

School Name: Charlestown High School

School Number: 0821

Street Address: #1 Pirate Place

City: Charlestown

Zip Code: 47111

## **COMPREHENSIVE NEEDS ASSESEMENT/SCHOOL IMPROVEMENT PLAN**

For implementation during the following years: 2021-2024

### ----- 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.**

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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
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Who is required to submit a school improvement plan (SIP)? **All public and private schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education’s SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education’s CNA template? **Schools classified as CSI**

**If you are unsure of your school’s identification as TSI, ATSI, and/or CSI, you can find out [HERE](#).**

This is an initial three (3) year plan. <input type="checkbox"/>	This is a review/update of a plan currently in use. <input checked="" type="checkbox"/>
This school is identified as the following by the federal government: Choose	
(TSI only) Underperforming student groups identified by the federal government: Choose Choose Choose Choose Choose	
This school receives Title IA funding. No <i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

## --- 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. 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)			
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>Both</i>	<i>ELA, Black, Spec. Ed.</i>			
Amy Cook	Principal	SIP	Attend.	ELL	Grad.	ELA
JT Cox	Assistant Principal	SIP	Attend.	Grad.	Math	Spec.Ed.
Khris Harris	Counselor	SIP	Grad.	Attend.	Spec.Ed.	Math
Steve Churchman	Counselor	SIP	Grad.	Attend.	ELL	ELA
Charlie Natrass	Academy Coach	SIP	Grad.	Attend.	ELL	ELA
Jeff Ganote	Academic Improvement Coordinator-Math Department Chair	SIP	Grad.	Math	Free/Red.	Attend.
Sara Johnson	Media Director	SIP	ELA		Grad.	Attend.
Dawn Jenkins	ELA Department Chair	SIP	ELA	Attend.	Grad.	Choose
Adam Tolliver	Social Studies Department Chair	SIP	ELA	Attend.	Grad.	Choose
Delaina Snelling	Science Department Chair	SIP	Math	Attend.	Grad.	Choose
Bri Crawford	Teacher of Record	SIP	Spec.Ed.	ELL	Free/Red.	ELA
Nate Hayden	Electives Department Chair	SIP	Attend.	Grad.	Free/Red.	Choose
		Choose	Choose	Choose	Choose	Choose
		Choose	Choose	Choose	Choose	Choose
		Choose	Choose	Choose	Choose	Choose

## --- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

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### District Vision

Our vision is to become nationally recognized as a premiere provider of education by serving as the bridge connecting stakeholders to ensure all students are college and career ready.

### District Mission

Greater Clark County Schools will prepare students for lifelong success.

### School Vision

Charlestown High School students can best meet their achievement needs and goals when all members of the school community are committed to establishing a consistent framework of communication, varied teaching strategies, appropriate curriculum, teamwork, collaboration, up-to-date technology, and recognition of the importance of ethical behavior and self-motivation in the development of individual life skills.

### School Mission

The Charlestown High School community is dedicated to providing quality opportunities for all students to learn and develop while striving to reach their own levels of individual excellence as they prepare for their future in an ever-changing society. A safe and orderly environment, utilizing the continuous support of the entire school community, will best provide these opportunities.

## District Goals

GCCS will increase the % of students reading at or above grade level to 75%

GCCS will increase the % of students performing in math at or above grade level to 75%

GCCS will increase the % of students with zero office referrals by 2%

GCCS will increase student attendance to 96%

Does the school's vision support the district's vision? Yes

Does the school's mission support the district's mission? Yes

Do the school's mission and vision support district goals? Yes

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

## 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 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	Rationale for Resource Use	Continue Use?	X
Sample: <i>Reading</i>	1-6	<i>ABC Reading is Fun</i>	Yes	1,2	<i>Textbook and readers are core component of reading program.</i>	Yes	<input checked="" type="checkbox"/>
Reading	9-12	Independent Novels	Yes	1	Novels aligned to IDOE suggested reading lists for appropriate grade levels.	Yes	<input type="checkbox"/>
English/Language	9-12	Pearson	Yes	1	Textbooks and resources aligned to the IDOE core reading programs.	Yes	<input type="checkbox"/>
Math	9-12	Pearson	Yes	1	Textbooks and resources aligned to the IDOE core math programs.	Yes	<input type="checkbox"/>
Social Studies	9-12	Magruder's American Government: Government Pearson Economics: Economics Savvas US History Interactive: US History American Pageant: APUSH World History Voyage of Exploration: Cengage: World History	Yes	1	Textbooks and resources aligned to the IDOE core Social Studies programs.	Yes	<input type="checkbox"/>
Science	9-12	Pearson, McGraw-Hill, and Glencoe	Yes	1	Textbooks and resources aligned to the IDOE core Science programs.	Yes	<input type="checkbox"/>

Math	9-12	Balanced Math	Yes	2	Framework for culturally responsive teaching	Yes	<input type="checkbox"/>
Writing	9-12	Guided Writing	Yes	1	Aligned to IDOE Core Standards	Yes	<input type="checkbox"/>
Music, Choir & Band	9-12	Open source	Yes	1	Resources are aligned to IDOE standards	Yes	<input type="checkbox"/>
Sequencing Guides	9-12	GCCS Sequencing Guides	Yes	1	Sequencing guides provide a map to teach IAS	Yes	<input type="checkbox"/>
Physical Education	9-12	Open source	Yes	1	Resources are aligned to IDOE standards	Yes	<input type="checkbox"/>
World Language Spanish	9-12	Vista	Yes	1	Aligned to IDOE and National Standards	Yes	<input type="checkbox"/>

## 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.	Yes	<input type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	<input type="checkbox"/>
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	<input type="checkbox"/>
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	<input type="checkbox"/>

The public may view the school's curriculum in the following location(s):

GCCS curriculum is aligned with state standards. Curriculum information is located in the main office as well as on the schools Learning Managements System pages. The INSIP plans will also be posted on the district's website and the school's website.

