School Name | Charlestown High School

School Number | 0821

Street Address | 1 Pirate Place

City | Charlestown     Zip Code | 47111

# COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT

## PLAN For implementation during the following years: 2024 - 2027

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

Principal: William Eihusen

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Superintendent: Mark Laughner

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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.**

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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 <u>required to submit</u> a school improvement plan (<u>SIP</u>)?  **All public and state-accredited nonpublic schools**

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

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

Who is <u>required to use</u> the Indiana Department of Education's <u>CNA template</u>? **Schools classified as CSI**

 **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 <u>HERE</u>.**

| | |
|---|---|
| This is an initial three (3) year plan.  ☒ | This is a review/update of a plan currently in use.  ☐ |
| 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 **S**chool**w**ide or **T**argeted **A**ssistance? *  Choose an item. *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.* | |

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

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee comprised of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have 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) |
|---|---|---|---|
| William Eihusen | Principal | SIP | Grad , ELA, ELL, Attend |
| JT Cox | Assistant 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 | 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. | SIP | SpEd, ELL, ELA, Math |
| Nate Hayden | Electives Department Chair | SIP | Attend, Grad, SpEd |
| Dawn Jenkins | English Department Chair | SIP | ELA, Grad, Atted |
| **Link additional committee information here (if necessary)** | | | |

# --- 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.

**School Vision**

Our vision is to be a beacon of excellence in education, where every student is empowered to realize their full potential and become lifelong learners. Through collaboration, innovation, and dedication, we aim to create a nurturing and supportive environment that inspires creativity, critical thinking, and personal growth, providing students with the power to unleash their potential.

**District Mission**

Greater Clark County Schools will prepare students for lifelong success.

**School Mission**

Our mission is to inspire every student to achieve their highest potential. We are committed to fostering a dynamic learning environment that promotes academic excellence, personal growth, and social responsibility. Through innovative teaching, rigorous curriculum, and a supportive community, we strive to equip our students with the knowledge, skills, and values needed to succeed in college, career, and life.

**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 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 |
|---|---|---|---|---|---|---|---|
| Reading | 9-12 | Independent Novels | Yes | 1 | Novels aligned to IDOE suggested reading lists of appropriate grade levels. | Yes | ☒ |
| English/Language | 9-12 | Pearson | Yes | 1 | Textbooks and resources are aligned with the core reading program. | Yes | ☒ |
| Math | 9-12 | McGraw-Hill Reveal | Yes | 1 | Textbooks and resources aligned to the IDOE core math programs. | Yes | |
| | 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 | |
| | 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. | | |
| | 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 | ☒ |
| World Language | 9-12 | Vista | Yes | 1 | Aligned to IDOE and National Standards | Yes | ☒ |
| Physical Education | 9-12 | Open Source | Yes | 1 | Resources are aligned to IDOE standards. | Yes | ☒ |
| Sequencing Guide | 9-12 | GCCS Sequencing Guides | Yes | 1 | Sequencing guides provide a map to teach the IAS. | Yes | ☒ |
| Math | 9-12 | Balanced Math | Yes | 1,2 | Framework for culturally responsive teaching | Yes | ☒ |
| Intervention | 9-12 | Edmentum-Plato | Yes | 1,2 | Program to support MTSS and Interventions efforts | | ☒ |
| **Place link here** (if necessary) -> | CHS Course Guide 24-25 | | | | | | |

# Core Element 1:  Curriculum  [Required for all]

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

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

**For Title I schools with Schoolwide Programs only:**
**Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.**

# Core Element 3:  Assessment  [Required for all]

**List the assessments used <u>in addition to</u> 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 | ☒ |
| PSAT/SAT | 9 - 11 | Summative | Will be used in 2023 as part of state and federal accountability | Yes | ☒ |

| | | | | | |
|---|---|---|---|---|---|
| ASVAB | 11 - 12 | Other | Aptitude test for the potential for success in the military | Yes | ☒ |
| Daily Math Review | 9 - 12 | CFA | Assessment system based upon student data | Yes | ☒ |

