

School Name

School Number

Street Address

City

Zip Code

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

For implementation during the following years: 2023-2026

### **----- CONTACT INFORMATION -----**

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*Read through this document before beginning your work.*

## --- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

Who is required to submit a school improvement plan (SIP)? **All public and state-accredited nonpublic 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**

**Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.**

**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 , Choose	
This school receives Title IA funding. Choose an item.    Is the school’s Title I program <b>Schoolwide</b> or <b>Targeted Assistance</b> ? * Choose an item. <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 subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the “CNA/SIP Subcommittee(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 Subcommittee(s)
Amy Cook	Principal	SIP	Grad , ELA, ELL, Attend
JT Cox	Assisstant Principal	SIP	Attend, Math, Grad, SpEd
Khris Harris	Counselor	SIP	Grad, Attend, SpEd, ELL
Amber Anderson	Academy Coach	SIP	Grad, Attend, ELL, ELA
Jeff Ganote	Academic Improvement Coordinator- Math Department Chair	SIP	Grad, Math, F/R, Attend
Sara Johnson	Media Center Specialist	SIP	ELA, Grad, Attend
Adam Tolliver	Social Studies Department Chair	SIP	ELA, Attend, Grad
Delaina Snelling	Science Department Chair	SIP	Math, Attend, Grad
Bri Crawford	Teacher of Record- Special Ed. Department Chair	SIP	SpEd, ELL, ELA, Math
Nate Hayden	Electives Department Chair	SIP	Attend, Grad, SpEd
Dawn Jenkins	English Department Chair	SIP	ELA, Grad, Atted
<b>Link additional committee information here (if necessary)</b>			

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

A systems-based approach to continuous school improvement involve 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.

### **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

### **School Vision**

CHS has moved beyond state averages and we are a leading school in the state of Indiana. Our work as a school has increased our SAT scores to supass the state average mean score of 960.

### **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.

**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 most 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: Reading	1-6	ABC Reading is Fun	Yes	1,2,3	Textbook and readers are core component of reading program.	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 checked="" type="checkbox"/>
English /Language	9 - 12	Pearson	Yes	1	Textbook and resources are aligned to the core reading program.	Yes	<input checked="" type="checkbox"/>
Math	9-12	McGraw-Hill Reveal AGA, Business Math	Yes	1	Textbooks and resources aligned to the IDOE core math programs.	Yes	<input checked="" type="checkbox"/>
	10-12	Cengage - PreCalculus & Calculus	Yes	1			
	11-12	Savvas-Finite	Yes	1			
Social Studies	12	Magruder's American Government: Government	Yes	1	Textbooks and resources aligned to the IDOE core Social Studies programs.	Yes	<input checked="" type="checkbox"/>
	12	Pearson Economics: Economics	Yes	1			
	11	Savvas US History Interactive: US History	Yes	1			
	11	American Pageant: APUSH	Yes	1			
	10-12	World History Voyage of Exploration: Cengage: World History	Yes	1			

Science	9-12	Savvas - AP Physics I, Biology I, Chemistry	Yes	1	Textbooks and resources aligned to the IDOE core Science programs.	Yes	<input checked="" type="checkbox"/>
	9-12	McGraw-Hill – Integrated Chemistry & Physics (ICP)	Yes	1			
	9-12	Glencoe – Earth Space Science	Yes	1			
Music, Choir & Band	9-12	Open Source	Yes	1	Resources are aligned to IDOE standards	Yes	<input checked="" type="checkbox"/>
World Language: Spanish	9-12	Vista	Yes	1	Aligned to IDOE and National Standards	Yes	<input checked="" type="checkbox"/>
Physical Education	9-12	Open Source	Yes	1	Resources are aligned to IDOE standards	Yes	<input checked="" type="checkbox"/>
Sequencing Guide	9-12	GCCS Sequencing Guides	Yes	1	Sequencing guides provide a map to teach the IAS.	Yes	<input checked="" type="checkbox"/>
Math	9-12	Balanced Math	Yes	1,2	Framework for culturally responsive teaching	Yes	<input checked="" type="checkbox"/>
Intervention	9-12	Edmentum-Plato	Yes	1,2	Program to support MTSS and Intervention efforts	Yes	<input checked="" type="checkbox"/>

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

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

GCCS curriculum is aligned with Indiana Standards. Curriculum information is located in the main office as well as on the schools Learning Management 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. **Assess your practices using the chart below.**