## 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.	Yes	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	<input type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	<input type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process.	Yes	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	<input type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	<input type="checkbox"/>

## 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 benchmark, common formative, 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
SAT	11 cohort	Summative	Will be used in 2022 as part of state and federal accountability	Yes	<input type="checkbox"/>
ASVAB	Select 11-12	Other	Aptitude test for potential for success in the military	Yes	<input type="checkbox"/>
Daily Math Review	9-12	Com. Form.	Assessment system based upon student data	Yes	<input type="checkbox"/>

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.	Yes	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	<input type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	<input type="checkbox"/>

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

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

Greater Clark is using technology to create authentic learning experiences and to empower all learners to take ownership of their learning. Teachers and students leverage tools like interactive whiteboards, ActivInspire, HP Chromebooks, Google Classroom, Google Apps for Education, online textbooks, Symbaloo, EasyTech, Remind, Class Dojo and more in partnership with our sequencing maps to support student learning and teacher clarity. All technology integration and professional development is incorporated inside of our Numeracy, Literacy, Computer Science and College and Career Readiness frameworks.

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

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

Answer the questions for the grade levels in your school.

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

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

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

N/A

## 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.	Yes	<input type="checkbox"/>
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	<input type="checkbox"/>
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	<input type="checkbox"/>

What practices are in place to maintain a safe environment?

### What practices are in place to maintain a safe environment?

- Media Statements and inquiries need to be made to the principal.
- All entrances are locked and monitored with an A – phone system during the school day.
- Visitors should report to the office. Staff report to the office if they see someone without a badge.
- All classes should use caution when exiting/entering the building to and from recess or any other outdoor activity.
- Students should not be in the hallway without appropriate pass.
- All staff members wear a badge daily. If a visitor is seen in the building without a visitor’s badge, they are directed to the office to sign in.
- Personnel are assigned to designated areas in the AM to supervise students entry into the building and to class.
- In the case of a fire, tornado drill, or school evacuation, staff members take an attendance roster and emergency cards to ensure you know where all of your students are located.
- Classroom Doors remained locked during the school day and doors are not to be propped open.

### **REPORTING PROCEDURES**

1. Bullying report to the office.
2. Child Abuse or Neglect staff report to hotline immediately 1 (800) 800-5556
  - o Inform administrator and request case # from the hotline and give to administrator before you leave for the day
3. Staff are trained to immediately call the office and report manmade occurrence: A student needs shelter, Threat by Student, Possible Weapon on School Grounds, Possible Bomb Threat, Drugs Usage or Drugs on School Grounds, Gang Activity Power Outage, Water Advisory or Outage.
4. Safe Crisis Teams are in place in all schools.

## 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 using the check boxes below.

<input type="checkbox"/>	American Indiana/Alaskan Native	<input checked="" type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial
<input checked="" type="checkbox"/>	Asian	<input checked="" type="checkbox"/>	Free/Reduced Lunch	<input type="checkbox"/>	Native Hawaiian or Other Pacific Islander
<input checked="" type="checkbox"/>	Black	<input checked="" type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

Our district and school strives to create a culturally sensitive environment where all students can succeed. Our mission, vision, and belief statements support a nurturing environment where all students feel safe and respected, and provide all children a challenging curriculum in both academic and social skills. Specific subgroup challenges for our school are addressed through content benchmark goals, which are implemented through IMPACT intervention and individualized instruction on a daily basis. Our district is part of a Universal Design for Learning grant through Indiana University. Teachers are being trained and cultural diversity strategy training is included as a component of this work. We have a few pilot schools in the district and our hope is to continue to expand this work and strengthen the capacity of all staff.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

We will provide strong equitable access to strong, challenging school experiences. This will start by assessing our school culture and climate and building a culture of high expectations and achievement for all students.

What professional development might be necessary for staff to work effectively in cross-cultural situations?

We work on a regular basis to provide resources and trainings on Culturally Responsive teaching. The focus emphasizes cultural ways of learning and cognition. Affirmation of students' cultural roots comes through incorporating deep cultural values and cultural ways of learning (using memory systems of the brain, organizing around social interaction (collectivism), and combining oratory skills with academic talk. We will work with district resources to train teachers in Culturally Responsive teaching strategies by defining what culture is and understanding the myths surrounding Culturally Responsive teaching as well as the proven strategies that provide cultural representation in relevant ways with the curriculum. We will also train teachers in unconscious bias protocols that will enable teachers to become aware of and recognize their own biases when interpreting behavior in the classroom so they can be more culturally responsive.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

We strive to follow guidelines for Improving English Language Arts and mathematics materials for English Learners by selecting and utilizing materials which provide specific guidance to enhance language development with content embedded across a curricula, in units, and in lessons so that English learner students can access and engage in grade-level content.

## 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: 141                      Two years ago: 84                      Three years ago: 116

What may be contributing to the attendance trend?

\*Attendance may be IMPACTED by COVID-19 after March 13, 2020 through the end of the SY 2021. We had 300 or more students who were enrolled in MySchool Online that may or may not have had accurate attendance on a daily basis.

