

Unified Comprehensive Needs Assessment and School Improvement Plan

School Name	Hammond High School
Local Education Agency Name	School City of Hammond
School Year	2019-2020

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

Comprehensive Needs Assessment Template

Phases

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

I. Establish a Comprehensive Needs Assessment planning team

CNA Planning Team Members

Note: Add or subtract rows as needed.

Name	Stakeholder Group(s)	Role(s)
Dr. Johnny Goodlow, Jr	Administrator	Principal
Ms. Malline Morris	Administrator	Assistant Principal
Mr. Sean Kinsey	Administrator	Dean of Students
Ms. Erica Stotts	Staff	Teacher
Ms. Dawn Veenstra	Staff	Teacher
Mrs. Kimberly Montero	Staff	Teacher
Ms. Megan Brown	Staff	Teacher
Ms. Katherine Broadnax	Staff	Teacher
Mrs. Rocharda Moore-Morris	Community	Parent/Community
Ms. Tiffany West	Staff	Teacher
Miss Fireland Hooper	Scholar	Student

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

Committee's Domain of Study:		
Name	Stakeholder Group(s)	Role(s)

Committee's Domain of Study:

Name	Stakeholder Group(s)	Role(s)

II. Develop a vision of excellence

Vision of Excellence

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

The vision statement of Hammond High School is “**Wildcats Matter...that’s the Wildcat Way.**”

Every Hammond High School Scholars deserve and have right to a high quality education and the best high school experience. This includes a safe learning environment, equitable academic, athletic, extracurricular, and social opportunities regardless of race, ethnicity, or socioeconomic status, and healthy relationships among the Hammond High School Community. We believe all scholars deserve these rights.

Hammond High School Educators possess integrity and consistently model the “Wildcat Way” for our scholars. In this profession, our educators are empathetic and responsive to our scholars’ diverse needs and life challenges. Our educators build and maintain positive relationships with all scholars, set high, attainable, and achievable expectations for all scholars. Finally, our educators provide a safe learning environment and plan the best possible learning experience for our scholars.

Hammond High School Administrators are educators FIRST. Administrators possess integrity and consistently model the “Wildcat Way” for our educators, scholars, and community. Our administrators set standards and maintain accountability for both educators and scholars. Rigor, Relevance and Relationships are the administration’s three primary focuses. In addition, our administrators fairly and ethically enforce policies and procedures as set by the School City of Hammond Board of School Trustees. The administration constantly advocate for the Wildcat community.

III. Create a school profile

School Profile

Hammond, Indiana is an urban community with a total population of approximately 79,686. Four public high schools serve the educational needs of approximately 3,693 students in grades 9-12. According to the U.S. Census Bureau's 2010 American Community Survey, the Hammond population is comprised of 41.5 % white, 22.5% African American, 34% Latino, and about 2% being listed as "other". The breakdown of students enrolled in grades K-12 in the Hammond Public School system is: Native American-4 students (0%), American Indian 43 students (.03%), Asian-33 students (.2%), and Multiracial- 484 students (3.5%), White- 2,548 students (18%), African American- 4,017 students (29.4%), and Hispanic-6,583 students (47%)-giving a total minority population of approximately 80%. Hammond is part of an industrialized, interdependent metropolitan community, located in Northwest Indiana, with close ties to Chicago. Job opportunities in: research laboratories, oil refineries, steel mills, retail establishments, trucking and shipping, as well as the gaming industry are available in Hammond, Indiana. The economic development of the community has been mixed in the past several years. A gradual change has been taking place from heavy industry to specialized service and skilled trades, spearheaded by the recent closings and cutbacks of major mills and industries in the area. Due to the decline of economic conditions, Hammond has a growing number of individuals living below the poverty level-currently 22.1% of Hammond's population, which is slightly less than double the national average (14%). This along with increased reliance on public assistance, social security, and median household income (\$38,396) below the national average (\$52,762) has brought about a decrease in homeownership and an increase of rental and vacant properties in our district.

The enrollment at Hammond High experienced an increase during the 2015-2016 school year. The total number of students attending Hammond High School, according to the Indiana Department of Education, was 820 students as of the second ADM count. For the 2016- 2017 school year, our student population has increased to 831 students, however, during the 2017-

2018 school year our enrollment declined to 814 students. Our current enrollment for the 2018-2019 school year is 790 scholars.

Vision

“Wildcats Matter...that’s the Wildcat Way.”

Mission Statement

The Hammond High School Community promotes well-rounded scholars who are creative, collaborative, effective communicators, critical thinkers and life-long learners who are prepared for their future endeavors.

Core Beliefs or Core Values

BE-KNOW-DO:

Trust
Respect
Responsibility

Student Demographics

[HHS Student Demographics](#)

Staff Demographics

[HHS Staff Demographics](#)

Student Behavior

[HHS Student Behavior Data](#)

Student Academic Outcomes

[HHS Three Year AP Data](#)
[HHS STEP+ Spring 2016 ELA Data Grade 10](#)
[HHS ISTEP+ Grade 10 Math](#)
[HHS ISTEP+ 2017 English Retest Data](#)
[HHS ISTEP+ 2017 Math Retest Data](#)
[SAT School Day Data](#)
[PSAT School Data](#)
[NWEA School Data](#)

Summary of Current School Improvement Strategies

A summary of current school improvement strategies includes meeting the expectations of the Indiana Academic Standards through school-wide strategies and assessments. Our school improvement strategies are focused on the previous years school wide data including teacher evaluation, school wide assessments such as ISTEP 10+, PSAT, SAT, Accuplacer, ASVAB, and NWEA. Hammond High School's school wide strategies comprises of the S.O.L.V.E. strategy for the Mathematics Department, Khan Academy for SAT Prep, Frayer Model for Vocabulary retention, Close Reading Strategy for Comprehension, and the RAPP (Read & Restate the problem, Attack the prompt, Plan, Proof your Answer) strategies for Problem Solving and Thinking as school-wide strategies.

The expectations for certified teaching staff is weekly attend professional development to develop and grow professionally incorporate the school-wide goals and expectations. Additionally, the expectations are to develop a plan to directly aligned to the classroom learning for the school goals during professional development by teachers bringing student work, reflect on their teaching practice, develop strategies for their own content of how to implement the school goals, and analyze qualitative and quantitative data of student work and scores, implement newly learned strategies.