**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.

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

| 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 | ☒ |
| The school uses assessment data to identify students for Tier II and Tier III instruction. | Yes | ☒ |
| Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor. | Yes | ☒ |

**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, 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, 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 | ☒ |
| A plan is in place to provide in-service training in the use of technology. | Yes | ☒ |

| | | |
|---|---|---|
| Protocols and criteria are used to review and select technology hardware, software, and instructional programs. | Yes | ☒ |
| There are established procedures for maintaining technology equipment. | Yes | ☒ |
| Sufficient infrastructure exists to support instructional, assessment, and operational needs. | Yes | ☒ |

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

# 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? | | | |
|---|---|---|---|
| ☐ | Not currently implementing career information activities. | ☒ | Career-related courses |
| ☒ | Job-site tours | ☒ | Career Day/Fair or Community Day |
| ☒ | Guest speakers | ☐ | |
| ☒ | Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.) | ☐ | |
| ☒ | Industry-related Project-Based Learning | ☐ | |
| ☒ | Online career navigation program | ☐ | |
| ☒ | Job shadowing | ☐ | |

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

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

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

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

**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/PM to supervise students entry/exit into and from 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
   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.**

| ☐ | American Indiana/Alaskan Native | ☒ | English Language Learner | ☒ | Multiracial |
|---|---|---|---|---|---|

| ⊠ | Asian | ⊠ | Free/Reduced Lunch | ⊠ | Native Hawaiian or Other Pacific Islander |
|---|---|---|---|---|---|
| ⊠ | Black | ⊠ | Hispanic Ethnicity | ⊠ | White |

**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 training 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.

**Describe how racial, ethnic, language-minority, and socio-economic groups are identified.**
Our district and school strives to create a culturally sensitive environment for students in prek – 12 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 was part of a Universal Design for Learning grant through Indiana University. Teachers were 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 <u>and</u> performance for students in groups identified for the school.**
Our district provides equitable access to strong, challenging school experiences. This starts by assessing our school culture and climate with intentional efforts to build a culture of high expectations and achievement for all staff and students. We coordinate with head start and implement pre-kindergarten programs to ensure all children start school with a good foundation. We strive to develop curriculum that reflects diverse backgrounds to foster more inclusive and relatable learning environments. Professional development is job-embedded for teachers on cultural competence and inclusive teaching strategies to better support students of diverse backgrounds. Mentoring and counseling programs are established to provide academic and behavioral support. Equitable distribution of educational resources, including textbooks, electronic devices, and other learning materials. We maintain robust systems for monitoring and reporting educational outcomes of all students.

**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 all learners from various racial, ethnic, language-minority and socio – economic groups by selecting and utilizing materials which provide specific guidance to enhance language development with content embedded across all curricula, in units, and in lessons so that 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.

**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 the administration to recognize trends. Plans are developed and implemented to address families who may need support.

**Number of students absent 10% or more of the school year.**     **Last year:** 254     **Two years ago:** 251          **Three years ago:** 257

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

| Best Practice/Requirements Self-Check | Yes/No | X |
|---|---|---|
| The school has and follows a chronic absence reduction plan. | Yes | ☒ |
| 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 | ☒ |

**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 support 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 in are: orientation, field trips, family nights, Camp Kindergarten and various sports and extracurricular activities including academic teams and robotics events. Parents are provided 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 regularly collected 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 help 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, training, 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 highlight 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, mathematics, 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, Parent Powerschool pages, 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 behavioral 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 9th 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:**          99%          **Percent of students on track to graduate in each cohort:**          Class of 2025: 99.1% Class of 2026: 97.89%  Class of 2027: 99.6%

# 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 other grant dollars 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).*

Not 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, or a state-run preschool program.**

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  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 though 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 thoughout their educational course work in our schools.
We offer a competitive salary and also provide new teacher academy workshops to provide support with mentors and ongoing professional development.

