students.

	Benefits of the Current Plan for a Safe Learning Environment	Identified Gaps in the Current Plan for a Safe Learning Environment
Focus Area Description #1 Whites will take measures to increase academic growth and proficiency in all subjects.	A building safety plan exists and is routinely updated that outlines routines and procedures to ensure the safety of White's students and staff	
Focus Area Description #2 Whites will take measures to ensure all students are fulfilling the requirements to graduate.	All staff have received training focused on classroom management and effective communication of rules and classroom procedures	Although necessary, the opportunity cost of the extensive SEL supports provided to students is time away from instruction
Focus Area Description #3 Whites will seek to ensure all students graduate having demonstrated employability skills and postsecondary competencies.	A concise and easily understood student handbook exists to ensure all students know the rules and expectations involved in being a student at White's Jr.-Sr. High School	

Describe objectives for the school to achieve that are consistent with state academic standards and include improvement in at least the following areas: Attendance rate; The percentage of students meeting academic standards under the Indiana statewide testing program; and Graduation rate, for a secondary school. *(References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)*

System for Attendance Practices		
White's Jr.-Sr. High School serves the student population of White's Residential and Family Services. The nature of this relationship ensures students are accounted for at all times and are escorted to school each day by the residential staff. As a result, the number of students identified each year as chronically absent is minimal. Still, the school systematically tracks attendance data as part of a system to ensure all students are accounted for at all times. When students do miss class because of illness or as a result of participation in residential services, teachers work with students individually to make-up lost instructional time.		
	Benefits of the Current System for Attendance Practices	Identified Gaps in the Current System for Attendance Practices
Focus Area Description #1 Whites will take measures to increase academic growth and proficiency in all subjects.	Students are escorted by adults from the residential homes to the school every morning	Although present at school, students are often pulled from the classroom by the residential staff
Focus Area Description #2 Whites will take measures to ensure all students are fulfilling the requirements to graduate.	The school's high attendance rate helps ensure students are eligible for graduation waivers if necessary.	The school has not begun to track improving attendees (i.e., those students who have a 3% improvement in attendance from the previous school year)
Focus Area Description #3 Whites will seek to ensure all students graduate having demonstrated employability skills and postsecondary competencies.		Students often come to Whites with very poor attendance records. This has contributed to many students falling behind in the credits needed to graduate

Describe the school's curriculum. *(References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)*

Curriculum		
White's Jr.-Sr. High School provides all students with a curriculum that aligns instruction to the Indiana Academic Standards ensure students are supported in receiving the credits needed for an Indiana academic diploma. As part of the schools efforts toward continuous improvement, the curriculum is reviewed each year and considers input from teachers, residential staff, building leadership, and district leadership. The core curriculum is provided through Edmentum. Edmentum provides a comprehensive, online, and engaging content designed to meet each student at his or her proficiency level through media-rich and interactive learning experiences. MobyMax is utilized as a supplemental resource that can be used to provide academic interventions to struggling students. MobyMax provides online curricular resources that enable teachers to differentiate and personalize learning to meet individual student needs. Academic interventions are also identified and documented through the school's creation of an individualized academic plan for each student. Both Edmentum and MobyMax provide resources and supports that are culturally responsive and help ensure students can relate and identify relevance to what is being learned.		
	Benefits of the Current Plan for Curriculum	Identified Gaps in the Current Plan for Curriculum
Focus Area Description #1 Whites will take measures to increase academic growth and proficiency in all subjects.	The curriculum allows students to progress at their own pace	Many teachers are still struggling with the recently adopted curriculum. This is especially true in Math.
Focus Area Description #2 Whites will take measures to ensure all students are fulfilling the requirements to graduate.	Each student, upon enrollment receives an individualized academic plan that charts a course for taking all the classes required to graduate	Many students note a struggle to stay engaged in the primarily online curriculum for extended periods of time. A desire exists for more opportunities for collaboration and hands on learning activities.
Focus Area Description #3 Whites will seek to ensure all students graduate having demonstrated employability skills and postsecondary competencies.	The online curriculum helps facilitate options for credit recovery	The assessments associated with the adopted curriculum primarily address DOK levels 1 and 2 and offer little opportunity for metacognition

Describe the assessments that will be used in the school in addition to the statewide testing system. Provide a summary of how student learning data will be analyzed. *(References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)*

System for Assessment aligned to Data Analysis

White's Jr.-Sr. High School is devoted to using the assessment data from summative, interim, and formative assessments to drive school improvement planning and initiatives. State assessment data is routinely reviewed and compared to formative and interim data to gauge student progress towards meeting the rigor of the Indiana Academic standards. Interim assessments utilized consist of NWEA and the Scholastic Review Inventory (SRI). The NWEA MAP assessments are given three times a school year and used because the system is able to create a personalized assessment experience by adapting to each student's learning level, precisely measuring student progress and growth. The SRI is given every 3 months and is a computerized norm-referenced test designed to assess students' reading levels and growth over time. The SRI assessment enables White's to more fully assess growth in the area of reading comprehension. Teachers are routinely and actively engaged by school leadership in understanding interim assessment results during staff professional development. Emphasis is placed on utilizing individual student data along with student personalized learning plans to differentiate support and ensure each student is provided the learning environment they need to be successful.

Formative data is provided through the edmentum formative assessments. As a result of White's personalized learning environment, students progress through the course content at a pace that is best for their individual learning. This results in each student receiving formative assessments when it is best for their academic progression. The resulting data is actively monitored by teachers and used to conference with individual students within a process of progress monitoring. The Edmentum assessments help to identify learning gaps and ensure White's teachers can zero in on opportunities for student growth. The assessments are standard-based and help to improve and promote growth by providing targeted instruction.

Teachers have received training on how to analyze and use the data as part of the curriculum adoption process. Additionally, teachers are able to regularly collaborate with both other teachers and school leadership to share assessment best practices.

	Benefits of the Current Plan for Assessment	Identified Gaps in the Current Plan for Assessment
Focus Area Description #1 Whites will take measures to increase academic growth and proficiency in all subjects.	Data from classroom assessments is able to be immediately reviewed by both students and teachers	A need exists to separate the residential students data from the distance learning population
Focus Area Description #2 Whites will take measures to ensure all students are fulfilling the requirements to graduate.	During the 18-19 school year the school utilized data analysis tools that disaggregated data for all student groups	A cycle of continuous improvement will need to be established for tracking grad pathways data points
Focus Area Description #3 Whites will seek to ensure all students graduate having demonstrated employability skills and postsecondary competencies.		Utilized assessments have little opportunity for metacognition and do not consistently address higher levels of DOK

Describe how the school will use instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Describe how the school will address the needs of all children, especially the needs of those at risk of not meeting the challenging state academic standards. *(References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)*

Instruction
White's teachers and staff are committed to authentically engaging in learning a student population that has historically been unsuccessful in a traditional school setting. As such, White's provides students with a highly individualized learning environment in which each student has a plan they helped create to ensure their academic needs are met. Due to White's small class size, dedication to providing a safe learning environment, and the teacher's willingness to disregard student's past mistakes, a learning environment is fostered that bridges cultural differences, ensures effective communication, and yields student growth.   Emphasis is placed in all classrooms to afford every student with opportunities to learn at all Depth of Knowledge (DOK) levels. The Edmentum curriculum is designed to engage students in learning activities that address all four DOK levels. Further, the content is easily customisable to fit the needs of learners who are at grade level, falling behind, or advanced. The Edmentum program also provides teachers with powerful data views that allow them to actively track pacing, progress, and performance for each student. The use of these tools acts to facilitate the variance of instructional strategies. Based on the data, teachers utilize student conferences and scaffolding strategies to provide remediation and enrichment support to students as needed. Further, each student at White's has an Individualized Academic Plan that ensure they receive individualized support to matched to their learning style and language proficiency.