The Hammond High School's curriculum developed by each content department based on the Indiana Academic Standards and includes district-wide alignment to curriculum maps.

All classroom learning environments should consist of best teaching practice such as word walls, data walls, student work, and using the 5 Steps of Effective Learning as a framework for teaching our students.

Summary of Core Curricula

Hammond High School's core curriculum is developed by School City of Hammond district level curriculum map alignment for core content areas such as Mathematics, English,

Science, Social Studies, Foreign Language, Arts, Business, Health, Physical Education, and other directed electives which are based on Indiana Academic Standards. All different content areas utilize a curriculum map, data from formative and summative assessments, content textbooks (Physical and Online), and other resources such as Google classroom. The google link to the Hammond High School Curriculum Maps is attached as the following:

Curriculum Maps

Summary of Formative and Summative Assessments

Hammond High School's current formative and summative assessments include:

- *ISTEP 10 + for the Sophomores*
- *SAT for the Juniors as a College and Career Readiness Assessment*
- *PSAT 9 & 10*
- *ASVAB for Seniors*
- *ACCUPLACER for students that not previously passed a statewide assessment*
- *NWEA Freshman & Sophomores*
- *District Algebra I, Geometry, and Algebra II assessments*

The Academic Assessment data is utilized by authorized school personnel for scheduling students for college and career pathways such as Core 40 diploma, Academic Honors, and or Technical Honors diplomas. All content areas have a Pre & Post assessment aligned to the teacher's Student Learning Objectives (SLO).

Behavioral data

Summary of Academic Intervention and Enrichment Programs

Our Math Interventions Include:

- *Mathia*
- *PLATO*
- *National Training Network (Professional Development for Mathematics Teachers)*
- *Math 10 Course*
- *Math XL Pearson Portal*

Our English Interventions Include:

- *PLATO*
- *Developmental Reading*
- *SIOP Model*
- *Study Island*

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

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

Hiring and retaining a high quality staff is a priority for the School City of Hammond. Our district supports our highly qualified teacher recruitment, selection, induction, and retention strategies by having specific procedures in place for each of these areas and providing technical support as vacancies occur. These are described below:

Recruitment: The corporation conducts several job fairs throughout Northwest Indiana. In addition, our district participates annually in teacher recruitment fairs at universities across the state and posts vacancies on the Indiana Department of Education's website and with universities across the state. Moreover, our district uses the Teacher-Teacher recruitment website to provide even more aide in recruiting highly qualified teachers to the School City of Hammond. Corporation personnel work with the school principal to locate applicants who best meet the unique context of the school and particular vacancy.

Selection: The school has autonomy in the selection of applicants and interviewing process. The principal involves teachers and support personnel (as appropriate) in conducting interviews and making initial selections. Once initial selections are made, the principal conducts district mandated reference checks before submitting a recommendation for employment to the Department of Human Resources. The Assistant Superintendent of Human Resources conducts the background checks and salary negotiations for all recommended teacher candidates.

Induction: The School City of Hammond provides a welcome and initial training for newly employed staff. During this, procedural matters (e.g. payroll, benefits, etc) are explained. At the school level, new staff are provided initial training in procedures specific to the school (e.g. attendance, access to school beyond the school day, etc.) by the administration, department chairs, and instructional coaches through our Cluster Professional Development. Since Hammond High School teachers have two prep periods (one departmental and one individual), new teachers have the opportunities to collaborate with and receive support from colleagues within their department on a daily basis. Furthermore, new teachers are paired with an instructional coach who provides ongoing coaching and support.

Retention: Celebrating success and providing ongoing recognition and encouragement are the keys to retaining staff at Hammond High School. The principal intentionally cultivates and maintains a positive school culture, centered on these factors. Examples of celebrations and recognitions include: corporation teacher-of-the-year recognition; recognition of staff for program development and awarded grants before the school board, and celebrations for individual and/or group accomplishments during staff meetings. To further facilitate these efforts, HHS implemented an intentional program of faculty recognition known as Roots to Fruits.

Summary of Teacher and Staff Professional Learning Opportunities

Weekly Cluster Professional Development (conducted by instructional coaches)
SIOP

Summary of Teacher and Staff Coaching and Evaluation Model

Hammond High School uses the School City of Hammond's STEP program as its staff coaching and evaluation model. The goals of the STEP program are:

1. **STEP** creates an atmosphere of continued professional development and growth for all teachers and administrators.
2. **STEP** creates collegial relationships between teachers and administrators utilizing rubrics that are fair, credible and highly accurate as an assessment tool that will provide meaningful feedback for growth and development during observations, evaluations and professional development.
3. **STEP ensures that every certified teacher is evaluated formally a minimum of twice a year by a licensed administrator as required by 511-IAC-10-6-5.**
4. **STEP** helps new teachers become acclimated with their new surroundings.
5. **STEP** identifies "highly effective" teachers who will serve as consulting teachers for the district.
6. **STEP includes a peer assistance component to give support to teachers that are identified through a formative evaluation as "needs improvement" or "ineffective," or who request additional assistance.**
7. **STEP requires a remediation plan of not more than 90 school days for teachers who receive "needs improvement" or ineffective" ratings on a formative assessment.**
8. STEP identifies the components of the teachers' summative evaluation.
9. **STEP identifies a process to appeal the results of a summative evaluation.**

In accordance with the The School City of Hammond's procedures of the STEP PProgram, Hammond High School utilizes the National Institute for Excellence in Teaching (NIET) rubric as an assessment tool for all teachers.

Summary of Key Family and Community Engagement Strategies

List of Community Partnerships

*Crown Counseling
Geminus
Men Making Men
Girl Scouts
Helping Teen Moms*

IV. Identify focus areas

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

Note: Adjust the table as needed.

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

AS a school, we are not consistent with the implementation of our academic interventions
Need to be more purposeful and intentional with data to drive our instruction
More alignment with academic standards throughout the curriculum
Our students are not successful on summative assessments (state and national benchmarks)
The retention of teachers is an issue

Description of Focus Area 1

I-Step, NWEA and PSAT scores reveal a lack in student achievement and mild growth in English Language Arts. ISTEP+ Proficiency scores have shown some progress over the last three years with a 2% growth in SY 15-16, SY 16-17 and SY 17-18, however our overall performance level is below state standards.