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

| Staff Name | Licensure/Certification | Assigned Class/Subject |
|---|---|---|
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| **Link:** | [CHS Teacher Schedule SY24/25](#) | |

# SECTION B: Needs Assessment

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

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

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

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### 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 2024, the 2025 cohort will meet the state benchmarks for both Math (530) and English (480) on the Digital School Day SAT. Cohort 2025 will also meet the state average mean score of 960, as set by the 2024 Cohort in the state of Indiana.

**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?** Yes

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

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

- Work with Bryan Reed, Amber Anderson (CHS Academy Coach), and Kyle Lanoue (Prosser) to continue exploring opportunities of technical certificates and certificates of graduation available and aligned to the CTE courses provided at Charlestown High School.

- Collaborate with IVY Tech Sellersburg and Indiana University to learn what is available on the "crosswalk" and ensure courses are being offered to certified teachers.

- Ensure teacher certifications are met and continue to provide PD to dual credit teachers.

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

*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?**  Yes

By Spring 2024, more than 98% of the students in cohort 2024 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?**

- The Freshmen and Sophomore Academies will meet weekly to discuss student progress and mentor at-risk students. They will also implement a check-in and check-out system for students who struggle academically.

- Credit recovery intervention for students who are behind on credits as measured by the 11, 22, and 33 credit models.

- During the PRIDE Kickoff, the PRIDE team will work to create incentives for attendance and set clear expectations for students.

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

*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 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final 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 education-al 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 resulted in suspensions and expulsions have 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 |
|---|---|---|---|---|---|
| By Spring 2025, the 2026 cohort will meet the state benchmarks for both Math (530) and English (480) on the Digital School Day SAT. Cohort 2026 will also meet the state average mean score of 960, as set by the 2025 Cohort in the state of Indiana. | Yes | According to data from the Spring 2024 Digital SAT School Day score report, Cohort 2025 did not meet the state benchmarks for Math (454), English (468), or Mean Score (932).<br><br>CHS SAT Testing Data | Charlestown High School aimed for students to meet or exceed state benchmarks in math, English, and total mean scores. While the 2025 cohort did not meet these benchmarks, they showed significant growth from the Fall 2023 PSAT to the Spring 2024 SAT. With an expected total growth of approximately 40 points, 2025 cohort exceeded the expected growth by 11 points, increasing their scores by 51 points on the overall mean score. To sustain and build on this progress, the math and English departments will continue to provide daily opportunities for students to engage in rigorous assignments and assessments that involve critical thinking, writing, and mathematical computations aligned with state standards. Additionally, math and English teachers will review and model SAT Prep questioning techniques twice a week through bell ringer exercises. | ☒ | 1 |

## 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) |
|---|---|
| **Attendance**: Attendance has a significant impact on student performance, influencing various aspects of their academic achievement and overall educational experience. Regular attendance strongly correlates with higher academic performance, improved graduation rates, and post-secondary preparedness. | Why are students not attending school?<br>1. Student apathy has had a detrimental effect on extracurricular engagement and participation.<br>2. CHS administration team has not consistently emphasize the importance of attendance through student policies and incentive programs.<br>3. Lack of legal accountability from local county court systems for students and parents.<br>4. Mental health issues have increased the number of students suffering from anxiety coupled with a lack of parental supervision. |
| **Data informed decision making**: CHS utilized data dashboards for the Freshman and Sophomore Academies, but did not use them for the four career academies (11th & 12th graders). Data informed decisions improve student outcomes and the overall effectiveness of our teachers. This approach helps educators, administrators, and policymakers make informed choices that are based on evidence rather than intuition or tradition. | Why is the data decision making process only used for 9th and 10th grader teachers?<br>1. The Freshman and Sophomore Academies were prioritized over the professional academies do to academics and behavior.<br>2. Charlestown High School does not have a data dashboard focusing on academics for all grade levels. |
| **PLC and Academy Meetings:** Academic data dashboards, sequencing guides, and common assessments will be the focus of both Academy Meetings and PLC work. PLCs and academy meetings play a pivotal role by fostering continuous improvement and collaborative growth among our teachers and the academic success of our students. | Why aren't teachers effectively collaborating during PLCs and academy meetings?<br>1. Teachers have made significant progress during the last school year, yet there is still ample opportunity for growth, particularly in adopting a more structured and focused approach to decision-making, communication, and accountability.<br>2. Working in a PLC is new to teachers at CHS are they are only in their third year of collaborating in an organized environment.<br>3. Professional academy meetings have not been a priority in the past. |
| **Instruction practices:** Purposeful planning (teacher clarity) processes are being put in place for teams/content areas to collaboratively identify concepts and skills, sequence learning progressions, determine daily learning intentions, craft success criteria, determine relevance, design assessment opportunities, create meaningful learning experiences, and establish mastery. Teachers will be trained to utilize these strategies to build teacher capacity and improve overall student performance. | Why are the current instructional practices not yielding the desired student outcomes?<br>1. Teachers are not implementing Teacher Clarity with fidelity, utilizing the IDOE instructional frameworks and GCCS sequence guides to align their instructional practices to SAT Priority Standards.<br>2. The Data Wise Collaboration process to analyze data and determine the student-centered problem and Problem of Practice has not been utilized to support student achievement.<br>3. Utilizing data dashboards and common assessments will provide a structured and focused approach to improving student outcomes on the Digital SAT. |