	Benefits of the Current Plan for Instruction	Identified Gaps in the Current Plan for Instruction
Focus Area Description #1 Whites will take measures to increase academic growth and proficiency in all subjects.	The classroom environment at White's is conducive to utilizing the evidence-based practice of individual student conferencing	Many students struggle with the increased rigor demanded of the recently adopted curriculum
Focus Area Description #2 Whites will take measures to ensure all students are fulfilling the requirements to graduate.	There has been an emphasis on providing students with more opportunities to write	A desire exists among students for more opportunities for collaboration and hands on learning activities.
Focus Area Description #3 Whites will seek to ensure all students graduate having demonstrated employability skills and postsecondary competencies.	White's staff has placed an emphasis on building a love for reading. Students can be observed reading on their own throughout the day. Many students note that since attending Whites they have begun reading for enjoyment for the first time in their lives.	An opportunity exists for teachers to engage students in developing employability skills within the practice of student conferencing

When developing the SIP, consider methods to improve the cultural competency of the school's teachers, administrators, staff, parents, and students. Incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan. Define areas in which additional professional development is necessary to increase cultural competency in the school's educational environment. *(References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)*

Cultural Competency		
White's Jr.-Sr. High School is devoted to meeting the needs of all students. Because White's serves an at-risk student population, staff recognize that building trusting relationships with students is essential to helping students succeed. Cultural competency is one component that staff recognize influences their ability to form positive and trusting relationships with students. As such, discussions and training specific to cultural competency have been embedded within trainings that address social emotional learning, understanding students from poverty, and improving student behavior. The White's staff works with the residential staff to utilize resources and ensure essential communication takes place as students transition from Whites back to their home environment. The school is also currently utilizing new data analysis tools to dynamically examine the academic data of student subgroups. The resulting data conversations provide a basis for recognizing and taking deliberate steps toward closing the growth and proficiency gaps that exist among student subgroups. These data conversations also serve to inform future professional development decisions.		
	Benefits of the Current Plan for Cultural Competency	Identified Gaps in the Current Plan for Cultural Competency
Focus Area Description #1 Whites will take measures to increase academic growth and proficiency in all subjects.	Cultural competency training and discussion have been embedded within several staff trainings	Providing professional development specific to cultural competence could help ensure common understanding and practice
Focus Area Description #2 Whites will take measures to ensure all students are fulfilling the requirements to graduate. **Focus Area Description #3** Whites will seek to ensure all students graduate having demonstrated employability skills and postsecondary competencies.	The White's staff excels at building positive and trusting relationships with students	An opportunity exists to embed culturally relevant learning experiences within the options students have to demonstrate employability skills

Describe how the school will work to maximize the engagement of family members in the school through a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. Describe the strategies that the school will use to increase family and community engagement, including family literacy programs. *(References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)*

Family and Community Engagement		
White's Jr.-Sr. High School serves primarily the residential student population of White's Residential and Family Services. This results in many students being away from their homes and families and poses challenges to facilitating family engagement. Still, White's students' biological parents and/or guardians have the opportunity to participate in case conferences, attend extra-curricular events, and meet with school staff. When parents are able to attend school functions, emphasis is placed on understanding parents hopes, concerns, and goals for their child's social, emotional, and academic growth. The majority of communications with students' families occurs with the residential staff (e.g., houseparents, case managers, and campus life directors). The White's instructional staff has received training on the use of cross-cultural skills embedded within trainings concerning crisis management, responding to students behavioral needs, and classroom management.		
	Benefits of the Current Plan for Family Engagement	Identified Gaps in the Current Plan for Family Engagement
Focus Area Description #1 Whites will take measures to increase academic growth and proficiency in all subjects.	Parents and/or guardians have the opportunity to participate in case conferences, attend extra-curricular events, and meet with school staff	As students transition back to their home environments, a need exists to communicate with families concerning the importance of maintaining the academic progress they have achieved during their time at White's.
Focus Area Description #2 Whites will take measures to ensure all students are fulfilling the requirements to graduate.	Whites places an emphasis on including student's parents in celebrating graduation	
Focus Area Description #3 Whites will seek to ensure all students graduate having demonstrated employability skills and postsecondary competencies.		

Describe how the school will coordinate technology initiatives. *(References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)*

Technology		
Students and staff utilize interactive instructional software to facilitate needs based learning. Edmentum and Mobymax (instructional software programs), and Vision (software management tool) are integrated to complete a challenging learning environment. Data is gathered to measure student progress by using the online testing capabilities of the Scholastic Reading Inventory test and ACCUCESS. These technology-driven tools are key elements to present new information, measure student understanding, and analyze prescriptive measures necessary to insure learning progress for all students.		
	Benefits of the Current Plan for Technology	Identified Gaps in the Current Plan for Technology
Focus Area Description #1 Whites will take measures to increase academic growth and proficiency in all subjects.	The curriculum is primarily online, allowing for students to progress at their own pace and receive individual support from the staff as needed	Teachers are in need of continued support in utilizing the Edmentum online learning platform
Focus Area Description #2 Whites will take measures to ensure all students are fulfilling the requirements to graduate.	All students have access to computers in every classroom	A need exists for an online platform that engages students in aligning their individual strengths and interests to postsecondary goals
Focus Area Description #3 Whites will seek to ensure all students graduate having demonstrated employability skills and postsecondary competencies.	The use of online tools and classes creates opportunities for credit recovery	

Describe how the school will help preschool children transition to elementary school. *(References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)*

Describe the courses that will allow all students to become eligible to receive an academic honors diploma. Describe how the school will promote opportunities for secondary education and workforce to students. Describe how all students will be encouraged to earn an academic honors diploma or complete the Core 40 curriculum. *(References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)*

High School Diploma / Transitional Supports		
The graduation rate is an extremely complex problem to address for WHS staff as many students enroll as 16, 17, and 18-year old's who have minimal to no credits. Although, the graduation rate can seem a daunting obstacle to overcome, the staff remains devoted to meeting individual student needs. Coursework and graduation options which are realistic and, in each student's, best interests are actively pursued. Each student, upon enrollment, is provided with an individual service plan that details a path to academic success. Whenever feasible, student's service plans map out a path to achieving a Core 40 diploma. White's also offers a variety of courses that enable students to receive an academic honors diploma. Additionally, the school is aggressively developing opportunities for students to pursue a number of graduation pathways. Specific focus is being given to facilitating opportunities and activities that encourage all students to develop employability skills as identified by the Indiana Employability Skill Standards. The school is currently planning to revamp the behavior point system to more fully align with the employability skill standards. The school is also organizing several options for students to complete a postsecondary readiness competency that includes, but is not limited to the SAT, ACT, ASVAB, and honors diplomas.		
	Benefits of the Current Plan for Transitional Supports	Identified Gaps in the Current Plan for Transitional Supports
Focus Area Description #1 Whites will take measures to increase academic growth and proficiency in all subjects.	White's excels at working with students who are behind in credits. Through aggressive interventions and support White's staff are able to provide students a viable path to graduation	Many students are failing to continue the academic progress they have started during their time at White's when they go home
Focus Area Description #2 Whites will take measures to ensure all students are fulfilling the requirements to graduate.	The school is building a comprehensive and proactive plan for ensuring all students are able to fulfill the requirements of graduation pathways	Data reveals many students struggle to pass state assessments
Focus Area Description #3 Whites will seek to ensure all students graduate having demonstrated employability skills and postsecondary competencies.	Plans are being discussed to update the behavioral point system to more fully align with the newly adopted Indiana Employability Skill Standards	Identify opportunities for all students to take the ASVAB

Comprehensive Needs Assessment for School

Improvement Planning

Assessment Audit

01 Analysis from inquiry forms

02 Assessment length and skills addressed

03 Item type analysis

04 Webb's Depth of Knowledge

05 Metacognition

EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

School White's High School

Number of Assessments Analyzed 9

Types of Assessments Analyzed Assessments from Algebra, Biology, English 10 and 12, and Government were used in this audit.

The assessment audit focuses on the following components:

- ⯑ Assessment Length and Number of Skills Addressed
- ⯑ Item Type Analysis
- ⯑ Webb's Depth of Knowledge
- ⯑ Metacognition in Assessment

Process for Writing Assessments
Summary   Whites High School provided 9 end of semester assessments from Edumentum for this audit. This included 2 biology, 2 algebra, 2 English 10, 2 English 12, and 1 US Government assessment. All of the assessments reviewed for this audit show a strong correlation to the Indiana Academic Standards.

Strength	Opportunity for Improvement
By using the Edumentum assessments, teachers are using a product that has been aligned to the standards. The format and the item types used on the assessment are similar to what students will experience on ILEARN.	Students could benefit from increased opportunities for writing and metacognition. While some item types allowed students to type responses, those typed responses were limited to students changing letters in a formula to numbers. There were no items examined that allowed students to explain or support their thinking.