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 checked="" type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	<input checked="" type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	<input checked="" type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	<input checked="" type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	<input checked="" type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	<input checked="" type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	<input checked="" type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process.	Yes	<input checked="" type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	<input checked="" type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	<input checked="" type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	<input checked="" type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	<input checked="" type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	<input checked="" type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	<input checked="" 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 [CFA], or summative) and a brief rationale for their use. 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)	Use	Type and Rationale for Use	Continue Use	X
Mastery Checks	9 - 12	CFA	Used frequently to determine remediation needs and allow for retakes	Yes	<input checked="" type="checkbox"/>
PSAT/SAT	9 - 11	Summative	Will be used in 2024 as part of state and federal accountability	Yes	<input checked="" type="checkbox"/>
ASVAB	11 - 12	Other	Aptitude test for potential for success in the military	Yes	<input checked="" type="checkbox"/>
Daily Math Review	9 - 12	CFA	Assessment system based upon student data	Yes	<input checked="" type="checkbox"/>

### For Title I schools with Schoolwide Programs only:

**Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.**

The Data Wise Improvement Process is an eight-step model that guides teachers to work in collaboration to improve teaching and learning through evidence-based analysis. The steps occur in three phases: Prepare; Inquire; and Act. The prepare phase involves creating a culture in which educators collaborate effectively and use data responsibly. The inquire phase is where teachers use a variety of data sources to define a specific problem of practice they are committed to solving. In the Act phase, teams articulate how they will employ high-leverage strategies to address the problem and ultimately accelerate student achievement. Adjustments are made to the plan and determine the focus for the next cycle.

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 checked="" type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	<input checked="" 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 checked="" 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 a 1:1 district and all students k – 12 will have access to a Chromebook device. GCCS uses technology to create authentic learning experiences and to empower all learners to take ownership of his/her own learning. Teachers and students leverage tools like interactive whiteboards, Activinspire, Chromebooks, Google Classroom, Google Apps for Education, online textbook resources, Symbaloo, EasyTech, Remind, Class Dojo, Exact Path, 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, 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 checked="" type="checkbox"/>
A plan is in place to provide in-service training in the use of technology.	Yes	<input checked="" type="checkbox"/>
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes	<input checked="" type="checkbox"/>
There are established procedures for maintaining technology equipment.	Yes	<input checked="" type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	<input checked="" type="checkbox"/>

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

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.

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

### **Briefly answer the following: What practices are in place to maintain a safe environment?**

- Media Statements and inquires need to be made to the principal/ Superintendent’s Office.
- 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.
- Partnerships with local law enforcement and fire departments to optimize overall safety of all students and staff

### **REPORTING PROCEDURES**

1. Bullying report to the office.
2. Child Abuse or Neglect staff report to hotline immediately 1 (800) 800-5556
  - 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 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 staff and 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: 251**                      **Two years ago: 257**                      **Three years ago: 141**

### **What may be contributing to the attendance trend?**

Attendance may be impacted by student anxiety induced by social, academic and mental health concerns. In many families, parents' schedules do not allow supervision in the mornings.

### **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 checked="" 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 checked="" type="checkbox"/>

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

### **How does the school maximize family engagement to improve academic achievement?**

The school has an active parent organization, which sponsors several family events throughout the year. They meet on a regular basis to develop supports for students and staff. The parent organization serves as a conduit for improvement of the schoolwide plan to support academics. Other activities offered for parents to become involved are: orientation, field trips, family nights, Camp Kindergarten and various sports and extracurricular activities including academic teams and robotics events. Parents are given the option to participate in school events and offered opportunities to volunteer.

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

Family input and feedback is welcomed through surveys and other communication platforms to determine how to provide more opportunities for parents to contribute to their child's learning. The district website and social media platforms provide a means 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?**

Positive peer and parent relationships can promote healthy attendance. Using structures like student government and morning meetings, we empower students to have an active presence and helping them develop a collective identity. We are also working on implementing restorative justice practices. Regular parent contacts include early phone calls and email messages pertaining to attendance and student work completion. 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 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 GCCS district promotes equity by striving to make all students, staff, and parents feel welcome, accepted, and protected against discrimination. We continue to learn, work, and grow in how to eliminate bias in our systems and interactions through continued professional development, trainings, book studies, and community resources to build our knowledge base and practices.

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

**The following is specific to Title I Schoolwide Programs.**

**Describe strategies used to increase parental involvement.**

A parent compact outlining each student's growth is completed with parents during parent – teacher conferences. We strive to conference with 100% of parents. Parents are informed throughout the year if it is necessary for their student to receive Tier 2 or Tier 3 intervention. Family nights are planned throughout the year to encourage parent involvement and to showcase student work and achievements.