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

# SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

# School Improvement Plan

## Using the Goal Template

### Goals
Are a result of identified priorities (where improvement is needed immediately)
Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3").

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

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

| GOAL 1 | 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. | | | | |
|---|---|---|---|---|---|
| **Data Checkpoints (dates)** | November 1 | | February 15 | | May 25 |
| **Evidence at Checkpoints** | Math scores on interim test. | | Math scores on interim test. | | Math scores on interim test. |
| **Evidence- Based Strategy 1** | Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." *Exceptional Children*, vol. 80, no. 4, June 2014, pp. 423–437., doi:10.1177/0014402914527240. | | | | **PD needed** ☑ |
| **Strategy Action Steps** | **Required Activity** | **Start/End Dates** | **Person(s) Responsible** | **Evidence of Success** | |
| 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. | |
| **Yr 2 Measurable Objective** | 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. | | | | |
| **Yr 3 Measurable Objective** | 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**> CHS Professional Development Calendar 24/25 &
CHS School Calendar 24/25

| GOAL 1 | By Spring 2025, > 98% of the students in Cohort 2025 will meet or exceed all graduation requirements for the state of Indiana. | | |
|---|---|---|---|
| **Data Checkpoints (dates)** | Week of 10/14/2024 | Week of 1/6/2025 | Week of 03/24/2025 |
| **Evidence at Checkpoints** | 1. Credit Checks<br>2. Graduation Pathway Checks<br>3. PBL Checks | 1. Credit Checks<br>2. Graduation Pathway Checks<br>3. PBL Checks | 1. Credit Checks<br>2. Graduation Pathway Checks<br>3. PBL Checks |

| **Evidence- Based Strategy 1** | DOE: Graduation Requirements (in.gov)<br><br>Ford Motor Company Fund. (n.d.). The Ford NGL Framework: A Community-Connected Transformation Model for Students. Ford Next Generation Learning. https://www.fordngl.com/ | **PD needed** ☒ |
|---|---|---|

| Strategy Action Steps | Required Activity | Start/End Dates | Person(s) Responsible | Evidence of Success |
|---|---|---|---|---|
| Action Step 1 | Academy teams will meet bi-weekly to:<br>• Review Student Progress<br> o Track attendance, behavior, and academic performance<br> o Analyze test scores, classroom assignments, and teacher observations<br> o Establish a clear referral process<br>• Provide academic mentorship to at-risk students<br> o Collaborative Goal Setting<br> o Study Skills Development<br> o Address Personal and Social Challenges<br>• Implement intervention plans.<br> o Systematically identify student needs<br> o Implement targeted strategies<br> o Continuously monitor student progress | 8/6/2024<br>5/8/2025 | All Teachers, Counselors, Administrators, Academy Coach and Academic Improvement Coordinator. | Academy teams will successfully:<br><br>• Track before and after data showing student performance improvements in grades, attendance, and behavior.<br>• Communicate with parents concerning student progress and implement collaborative efforts to foster student success.<br>• Conduct feedback surveys from students and parents to assess the perceived impact of the academy's interventions.<br>• Ensure all Cohort 2025 students currently enrolled meet or exceed all Indiana graduation requirements (without waiver). |