What procedures and practices are being implemented to address chronic absenteeism?

We believe that student achievement improves with regular attendance and parent involvement. The school principal and leadership team have established attendance goals that include strategies and schedules to maximize attendance and instructional minutes within the student day. We are striving to reach our attendance goal through the following steps and support:

- Average daily attendance data are monitored and discussed with teacher teams each quarter.
- We utilize the parent attendance legal notice and Truancy advocates assigned to our school to address habitual attendance concerns.
- Announcements and recognitions are made regularly to emphasize the importance of punctuality and attendance.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

Attendance data is reviewed regularly by the PRIDE and Building Leadership Teams with administration to recognize trends and plans are implemented to address families who may need support.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes	<input type="checkbox"/>
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.	Yes	<input type="checkbox"/>

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

Charlestown High School values and encourages parent/family participation and engagement. In addition to the Unified Classroom aspect of PowerSchool which allows real-time parent views of student progress, teachers keep logs of the contacts made with their students' parents/guardians throughout the year with the expectation that frequent communication becomes the norm. Various opportunities to attend special school events are made available to parents each year. These include a Back to School Night prior to the first student day with a Freshman Orientation preceding this, an evening College & Career Fair which allows parents and students to explore various offerings from each representative in attendance, meetings with counselors for explaining and completing FAFSA applications, a Prosser Open House on the New Albany campus, Academy Team contacts and conferences, Academy Showcases, and email/voicemail messaging for important events. Band and athletics continue to utilize Parent Booster Clubs to support and bolster their programs, and the Purdue Gear Up initiative invites parents/families into the school once a month for STEM activities and a free meal.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

Family surveys are utilized to determine how to provide more opportunities for parents to contribute to their child's learning. The district website provides a link for parents to express ideas, concerns, or suggestions.

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

Parent contact includes early phone calls and email messages pertaining to attendance and the work that is being done. Parents will be invited to visit with the students as they work before, during, or after school to finish homework, improve grades, and master key concepts. An electronic parent newsletter will provide more information about Gear Up Tutoring and other opportunities for students to access more assistance and support. The Unified Classroom allows parents the ability to see their child's attendance daily.

How do teachers and staff bridge cultural differences through effective communication?

The staff promotes equity by striving to make all parents feel welcome, accepted, and protected against discrimination. We continue to learn and work on how to eliminate bias in our systems and interactions through book studies and continued professional development.

## 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?

We strive to provide all students with a diverse education in a safe, supportive environment that promotes self – discipline, motivation, and excellence in learning. Our high school meets the needs of all students by providing them with a diverse curriculum that allows students’ to earn an Academic Honors Diploma, Associates Degree, Technical Honors Diploma or the Core 40 Diploma.

Three diploma tracks, including Academic and Honors Diplomas, Advanced Placement, and Dual Credit Courses; Project Lead the Way Biomedical Science; Welding with certifications and apprenticeships; Norton Healthcare with CNA certifications; Engineering and Manufacturing; Cadet Teaching; Radio and Television; Music and Theatre; Fine Arts and Practical Arts; Business, Technology, and Aerospace Science; Health, Wellness, and Physical Education classes at several levels; Family and Consumer Science; and a number of electives.

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

All freshmen begin with a plan of earning no less than an Academic Honors or core 40 diploma at a minimum. Concerted efforts between teachers, counselors, students and families are in place to encourage students to participate in rigorous and challenging courses within the chosen academy/pathway. The academy structure provides for team meetings to determine which students need support to achieve success. GCCS strives for every student to meet twice a year with a counselor to review status and to keep them on track with diploma goals.

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

GCCS, in partnership with Ford Next Generation Learning, implemented wall-to-wall Career Academies which offer a focused curriculum plan related to four areas: Public Service, Business and Entrepreneurship, Engineering and Advanced Manufacturing, and Health Services. These academies serve to create Small Learning Communities within the school to help students have authentic learning experiences.

Graduation rate last year: 97%

Percent of students on track to graduate in each cohort: Class of 2022 – 94%

Class of 2023 – 90%

Class of 2024 – 85%

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

### **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?**

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

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. All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.**

Charlestown High School Data:

Overall School Data: [https://docs.google.com/document/d/1xirPpFEz-A1ZwF16xCPPgbjAQf9pcaHbcC-7Kv1Is\\_o/edit?usp=sharing](https://docs.google.com/document/d/1xirPpFEz-A1ZwF16xCPPgbjAQf9pcaHbcC-7Kv1Is_o/edit?usp=sharing)

Student Intervention Data: [https://docs.google.com/spreadsheets/d/1JAYAt-Qz6sRJLqY6xLxBrmMeiSadsrVD8Q\\_K6UWhIQg/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1JAYAt-Qz6sRJLqY6xLxBrmMeiSadsrVD8Q_K6UWhIQg/edit?usp=sharing)

Student Intervention Data:

[https://docs.google.com/spreadsheets/d/1AUR2PCMXwsXQY8fXMTydGp5NBgMwOk\\_7TUIEOWnmlu0/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1AUR2PCMXwsXQY8fXMTydGp5NBgMwOk_7TUIEOWnmlu0/edit?usp=sharing)

Impact Class Changes/Intervention Data:

<https://docs.google.com/spreadsheets/d/1ae5B75Pc5IXzy1J1tG2Otvpo41xtc0qcdvV4r3291Nw/edit?usp=sharing>

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? No

By Spring 2021, at least 60% of students in grade 10 will meet the national benchmark average of 430 in Evidence-Based Reading/Writing (EBRW) skills as measured by PSAT.