**How does the school provide individual academic assessment results to parents/guardians?**

Parents are informed of student progress in core academic areas aligned to Indiana Academic Standards and performance on Benchmark assessments for reading, writing, and math on a regular basis. The school will provide individual academic assessment results and/or progress to parents several times during the school year. Communicating performance results to parents will include: midterms each quarter, parents LMS pages through Powerschool, blogs, class Dojo, and Google Classroom. Report cards are distributed quarterly. Parent teacher conferences are conducted in November. NWEA math and reading reports as well as behavior goals and concerns are shared with parents throughout the year at designated intervals.

**How does the school involve parents in the planning, review, and improvement of the schoolwide plan?**

All Title 1-served schools in Greater Clark County School Corporation will host an annual parent meeting, and follow up meetings for those who could not attend, to outline the parameters of services being provided to their children. At this meeting, information will be shared regarding services provided, complaint procedure policy reviewed, discussion of Right-to-Know letter, school compact is reviewed and signed, and contact information shared regarding key personnel in the school. The meeting is publicized to all families and individual question and answer sessions will be held after the parent meeting as needed. The INSIP plan is also available on the school's website for access by parents and community members.



## **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.

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

We offer three diploma tracks; Academic Honors Diploma, Technical Honors Diploma and Core 40. Greater Clark County schools, in partnership with Ford Next Generation Learning, implemented wall-to-wall Career Academies during the 2018-2019 school year, which offers 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 larger school which, coupled with the Freshman Academy, provide teams of teachers and staff dedicated to ensuring students are supported, affirmed, guided and directed through a pathway that leads to College and Career Readiness. Through this initiative, students directly benefit from a transformation of teaching and learning, a transformation of the secondary school experience, and a transformation of business and civic engagement, which forges a strong partnership with community stakeholders.

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

All students are enrolled in the Freshman Seminar course during their 9<sup>th</sup> grade. This class focuses on introducing and promoting each of the High School’s academic opportunities and advises students on the best fit for them based on interest inventories.

**Graduation rate last year:** 97%

**Percent of students on track to graduate in each cohort:** Class of 2024: 95%

Class of 2025: 95%

Class of 2026: 95%

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

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

#### **Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.**

Federal Programs (Title I, II, III, and IV) as well as the various Cares/ESSER Act dollars (I,II, and III) will be coupled with instructional services (staff development), technological services, student services, Special Education funding and various business partnerships to improve the academic achievement of all students. In addition, Title I professional development funding and staffing support will be used to support the SWP/School Improvement plan.

#### **Provide a list of programs that will be consolidated under the schoolwide plan *(if applicable)*.**

#### **Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First,**

Greater Clark has been able to increase our preschool capacity within the district to well over 200 students with plans for even greater expansion. Our preschool teachers work collaboratively with our kindergarten teachers and academic coaches to provide developmentally appropriate curriculum and instruction for our earliest learners. Our district works collaboratively with other community early childhood programs to share our resources and to ensure kindergarten readiness to all incoming students. We support parents through a program called Camp Kindergarten to help students and parents prepare children socially, emotionally, and physically for kindergarten expectations and programming. In the spring, Camp Kindergarten visits and screenings are scheduled to assist in a smooth transition. All area preschools are notified and invited to attend. IEPs for special needs students transitioning to kindergarten from Head Start are communicated through conferences. We work to maintain a PTQ level 3 in our preschool classrooms and are striving for a level 4.

#### **Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.**

Greater Clark County Schools is actively recruiting and attending job fairs across the state to attract highly qualified teachers. We have cohorts run through local universities to provide advanced course work options for our teachers. We have created and conducted an action plan to interview in the early spring to secure the top teacher candidates. We also conduct "mock" interviews with local universities to get a preview of upcoming graduates. We maintain agreements with several universities across the state to supervise student teachers throughout their educational course work in our schools.

## 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 add or link the data reviewed for this plan.**

General Academic		Specific Student Groups		General School Data			
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Statewide Assessment Data	<input checked="" type="checkbox"/>	ELL Assessment(s)	<input checked="" type="checkbox"/>	Attendance*
<input type="checkbox"/>	Federal (ESSA) Data	<input type="checkbox"/>	Federal (ESSA) Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)	<input checked="" type="checkbox"/>	School Discipline Reports*
<input checked="" type="checkbox"/>	Districtwide Assessments	<input type="checkbox"/>	IAM Assessment	<input type="checkbox"/>	Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/>	Bus Discipline Reports*
<input type="checkbox"/>	Dyslexia Assessments	<input type="checkbox"/>	Aptitude Assessment(s)	<input checked="" type="checkbox"/>	Staff Training	<input checked="" type="checkbox"/>	Surveys (parent, student, staff) *
<input checked="" type="checkbox"/>	Common Formative Assessments	<input checked="" type="checkbox"/>	Special Education Compliance Rpt	<input type="checkbox"/>	Aptitude Assessment (e.g. CogAT)	<input checked="" type="checkbox"/>	Daily Schedule Configuration
<input checked="" type="checkbox"/>	PSAT/SAT/ACT	<input checked="" type="checkbox"/>	Subgroup Assessment Data	<input type="checkbox"/>	Current High Ability Grant	<input checked="" type="checkbox"/>	*Including student subgroups
<b>List or Link Other Data Sources Below</b>							
Link ->				Link ->			