Average Number of Items Per Assessment

Government, 32 — ELA, 37

Biology, 45 — Algebra 1, 42

Legend: ELA, Algebra 1, Biology, Government
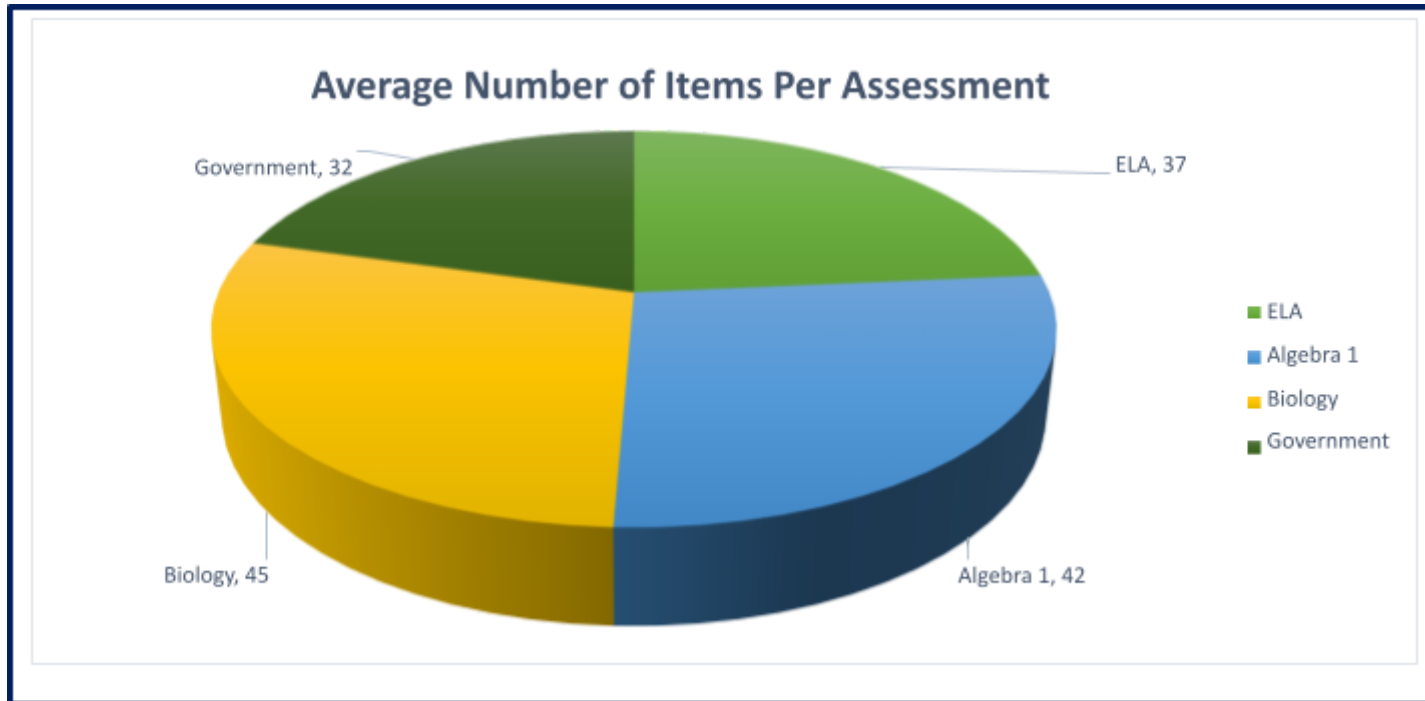
Assessment Length and Skills Addressed

The average items on the government end of the semester assessment is 32. For ELA it is 37, for algebra 1 it is 42, and for biology it is 45. Because the assessments are the end of the semester tests, multiple standards from the semester are covered on all of the assessments.
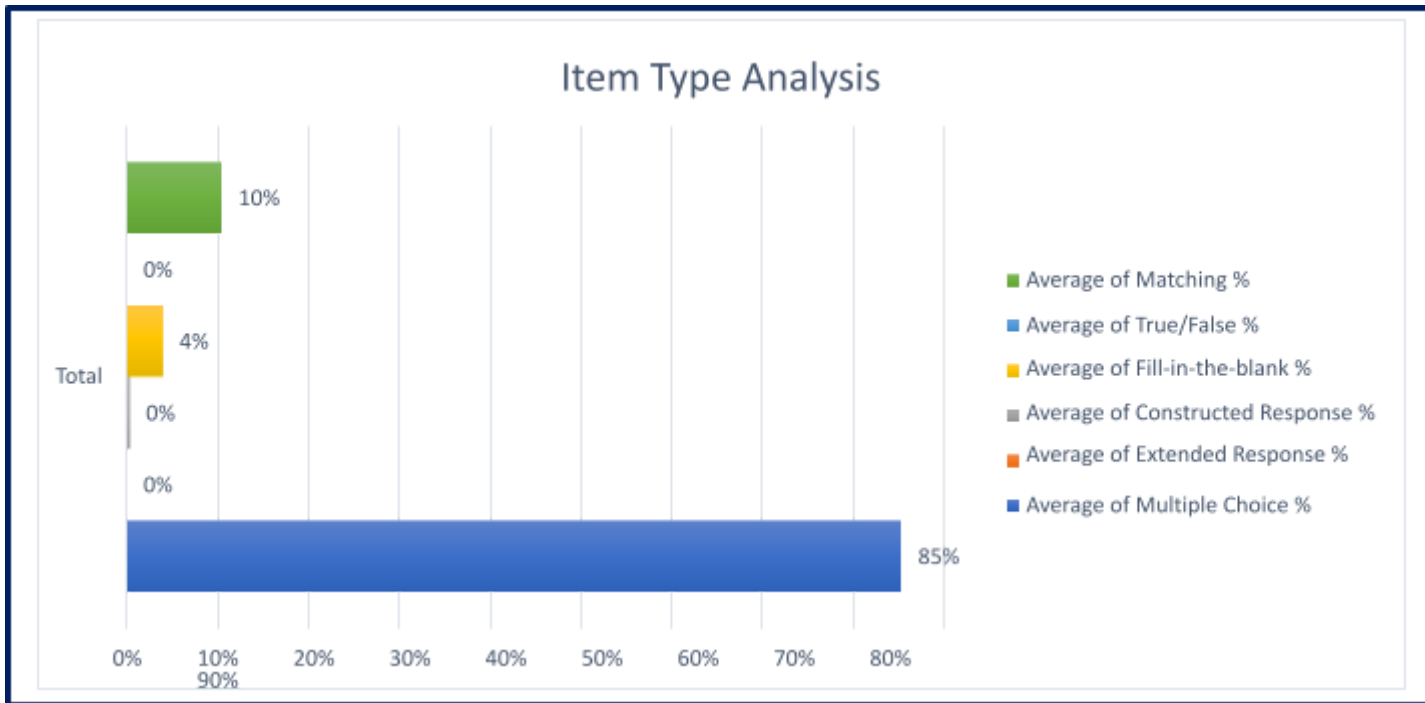
Item Type Analysis

Item Type Analysis
351 items were reviewed for this audit. Of the items reviewed, 85% were multiple choice items. 10% of the items were matching and 4% were fill in the blank. There were no true/false, constructed response, or extended response items present on the assessments examined during the audit.

Strength	Opportunity for Improvement
While the majority of item types on the assessments were multiple choice, the questions were formatted in a variety of ways. There were a number of traditional choose between A, B, C, D questions, but there were also drop down boxes and choosing between different text selections. These types of items mirror the types of questions used on standardized tests.	Providing students with more opportunities for writing will allow students to engage with the material being learned in a more rigorous way. By adding constructed and extended response into assessment, students will be able to demonstrate their mastery of the content and reflect on their learning.