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

N/A

If the goal was not met, explain why.

CHS had a mix of students that were either in-person or online learning environments due to COVID-19. Many students were quarantined, forcing the student online whether the student preferred that method of instruction or not. There may have been some loss of instructional time for the student and that affected the ability to meet minimum benchmarks for PSAT. Since not every student was present for the PSAT, results in EBRW are mixed and likely not a good indicator of the average grade 10 student at CHS.

If the goal was not met, should the school continue to work toward this goal? No

CHS will be using data from the SAT beginning SY 2021-2022 to measure accountability in the area of EBRW. The goals will be similar but the testing mechanism a little different from PSAT. Students will be accountable to a different benchmark score than the one determined by Collegeboard for the PSAT. The State of Indiana, Collegeboard and other educator/leaders will determine the benchmark (cut score) to be used to determine accountability in EBRW.

**Goal 2**

Measurable outcome met? No

By Spring 2021 at least 30% of the students in grades 10 will meet the National Benchmark Average in Mathematics (480) as measured by PSAT.

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

N/A

If the goal was not met, explain why.

CHS had a mix of students that were either in-person or online learning environments due to COVID-19. Many students were quarantined, forcing the student online whether the student preferred that method of instruction or not. There may have been some loss of instructional time for the student and that affected the ability to meet minimum benchmarks for PSAT. Since not every student was present for the PSAT, results in Math are mixed and likely not a good indicator of the average grade 10 student at CHS.

If the goal was not met, should the school continue to work toward this goal? No

CHS will be using data from the SAT beginning SY 2021-2022 to measure accountability in the area of Mathematics. The goals will be similar but the testing mechanism a little different from PSAT. Students will be accountable to a different benchmark score than the one determined by Collegeboard for the PSAT. The State of Indiana, Collegeboard and other educator/leaders will determine the benchmark (cut score) to be used to determine accountability in Mathematics.

**Goal 3**

Measurable outcome met? No

By Spring 2021 > 98% of the students in grade 12 will meet all graduation requirements for the State of Indiana.

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

If the goal was not met, explain why.

Loss of instructional time due to Covid-19 presented challenges to many students. Students struggled to deliver adequate work to teachers for teachers to ascertain competency in many areas of their content. Counselors worked diligently to contact and support those students that did achieve all requirements for their diploma.

If the goal was not met, should the school continue to work toward this goal? Yes

## 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 we’ll put “No” in the 2nd column. We’ll collect discipline data and summarize our findings in the 3<sup>rd</sup> column. We’ll compare what we’re committed to regarding student safety with what the data shows. We’ll state our finding in the 4<sup>th</sup> 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 5<sup>th</sup> column. Lastly, we’ll compare this with other gaps we found on this chart. We’ll prioritize these in the final column.*

	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
By Spring 2022 at least 60 % of students in grade 11 will meet the benchmark in SAT EBRW as measured by the State of Indiana.	Yes	According to data collected from the 2019 PSAT score reports, 57% of Charlestown High School students scored at or above the national benchmark average in EBRW.	Charlestown High School desires an increase of 3 percentage points equating to 5 more students who will earn a score at or above the benchmark average in EBRW as measured by the State of Indiana.	☒	2
By Spring 2022 at least 60 % of students in grade 11 will meet the benchmark in SAT Math as measured by the State of Indiana.	Yes	According to data collected from the 2019 PSAT score reports, 27% of Charlestown High School students scored at or above the national benchmark average in math.	Charlestown High School desires an increase of 33 percentage points equating to 49 more students who will earn a score at or above the benchmark average in math as measured by the State of Indiana.	☒	1
By Spring 2022 at least 98% of the students in grade 12 will meet all graduation pathway requirements for the State of Indiana.	Yes	According to Charlestown High School's data dashboard, the class of 2022 had a 94% pathway graduation rate.	Charlestown High School desires an increase of 4 percentage points, equating to 7 more students, to be on track to graduate with a qualifying diploma in their chosen pathway for the State of Indiana.	☒	3

Detailed PSAT Data: <https://docs.google.com/spreadsheets/d/1zjiO9hNG08ppA1fSUKU5T-hQcegy9awf0y8zLdl-jPk/edit?usp=sharing>

	2016	2017	2018	2019				
# of Test Takers	161	162	162	142				
# Test Takers Met Both Benchmarks			51	34				
% Test Takers Met Both Benchmarks			31%	24%				
# Test Takers Met ERW Benchmark		100	99	82				
% Test Takers Met ERW Benchmark			61%	58%				
# Test Takers Met Math Benchmark			56	38				
% Test Takers Met Math Benchmark			35%	27%				
# Test Takers Met No Benchmarks			58	56				
% Test Takers Met No Benchmarks			36%	39%				
Total Score	920	919	889	888				
Score Distribution - Total Score								
	400 - 590				400 - 590			
	#	%	#	%	#	%	#	%
School	1	1%	1	1%	0	0%	2	1%
District					8	1%	6	0%
State					687	1%	629	0%
Group Total					28650	1%	23854	1%
	600 - 790				600 - 790			
	#	%	#	%	#	%	#	%