**Be sure no personally identifiable student information is included in any/all linked or uploaded data.**

### **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.

**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. There is not a requirement as to the number of goals. Goals should be derived from prioritizing areas where improvement is needed immediately.**

**Goal 1**

**Measurable outcome met? No**

By Spring 2023, the 2024 cohort will increase the average Evidence-Based Reading & Writing (EBRW) scaled score by 20 points on the Digital School Day SAT.

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

N/A

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

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

**Goal 2**

**Measurable outcome met? No**

By Spring 2023, the 2024 cohort will increase the average Math scaled score by 5 points on the Digital School Day SAT.

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

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

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

**Goal 3**

**Measurable outcome met? No**

By Spring 2023 > 98% of the students in cohort 2023 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, should the school continue to work toward this goal? Yes**

*If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).*

## 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 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
To increase the average Evidence-Based Reading & Writing (EBRW) scaled score by 20 points on the Digital School Day SAT.	Yes	<p>According to data from the Spring 2023 Digital SAT School Day score reports, cohort 2024 did not meet the average increase in scaled score by 20 points on the EBRW Section. The cohort averaged 49% of students meeting the state benchmark on the EBRW.</p> <p><a href="#">PSAT Data</a></p> <p><a href="#">SAT Data</a></p>	<p>Charlestown High School desired to see an average increase of 20 scale score points on the EBRW Section on the Digital SAT School Day® from the previous cohort. On average, cohort 2024 actually scored six points lower than the previous cohort. Cohort 2024 would have needed to score 26 scaled score points higher to achieve the goal of 20 scaled score points higher than the previous cohort. The English department needs to realign SAT priority standards with sequencing guides and assess curriculum needs resulting from common assessment data.</p>	☒	1
To increase the average Math scaled score by 5 points on the Digital School Day SAT.	Yes	<p>According to data from the Spring 2023 Digital SAT School Day score reports, Cohort 2024 did not meet the increase in scaled score by five points on the Math Section. The Cohort averaged 15% of students meeting the state benchmark in math.</p> <p><a href="#">PSAT Data</a></p> <p><a href="#">SAT Data</a></p>	<p>Charlestown High School desired to see an average increase of five scaled score points on the Math Section on the Digital SAT School Day® from the previous Cohort. On average, Cohort 2024 actually scored 15 points lower than the previous Cohort. Cohort 2024 would have needed to average 21 scaled score points higher to achieve the goal of five scaled score points higher than the previous cohort. The math department needs to realign SAT priority standards with sequencing guides and assess curriculum needs resulting from common assessment data.</p>	☒	2
98% of the students in Cohort 2023 will meet all graduation requirements for the state of Indiana.	Yes	<p>According the Charlestown High School's data dashboard, 97% of Cohort 2023 graduated</p> <p><a href="#">Data Dashboard</a></p>	<p>Charlestown High School was 1% short of meeting the goal for Cohort 2023. If one to two more students were able to meet the state requirements, 2023 cohort would have achieved a 98% graduation rate. Counselors and administrators will continue to meet and address at risk students and formulate individualized plans to help students meet graduation requirements.</p>	☒	3