DOK Analysis

- Sum of Recall & Reproduction
- Sum of Basic Application of Skills/Concepts
- Sum of Strategic Thinking
- Sum of Extended Thinking

Sum of Strategic Thinking, 5%

Sum of Basic Application of Skills/Concepts, 42%

Sum of Recall & Reproduction, 53%
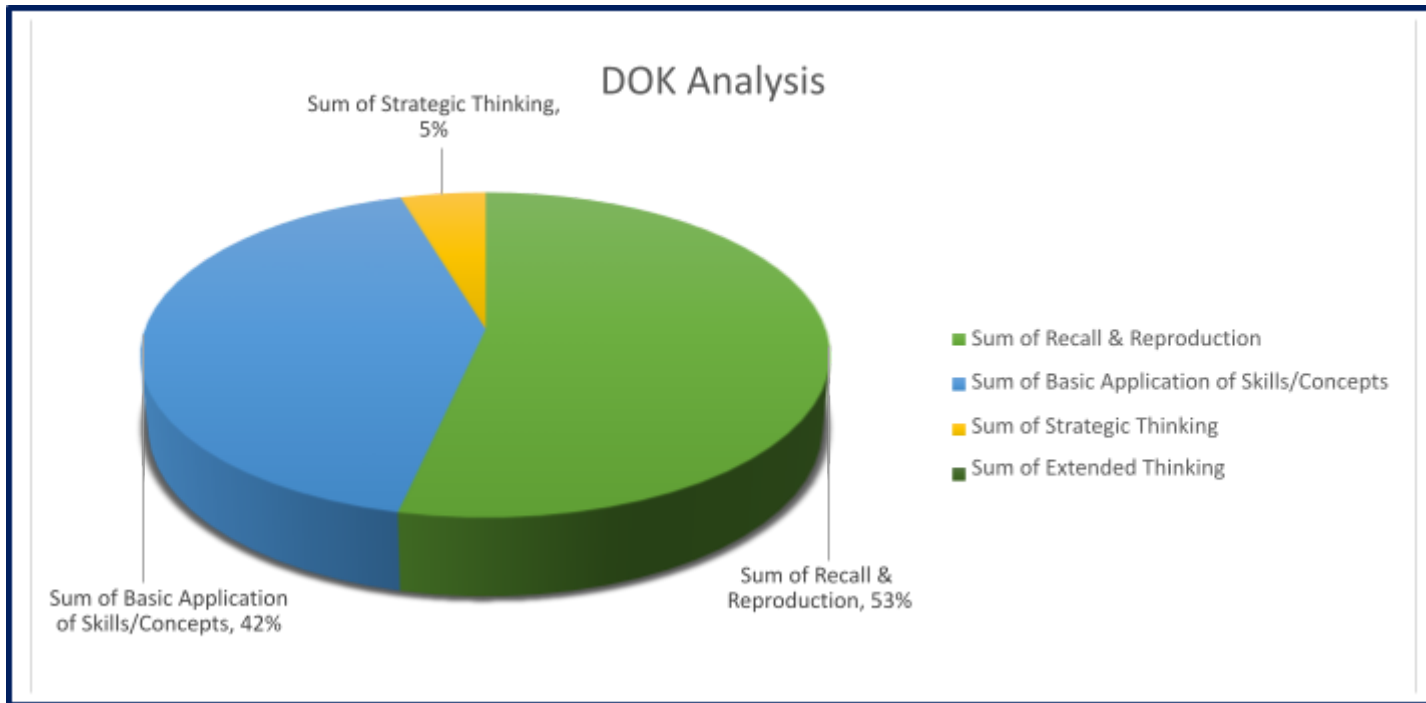
Webb's Depth of Knowledge
53% of the 351 items reviewed are at Depth of Knowledge level 1 (recall and reproduction). 42% of the items are level 2 (application of skills and concepts) and 5% are level 3 (strategic thinking). There were no level 4 (extended thinking) items on the assessments reviewed.

Strength	Opportunity for Improvement
Students are being asked to go beyond basic recall and into application on the assessments being provided. Students are being asked to use the information and apply it to both familiar and new tasks. Questions reviewed allowed students opportunities to establish cause/effect relationships, solve multiple step problems, use context clues, and predict and infer.	Student outcomes can improve as higher levels of DOK are used. Teachers will be able to better assess student comprehension and retention of skills when these higher levels are incorporated in both assessment and instruction.

Percentage of Items Requiring Metacognition

Total

0%

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

■ Government
■ Biology
Algebra 1
■
ELA
■
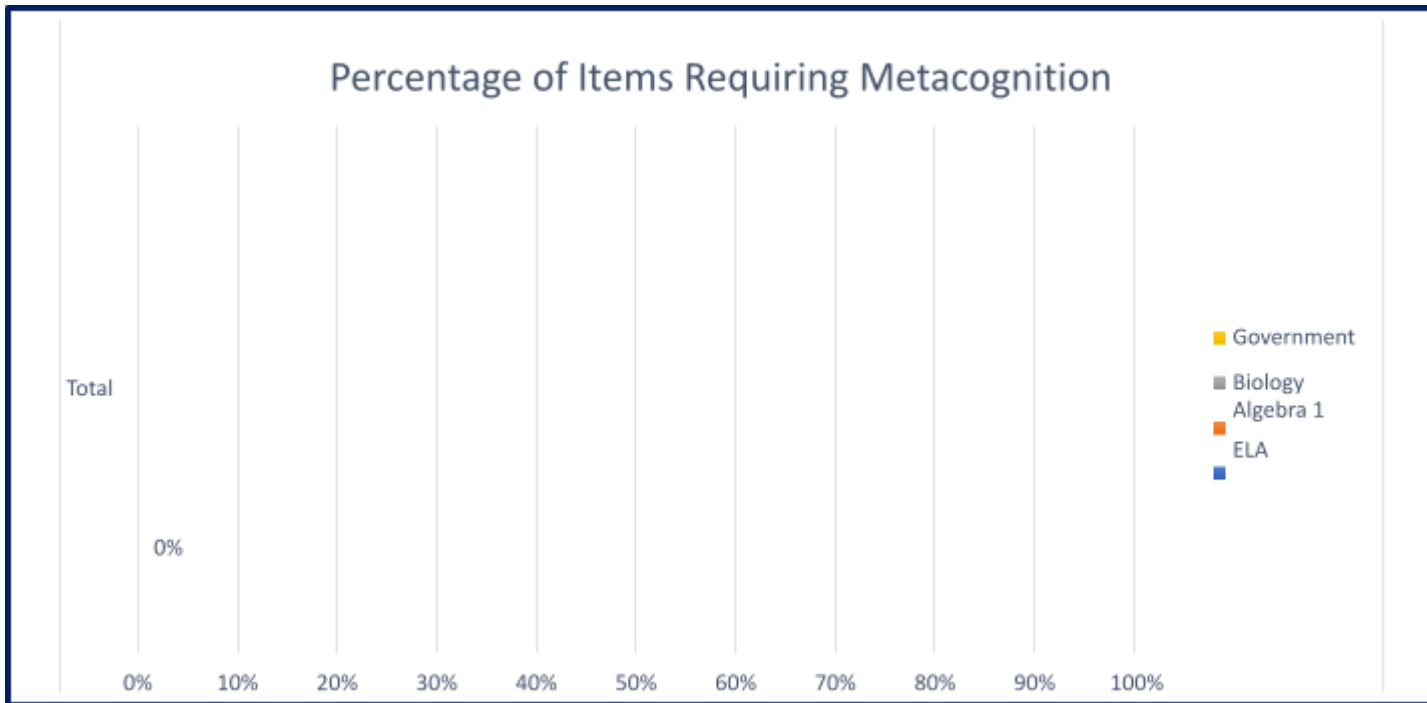
Metacognition in Assessment

There were no items on the assessments reviewed that allowed students opportunities for metacognition. By embedding metacognition skills into assessment, we can strengthen student learning and foster deeper engagement with the material being taught.

Evidence-Based Recommendations

Though a persistent challenge is aligning assessment practices to the daily rigor levels of standards-based instruction, based on evidence, there are few strategic solutions that can be provided to sum up the assessment audit findings for White's High School. We believe that taking these steps will progressively shift teacher practice, while increasing student achievement.

1 Opportunities for writing. Constructed and extended response items allow students to apply knowledge and skills to the material in a way that is different than matching and multiple-choice questions. Developing these opportunities for students at White's will allow them to develop an ability to analyze, evaluate, and synthesize the content in a more complex manner. This higher order thinking helps students develop skills that are invaluable to the classroom and life outside the classroom.

2 Metacognition. The self-awareness that comes with metacognition is important as White's students prepare to enter college or the workforce. When students are given opportunities to actively think about the learning process, the strategies needed to accomplish their learning goals, and self-assessment time to reflect on their learning, teachers are pushing students to be a more self-directed learner.

Students' attempts to clarify their understanding using metacognition is linked to improved learning outcomes and is one of the most effective teaching interventions according to the researcher, John Hattie.

ROOT CAUSE ANALYSIS

Comprehensive Needs Assessment for School Improve1ment Planning

Based on our coUaboration with your tea1m., we engaged in a root cause analysis pr,otocol (cause mapping); to further define the root causes of current outcomes.