School	31	19%	30	19%	44	27%	32	22%
District					213	31%	201	30%
State					17365	25%	18142	26%
Group Total					475844	25%	472810	25%
	800 - 990					800 - 990		
	#	%	#	%	#	%	#	%
School	70	43%	79	49%	78	48%	81	57%
District					301	44%	326	49%
State					28068	41%	29838	43%
Group Total					679694	36%	708841	38%
	1000 - 1190					1000 - 1190		
	#	%	#	%	#	%	#	%
School	48	30%	47	29%	39	24%	25	17%
District					135	20%	111	16%
State					17225	25%	16005	23%
Group Total					497357	26%	484751	26%
	1200 - 1390					1200 - 1390		
	#	%	#	%	#	%	#	%
School	5	3%	5	3%	1	0%	2	1%
District					11	1%	9	1%
State					3905	5%	3092	4%
Group Total					159469	8%	130821	7%
	1400 - 1600					1400 - 1600		

	#	%	#	%	#	%	#	%
School	0	0%	0	0%	0	0%	0	0%
District					1	0%	1	0%
State					359	0%	234	0%
Group Total					20617	1%	13459	0%
Total Score (320-1520)								
Total Score		920	919		889		888	
District					876		871	
State					917		906	
Group					932		925	
Section Scores (160-760)								
Evidence-Based Reading and Writing								
School		462	461		449		448	
District					440		440	
State					461		457	
Group					471		467	
Math								
School		594	458		440		441	
District					436		432	

State						456		449
Group						462		458
Test Scores (8-38)								
Reading								
School			24		24		23	23
District							23	23
State							23	23
Group							24	24
Writing and Language								
School			22		22		22	22
District							21	21
State							23	22
Group							23	23
Math								
School			23		23		22	22
District							22	22
State							23	22
Group							23	23
Cross-Test Scores (8-38)								
Analysis in Science								

School			23				23		23
District							22		22
State							23		23
Group							24		23
Analysis in History/ Social Studies									
School			23				23		23
District							22		23
State							23		23
Group							24		24
Subscores (1-15)									
Command of evidence									
School			8				7		8
District							7		7
State							8		8
Group							8		8
Words in context									
School			8				8		8
District							7		7
State							8		8

Group							8		8
Expression of ideas									
School			8				7		7
District							7		7
State							8		8
Group							8		8
Standard English Conventions									
School			7				7		7
District							7		7
State							8		8
Group							8		8
Heart of Algebra									
School			8				7		7
District							7		7
State							8		7
Group							8		8
Problem Solving and Data Analysis									
School			8				7		8
District							7		7

State							8		8
Group							8		8
Passport to Advanced Math									
School			7				7		6
District							7		6
State							7		7
Group							7		7

## **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)
Charlestown High School students did not meet the goal of at least 60% of students in grade 11 meeting the EBRW Benchmark on the PSAT by 3%.	<ol style="list-style-type: none"> <li>1. There is a need to align the Indiana State Standards with the SAT expectations. CHS needs to evaluate current strategies and cross curricular practices.</li> <li>2. Attendance and misuse of online learning. Many students did not receive appropriate preparation or attendance for the test due to the pandemic and refusal to attend the test.</li> <li>3. Students are aware of that the test does not affect their ability to graduate and that it is only a reflection of the school grade.</li> </ol>
Charlestown High School students did not meet the goal of at least 60% of students in grade 11 meeting the Math Benchmark on the PSAT by 33%.	<ol style="list-style-type: none"> <li>1. There is a need to align the Indiana State Standards with the SAT expectations. CHS needs to evaluate current strategies and cross curricular practices.</li> <li>2. Attendance and misuse of online learning. Many students did not receive appropriate preparation or attendance for the test due to the pandemic and refusal to attend the test.</li> <li>3. Students are aware of that the test does not affect their ability to graduate and that it is only a reflection of the school grade.</li> </ol>
Charlestown High School students did not meet the goal of a 98% graduation rate by 1%.	<ol style="list-style-type: none"> <li>1. Attendance was affected by the pandemic due to quarantines, and student misuse of My School Online. Students began working jobs, avoiding contact with school officials, and not completing the online courses.</li> <li>2. Many students moved and left the state and the pandemic complicated the tracking of student whereabouts leading to an increase of the drop-out rate.</li> <li>3. A lack of understanding graduation requirements due to new pathways.</li> <li>4. The state does not recognize Certificate of Completion as a diploma resulting in the lowering of graduation rate.</li> </ol>



*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. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

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

## 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.

<b>GOAL 1</b>	By Spring 2022, at least 60% of students in grade 11 will meet the benchmark average to be set by the state of Indiana in Evidence-Based Reading Writing (EBRW) skills as measured by SAT.			
<b>Data Checkpoints (dates)</b>	October 1st	January 4	February 14	
<b>Evidence at Checkpoints</b>	<b>Mastery of curriculum in Grade 11 (grade C or higher).</b>	Impact period will be used to provide review and sample EBRW questions	Students will attend a bootcamp during this week to focus on test taking strategies	
<b>Evidence- Based Strategy 1</b>	At least 60% of students will receive a benchmark score, according to the state of Indiana, on the EBRW from SAT 2022. The administration and English teachers will work in subcommittees to build strategies of best practice as suggested in the SAT Bootcamp PD. Teacher leaders and teachers will work to align teaching and assessing to assist students with scoring their personal A+ on the SAT.			<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Subcommittee work to align teaching and assessments to the SAT. English-based Subcommittees are: <ul style="list-style-type: none"> <li>• Close Reading Strategies &amp; Universal Activities</li> <li>• Nonfiction Reading</li> <li>• Writing: Vocabulary &amp; Grammar</li> </ul>	September 2021 - May 2022	English & SS Departments, Administration, Academic Improvement Coordinator, Academy Coach, Counselors	Teachers will analyze student work samples, formative, and summative assessments in regards to student performance on the constructive response items on each assessment.  Administrative walkthroughs, classroom assessments, student work samples and exit slips.
Action Step 2	SAT Bootcamp for all CHS students in grade 11.	February 2022	The Administration, Academic Improvement Coordinator working with IN GearUp	When the SAT results are in, at least 60 percent of students in grade 11 have reached the set benchmark score or greater in the EBRW section of the SAT.