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

### **Step 2: Conduct Root Cause Analyses**

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

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

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



Identified Priorities from Previous Chart	List Root Cause(s)
<p>Attendance- There is a belief that school attendance will effectively increase the overall reading/writing and math scores on the required Digital SAT School Day. Charlestown High School is looking at the students who are on the bubble (+ or – 20 pts) of meeting the benchmark criteria to be successfully college ready when they graduate from high school.</p>	<p>Why are students not attending school?</p> <ol style="list-style-type: none"> <li>1. Our PRIDE program did not provide specific attendance expectations/incentives the last three school years .</li> <li>2. Students were not held accountable by missing Prom or other previous expectations in the handbook due to the attendance rate.</li> <li>3. The Clark County court system is unable to manage and hold parents and students accountable after families receive an attendance notice.</li> <li>4. Students have anxiety or lack parental supervision in the morning to ensure students arrive to school.</li> </ol>
<p>PLC- Collaboration, sequencing guides, and common assessments will be the focus of the PLC work. The guidance from <i>The Teacher Clarity Playbook</i> and <i>PLC+</i> will help teachers remain focused on aligning the SAT Priority Standards with the information in their sequencing guides. The collaboration and common assessments will help to provide data and shared strategies to prepare students for the content on the Digital SAT.</p>	<p>Why are teachers not successfully collaborating and working in a PLC?</p> <ol style="list-style-type: none"> <li>1. Working in a PLC is new to teachers at Charlestown High School and they are only in their second year of collaborating in an organized manner.</li> <li>2. Teachers have not been required to provide common assessments to students in over five years.</li> <li>3. For teachers to be successful, they will need time and professional development to effectively collaborate and create effective assessments.</li> <li>4. Teachers will also need to create an environment where vulnerable conversations can occur to allow growth.</li> </ol>
<p>Curriculum- Teachers will utilize resources provided to strengthen the curriculum in math and English classes. The math department will utilize their Daily Math Review to supplement SAT questions to begin class. The English department will inbed No Red Ink to strengthen grammar and mechanic skills and Vocab.com to provide SAT vocabulary.</p>	<p>Why is the math and English curriculum not preparing students to meet the state benchmark scores on the SAT?</p> <ol style="list-style-type: none"> <li>1. The SAT priority standards have changed and teachers have not adapted their sequencing guides.</li> <li>2. The SAT assesses vocabulary and students have not been tested on SAT level vocabulary in the past and teachers are newly utilizing programs to address the lack of knowledge.</li> <li>3. The SAT assesses grammar and mechanics in a new format and not through a written essay as previous state assessments required.</li> <li>4. Previous state assessments did not require the same level of rigor or content as the level of rigor expected on the Digital SAT.</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	McKinney-Vento	General funds
Title II	High Ability	Head Start
Title III	Early Literacy	
Title IV	Twenty-first Century After School Program	
School Improvement (SIG)	Rural and Low-Income Schools	

# School Improvement Plan

## Using the Goal Template

### Goals

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

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

### Evidence-Based Strategy

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

### Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps.

Space is provided for four. Add additional steps if needed. **SAMPLE BELOW.**

<b>GOAL 1</b>	By Spring 2024, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Data Checkpoints (dates)</b>	November 1	February 15	May 25	
<b>Evidence at Checkpoints</b>	Math scores on interim test.	Math scores on interim test.	Math scores on interim test.	
<b>Evidence- Based Strategy 1</b>	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.” <i>Exceptional Children</i> , vol. 80, no. 4, June 2014, pp. 423–437., doi:10.1177/0014402914527240.			<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	Conduct on-going, job-embedded training for teachers and instructional support staff.	August, 2021- May, 2022	Leadership Team, Math Department Chairs	85% of teachers implement blended instructional model lessons as determined by information from observations by coaches and the administrator.
<b>Yr 2 Measurable Objective</b>	By Spring 2025, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Yr 3 Measurable Objective</b>	By Spring 2026, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

**Paste LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE >**

[https://docs.google.com/document/d/1c\\_8hXadSvQQ0VO0kjqC-5mL\\_O-q7SHQShoEzstdBo4/edit?usp=sharing](https://docs.google.com/document/d/1c_8hXadSvQQ0VO0kjqC-5mL_O-q7SHQShoEzstdBo4/edit?usp=sharing)