W Whites Jr./Sr.
High School

| Focus Area 1 | Focus Area 2 | Focus Area 3 |

Increasing Growth & Proficiency in all Subjects	Graduation Rate	Post-Secondary Readiness

Focus Area 1

In both Math and ELA a low percentage of students are achieving proficiency and a high percentage of students are receiving low growth.

A low percentage of students are achieving proficiency

A high percentage of students are receiving low growth

Credit recovery is a significant challenge

Students come in very low in both ELA and Math

Reading has been an emphasis. The need exists to continue.

The school has several unique and challenging circumstances...
-meeting the needs of residential and distance learners
-very high levels of student trauma
-instruction is often interrupted by residential needs
-avg stay is 4-6 months

Our academic model and the unique circumstances of our school do not fit many evidence based instructional strategies that could be utilized to increase growth.

Students often lack the experiences and background knowledge necessary to make "academic connections"

An individualized academic plan is created for each student

Edmentum is utilized as an online curriculum.

This is the first year

We need to identify those evidence based instructional strategies that best fit our instructional model

The instructional investigation and assessment audit recommended...
-student conferencing
-scaffolding
-metacognition
-questioning strategies
-Writing

Getting student buy-in to complete the tutorials is a challenge

Many teachers are still struggling with how best to utilize Edmentum.

Classroom teachers have tried to supplement with writing activities

This is more so the case in Math.

We need to identify what instructional strategies can be utilized to assist in the delivery of the Edmentum curriculum

We are currently doing some of these but recognize the need for increased effectiveness

We need to develop common language, understanding, and practice around these instructional strategies

Some teachers may be unsure how to utilize many of these

A need exists for math teachers to be able to either supplement the Edmentum curriculum or possibly purchase another program

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Focus Area 2

The school's graduation rate has been below the 67% threshold used to identify CSI schools.

Many students are unable to pass ISTEP and thus must utilize a waiver in order to graduate

Many of our students (both residential and distance learners) come to us well below the credits needed to graduate

We have a high percentage of students receiving a general diploma

Many students have severe SEL issues.

We need to utilize Graduation Pathways as an alternative to graduation waivers

We have a system for credit recovering that is able to get many students back on track

As residential students leave, many of them are not enrolling in another school or continuing with us as distance learners

Students struggle with passing Algebra II

Need to build a platform of resources

Still, it is hard to coordinate where all our students are at towards their individual path towards graduation.

We need to coordinate with the residential staff, student families, and probation officers

Many judges and county workers are steering students toward a GED

We need to start meeting with probation officers from around the state to inform them of our program.

We need to explore the possibility of offering the alternative to Algebra II course (i.e., Analytical Algebra II)

We are not actively tracking students to determine which students are most at risk of not graduating.

We need to develop a system for tracking at risk students that facilitates individual supports and interventions

See a lot of this being the role of the new Director of Distance Learning

A need exists to define the roles and responsibilities of the distance learning team

We must identify specific "triggers" that set into motion supports and interventions

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PROMOTING LEARNING FOR ALL STUDENTS

Focus Area 3

A need exists to increase the level of post secondary readiness (e.g., employability skills, CCR, Graduation Pathways) our students are graduating with.

Many of our students have not adequately developed the "soft skills" needed to excel in a workplace environment

We need to ensure a cycle of continuous improvement

We have developed some of the necessary opportunities and documents for graduation pathways

We have not identified how we are going to incorporate the Indiana Employability Skills standards into our curriculum

An opportunity exists to update the behavioral point system to facilitate the development of the employability skills standards and SEL indicators .

Bucket 1- Diploma

Bucket 2-Learn and demonstrate employability skills requirements

Bucket 3-Postsecondary-ready competencies

See graduation rate cause map

Many of our residential students will be able to utilize their work experience completed with the residential staff

Need to assure students attempt three options in order to receive the waiver

The military has been reluctant to come and proctor the ASVAB

A need exists to identify other options

Create time in the school day for students to meet for extra-curricular clubs

Create a grade level capstone PBL project

This could be utilized by residential and distance learners.

EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

Appendix G: Social and Emotional Learning

Throughout the CNA, we have been gathering data to better inform the needs of our students' social and emotional learning. The following includes data from surveys, instructional investigations, and focus group discussions to inform how the needs of our high-risk students will be addressed through mental health programs, instructional support and mentoring, and non-academic skill improvement strategies.
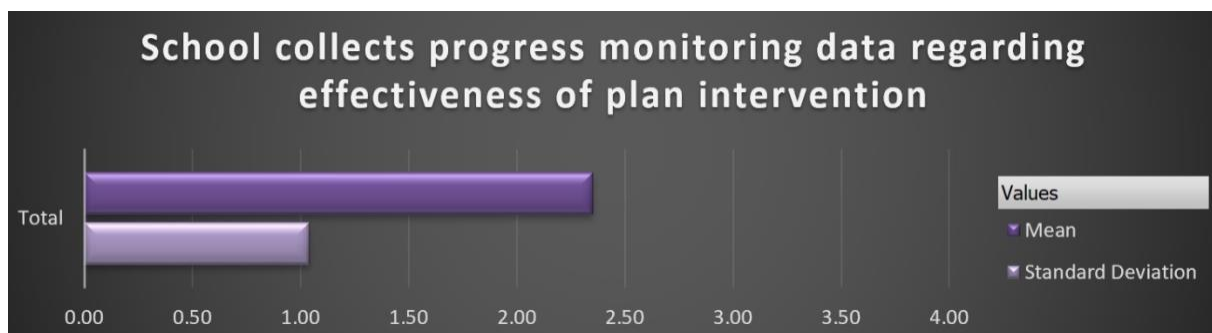
A four-point Likert scale was given to all staff at White's Jr.-Sr. High School with 20 staff members participating. The survey consisted of five areas including questions about the schools screening process, instructional support and mentoring, SEL classroom environment, SEL school wide policies and procedures, engaging families and community, and SEL professional development opportunities.

Screening Process: How are we currently identifying high-risk students that are in need of mental health programs?
Strength: White's Jr.-Sr. High School partners with the residential staff to provide students with wrap around supports that include individualized mental health supports.
Opportunity for Improvement: A system for collecting and analyzing progress monitoring data helps to ensure a cycle of continuous improvement on the effectiveness of planned interventions.
Potential Funding Resources: Title I, Title IV, Title V
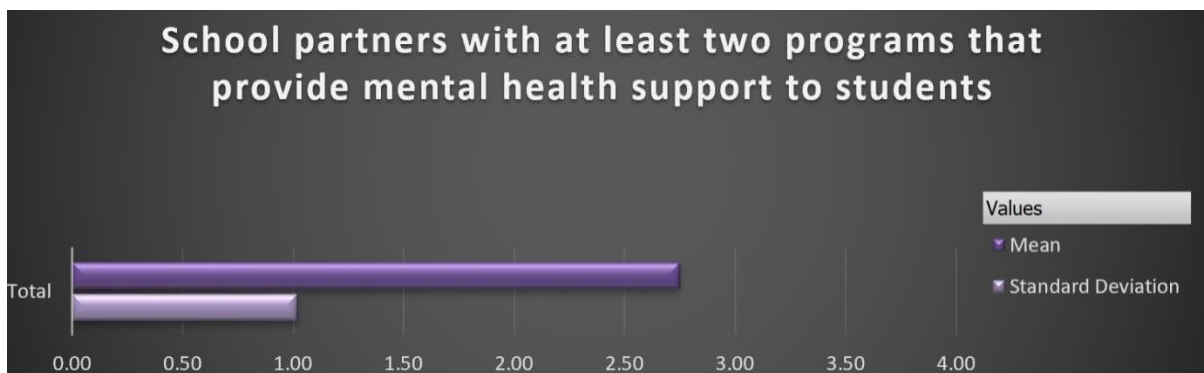
Instructional Support and Mentoring: What instructional support and mentoring do we have in place that helps us meet the needs of our high-risk students through mental health programs?

Strength: White's teachers have developed routines for providing students with opportunities to productively step away from instructional tasks in order to engage in brain breaks that ultimately increase the quality of on-task time.