The subgroups of specific concern are African American and male students. More female students are passing these assessments at a higher rate compared to male students. The white population is 40% proficient, however, that specific population is less than 10% of the overall school population. ELL learners assessment scores have slightly improved in this time period. More students who received free and reduced lunch passed the ISTEP the first year than the second year. The drop was significant.

Qualitative data reveals a lack in the use of high yield instructional strategies and use of formative data/checks for understanding to adjust classroom instruction. This was viewed by the CNA team as contributing to low ELA scores. It is believed that a lack of students using critical thinking skills, ineffective ability to cite evidence in the text to support claims, and the usage of academic vocabulary.

Description of Focus Area 2

According to data from multiple assessments, ISTEP+, PSAT, and NWEA, student achievement and growth in Mathematics has declined and remains below state average. ISTEP+ Proficiency scores had a significant drop for SY 17-18. All subgroups are of critical concern. Scores for all subgroups continue to remain severely below the state average.

Qualitative data reveals a deficiency in algebraic skills and critical thinking skills. The lack of proficiency in academic vocabulary along with below grade level performance in what PSAT refers to as the Heart of Algebra skills was viewed by the CNA team as a major contributing factor to the low Math scores. In addition, the data also reveals a lack in the use of high yield instructional strategies and use of formative data/checks for understanding to adjust classroom instruction. Teachers are not consistently requiring the students to be accountable for taking ownership of the curriculum, by writing their notes in their own words or writing reflections of their learning. In order to increase scholar achievement, teachers need to embrace best mathematical practices that help scholars become owners of their learning.

Description of Focus Area 3

Ensuring more student success and less failures in high school (intentionally Freshman Year)

Our data shows the amount of D's and F's received by our scholars are on the rise. The Bill and Melinda Gates Foundation says "Course failures have an outside impact on students' likelihood of graduating. In the Consortium's 2007 report *What Matters for Staying On-Track and Graduating in Chicago Public Schools*, we showed that one "F" in a year-long course in the ninth grade decreases the probability of eventually graduating by 30 percentage points, even if a student has strong test scores. Two "Fs" in ninth grade decrease the probability of graduating by over 50 percentage points (from 85 percent to 33 percent). There are many reasons students might struggle in their classes. If educators notice, reach out, and help students develop strategies to deal with their struggles early on, they not only can help students with their challenges in ninth grade, but also give them the strategies they can use throughout high school." Our data shows a lack in communication from Hammond High School in the area of student success/failure with our parents.

	2017-2018 Year	2018-2019 Year
1st Grading Period	664 Fs	552 Fs (Down 16.87%)
2nd Grading Period	812 Fs	561 Fs (Down 30.91%)
3rd Grading Period	1004 Fs	853 Fs (Down 15.04%)
4th Grading Period	1138Fs	814 Fs (Down 28.47%)

		Average Decrease 23%
--	--	-------------------------

V. Collect additional data on focus areas

Additional Data Sources Collected
<i>Note: Adjust the table as needed, adding or subtracting rows based on the number of focus areas identified during the previous phase of the CNA process and the specific stakeholder groups that feedback was collected from.</i>
Additional Data Collected for Focus Area 1
Description of additional data collected for focus area 1:
Provide links to the additional data and/or key takeaways from data collected for this focus area:
Additional Data Collected for Focus Area 2
Description of additional data collected for this focus area 2:
Provide links to the additional data and/or key takeaways from data collected for this focus area:
Additional Data Collected for Focus Area 3
Description of additional data collected for this focus area 3:
Provide links to the additional data and/or key takeaways from data collected for this focus area:
Summary of Stakeholder Feedback Data

Stakeholder group	Method(s) used to collect feedback	Number of stakeholders Who provided feedback	Links to data reports and/or summaries of key takeaways
<i>Example: Family members</i>	<i>Example: Survey, focus group</i>	<i>Example: 54 via survey, 8 via focus group</i>	<i>Example: Embedded link to a report provided by the family survey vendor</i>

VI. Analyze data to determine key findings and root causes

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

Data Analysis, Key Findings, and Root Causes		
<i>Note: Adjust the table as needed.</i>		
Focus Area 1		
60% of students in the 10th and 11th grade did not pass the standardized assessment of I-Step.		
Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process):		
Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1

--	--	--

Focus Area 2		
---------------------	--	--

Conclusions from data quality check for Focus Area 2:		
---	--	--

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

Description of key findings for Focus Area 2 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 2	Root causes for key findings from Focus Area 2
---	--	---

--	--	--

--	--	--

--	--	--

Focus Area 3

Conclusions from data quality check for Focus Area 3:

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

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

Summary of supporting data for key findings from Focus Area 3

Root causes for key findings from Focus Area 3

School Improvement Plan Template

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

Phases

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

I. Form a School Improvement Plan development team

SIP Development Team Members

Note: Add or subtract rows as needed.

Name	Stakeholder Group(s)	Role(s)
Dr. Johnny Goodlow, Jr	Administrator	Principal
Ms. Malline Morris	Administrator	Assistant Principal
Mr. Sean Kinsey	Administrator	Dean of Students
Ms. Erica Stotts	Staff	Teacher
Ms. Dawn Veenstra	Staff	Teacher
Mrs. Kimberly Montero	Staff	Teacher
Ms. Megan Brown	Staff	Teacher
Ms. Katherine Broadnax	Staff	Teacher
Mrs. Rocharda Moore-Morris	Community	Parent/Community
Ms. Tiffany West	Staff	Teacher
Miss Fireland Hooper	Scholar	Student
Miss	Scholar	Student
Master	Scholar	Student

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

Committee's Focus:		
Name	Stakeholder Group(s)	Role(s)

Committee's Focus:

Name	Stakeholder Group(s)	Role(s)

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

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

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

Review of Focus Area 1	
Description of Focus Area 1:	
<p>Modified Description of Focus Area 1: I-Step, NWEA and PSAT scores reveal a lack in student achievement and mild growth in English Language Arts. ISTEP+ Proficiency scores have shown some progress over the last three years with a 2% growth in SY 15-16, SY 16-17 and SY 17-18.</p> <p>The subgroups of specific concern are African American and male students. More female students are passing these assessments at a higher rate compared to male students. The white population is 40% proficient, however, that population is less than 10% of the overall school population. ELL learners assessment scores have slightly improved in this time period. More students who received free and reduced lunch passed the ISTEP the first year than the second year. The drop was significant.</p> <p>Qualitative data reveals a lack in the use of high yield instructional strategies and use of formative data/checks for understanding to adjust classroom instruction. This was viewed by the CNA team as contributing to low ELA scores. It is believed that a lack of students using critical thinking skills, ineffective ability to cite evidence in the text to support claims, and the usage of academic vocabulary.</p>	
Description of key findings for Focus Area 1 (strength or area for growth) Root causes for key findings from Focus Area 1	
<p><i>The Problem:</i> 60% of students in the 10th and 11th grade did not pass the</p>	<p><i>Root Cause English/Language Arts:</i></p> <p><i>Why is that:</i></p>