Action Step 3	SAT EBRW Test Prep Class during Impact.	August 2021 - May 2022	English SAT test prep teacher, Administration, and Academic Improvement Coordinator.	When the SAT results are in, at least 60 percent of students in the Impact Test Prep class will have reached the set benchmark score or greater in the EBRW section of the SAT.
<b>Evidence- Based Strategy 2</b>	Students will show an 80% mastery on monthly constructed response assignments. The administrative team and department chairs will collect data on the use of RACE strategies in the classroom and analyze student work monthly in order to make sure students are improving their writing skills and mastering the skills needed to answer constructed response English questions.			<b>PD needed</b> <input type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	100% of teachers will use the RACE strategy weekly in class order to help students build the necessary skills to answer constructed response type questions on Formative Tests, CQA's and state exams.	September 2021 - May 2022	English & SS Departments, Administration, Academic Improvement Coordinator, Academy Coach, Counselors	Teachers will analyze student work samples, formative, and summative assessments in regards to student performance on the constructive response items on each assessment.  Administrative walkthroughs, classroom assessments, student work samples and exit slips.
Action Step 2	SOAPStone Strategy (ELA and SS)	September 2021 - May 2022	English & SS Departments, Administration, Academic Improvement Coordinator, Academy Coach, Counselors	Administrative walkthroughs, classroom assessments, student work samples and exit slips.  Teachers will analyze student work samples, formative, and summative assessments in regards to student performance on the constructive response items on each assessment.

Year 2 Measurable Objective	By Spring 2023, at least 65% of students in grade 11 will meet the benchmark average to be set by the state of Indiana in Evidence-Based Reading Writing (EBRW) skills as measured by SAT.
Year 3 Measurable Objective	By Spring 2024, at least 70% of students in grade 11 will meet the benchmark average to be set by the state of Indiana in Evidence-Based Reading Writing (EBRW) skills as measured by SAT.

<b>GOAL 2</b>	By Spring 2022 at least 60% of the students in grade 11 will meet the benchmark average in the Mathematics section of the SAT as measured by the state of Indiana.			
Data Checkpoints (dates)	October 1st	January 4	February 14	
Evidence at Checkpoints	Mastery of curriculum in the student's math course progression (grade C or higher).	Impact period will be used to provide review and sample math questions	Students will attend an SAT Bootcamp during this week to focus on test taking strategies	
Evidence- Based Strategy 1	At least 60% of students will receive a benchmark score, according to the state of Indiana, on the Math section on the SAT in Spring 2022. The administration and math teachers will work in subcommittees to build strategies of best practice as suggested in the SAT Bootcamp PD. Teacher leaders and teachers will work to align teaching and assessing to assist students with scoring their personal A+ on the SAT.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	<p>Subcommittee work to align teaching and assessments to the SAT.</p> <p>Math-based Subcommittees are:  Daily Math Review (DMR) and Application Problems  Data Analysis</p>	September 2021 - May 2022	Math & Science Departments, Administration, Academic Improvement Coordinator, Academy Coach, Counselors.	<p>Administrative walkthroughs, classroom assessments, student work samples and exit slips.</p> <p>Teachers will analyze student work samples, formative, and summative assessments in regards to student performance on the constructive response items on each assessment.</p>
Action Step 2	SAT Bootcamp for all CHS students in grade 11	February 2022	The Administration, Academic Improvement Coordinator working with IN GearUp	Administrative and teacher walkthroughs, classroom formative assessments, student work samples and exit slips.

Action Step 3	SAT Math Test Prep during Impact.	August 2021 - May 2022	All math & science teachers, SAT math test prep teacher, Administration, and Academic Improvement Coordinator.	Administrative and teacher walkthroughs, classroom formative assessments, student work samples and exit slips.
Evidence- Based Strategy 2	80% of students will be able to master student-produced response items that are similar to SAT-type questions. Teachers will utilize data from student responses completed during Impact and adjust DMRs as needed in class.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Math and science teachers will have students complete SAT released student-produced response items given in their Impact class. Teachers, together with students, will score the response items with an SAT scoring guide.	September 2021 - May 2022	Math & Science Departments, Administration, Academic Improvement Coordinator, Academy Coach, Counselors	Teachers will analyze student work samples of SAT released items in regards to student performance on student-produced response items on each assessment.
Action Step 2	Math and Science Teachers will use strategies to help reteach students during daily DMR's	September 2021 - May 2022	Math & Science Departments, Administration, Academic Improvement Coordinator, Academy Coach, Counselors	Administrative and teacher walkthroughs, classroom formative assessments, student work samples and exit slips.
Year 2 Measurable Objective	By Spring 2023 at least 65% of the students in grade 11 will meet the benchmark average in the Mathematics section of the SAT as measured by the state of Indiana.			