Students are provided brain breaks during the day

	Values
	▾ Mean
	▪ Standard Deviation

Axis: 0.00 0.50 1.00 1.50 2.00 2.50 3.00 3.50 4.00 (Total)
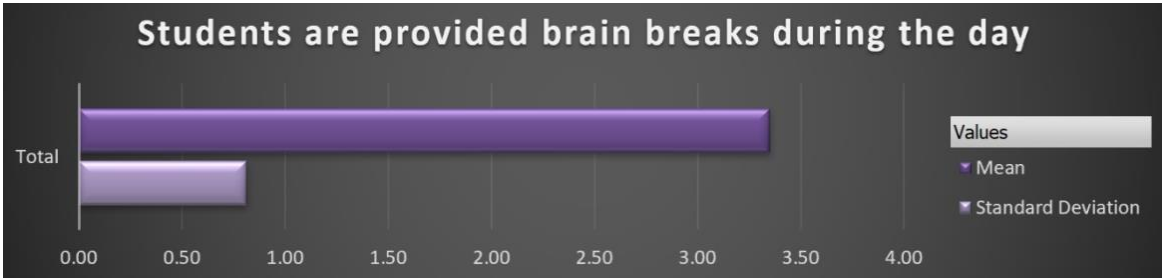
Opportunity for Improvement: The development of a peer mentoring program can act as a lever for providing increased holistic supports as well as facilitate improved communication skills among participating students.

School has a peer mentoring program

	Values
	▾ Mean
	▪ Standard Deviation

Axis: 0.00 0.50 1.00 1.50 2.00 2.50 3.00 3.50 4.00 (Total)

Potential Funding Resources: Title I, Title II, Title IV, Title V

| SEL Classroom Environment: How are our classroom environments helping us meet the needs of our high risk students through mental health programs? |
|---|
| **Strength:** Both the White's academic and residential staffs are trained in trauma informed care and actively model and instruct students on the strategies needed to productively regulate emotions and overcome adversity. |

Teachers model strategies to regulate emotions in the classroom
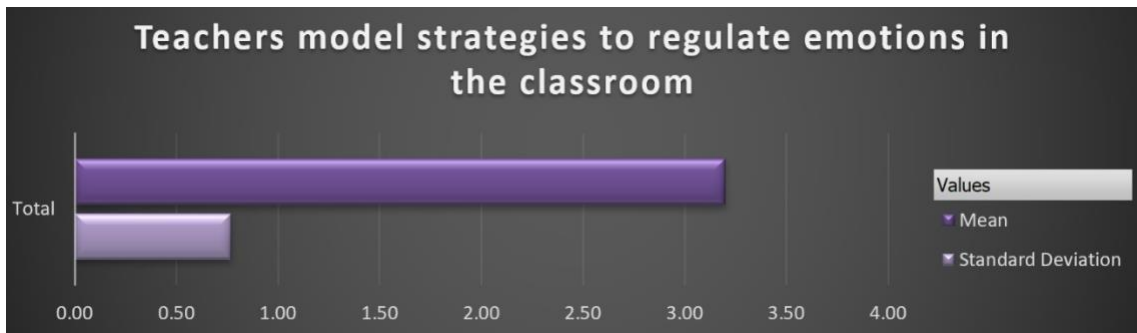
Opportunity for Improvement: Holding regular morning meetings would provide opportunities to build student commitment as well as support the development of the skills students need for conflict resolution.

Teacher holds morning meetings and restorative circles with students
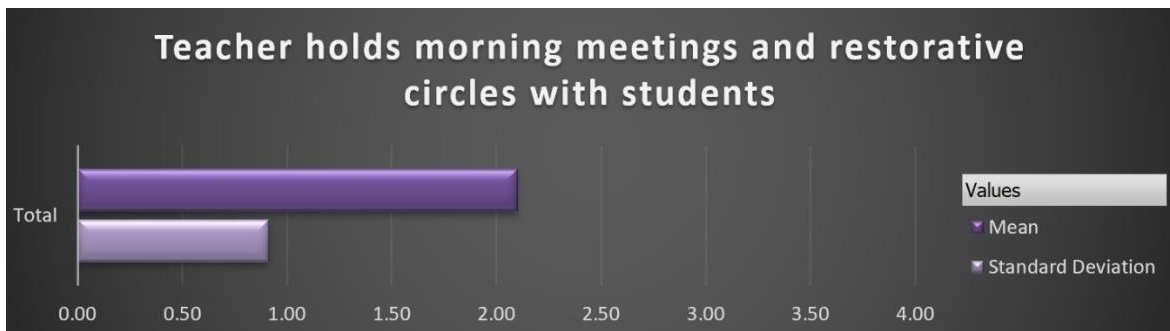
Potential Funding Resources: Title I, Title IV, Title V

SEL School Wide Policies and Procedures: What are our school wide policies and procedures we have in place that helps us meet the needs of our high-risk students through mental health programs?

Strength: White's Jr.-Sr. High School utilizes a detailed and systematic behavioral point system that incentivizes positive student behavior and builds employability skills.
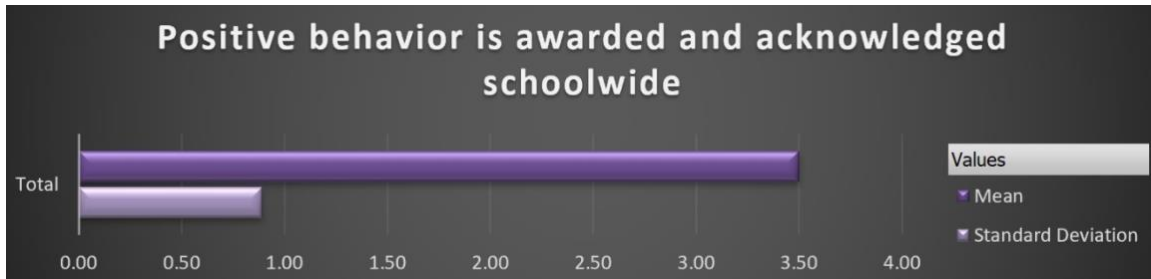

Opportunity for Improvement: Establishing interventions and supports to promote and instruct students on proper social interactions can serve to improve students' academic collaboration and school culture.
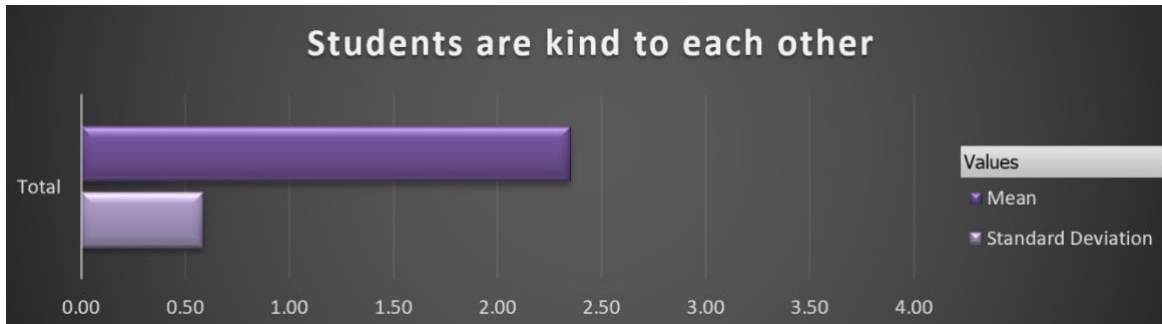
Potential Funding Resources: Title I, Title IV, Title V

Engaging Families and the Community: How are we currently engaging families and the community in order to meet the needs of our high-risk students through mental health programs?