<p><i>standardized assessment of I-Step.</i></p>	<p><i>Scholars are not citing evidence in the text to support claims.</i></p> <p><i>Why is that:</i> <i>Scholars are not effectively utilizing the content specific strategies to comprehend what is being asked of them to explain</i></p> <p><i>Why is that:</i> <i>Scholars do not understand how to use the content specific strategies in testing situations.</i></p> <p><i>Why is that:</i> <i>Teachers do not consistently engage scholars with assessments that mirror what they experience on standardized tests</i></p> <p><i>Why is that?</i> <i>Root Cause: Our teachers scaffold their curriculum and assessments to meet scholars where they are ready to learn and the scholars have success at that level, however, our teachers do not re-engage our scholars with assessments that mirror standardized tests or other national assessments.</i></p>

<p>Review of Focus Area 2</p>	
<p>Description of Focus Area 2:</p>	

Modified Description of Focus Area 2:

According to data from multiple assessments, ISTEP+, PSAT, and NWEA, student achievement and growth in Mathematics has declined and remains below state average. ISTEP+ Proficiency scores had a significant drop for SY 17-18. All subgroups are of critical concern. Scores for all subgroups continue to remain severely below the state average.

Qualitative data reveals a deficiency in algebraic skills and critical thinking skills. The lack of proficiency in academic vocabulary along with below grade level performance in what PSAT refers to as the Heart of Algebra skills was viewed by the CNA team as a major contributing factor to the low Math scores. In addition, the data also reveals a lack in the use of high yield instructional strategies and use of formative data/checks for understanding to adjust classroom instruction. Teachers are not consistently requiring the students to be accountable for taking ownership of the curriculum, by writing their notes in their own words or writing reflections of their learning. In order to increase scholar achievement, teachers need to embrace best mathematical practices that help scholars become owners of their learning.

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

*Root Cause Analysis Mathematics:
Problem:
Less than 14% of the incoming 10th and 11th grade passed the standardized assessment of I-Step. According to the PSAT/SAT data, an average of 60% of the incoming 10th and 11th grade students are deficient in Heart of Algebra skills.*

Why is that:

Scholars are not proficient in creating, solving, and interpreting linear equations and inequalities, and systems of linear equations and inequalities.

Why is that:

Scholars do not understand the vocabulary, concepts and mathematical processes.

Why is that:

Teachers are not consistently requiring the students to be accountable for taking ownership of the curriculum, by writing their notes in their own words or writing reflections of their learning.

Why is that:

Teachers are not using best mathematical practices that help students not only use vocabulary constantly, but also explain their thinking to demonstrate their understanding of mathematical processes.

	<p><i>Why is that:</i> <i>There is a disconnect within the math department of how these mathematical practices can ultimately impact our scholars' academic achievement on standardized and national assessments.</i></p>

Review of Focus Area 3

Description of Focus Area 3:
 (Click [here](#) to return to the description of Focus Area 3 from the CNA)

Modified Description of Focus Area 3:
 Ensuring more student success and less failures in high school (intentionally Freshman Year)

Our data shows the amount of D's and F's received by our scholars are on the rise. The Bill and Melinda Gates Foundation says "Course failures have an outsize impact on students' likelihood of graduating. In the Consortium's 2007 report What Matters for Staying On-Track and Graduating in Chicago Public Schools, we showed that one "F" in a year-long course in the ninth grade decreases the probability of eventually graduating by 30 percentage points, even if a student has strong test scores. Two "Fs" in ninth grade decrease the probability of graduating by over 50 percentage points (from 85 percent to 33 percent). There are many reasons students might struggle in their classes. If educators notice, reach out, and help students develop strategies to deal with their struggles early on, they not only can help students with their challenges in ninth grade, but also give them the strategies they can use throughout high school." Our data shows a lack in communication from Hammond High School in the area of student success/failure with our parents.

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

(Click [here](#) to return to the description of key findings for Focus Area 3 from the CNA)

(Click [here](#) to return to the root causes for Focus Area 3's key findings from the CNA)

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

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

Description of Core Component: Safe Learning Environment	
<ol style="list-style-type: none"> 1. How will the school maintain a safe and disciplined learning environment for students and teachers? 2. How will the school ensure clear expectations are communicated to students? 3. How will the school create an environment in which there is genuine respect for students and a belief in their capability? 4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment? 	
Gap Analysis: Safe Learning Environment	
How will the school’s plan for fostering a safe learning environment also help the school address its focus areas?	In what ways does the school’s plan for fostering a safe learning environment <i>not</i> help the school address its focus areas?
For Focus Area 1: <i>A district code of conduct</i>	For Focus Area 1:

<p>For Focus Area 2: Tiered approach to behavior, attendance(tardies & trancies), academics <i>Lockout Rubrics</i> <i>3 Lockouts in a row detention</i> <i>3 detentions = 1 day ISS Have teacher send assignments</i></p> <p><i>Find an existing Curriculum for students in ISS that is worse than the classroom; if student does do it or refuse develop another consequences(Only teacher hasn't sent work... Even learning culture things Like the evolution of HIP HOP, why it's important to dress for PE, Hispanic Inventors or Doctors)</i></p> <p><i>Call home from teacher every 3-5 days for trancies and tardies and then (2 parents a week... over a period of time it will decrease the attendance and behavior issues and concerns, and increase the academics grades... by the time teachers in their real curriculum they will have most students present engaged and learning will take place.</i></p> <p><i>Signage for students, community and staff upon entry to the building (Please ring the bell state your purpose for coming to the school; no hats, no bonnets, no sagging pants, or no service this is a professional educational setting</i></p> <p><i>Ask the business of those that ring the bell to come into the school</i></p> <p><i>No Pass List for students that abuse passes with teachers</i></p>	<p>For Focus Area 2:</p>
<p>For Focus Area 3: <i>Culture Days where the girls 9/10 girls miss class until lunch; then 11/12 after lunch we talk to in the auditorium</i></p> <p><i>The boys 9/10 in the</i> <i>Increasing the effective communication between young scholars</i></p> <p><i>Additionally requiring teachers to do one grouping activity a week to mix up the student frequently will put increase their critical thinking and collaboration skills, so through best teaching strategies there is a</i></p>	<p>For Focus Area 3:</p>

decrease in toxic behaviors

Description of Core Component: Curriculum

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

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

HHS Curriculum consists of core subjects such as:

- Mathematics (Algebra, Algebra 2, Geometry, Pre- calculus/Trigonometry, and AP Calculus)
- English (9 - 12, AP English Language and Literature Composition)
- Social Studies (World Civilization, US History, US Gov't, Economics, AP US Gov't & Politics)
- Science (Biology, ICP, Chemistry, Physics)
- Foreign Language (Spanish 1, Spanish 2, AP Spanish, and Chinese)
- Physical Education, Health, & PE 2
- Electives (PLTW Engineering & Computer Science, Computer Integrated Graphics, Choir, Band, JROTC, College and Careers)
- Special Education

[HHS Syllabus 2019 - 2020](#)

Curriculum Map(Most Current Links)

Gap Analysis: Curriculum

How will the school's curricular resources also help the school address its focus areas?

In what ways do the school's curricular resources *not* help the school address its focus areas?

For Focus Area 1:

For Focus Area 1:

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

Description of Core Component: Assessment

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

District Wide Assessments:

ISTEP 10+: This assessment measures mastery of the content standards grow and success and academic performance of students to graduation in the areas of Mathematics, English/Language Arts, and Science(Freshman only). This assessment is used as the most important measurement for continuous improvement for the school improvement because it helps determines graduation rates.

PSAT/SAT: This assessment measures the ability of students success with college and career readiness.

Accuplacer: This assessment measures provide you with useful information about your academic skills in reading, sentence skills and math. This is the next steps assessment for students that do not receive a qualifying exam score on the ISTEP assessment.

NWEA: This assessment measures growth and academic performance of students for Mathematics and English skills needed for the grade level.

ASVAB: ASVAB is a “multiple-aptitude battery assessment that measures developed abilities and helps predict future academic and occupational success in the military.”Our students are encouraged to take the assessment if they demonstrate a serious interest in the armed services or the workplace, however all seniors are expected to take the exam.

Formative Assessments: For all content areas, the formative assessments consist of quizzes, tests, projects, bell ringers, and exit slips. These assessments are driven by the Indiana Academic standards and aligned to the content and needs for student achievement.

Professional Development: In professional development, the teachers are weekly expected to bring back data student work and data to cluster/professional development and reflect on their teaching practice. The teachers are coached on how to analyze quantitative and qualitative data, student work, and assessments to reflect on their teaching practice.

Gap Analysis: Assessment

How will the school's assessment plan also help the school address its focus areas?	In what ways does the school's assessment plan <i>not</i> help the school address its focus areas?
For Focus Area 1: <i>ISTEP, ASVAB, SAT are all graduation qualifying exam contingent based on the college or career pathway. Testing Integrity for all the assessments are given by the testing coordinator to ensure compliance.</i>	For Focus Area 1: NWEA assessment is not directly alignment Mathematics and English to ISTEP assessment. There is no correlation from to support analyzing the skills associated with increasing ISTEP scores.
For Focus Area 2: Developing an intense focus on Scholar success on the English Assessment will support the overall school report grade and eventually prepare students for graduation.	For Focus Area 2: Currently, our school-wide assessments do not align with the assessments, with the exception of final exams for all contents because those exams are district wide exams.
For Focus Area 3: Scholar success on the Mathematics Assessment will support the overall school report grade and eventually prepare students for graduation.	For Focus Area 3: Student failures do not correlate to the student's pass rate on the standardized assessments because of the course assessments that are not simulated to standardized assessments.

Description of Core Component: Instruction

1. What strategies will teachers and staff use to promote authentic versus compliant student engagement?

Teachers and staff at Hammond High School will promote authentic student engagement by developing content and opportunities of choice that is personally meaningful to all students.

Teachers and staff not only receive updated data on each student but are provided professional development on best practices on applying the data to make learning personalized and engaging.

Hammond High School has focused all its internal professional development for the last 2 years on student centered instruction and engagement. Teachers learned and developed Project Based Learning units through professional development based on the Buck Institute PBL model. Teachers spent 10 weeks learning and developing their PBL unit and 6 weeks implementing their projects. The unit accumulated with an open house to the community to show off the student work. Through the PBL unit, teachers implemented strategies that allowed student choice. Students were able to identify a problem of their choosing, research methods of solving and work towards answering the problem in a safe environment of trial and error.

- [HHS PBL Long Range Plans from 2016 - 2017](#)

In developing a student centered environment where students are engaged in their own learning, Hammond High School Teachers and Staff encourage cooperative learning environments. This has been implemented to through KAGAN training and modeling in professional development. Additionally, the teachers have received professional development training in Katherine McKnight's Learning Centers. Cooperative learning strategies that boost engagement can be found in almost every classroom through each lesson. Specific strategies that teachers implement can be found with the following links:

- <http://bit.ly/CooperativeLearningStrats>
- [Need links to Centers with Dr. McKnight](#)

All teachers and staff attend weekly professional development known as cluster. During a cluster early in the school year, Lou Gikas, the Case Manager of our Language Development Program provides our faculty with strategies to implement concerning the needs of individual students. Mr. Gikas takes faculty through Individual Learning Plans and provides examples and tools to provide individual support concerning a student's ability to listen, speak, read, or write. Additionally each year a cohort of Hammond High School Teachers attend training on Sheltered Instruction Observation Protocol (SIOP). SIOP is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. Specific strategies include the addition of language objectives, creating a safe environment, a culture of collaboration, and an infusion of student's culture.

[Links to the ELL Professional Development with Staff](#)

Teachers also receive training on how to use data to make content personally meaningful for our students with special needs from our Case Manager, Rachel Wietbrock. During this cluster, Mrs. Wietbrock reviews how faculty should read a student's Individual Education Plan and implement proper accommodations to ensure engagement and academic success.

All teachers receive students NWEA scores which communicate lexile levels. Teachers use these scores to ensure content is differentiated based upon a student's reading level. Strategies that teachers apply including allowing students pick their own books for literature class with knowledge of their lexile score, **English Department uses NewsELA**, and online textbook tools that allow for passages to be reworded at different reading levels.