<b>GOAL 1</b>	By Spring 2024, the 2025 cohort will met the benchmarks set by the state for both Math (530) and English (480) on the Digital School Day SAT. Cohort 2025 will meet the state average mean score of 960 as set by the 2024 Cohort in the state of Indiana.			
<b>Data Checkpoints (dates)</b>	September 29, 2023	January 2, 2024	March 6, 2024	
<b>Evidence at Checkpoints</b>	<b>Mastery of English and Math curriculum in Grade 11 (grade C or higher)</b>	<b>The Math and English Departments will have updated Sequencing Guides aligned to new state standards and SAT Priority Standards.</b>		<b>Students will take the School Day SAT.</b>
<b>Evidence- Based Strategy 1</b>	<p><b>Implement PLC teams in the math and English departments.</b></p> <p>Fisher, D., Frey, N., Amador, O., &amp; Assof, J. (2020). <i>The Teacher Clarity Playbook: a Hands-on Guide to creating Learning Intentions and Success Criteria for Oragnized, Effective Instructions</i>. Corwin Fisher &amp; Frey.</p> <p>Fisher, D., Frey, N., Almorade, J., Flories, K., &amp; Nagel, D. (2020). <i>PLC+: Better Decisions and Greater Impact by Design</i>. Corwin.</p>			<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	English and math departments PLCs will follow the guidance from the <i>Teacher Clarity Playbook</i> and <i>PLC+</i> to align teaching strategies, lessons and assessments to the Digital School Day SAT.	Aug. 2023- May 2024	All CHS PLCs, Adminstration, Academic Improvement Coordinator, Academy Coach, and Counselors.	70% of Students will show mastery of standards by successfully completing common questions on assessments. The administrative team observes teachers utilizing strategies and shared lessons developed in the their PLCs.
Action Step 2	Teachers will analyze student work samples, formative, and summative assessments in regards to student performance on the constructive response items on each assessment.	Aug. 2023- May 2024	All CHS PLCs, Adminstration, Academic Improvement Coordinator, Academy Coach, and Counselors	70% of Students will show mastery of standards by successfully completing common questions on assessments. The administrative team observes teachers utilizing strategies and shared lessons developed in the their PLCs
Action Step 3	SAT Bootcamp for all CHS students in Cohort 2025	February 2024	Academic Improvement Coordinator	Students will improve their PSAT score from the fall of 2023 to their SAT score in the spring of 2024 by 50 points.
<b>Yr 2 Measurable Objective</b>	By Spring 2025, the 2026 cohort average score will be greater than the state average mean score of 960 or any future projected state average mean score.			
<b>Yr 3 Measurable Objective</b>	By Spring 2026, the 2027 cohort average score will be greater than the state average mean score of 960 or any future projected state average mean score.			

<b>GOAL 2</b>	<b>By Spring 2024, 30% of students in the 2024 Cohort will have earned the Indiana College Core (ICC), Technical Certificate (TC), Certificate of Graduation (CG), or Certificate (CT) before graduating</b>			
<b>Data Checkpoints (dates)</b>	October 9, 2023	January 2, 2024	April 1, 2024	
<b>Evidence at Checkpoints</b>	<b>Academy coach, DC teachers and CTE teachers will identify what is available for students to earn in high school.</b>	<b>Counselors will do Senior Checks to ensure students are on track to earn DC credit and complete any certifications.</b>	<b>The final check on senior progress completed by counselors and academy coach.</b>	
<b>Evidence- Based Strategy 1</b>	<p><b>Students will be college and career ready for their plans after high school.</b></p> <p>Brodersen, M. (n.d.). <i>The growing importance of college and Career Readiness Indicators</i>. Institute of Education Sciences (IES) Home Page, a part of the U.S. Department of Education.  <a href="https://ies.ed.gov/ncee/edlabs/regions/central/blog/ccr-readiness-indicators.asp">https://ies.ed.gov/ncee/edlabs/regions/central/blog/ccr-readiness-indicators.asp</a></p> <p><i>Charlestown senior High School, Charlestown</i>. Indiana Graduates Prepared to Succeed (GPS). (n.d.).  <a href="https://indianagps.doe.in.gov/Summary/School/3419">https://indianagps.doe.in.gov/Summary/School/3419</a></p>			<b>PD needed</b> ☒
<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	Contact Bryan Reed, GCCS Academy Coach and Kyle Lanoue at Prosser to explore the opportunities of technical certificates and certificates of graduation available and aligned to the CTE courses provided at Charlestown High School.	September 2023- March 2024	Academy Coach and CTE teachers	Teachers take ownership and explore opportunities for their classes and students. College and Technical Education teachers will offer certifications exams in 50% of the CTE courses offered at CHS.
Action Step 2	Collaborate with IVY Tech Sellersburg and Indiana Universtiy to learn what is available on the “cross walk” and ensure courses are being offered to teachers that are certified.	October 2023- April 2024	Academy Coach and Counselors	CHS learns what is available and is able to provide opportunities for students to earn credits and adjust course offerings as needed for future cohorts. 100% percent of students enrolled in dual credit will earn college credit. 75% of students in cohort 2024 will earn at least 3 dual credits before graduation.
Action Step 3	Ensure teacher certifications are met and continue to provide PD to dual credit teachers.	September 2023-May 2024	Counselors, Dual Credit Teachers, IVY Tech, and IU	CHS will increase 17 dual credit courses to 18 dual credit courses offered next year due to 1 teacher earning their dual credit certification.
<b>Yr 2 Measurable Objective</b>	By spring 2025, 35% of students in the 2025 cohort will have earned the Indiana College Core (ICC), Technical Certificate (TC), Certificate of Graduation (CG), or Certificate (CT) before graduating.			
<b>Yr 3 Measurable Objective</b>	By spring 2026, 40% of students in the 2026 cohort will have earned the Indiana College Core (ICC), Technical Certificate (TC), Certificate of Graduation (CG), or Certificate (CT) before graduating.			