Strength: Along with the residential staff, the school partners with community organizations to provide the services needed for students to be successful. Specific focus has been given to utilizing community partnerships to provide students with opportunities to develop employability skills and fulfil the requirements of graduation pathways.
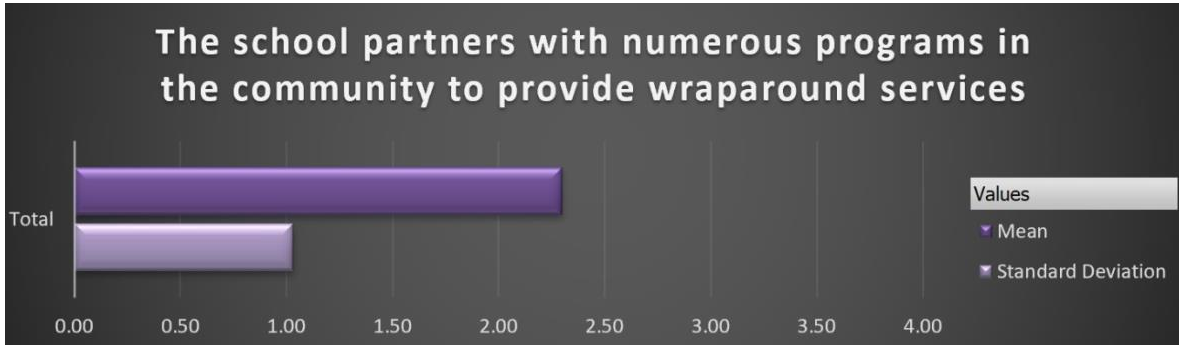
Opportunity for Improvement: White's serves a very unique student population that resides in residential housing, meaning students are often far away from their families. Limited opportunities exist to include families in school events. Still, White's has made very intentional efforts to include students' families in their academic progress with very specific attention given to involving families when celebrating graduation.
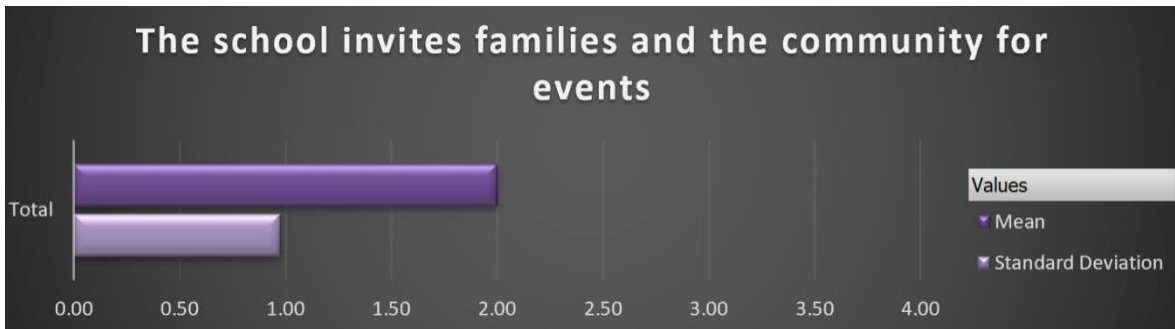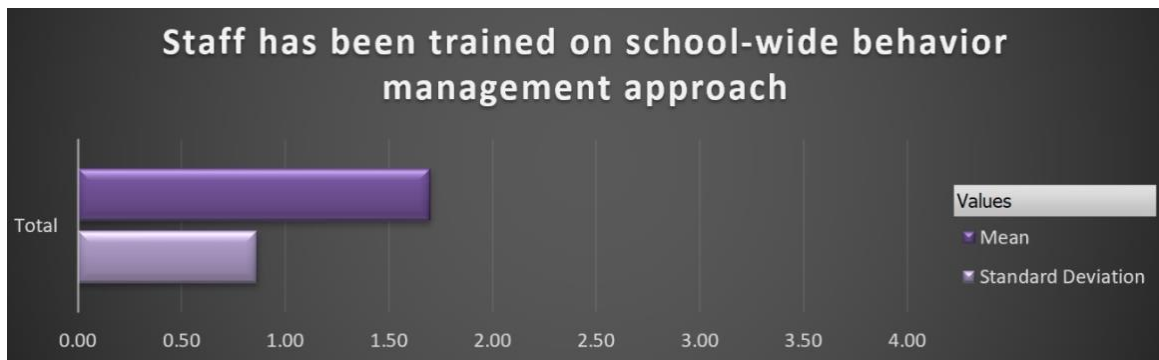

Potential Funding Resources: Title I, Title IV, Title V

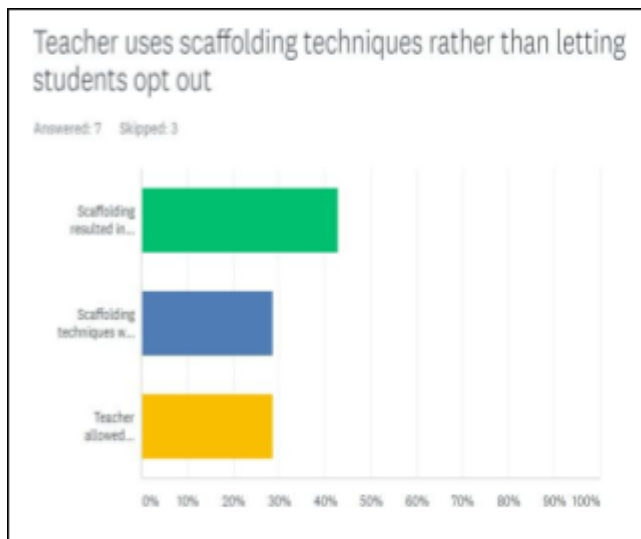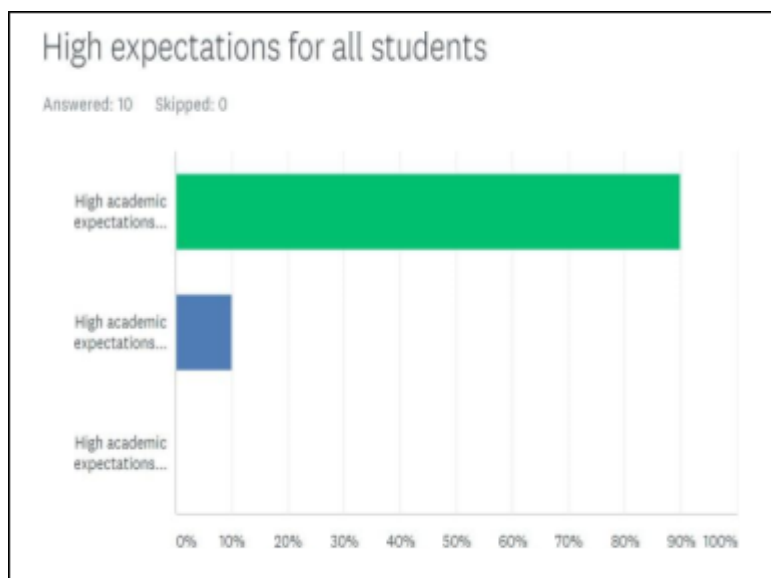| SEL Professional Development Opportunities: What professional development are we providing to our staff around SEL? |
|---|
| **Strength:** In order to holistically support a very high needs student population that has experienced high levels of trauma, the White's staff has received training and support specific to providing students with trauma informed care.

![Chart: All staff have been trained in trauma-informed care. Total — Mean bar reaching ~2.05, Standard Deviation bar reaching ~1.00. X-axis 0.00 to 4.00. Values: Mean, Standard Deviation.] |
| **Opportunity for Improvement:** Establishing a systematic and systemic behavioral management approach that is understood and followed by all staff will serve to facilitate students receiving the tiered support and interventions needed to excel socially, emotionally, and academically.

![Chart: Staff has been trained on school-wide behavior management approach. Total — Mean bar reaching ~1.70, Standard Deviation bar reaching ~0.85. X-axis 0.00 to 4.00. Values: Mean, Standard Deviation.] |
| **Potential Funding Resources:** Title I, Title IV, Title V |

Appendix H: Instructional Investigation

Overview: The instructional investigation at White's Jr.-Sr. High School consisted of ten classroom observations. The instructional investigation took place on March 16th. This report highlights the strengths and opportunities for improvement based on the data aggregated in the instructional investigation.

Strengths: The following graphs and narratives depict the strengths identified from the instructional investigations conducted by Equitable Education Solutions at White's Jr.-Sr. High School.

Teacher uses scaffolding techniques rather than letting students opt out

Answered: 7   Skipped: 3

Scaffolding resulted in...
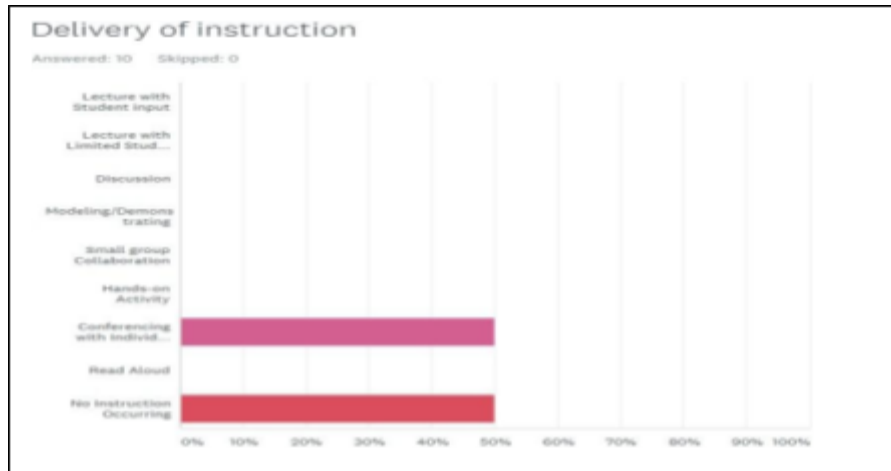Scaffolding techniques a...
Teacher allowed...