2. How will teachers and staff bridge cultural differences through effective communication?

Hammond High School teachers and staff value the backgrounds and cultural differences of our students and their families. It is in these differences that give strength to our Wildcat identity. Teachers and staff bridge these differences through effective communication in a number of ways.

Classroom culture and instruction. Each semester starts with two weeks of suspended curriculum. In these two weeks, teachers and staff, along with their students build a culture of respect and curiosity. Teachers implement numerous class and team building structures that they continue weekly in their classrooms to ensure students have healthy relationships with each other which translates into dynamic collaboration on assignments. Teachers at Hammond High School understand and practice the importance of a structured modeling component of a lesson with specific examples. Models are to include relevant labels, descriptions, metaphors that bring in the culture and interest of the students. Classroom teachers receive professional development and are coached on ways to make content personally meaningful for students. Teachers differentiate lessons by allowing students choice on how they receive the content, think through the learning process and how they will produce work to show mastery of the objectives.

- ~~Class Builders~~ <http://bit.ly/ClassBuildersHHS>
- ~~Team Builders~~ <http://bit.ly/TeamBuildersHHS>

Teachers and staff additionally reach out to parents for communication and support in a variety of ways. All teachers are required to call parents when students are doing well, need extra help, or falling academically behind in class. Teachers are able to send emails to parents through their Google Classroom sites. Many teachers send out messages to parents through their Remind App. Teachers also utilize Google Speech in order to text parents from a

“Google” number rather than their personal numbers. Teachers at HHS value the position that parents and community members are vital to the process of ensure student success.

Teachers and staff at Hammond High School help bridge the differences by our outreach to parents and community stakeholders. Rocharda Morris serves as HHS’s parent/community liaison. In this position she helps organizes our parent “Back to School Open House” as well as “Report Card Pick Up Open House” nights. During our Open Houses numerous community programs set up tables and empower our parents and guardians with resources to support them.

Hammond High School teacher and staff receive support on bridging cultural differences from a district level. The School City of Hammond Language Development Team employ their resources to support Hammond High School faculty at Open Houses and one-on-one parent meetings. They provide professional development for all HHS teachers and offer SIOP training for new HHS cohorts each year.

3. What strategies will teachers and staff use to provide all students with opportunities to learn at all Depth of Knowledge levels?

Teachers and staff at Hammond High School were provided with an in-depth professional development cycle over how to effectively create lessons where students have opportunities to learn at all Depth of Knowledge levels. Each lesson at HHS, teachers and staff post and communicate their lesson objectives and their learning process with knowledge of the level of DOK students are thinking at.

Teachers identify the learning process of their objectives and create choices for students to think at different strategic levels. Teachers track the DOK level and mastery of a class to ensure they are providing opportunities for all students to engage content more authentically.

Example of DOK Tracker: <http://bit.ly/DOKENGLISH>

In developing their understanding of DOK, teachers analyze mock lessons and their own lessons to see what level the lessons are performing at and how to add opportunities to deepen and personalize the learning process to order to increase engagement. Following new learning teachers create units that incorporate lessons that provide strategies for students to think strategically. Lessons provide students opportunities think **reflectively** on what they know. They do this to draw upon their own experiences and culture in order to make connections to new content. Teachers implement **focused** thinking strategies such as graphic organizers and foldables in order to organize new information. Teachers build upon their collaborative classrooms in applying strategies at DOK levels 3 and 4. Students are

often challenged to think, share, defend, and rethink their positions. In continuing with our PBL initiatives, many teachers stretch lessons into DOK level 4.

Teachers strengthen their effectiveness of lessons at all levels of DOK by creating and differentiating their questions by DOK levels. Teachers purposely ask these questions to increase engagement for all students.

- Cognitive Rigor Matrix <http://bit.ly/CognitvieRigorMatrix>
- English Lesson at DOK 3 <http://bit.ly/EngDOK3>
- SS Lesson at DOK 3 <http://bit.ly/DOK3SS>
- Question Matrix in Art <http://bit.ly/ARTDOKQuestions>

Teachers and staff at Hammond High School will be provided with an in-depth professional development cycle over a 60-day period that involves a two day training in: use of rubrics, student centered teaching methods, use of collaborative protocols for faculty, and assessment practices. After the training, a faculty meeting will be held for teachers to share their plans with each other. This would be followed by implementing a first lesson using rubrics and student-centered teaching. Next, a second faculty meeting will be held where teachers examine student products/videos, and then plan for the next lesson. Afterwards, teachers will implement their second lesson. This is the initial pathway to Project Based Learning.

4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?

Each lesson Hammond High School teachers and staff use a variety of formative assessments to monitor and adjust instruction. Teachers and staff are trained in creating lessons with clear objectives, aligned activities, and multiple checks for understanding. Teachers circulate their student centered classrooms providing academic feedback to individuals, pairs, small groups, and whole class. Individual and whole class instruction is steered through these informal assessments **Bell ringers are used at the beginning of a lesson to gauge student understanding of a supporting skill or to reteach a prior skill based on exit tickets.** Daily exit tickets are collected each period and analyzed to best meet the students' needs in the next lesson. **In addition to bell ringers and exit tickets, student reflections on their level of understanding during and after the lesson provides immediate feedback to teachers to allow them to scaffold more during the lesson as needed.**

All courses at Hammond High School follow a curriculum map aligned to state standards. Teachers have the training and skill to scaffold and stretch lesson as needed based upon the needs of individual students.

Examples of formative assessments HHS teachers and staff are trained and implement:

<http://bit.ly/FormativeAssessmentsHHS>

5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?

Through Hammond High School's approach to student centered instruction and increasing student engagement, multiple strategies and structures are established to ensure teachers are varying their instructional strategies. By teachers tracking the levels of their Depth of Knowledge in their lessons, teachers are cognizant of the learning process taking place in their classrooms. Teachers have been trained and apply how to instruct through each level of DOK. By varying the learning process with engaging, relevant, and differentiated choices on how students receive, process, and produce content all students at HHS have pathways to success.

Hammond High teachers will work with instructional leaders within the building to develop lesson plans that include various instructional strategies. Instructional leaders will ensure teachers are using these strategies by the use of walk-thoughts, observations, checklists, and department meetings.