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|---|---|---|---|---|
| Action Step 2 | Credit recovery intervention for students behind on credits as measured by the 11, 22, 33, credit tracking model. Interventions will include:<br>• Flexible scheduling<br>• Online learning platforms<br>• Targeted instruction | 8/1/2024<br>5/9/2025 | Counselors and Credit Recovery Team. | Charlestown High School will reduce the number of students not on track to graduate by 10%, as measured by the 11, 22, 33 credit tracking system. |
| Action Step 3 | The PRIDE team will build a culture of achievement successfully by:<br><br>• Communicating expectations and guidelines for how students qualify for incentive events.<br>• Evaluate comparative data showing improvements in student academics, attendance, and behavior before and after the implementation of the incentive programs.<br>• Collect testimonials from students who participate in the programs, describe how incentives motivate them to improve in academics, attendance, and behavior and ways to improve the overall program. | 8/1/2024<br>5/16/2025 | PRIDE Team, Class Sponsors, and Administrators . | PRIDE Team will successfully:<br><br>• Students will have a clear understanding of the criteria for qualifying for incentive events.<br>• Students will demonstrate measurable improvements in their academic performance, as indicated by comparative data analysis.<br>• Students will show better attendance and more positive behavior, evidenced by data comparisons before and after the incentive program's implementation.<br>• The PRIDE Program will evolve based on student feedback, leading to continuous improvement in how incentives are used to support academic and behavioral goals. |
| **Yr 2 Measurable Objective** | By Spring 2026 at least 98.5% of the students in Cohort 2026 will meet or exceed all graduation requirements for the state of Indiana. | | | |
| **Yr 3 Measurable Objective** | By Spring 2027 at least 99% of the students in Cohort 2027 will meet or exceed all graduation requirements for the state of Indiana. | | | |

| GOAL 2 | Cohort 26 will outperform state averages on the SAT, with 50% meeting or exceeding the overall mean score, 55% in English, and 45% in Math. | | |
|---|---|---|---|
| **Data Checkpoints (dates)** | Week of 10/14/2024 | Week of 1/6/2025 | Week of 03/24/2025 |
| **Evidence at Checkpoints** | Systematically analyze data from learning checks during bi-weekly PLC meetings (2 per qtr). | The math and English departments will update sequencing guides aligned to new state standards and SAT Priority Standards. | Students will take the Digital School Day SAT. |

| **Evidence- Based Strategy 1** | Fisher, D., Frey, N., Amador, O., & Assof, J. (2020). The Teacher Clarity Playbook: a Hands-on Guide to creating Learning Intentions and Success Criteria for Oragnized, Effective Instructions. Corwin Fisher & Frey.<br><br>Fisher, D., Frey, N., Almorade, J., Flories, K., & Nagel, D. (2020). PLC+: Better Decisions and Greater Impact by Design. Corwin.<br><br>Parker-Boudett, K., City, E., Murnane, R. (2013). Data Wise, Revised and Expanded Edition: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning. Harvard Education Press. | **PD needed**   ☒ |
|---|---|---|