<b>GOAL 3</b>	<b>By Spring 2024, &gt; 98% of the students in cohort 2024 will meet all graduation requirements for the state of Indiana.</b>			
<b>Data Checkpoints (dates)</b>	September 29, 2023	December 1, 2023	March 15, 2024	
<b>Evidence at Checkpoints</b>	<b>Members of the Charlestown High School Intervention Team will track progress of current seniors.</b>	<b>Members of the Charlestown High School Intervention Team will track progress of current seniors</b>	<b>Members of the Charlestown High School Intervention Team will track progress of current seniors.</b>	
<b>Evidence- Based Strategy 1</b>	<p><b>Implement our Ford Next Generation Academies and PRIDE program derived from PBIS</b></p> <p><i>Center on PBIS: Resource: References for the evidence base of PBIS. Center on PBIS   Resource: References for the Evidence Base of PBIS. (n.d.). <a href="https://www.pbis.org/resource/references-for-the-evidence-base-of-pbis">https://www.pbis.org/resource/references-for-the-evidence-base-of-pbis</a></i></p> <p><i>Ford Motor Company Fund. (n.d.). The Ford NGL Framework: A Community-Connected Transformation Model for Students. Ford Next Generation Learning. <a href="https://www.fordngl.com/">https://www.fordngl.com/</a></i></p>			<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	The Freshmen and Sophomore Academies will meet weekly to discuss student progress and mentor at risk students. The will also implement a check-n and check-out system for student who struggle academically.	August 2023 - May 2024	All teachers, counselors, administrators, academy coach and academic improvement coordinator	Student identified as “at risk” students that fall into the tier 2 or 3 category based on the PRIDE rubric will complete the check-in and check-out procedures and graduate off of the system. The 10 students identified will decrease to 5 or less by the first semester and the next 10 students identified will decrease to 5 by the end of the second semester. Charlestown High School will see a 10% decrease in the number of students that are considered “at risk” for attendance and behavior problems.
Action Step 2	Credit recovery intervention for students behind on credits as measured by the 11, 22, 33, credit model.	August 2023 - May 2024	Counselors and credit recovery teachers	CHS will also see a 10% decrease in the number of students that are not on track to graduate in terms of the 11, 22, 33 credit model.
Action Step 3	The PRIDE team will work to create incentives for attendance and set clear expectations to students during the PRIDE Kickoff.	August 2023 - May 2024	All teachers, counselors, administrators, academy coach and academic improvement coordinator.	35% of students will be eligible for the Big Three reward resulting in a 5% increase from the 2022-23 school year.
Action Step 4	Each teacher and the academy coach will work with students and encourage students of the Work Ethic Certificate and the expectations associated with it.	August 2023 - May 2024	All teachers, counselors, administrators, academy coach and academic improvement coordinator.	35% of the 2024 cohort will earn a work ethic certificate resulting in a 5% increase from the 2023 cohort.

<b>Yr 2 Measurable Objective</b>	By Spring 2025 at least 98.5% of the students in cohort 2025 will meet all graduation requirements for the state of Indiana.
<b>Yr 3 Measurable Objective</b>	By Spring 2026 at least 99% of the students in cohort 2026 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 is has an immediate impact of some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused and impacts a worker’s effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

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

<b>Professional Development Goal 1</b>	The math and English PLCs will create sequencing guides that are updated with new state standards, support the <i>Teacher Clarity Playbook</i> model, and align to SAT Indiana Academic Standard Priorities for math and English.	<b>Linked SIP Goals</b> ☒
<b>Possible Funding Source(s)</b>	No extra funding anticipated	
<b>Evidence of Impact</b>	The 2025 cohort will earn a mean score of 960 on the Digital SAT.	
Plan for coaching and support during the learning process: The Academic Intervention Coordinator, Assistant Principal, and Principal will attend all math and English PLCs. Members of the math department were given three full days of PD to help develop their guides and all teachers will be observed twice each quarter to provide specific feedback on their alliance and strategies developed during those PD days and sequencing guide. The English department will follow the same plan this year to revise and improve their sequencing guide.		
How will effectiveness be sustained over time?  Teachers will receive feedback from observations and PD developed by what is observed.  The staff will continue to review and discuss expectations from the <i>Teacher Clarity Playbook</i> and <i>PLC+</i> .		