Year 3 Measurable Objective	By Spring 2024 at least 70% of the students in grade 11 will meet the benchmark average in the Mathematics section of the SAT as measured by the state of Indiana.

<b>GOAL 3</b>	By Spring 2022> 98% of the students in grade 12 will meet all graduation requirements for the state of Indiana.			
<b>Data Checkpoints (dates)</b>	September 25th	November 25th	April 25th	
<b>Evidence at Checkpoints</b>	Members of the Charlestown High School Intervention Team will track progress of current seniors.	Members of the Charlestown High School Intervention Team will track progress of current seniors.	Members of the Charlestown High School Intervention Team will track progress of current seniors.	
<b>Evidence- Based Strategy 1</b>	Students identified as “at risk” for behavior, attendance or not making progress towards graduation will be provided interventions such as Credit Recovery, Counseling, Intervention during IMPACT period and student “check in” with administrators and counselors.			<b>PD needed</b> <input type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	The Counselors, Administrators and Academy Teams will identify students that are at risk for attendance and behavior problems at the beginning of each year based on the PRIDE rubric and monitored for progress on their behavior and attendance. Students that are not on track to graduate at each grade level as measured by the 11, 22 , 33 model will be identified at the start of each school year by the Counselors, Administration and Academy Teams so that their progress can be monitored throughout the school year.	July 28, 2021 - May 2022	All teachers, counselors, administrators, academy coach and academic improvement coordinator	Student lists that are created from the previous years data in PowerSchool. Based on Previous years data we will identify “at risk” students that fall into the tier 2 or 3 category based on the PRIDE rubric.

Action Step 2	Each teacher will construct and implement bell ringer activities to begin each class.	July 28, 2021 - May 2022	All teachers, counselors, administrators, academy coach and academic improvement coordinator	Administrative and teacher walkthroughs, classroom formative assessments, student work samples and exit slips.
Action Step 3	Teachers will utilize the PRIDE format each day to build awareness of the importance of attendance and punctuality.	July 28, 2021 - May 2022	All teachers, counselors, administrators, academy coach and academic improvement coordinator	Administrative and teacher walkthroughs, classroom formative assessments, student work samples and exit slips.
Action Step 4	Each teacher will remind and encourage students of the Work Ethic Certificate and the expectations associated with it.	July 28, 2021 - May 2022	All teachers, counselors, administrators, academy coach and academic improvement coordinator	Administrative and teacher walkthroughs, classroom formative assessments, student work samples and exit slips.
<b>Evidence- Based Strategy 2</b>	Charlestown High School will see a 10% decrease in the number of students that are considered “at risk” for attendance and behavior problems. CHS will also see a 10% decrease in the number of students that are not on track to graduate in terms of credits using the 11, 22, 33 credit model.			<b>PD needed</b> <input type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Charlestown High School will see a 10% decrease in the number of students that are considered “at risk” for attendance and behavior problems and also the number of students that are not on track to graduate in terms of credits using the 11, 22, 33 credit model.	July 28, 2021 - May 2022	All teachers, counselors, administrators, academy coach and academic improvement coordinator	Student lists that are created from the previous year’s data in PowerSchool. Based on Previous year’s data we will identify “at risk” students that fall into the tier 2 or 3 category based on the PRIDE rubric.

Action Step 2	Credit Recovery Intervention for students behind on credits as measured by the 11, 22, 33, credit model.	July 29, 2020 - May 2021	All teachers, counselors, administrators, academy coach and academic improvement coordinator	Student lists that are created from the previous years data in PowerSchool. Based on Previous years data we will identify “at risk” students that fall into the tier 2 or 3 category based on the PRIDE rubric.
Action Step 3	Individual student meetings with counselors and administrators each week.	July 29, 2020 - May 2021	All teachers, counselors, administrators, academy coach and academic improvement coordinator	Student lists that are created from the previous year's data in PowerSchool. Based on Previous year's data we will identify “at risk” students that fall into the tier 2 or 3 category based on the PRIDE rubric.
Year 2 Measurable Objective	By Spring 2023 at least 98.5% of the students in grade 12 will meet all graduation requirements for the state of Indiana.			
Year 3 Measurable Objective	By Spring 2024 at least 99% of the students in grade 12 will meet all graduation requirements for the state of Indiana.			

## 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 affects 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.

<b>Professional Development Goal 1</b>	Schoolwide, grade 9-12 teachers will work in subcommittees on PD days and zero periods to help support alignment of curriculum to improve students awareness in the type of questions asked on the SAT when students take it in grade 11.	<b>Linked SIP Goals</b> ☒
<b>Possible Funding Source(s)</b>	No extra funding anticipated	
<b>Evidence of Impact</b>	On-going subcommittee work and teacher data collection	
<p>Plan for coaching and support during the learning process:</p> <p>Professional development planned throughout the year on zero periods every other Tuesday from month to month and during the eLearning days that are marked for PD.</p>		
<p>How will effectiveness be sustained over time?</p> <p>CHS Teachers and Administration Team will meet every other Tuesday during zero period to consistently work on SAT alignment, finding and creating strategies that will aid students in Reading, Writing and Mathematics skills as needed. Once the subcommittee's work is complete, link to strategies will be placed in a live document for easy access to help effect teaching/learning over time.</p>		