| Strategy Action Steps | Required Activity | Start/End Dates | Person(s) Responsible | Evidence of Success |
|---|---|---|---|---|
| Action Step 1 | All departments PLCs will follow the guidance from the Teacher Clarity Playbook and PLC+ to align teaching strategies, lessons and assessments to the Digital School Day SAT. | 8/6/2024 5/8/2025 | All CHS PLCs, Administration, and Academic Improvement Coordinator. | Seventy-five percent of students are expected to demonstrate mastery of course standards by successfully completing monthly common assessments. 95% of all faculty will participate in professional development to support implementation of Teacher Clarity, PLCs, and Data Wise improvement process. The administrative team will conduct classroom observations monthly to evaluate teachers' implementation of strategies and shared lessons developed in their professional learning communities. |
| 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. | 8/1/2024 5/16/2025 | All CHS PLCs, Administration, and Academic Improvement Coordinator. | Seventy-five percent of students are expected to demonstrate mastery of course standards by successfully completing monthly common assessments. 95% of all faculty will utilize Data Wise improvement process to identify the student-centered problem and the Problem of Practice. The administrative team will conduct classroom observations monthly to evaluate teachers' implementation of strategies and shared lessons developed in their professional learning communities. |

| Action Step 3 | CHS teachers will incorporate SAT test prep questions and test-taking strategies into bell ringers, lesson plans, and exit tickets twice a week. | 8/1/2024 5/16/2025 | All Teachers, Administrators, and Academic Improvement Coordinator. | Cohort 26 will strive to achieve an SAT mean score that is 55 points higher than their PSAT mean score from their sophomore year. To monitor student progress throughout the year, common assessments outcomes will be reviewed on a monthly basis. |
|---|---|---|---|---|
| **Yr 2 Measurable Objective** | By Spring 2026, the 2027 cohort average score will be greater than the state average mean scores of 960 or any future projected state average mean score. | | | |
| **Yr 3 Measurable Objective** | By Spring 2027, the 2028 cohort average score will be greater than the state average mean scores of 960 or any future projected state average mean score. | | | |

| GOAL 3 | Increase student enrollment in AP & Dual Credit courses by 5%. | | |
|---|---|---|---|
| **Data Checkpoints (dates)** | Week of 8/1/2024 | Week of 12/2/2024 | Week of 3/3/2025 |
| **Evidence at Checkpoints** | Assess current student enrollment to identify those with the skills needed to excel in AP and Dual Credit courses and those who could be placed in advanced courses. | Monitor enrollment trends and student performance to identify areas for improvement. | Conduct senior checks to ensure students are on track to meet AP & Dual Credit requirements. |

| **Evidence- Based Strategy 1** | Haden, C. (2018). Motivation: Why are Students Taking Dual-Credit Courses. Motivation: Why are Students Taking Dual-Credit Courses (acu.edu)<br><br>Zinth, J. (2022). Within Reach – A Policy Roadmap for Dual Credit in Indiana. Indiana-Dual-Credit-Report.pdf (joycefdn.org) | **PD needed** ☒ |
|---|---|---|

| Strategy Action Steps | Required Activity | Start/End Dates | Person(s) Responsible | Evidence of Success |
|---|---|---|---|---|
| Action Step 1 | Conduct workshops and informational sessions for students and parents to highlight the benefits of AP and Dual Credit (DC) courses, including college credit, advanced placement, and potential for scholarship opportunities. | 8/6/2024 5/8/2025 | All AP Teachers, Counselors and Academic Improvement Coordinator. | Teachers and counselors will work together to identify students who may benefit from AP and DC programs. CHS faculty will host open discussions about the challenges and rewards of these courses, involving students, teachers, and parents. PSAT 8/9 scores will be analyzed annually using the AP Potential Tool to identify potential AP/DC candidates. |
| Action Step 2 | AP Teachers and Academic Improvement Coordinator will attend professional development through the AP-TIP Program (University of Notre Dame). | 6/1/2024 5/8/2025 | All AP Teachers, Administrators, and Academic Improvement Coordinator. | AP/DC Teachers will collaborate with 100% of their peers in sharing best practices with rigor, instruction, and student engagement each quarter.  By implementing these strategies, AP/dual credit teachers will help non-AP teachers develop the skills and knowledge necessary to effectively support students who are taking AP or DC courses. |

| | | | | |
|---|---|---|---|---|
| Action Step 3 | Shift the teacher mindset to communicate a balanced message that recognizes the demanding nature of these courses while also emphasizing how they build academic capacity and prepare students for future success. | 8/6/2024 5/8/2025 | All Teachers, Administrators, Counselors, and Academic Improvement Coordinator. | Create and share clear, accessible materials with 35% of the freshmen class that explain the benefits of AP and Dual Credit courses. Highlight how these courses build academic skills, enhance college applications, and can help save on college costs. |
| **Yr 2 Measurable Objective** | Increase student enrollment in AP & Dual Credit courses by 5% during school year 25/26. | | | |
| **Yr 3 Measurable Objective** | Increase student enrollment in AP & Dual Credit courses by 5% during school year 26/27. | | | |