Hammond High School's student centered instruction encourages opportunities for students to strengthen their 21st century skills through cooperative learning. Many classrooms apply training from KAGAN cooperative learning to ensure all students are engaged in a respectful and supportive classroom. Cooperative learning provides students the opportunities to through structured strategies to increase agency in their learning by giving them a voice in the classroom.

In moving to more Project and Problem Based Learning units, Hammond High School provides opportunities for students to leverage their curiosity and bring their interests and cultures into the classroom to ensure learning opportunities. Our PBL units allow for multiple methods for students to progress at their own rate towards the standards.

6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

Teachers and staff at Hammond High School accommodate the needs of all learners by providing differentiated and scaffolded learning opportunities. Teachers are made aware of individual accommodations and provided strategies to ensure academic and social success.

Through professional development and daily department meetings, teachers discuss best practices and are coached in their implementation.

As stated earlier all HHS teachers will be trained on the SIOP model for best practices to increase learning opportunities for English Language Learners. These supportive and collaborative strategies are not just best practices for ELL students but all students. Through respectful and collaborative classrooms, all students, regardless of skill, have authentic learning experiences to ensure engagement and community.

In order to accommodate diverse learning styles, Hammond high will reintroduce 1:1 e-learning with an expansion of IXL, Study Island, Khan Academy and, NEWSELA. We will also attend the New Tech Practices conference that will include a project-based learning 60 day experience.

Depth of Knowledge Professional Development (Link)

Gap Analysis: Instruction

<p>How will the school's plan for instruction also help the school address its focus areas?</p>	<p>In what ways does the school's plan for instruction <i>not</i> help the school address its focus areas?</p>
<p>For Focus Area 1: English Through professional development all teachers apply field tested strategies that specifically target Focus Area 1, English ISTEP. All teachers implement student learning strategies for close reading of fiction and non fiction texts, how to address and plan a writing prompt, vocabulary retention, and two column note taking. Teachers implementation of the strategies is coached and monitored. All teachers provide student data and examples of student work for analysis.</p>	<p>For Focus Area 1: School wide strategies still need to be developed for reading comprehension when comparing multiple texts. Hammond High School is also looking into comprehension strategies that are designed for reading texts of a computer rather than analyzing paper texts.</p>
<p>For Focus Area 2:</p>	<p>For Focus Area 2:</p>

For Focus Area 3:	For Focus Area 3:

Description of Core Component: Cultural Competency

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

Hammond High School previously had professional development

Gap Analysis: Cultural Competency

How will the school’s cultural competency plan also help the school address its focus areas?	In what ways does the school’s cultural competency plan <i>not</i> help the school address its focus areas?
For Focus Area 1:	For Focus Area 1:
For Focus Area 2:	For Focus Area 2:

For Focus Area 3:	For Focus Area 3:

Description of Core Component: Family Engagement

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

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

Meaningful parent involvement remains a consistent concern at Hammond High School. Over the last three years we have seen our level of parent involvement decrease due to a change in the social economic conditions of the families who are now attending the school. In addition, there is some indication that we have a number of Chicago, Illinois families who are enrolled in our school, using addresses of local family members and friends who are trying to escape the violence of the Chicago METRO Area. Living in Chicago makes it very difficult for parents to attend meetings or be involved in the school. Due to the intimidating national political climate, the number of Latino and Hispanic families has decreased, for fear of being arrested for being here illegally. In addition, most of our parents work one or two jobs, are single parents and are coping with being at the poverty level. We work very hard to welcome all parents. Our main office has a clerk who speaks Spanish fluently and translates for all visitors and parents who need it.

We offer many types of opportunities for families to be involved throughout the school year. In the fall, families are invited to participate in the Title1 annual meeting and open house to speak with administrators, counselors and visit with teachers. At the event the teachers not only speak with the parent they discuss, present and distribute the class curriculum for the semester. The administrators discuss school performance and graduation requirements.

We have just reorganized the PTSA and we are encouraging all parents and community members to join. In the past they have sponsored the annual sports banquet, provided refreshments for meetings and paid for members to attend PTA activities.

We hold several fine arts activities for parents to come and see their scholars participate in activities; these include a fall choir program, Band and Choir "Christmas Sounds of the Season" Program, and a Spring Band, Choir and Art Department "Sound and Color" Program.

There are two Side by Sides held at the school which allows parents the opportunity to visit their scholars class rooms and observe the type of curriculum which is being taught. One "Side by Side" is designated for English and one for Math. During the "Side by Side" teachers must present the designated curriculum for the day.

Parent Teacher Conferences are conducted twice a year, in the fall and spring, with individual conferences held throughout the year as requested by either the teachers or the parents. At the conferences service vendors are invited so that families will have access to information from mental health, housing and college and career services.

Parents receive an annual survey requesting their input on the Comprehensive Needs Assessment Process, school environment and academic achievement. In addition, parents are contacted by phone, school marquee and flyers (when appropriate) concerning activities that are going on at the school.

Grade level curriculum workshops are held and they include information concerning graduation requirements, testing requirements, school rules, career and college readiness and college financial aid. We hold three curriculum workshops; one for juniors and seniors, freshmen and sophomores and one in January for seniors only.

There is an annual Project Based Learning night in the areas of English and Math in which parents are invited to in the spring to view scholars' work in the areas of Math and English.

Special topic workshops are held throughout the school year, in the areas of; domestic violence, bullying and self-harm and mental health awareness.

We also, partner with organizations to provide parents services such as; food distribution in the fall with the Northwest Indiana Food Bank, a Community Dinner for Thanksgiving sponsored by staff and a huge Christmas give away with a community organization.

Parents are invited to two breakfast academic recognition programs for their scholars, one in the fall and one in the spring. In addition, there are two free sports recognition dinners for student athletes to invite their parents. Food is served at all events to

encourage families to attend.

Gap Analysis: Family Engagement

How will the school's family engagement plan also help the school address its focus areas?	In what ways does the school's family engagement plan <i>not</i> help the school address its focus areas?
For Focus Area 1:	For Focus Area 1:
For Focus Area 2:	For Focus Area 2:
For Focus Area 3:	For Focus Area 3:

Description of Core Component: Technology

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

HHS had been a 1:1 school since the 2013 school year, however, due to budget cuts modifications had to be made within our technology plan where we did not continue with the program. During the 2019-2020 school year, Hammond High School will once again be a 1:1 school. Scholars will still have access to technology on a daily basis through the Google Chromebooks, Promethean boards, individual electronic devices, and multiple computer labs throughout the building.