<b>Professional Development Goal 2</b>	Teacher Clarity Playbook Training and Implementation	<b>Linked SIP Goals</b> ☒
<b>Possible Funding Source(s)</b>	Possible funding for some teacher materials paid for by GCCS.	
<b>Evidence of Impact</b>	Standards of Success scores will improve based on administrators observations resulting in improved assessment scores.	
<p>Plan for coaching and support during the learning process:</p> <p>Teacher Clarity will be supported during Department Meetings every other Thursday each month</p>		
<p>How will effectiveness be sustained over time?</p> <p>CHS teachers will be able to unpack standards to clearly write their daily objectives for lessons, activities and assessments that meet the criteria of what they want students to learn.</p>		

<b>Professional Development Goal 3</b>	Administration team will be using Standards for Success to target and track student goals and goal analysis through Indiana Diploma Designation, Employability Skills and Post-Secondary Readiness Competencies.	<b>Linked SIP Goals</b> ☒
<b>Possible Funding Source(s)</b>	GCCS	
<b>Evidence of Impact</b>	Counselors, Administration Team, Academy Coaches and Academic Intervention/Test Coordinators will easily be able to identify at-risk students and provide the necessary interventions.	
Plan for coaching and support during the learning process: Semester PD Calendar (No approved Calendar at this time for Second Semester) – See Below		
<p>How will effectiveness be sustained over time?</p> <p>Interventions will be assigned to team members as needed.</p>		

Charlestown High School Data Dashboard Link: [https://docs.google.com/document/d/1xirPpFEz-A1ZwF16xCPPgbjAQf9pcaHbcC-7Kv1ls\\_o/edit?usp=sharing](https://docs.google.com/document/d/1xirPpFEz-A1ZwF16xCPPgbjAQf9pcaHbcC-7Kv1ls_o/edit?usp=sharing)

Professional Development for the Year

Month	Professional Development Focus: (Learning Intention)	Group Work (Learning Progressions)	Outcomes Success Criteria	Monitoring Assessment/Feedback
August	Introduce “The Teacher Clarity Playbook”  Academy Teams- Roll out Novel	Department Meetings  Academy Team Meetings	Identify Standards  Introduce Academy Novel during Impact	BLT Discussion  Team Leads/Academy Coach
September	Continue “The Teacher Clarity Playbook”  Introduce Sub Committees and Curriculum alignment to SAT  Continue Academy Novel	Department Meetings  Sub Committee Meetings  Academy Team Meetings	Begin Grouping and Pacing Standards- Module 1  Choose roles and beginning focus  Students complete activities and read novels	BLT Discussion  BLT Discussion  Team Leads/Academy Coach
October	Continue “The Teacher Clarity Playbook”  Sub Committees and Curriculum alignment to SAT  Continue Academy Novel	Department Meetings  Sub Committee Meetings  Academy Team Meetings	Continue Grouping and Pacing Standards- Module 2  Begin Gathering Information on Current Practices  Students complete activities and read novels	BLT Discussion/Observations  BLT Discussion  Team Leads/Academy Coach

November	Continue “The Teacher Clarity Playbook”  Sub Committees and Curriculum alignment to SAT  Continue Academy Novel	Department Meetings  Sub Committee Meetings  Academy Team Meetings	Learning Intentions- Module 3  Continue to Gather Information on Current Practices  Students complete activities and read novels	BLT Discussion/Observations  BLT Discussion  Team Leads/Academy Coach
December	Continue “The Teacher Clarity Playbook”  Sub Committees and Curriculum alignment to SAT  Complete Academy Novel	Department Meetings  Sub Committee Meetings  Academy Team Meetings	Crafting Success Criteria- Module 4  Begin Evaluating Current Practices  Students complete Novel and complete Reading Counts Requirements	BLT Discussion/Observations  BLT Discussion  Team Leads/Academy Coach
January	Continue “The Teacher Clarity Playbook”  Sub Committees and Curriculum alignment to SAT  Introduce Academy PBL	Department Meetings  Sub Committee Meetings  Academy Team Meetings	Modifying Learning Intentions to Include Language Expectations- Module 5  Continue Evaluating Current Practices  Students begin brainstorming ideas for PBL	BLT Discussion/Observations  BLT Discussion  Team Leads/Academy Coach
February	Continue “The Teacher Clarity Playbook”  Sub Committees and Curriculum alignment to SAT	Department Meetings  Sub Committee Meetings	Determine the Relevance of the Learning- Module 6  Begin Comparing Current Practices with Best Practices	BLT Discussion/Observations  BLT Discussion

	Begin work on Academy PBL	Academy Team Meetings	Students begin work on PBL	Team Leads/Academy Coach
March	Continue “The Teacher Clarity Playbook”  Sub Committees and Curriculum alignment to SAT  Continue Work on Academy PBL	Department Meetings  Sub Committee Meetings  Academy Team Meetings	Designing Assessment Opportunities- Module 7  Continue Comparing Current Practices with Best Practices  Students continue work on PBL	BLT Discussion/Observations  BLT Discussion  Team Leads/Academy Coach
April	Continue “The Teacher Clarity Playbook”  Sub Committees and Curriculum alignment to SAT  Complete Academy PBL	Department Meetings  Sub Committee Meetings  Academy Team Meetings	Creating Meaningful Learning Experiences- Module 8  Research Best Practices to implement  Students complete their PBL	BLT Discussion/Observations  BLT Discussion  Team Leads/Academy Coach
May	Complete “The Teacher Clarity Playbook”  Sub Committees and Curriculum alignment to SAT	Department Meetings  Sub Committee Meetings	Establishing Mastery of Standards- Module 9  Continue Research of Best Practices to implement	BLT Discussion  BLT Discussion