# 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.**

| Professional Development Goal 1 | **Instructional Strategies:** Charlestown High School department conduct a building wide professional development on instructional planning and delivery, aligned with Domain 2 of the Greater Clark County Schools Teacher Rubric. | **Linked SIP Goals** ☒ |
|---|---|---|
| **Possible Funding Source(s)** | No extra funding anticipated | |
| **Evidence of Impact** | Charlestown High School students will meet or exceed state averages in English, math, and overall mean score on the SAT and maintain >98% graduation rate. | |

| Plan for coaching and support during the learning process: During biweekly academy meetings, teachers will showcase their instructional and classroom management expertise through peer demonstrations. Furthermore, colleagues will observe one another's lessons, concentrating on particular instructional techniques. Post-observation, teachers will participate in constructive dialogue to share insights and offer feedback. |
|---|
| How will effectiveness be sustained over time? To enhance instructional practices, will conduct regular classroom observations and walkthroughs involving both peers and administrators. This collaborative approach will provide valuable feedback and support. Instructional practices will be assessed using rubrics to establish clear expectations and a framework for growth. |

| **Professional Development Goal 2** | **PLC Growth:**<br>Math and English PLCs will continue to use sequencing guides aligned with Indiana state standards. Additionally, all PLCs will adopt the Teacher Clarity Playbook model to develop clear Learning Intentions and Success Criteria to enhance instructional organization and effectiveness. | **Linked SIP Goals** ☒ |
| --- | --- | --- |
| **Possible Funding Source(s)** | No extra funding anticipated | |
| **Evidence of Impact** | Charlestown High School students will meet or exceed state averages in English, Math, and overall mean score on the SAT and maintain >98% graduation rate. | |

Plan for coaching and support during the learning process:
The Academic Intervention Coordinator, Assistant Principal, and Principal will rotate attending PLC meetings to monitor the implementation of sequencing guides and the Teacher Clarity Playbook model in developing clear Learning Intentions and Success Criteria.

How will effectiveness be sustained over time?
To enhance instructional practices, administrator will conduct regular classroom observations and walkthroughs. This approach will provide valuable feedback and support. Learning Intentions and Success Criteria will be assessed using rubrics to establish clear expectations and a framework for growth.

| **Professional Development Goal 3** | **Academy Meetings – Data Wise Process:**<br>Academy meetings will leverage the Charlestown High School Data Dashboard to monitor student progress in academics, behavior, and attendance. This data, through the Data Wise process will inform the development and implementation of a strong core instruction as well as targeted interventions to improve academic achievement. | **Linked SIP Goals** ☒ |
| --- | --- | --- |
| **Possible Funding Source(s)** | Data Wise Books | |
| **Evidence of Impact** | Charlestown High School students will meet or exceed state averages in English, Math, and overall mean score on the SAT and maintain >98% graduation rate. | |

Plan for coaching and support during the learning process:
The Academy Coach, Assistant Principal, Principal, and Counselors will rotate attending academy meetings to oversee the implementation of data-driven decision-making processes for school improvement. This includes analyzing data to identify the student-centered problem(s), Problem of Practice, trends, correlations, and insights that inform goal action plans and achievement.

How will effectiveness be sustained over time?
The effectiveness of decisions will be evaluated by tracking outcomes and implementing a continuous Data Wise process. This collaborative approach, focused on evidence-based decision-making and ongoing improvement, will help assess the impact of changes or interventions.

**Professional Development Calendar:** [CHS Professional Development Calendar 24/25](#)