Cluster professional development will continue to focus on the use of technology to enhance instruction by incorporating the modeling of instructional apps and best practices of

implementing the SAMR Model.

Our business department provides instruction on keyboarding and computer applications, which includes instruction in Microsoft Word, Publisher, Excel, and Powerpoint, as well as Google Education Suite. These skills are woven into their content area.

Every classroom is equipped with a document camera and a Promethean Board.

In addition, the mathematics department uses TI-84 Graphing Calculators, TI-84 Emulator and graphing apps.

Gap Analysis: Technology

How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan <i>not</i> help the school address its focus areas?
<p>For Focus Area 1:</p> <p><i>-Technology increases the opportunities to vary classroom instruction and student engagement.</i></p> <p>-Technology offers opportunities to tier supports and remediation.</p>	<p>For Focus Area 1:</p> <p>The plan does not address supports for teachers who are not proficient at using and teaching with technology.</p>
<p>For Focus Area 2:</p> <p>Technology offers opportunities to tier supports and remediation.</p> <p>Instruction and practice to effectively use the TI-84+ graphing calculator to prepare scholars to use the online calculator for I-Step and other standardized tests including PSAT and SAT.</p>	<p>For Focus Area 2:</p> <p>The plan does not address supports for teachers who are not proficient at using and teaching with technology.</p>
<p>For Focus Area 3:</p> <p>The use of technology is a valuable 21st century skill that our scholars need.</p>	<p>For Focus Area 3:</p> <p>The plan is not specific enough in addressing what technology skills our students need to develop to be lifelong learners.</p>

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

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

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

Hammond High School promotes opportunities for secondary education and workforce to students by offering multiple Advanced Placement. courses. Our previous offerings included AP Calculus, AP Language and Composition, AP Literature, AP Environmental Science, AP Biology, AP Chemistry, and multiple others. In addition, we offer several Dual Credit classes in conjunction with Ivy Tech University. Finally, we’ve embedded a business pathway into our course offerings for our scholars. We will continue to offer more Advanced Placement, Dual Credit, and Foreign language classes to help our scholars complete at least three years in one foreign language.

Students are encouraged to either complete the coursework for a Core 40 diploma or Academic Honors diploma through data talks with their counselor. During these data talks the scholars are provided with a SCH Bingo sheet which shows what they have and are missing as they move closer toward the goal of graduation. Our Blueprint program aides scholars in reviewing their transcripts, researching and applying to colleges, and applying for scholarships in order to be better prepared to attend college after graduation.

In addition to offering more rigorous coursework, Hammond High School also offers JROTC and JAG. Both of these courses help our scholars by providing community service opportunities and the chance to gain employability skills through internships and documentation of work related experience. Finally, Hammond High School offers ASVAB testing three times during the school year and also participates in the SAT day initiative through the College Board.

Gap Analysis: High School Graduation Supports

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

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

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

Evidence-Based Interventions for Focus Area 1
Summarize the strategies from the core components in SIP Phase 3 that address this focus area:
Describe the key findings and root causes, if any, for this focus area that are <i>not</i> sufficiently addressed by these strategies from the core components:
Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

--

Evidence-Based Interventions for Focus Area 2

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

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

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

--

Evidence-Based Interventions for Focus Area 3

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

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

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



V. Design a professional development plan

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

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

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

Professional Development Plan		
<i>Set Goals</i>		
Given the school’s improvement priorities (e.g., strategies for its core components and evidence-based interventions) define goals for this professional development plan. Provide a brief rationale for each professional development goal in relation to one or more of the school’s focus areas.		
PD Goal #	Goal Description	Goal Rationale
1	To improve student achievement on assessments (both English and Math)	Increase Scores ISTEP; and increase graduation rates.
2	Provide our math teachers with the support for implementing the 8 mathematical process effectively in their curriculum and increase their instructional capacity.	Increase Scores for Mathematics
3	Power Friday (Power Standards)	Decrease (the number of Student Failures (specifically in the Freshman class) by focusing on standards that will be standardized assessments
<i>Professional Development Offerings</i>		
For each of the school’s professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.		
PD	Initial Professional Development	Follow-up Professional Development to

Goal #		Support Implementation
1	Power Friday's (Power Standards)	Through Cluster/Professional Development, teachers will develop a plan to attack power standards that are aligned to ISTEP 10+ or skills aligned to PSAT/SAT for Juniors and Seniors. The assessment will be given on Fridays and the feedback given to the students either before the end of class or by Monday the following week. The student data will be brought to cluster and analyzed by
2	Kagan Strategies	Through Cluster/Professional Development teachers, specifically new teachers, will develop and implement Kagan Strategies for students engagement and grouping to positively impact students achievement.
3	National Training Network (NTN)	Through Professional Development teachers, with the Mathematics teachers, teachers will implement the eight (8) mathematical process standards.

Professional Development Resources

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

PD Goal #	Resources Needed for Initial PD	Resources Needed for Follow-up PD to Support Implementation
1	Depth of Knowledge (Model schools)	Diving into Strategic Thinking by Gwendolyn Leininger & Sandra Adams
2	School Wide Strategies	Researched based strategies (Frayer Model; R.A.P.P.; and Close Reading) Project Based Learning; Google classroom and links from professional development; posters;
3	Power Standards	IDOE Academic Standards and Practice simulating Standardized Assessments

Professional Development Evaluation

For each of the school's professional development goals, define the method(s) for measuring the impact of the associated professional development. Map out an evaluation plan by

identifying the individual(s) responsible for collecting, analyzing, and facilitating the review of data to assess the impact of the professional development as well as when this evaluation will occur.

PD Goal #	Methods for Measuring PD Impact	Plan for Measuring PD Impact
1	School-Wide Assessments	School Wide data will be presented to task to analyze skills that need to be focused on as weaknesses
2	Teacher Evaluation Refinements	Instructional coaches (Administration and/or cluster leaders) consistently structure cluster with a focus of the teacher refinement areas described as the rubric cycle.
3	Quantitative and Qualitative student data from Power Standards	Teachers will analyze the data and organize the data into high, medium, and low depending on the student's score on the assessment. Next steps, would be for the teachers to analyze the trends and reflect on their teaching processing order to move students from medium to high, and low students to medium categories.

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

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