<b>Professional Development Goal 2</b>	Dual credit teachers and CTE teachers will complete certifications and trainings offered by College Board and Universities.	<b>Linked SIP Goals</b> ☒
<b>Possible Funding Source(s)</b>	GCCS Funds and Grants	
<b>Evidence of Impact</b>	50% of teachers will become certified to teach dual credit or CTE courses and will be able to provide rigorous content to students. Students will be able to earn multiple dual credits while in high school.	
<p>Plan for coaching and support during the learning process:</p> <p>Explore opportunities and inform teachers of College Board Workshops and Dual Credit Certification Programs.</p>		
<p>How will effectiveness be sustained over time?</p> <p>Teachers must be willing to participate in summer workshops and take the courses when provided through grants.</p>		



<b>Professional Development Goal 3</b>	The PRIDE team will continue to look at student data and attendance to implement support for at-risk students.	<b>Linked SIP Goals</b> ☒
<b>Possible Funding Source(s)</b>	PRIDE Fundraiser	
<b>Evidence of Impact</b>	The graduation rate will improve and/or stay at 97%, due to students attendance improving allowing them to earn credits and complete graduation requirements.	
<p>Plan for coaching and support during the learning process:</p> <p>Monthly GCCS PRIDE meetings and monthly building PRIDE meetins will help guide the focus and generate ideas supported by student data.</p> <p>Teaching attendance procedures and holding students accountable by enforcing student activity restrictions and prom.</p>		
<p>How will effectiveness be sustained over time?</p> <p>The PRIDE team will utilize the guidance and school data from both meetings to apply directly to the student needs at the building level. The team will continue to meet monthly and adapt as needed with the guidance from the corporation level PD.</p>		

## Professional Development Calendar:

Month	Professional Development Focus: (Learning Intention)	Group Work (Learning Progressions)	Outcomes Success Criteria	Monitoring Assessment/Feedback
August	PLC Teams Formed  Academy Teams- Discuss PBL and brainstorm ideas	Developing Sequencing Guide for English- Support for Math Sequencing Guide  Academy Team Meetings	Team Building, Creating Protocols, Updated Sequencing Guides with new standards  Plan PBLs for each Academy	PLC Leads/AIC  Team Leads/Academy Coach
September	Review "The Teacher Clarity Playbook"  PLCs  Continue developing PBLs for each Academy	Take English Team to Visit Schools/September ½ PD work Day  Training from PLC+  Academy Team Meetings	Teachers are clearly stating Success Criteria and Learning Intentions  Continued work on Sequencing Guides  Lessons and Formative and Summative Assessments are Clear  Students complete activities and began work on PBLs	BLT Discussion/Observations  Faculty Meeting/Observations/AIC  Team Leads/Academy Coach
October	PLCs  Continue Academy PBLs	Training from PLC+  Academy Team Meetings	Collobartion for planning lessons and aligment to SAT curriculum  Students complete activities and PBL work	BLT Discussion/Observations  Team Leads/Academy Coach

November	PLCs  Continue Academy PBLs	Training from PLC +  Academy Team Meetings	Collobartion for planning lessons and aligment to SAT curriculum  Students complete activities and PBL work	BLT Discussion/Observations  Team Leads/Academy Coach
December	PLCs  Continue Academy PBLs	Training from PLC+  Academy Team Meetings	Collobartion for planning lessons and aligment to SAT curriculum  Students complete activities and PBL work	BLT Discussion/Observations  Team Leads/Academy Coach
January	Review “The Teacher Clarity Playbook”  PLCs  Continue Academy PBLs	Faculty Meeting  Training from PLC+  Academy Team Meetings	Refresher and continue Focus  Collobartion for planning lessons and aligment to SAT curriculum  Students continue to work on their PBL experince	BLT Discussion/Observations  BLT Discussion/Observations  Team Leads/Academy Coach
February	Continue “The Teacher Clarity Playbook”  Continue work on Academy PBL	Department Meetings  Academy Team Meetings	Colloboration for planning lessons and aligment to SAT curriculum  Students continue work on PBL	BLT Discussion/Observations  Team Leads/Academy Coach

March	PLCs  Continue work on Academy PBL	Training from PLC+  Academy Team Meetings	Colloboration for planning lessons and aligment to SAT curriculum  Students continue work on PBL	BLT Discussion/Observations  Team Leads/Academy Coach
April	PLCs  Complete Academy PBL	Training from PLC+  Academy Team Meetings	Collobartion for planning lessons and aligment to SAT curriculum  Students complete their PBL	BLT Discussion/Observations  Team Leads/Academy Coach
May	PLCs  Planning for next school year	Training from PLC+  Review Data and Teacher Input	Collobartion for planning lessons and aligment to SAT curriculum  Discuss progress on school vision and next steps	BLT Discussion/Observations  BLT Discussion