In 71.43% of classrooms observed, scaffolding techniques were utilized. Further, in 42.86% of the classrooms, it was evident the use of scaffolding resulted in better understanding for students. The learning environment at White's is personalized in such a way that students' progress at their own pace. As such, if a student has trouble with a lesson, his or her learning can be greatly slowed.
Thus, the value of teachers being able to utilize scaffolding techniques when conferencing with individual students struggling in their learning was noted.

High expectations were evident in 90% of classrooms observed. It is noted, White's serves a unique and high needs student population who most often have failed to be academically and socially successful in typical school settings. Thus, White's teachers must navigate the needs of each individual student while maintaining an expectation that students are progressing adequately in their learning.

High expectations for all students

Answered: 10   Skipped: 0

High academic expectations...
High academic expectations...
High academic expectations...

Delivery of instruction

In 50% of classrooms observed, the use of conferencing with individual students was viewed. It was recognized, that conferencing with individual students is an instructional strategy that fits White's unique classroom environment by providing teachers the means to deliver supports and interventions to struggling students.

-It is noted, the very unique circumstances of White's student population and academic environment make many instructional strategies very difficult if not impossible to implement.
-In classrooms marked as "No instruction occurring," the teachers were most often monitoring student's academic progression from there computer.

Teacher movement
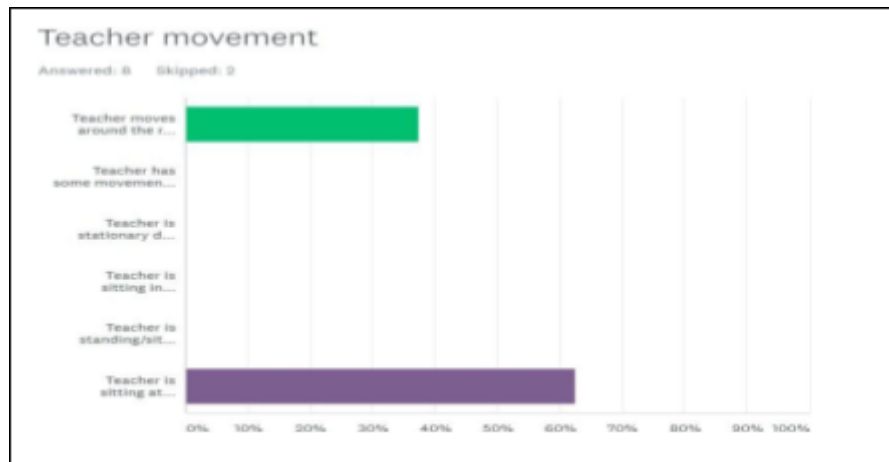
In only 37.5% of classrooms observed were teachers moving around the room to support students. By adequately moving around the classroom, teachers can more effectively monitor student academic progression. Further, students will be more likely to seek support and ask questions on lessons in which they are struggling.

Analysis and Recommendations

Based on the instructional investigation at White's Jr.-Sr. High School, it is recommended that the following professional learning occur:

[1]

Develop a system for conferencing with individual students that facilitates progress monitoring, giving students meaningful feedback, and providing targeted support in areas a student is struggling.

[2]

Provide training and increased instructional focus on the use of scaffolding techniques to support struggling students, enhance learning, and aid the mastery of content.

[3]

In order to (1) supplement the curriculum, (2) enhance the instructional strategies mentioned in the previous recommendations, and (3) provide students with increased opportunities to develop communication skills, provide teachers with training and support concerning the use of metacognitive strategies.

[4]

Provide ongoing support and training on incorporating interdisiplinary writing into the curriculum.

Appendix I: Climate and Culture Survey Results
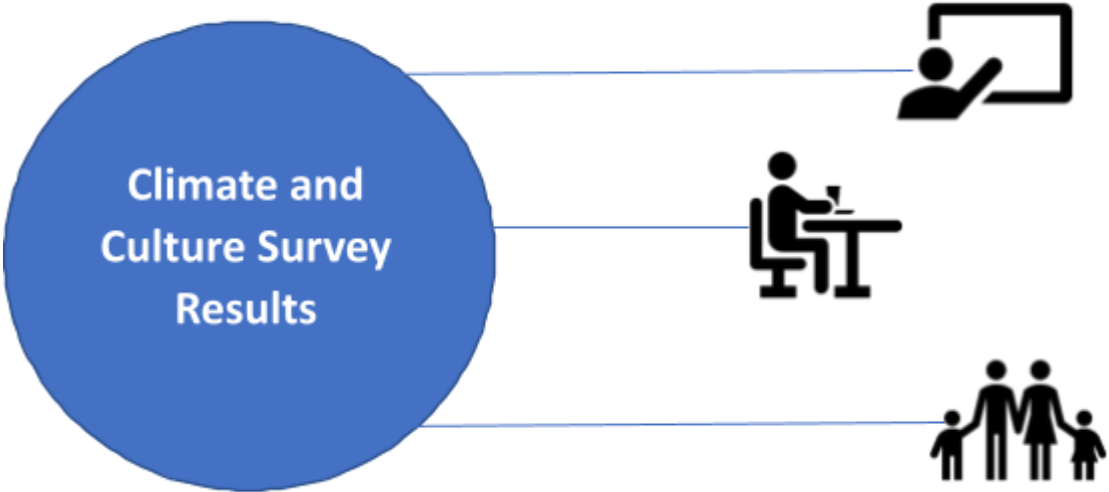
Survey Hyperlinks		
Family Results	Teacher Results	Student Results

Family Stakeholder Group	Number of Participants:_15_

Summary

Topic Description	Results	Comparison	
Barriers to Engagement Factors that can create challenges for families to interact with or become involved with their child's school. Survey-takers responded to the question, "How big of a problem are the following issues for becoming involved with your child's current school?"	**88%** ▲ 17 since last survey	88%	M S D Wabash County Schools
Family Engagement The degree to which families become involved with and interact with their child's school.	**31%** ▲ 8 since last survey	31%	M S D Wabash County Schools
School Climate Perceptions of the overall social and learning climate of the school.	**29%** ▲ 8 since last survey	29%	M S D Wabash County Schools
School Fit Families' perceptions of how well a school matches their child's developmental needs.	**24%** ▲ 6 since last survey	24%	M S D Wabash County Schools

Teacher Stakeholder Group	Number of Participants: _20____

Summary

Topic Description	Results	Comparison	
Feedback and Coaching Perceptions of the amount and quality of feedback faculty and staff receive.	**51%** ▼ 10 since last survey	51%	M S D Wabash County Schools
Professional Learning Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.	**65%** ▲ 3 since last survey	65%	M S D Wabash County Schools
Resources Perceptions of the adequacy of the school's resources.	**65%** ▼ 12 since last survey	65%	M S D Wabash County Schools
School Climate Perceptions of the overall social and learning climate of the school.	**65%** ▲ 2 since last survey	65%	M S D Wabash County Schools
School Leadership Perceptions of the school leadership's effectiveness.	**89%** ▲ 12 since last survey	89%	M S D Wabash County Schools
Teaching Efficacy Faculty perceptions of their professional strengths and areas for growth.	**74%** ▲ 4 since last survey	74%	M S D Wabash County Schools

Students Gr. 6-12 Stakeholder Group	Number of Participants: _51____

Summary

Topic Description	Results	Comparison
School Climate Perceptions of the overall social and learning climate of the school.	**56%** ▲ 15 since last survey	56% M S D Wabash County Schools
School Engagement How attentive and invested students are in school.	**41%** ▲ 10 since last survey	41% M S D Wabash County Schools
School Rigorous Expectations How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.	**59%** ▲ 9 since last survey	59% M S D Wabash County Schools
School Teacher-Student Relationships How strong the social connection is between teachers and students within and beyond the school.	**64%** ▲ 16 since last survey	64% M S D Wabash County Schools
Valuing of School How much students feel that school is interesting, important, and useful.	**50%** ▲ 3 since last survey	50% M S D Wabash County Schools