School Name: Chesterton High School

School Number: 6470

Street Address: 2125 S. 11th Street

City: Chesterton

Zip Code: 46304

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

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

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

Principal: Mr. Brent Martinson
Telephone: 219-983-3730   Email: brmartinson@duneland.k12.in.us

Superintendent: Dr. Chip Pettit
Telephone: 219-983-3605   Email: cpettit@duneland.k12.in.us

Contact for Grants: Mr. Kevin Zeck
Telephone: 219-983-3605   Email: kzeck@duneland.k12.in.us

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

This is an initial three (3) year plan. **Yes** No	This is a review/update of a plan currently in use. **Yes** No

This school is identified as the following by the federal government: (Highlight all that apply) **TSI, ATSI, CSI**

(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) **ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.**

This school receives Title IA funding. **Yes** No   Is the school's Title I program **S**choolwide or **T**argeted **A**ssistance? **SW TA**
If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.

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

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

Member Name	Title	Committee(s)	SIT Sub-committee(s)
Brent Martinson	Principal	**SIT**	Professional Development
Kristen Peterson	Associate Principal	**SIT**	Professional Development; SEL
Adam Tenbarge	Assistant Principal	**SIT**	Data
Tiffany Hawkins	Assistant Principal	**SIT**	Professional Development
Rob Blumenthal	Assistant Principal	**SIT**	Data
Elizabeth Gyure	Instructional Coach	**SIT**	Professional Development
Lisa Dyer	Teacher	**SIT**	Professional Development
Stephanie Nichols	Teacher	**SIT**	Professional Development
Mark Coleman	Special Education Teacher	**SIT**	Professional Development
Luke Starkey	Teacher	**SIT**	Professional Development
Jordan Otto	Teacher	**SIT**	Professional Development
Amy Weil	Teacher	**SIT**	Professional Development
Drew Boetel	Teacher	**SIT**	Data
Crystal South	Teacher	**SIT**	Data
Gretchen Arthur	Teacher	**SIT**	SEL
Emily Wilt	Library Media Specialist	**SIT**	SEL
Brian Hennigar	Teacher	**SIT**	SEL
Steve Lombardo	Teacher	**SIT**	Data

--- ALIGNMENT [optional] ---

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

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

District Vision:
https://www.duneland.k12.in.us/domain/408

Duneland is committed to: inspiring excellence,
igniting curiosity and unlocking potential for all.

School Vision:

Chesterton High School is committed to: inspiring excellence,
igniting curiosity and unlocking potential for all.

District Mission:
Duneland provides a safe and engaging environment where students are empowered to explore their talents, build their curiosity, embrace high expectations, and become responsible, caring citizens.

School Mission:
Chesterton High School provides a safe and engaging environment where students are empowered to explore their talents, build their curiosity, embrace high expectations, and become responsible, caring citizens.

District Goals:
Strategic Plan / Strategic Plan Information

1. Address needs and expectations for continuous improvement at the local, state, and federal levels.
2. Ensure a shared belief among all school-community stakeholders to support a safe, positive and welcoming environment, focused on student success and educating the whole child.
3. Become a preferred employer by maximizing efforts to attract, retain, develop and recognize all DSC employees.
4. Develop, implement and monitor a systematic communication and engagement plan for all stakeholders.
5. Align financial and physical resources to support student achievement, instructional goals, and safe/secure environments.

Does the school's vision support the district's vision?	Yes	No
Does the school's mission support the district's mission?	Yes	No
Do the school's mission and vision support district goals?	Yes	No

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	No	
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	No	
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	No	
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	No	

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

In the Student Learning Management System, at school sites, and by requesting an appointment through the District Teaching and Learning Office. Indiana State Standards are also available online at Indiana Department of Education: https://www.in.gov/doe/students/indiana-academic-standards/

Duneland Schools Curriculum Guide 2021-22

Grade	ELA	Math	Science	Social Studies	Health	World Languages	Computer Science
Kindergarten	Fountas & Pinnell Heinemann	Everyday Math McGraw Hill	Interactive Science Savvas	Here We Are Savvas	n/a	n/a	n/a
1	Fountas & Pinnell Heinemann	Everyday Math McGraw Hill	Interactive Science Savvas	Making our Way Savvas	n/a	n/a	n/a
2	Fountas & Pinnell Heinemann	Everyday Math McGraw Hill	Interactive Science Savvas	We do our Part Savvas	n/a	n/a	n/a
3	Fountas & Pinnell Heinemann	Go Math! HMH	Interactive Science Savvas	We are Connected Savvas	n/a	n/a	n/a
4	Fountas & Pinnell Heinemann	Go Math! HMH	Interactive Science Savvas	Indiana History Savvas	n/a	n/a	n/a
5	Fountas & Pinnell Heinemann	Go Math! HMH	Interactive Science Savvas	Building our Country Savvas	n/a	n/a	n/a
6	Fountas & Pinnell Heinemann and Amplify ELA	High Math! HMH Big Ideas (GT) Cengage	Interactive Science Savvas	World Geography	n/a	n/a	n/a
7	Carnegie Learning Windows & Mirrors Online subscription	7 Math Big Ideas Course 2	Pearson Interactive Science	World Geography Savvas	Pearson Health Realize digital platform	Same as CHS	PLTW
8	Carnegie Learning Windows & Mirrors Online subscription	8 Math McGraw Hill	Pearson Interactive Science	US History Savvas	Pearson Health Realize digital platform	Same as CHS	PLTW
9	My Perspectives ELA Savvas	Algebra 1 Bridge to Success Cengage	Biology 2017 Pearson	World Hist HMH 2012 – or– Geography McGraw Hill 2015	Not required – PE only	Varies	Project STEM
10	My Perspectives ELA Savvas	Geometry Bridge to Success Cengage	Chemistry 2017 Pearson	Only Honors or AP offered	Not required – PE only	Varies	Varies
11	My Perspectives ELA Savvas	Algebra Trig Algebra 2 Indiana Pearson	Physics 1 2014 Pearson	US History HMH 2012	Not required – PE only	Varies	Varies
12	My Perspectives ELA Savvas	Varies	Varies	US Govt Macgruder's America Pearson 2016 – and – Economics McGraw Hill 2016	Not required – PE only	Varies	Varies

Core Element 2: Instructional Program [Required for all]

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

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use		X
English Department: Common Form & Summ.	**9-12**	Benchmark, Com. Form., Summative, Other	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes	No	
Math Department: Common Form & Summ.	**9-12**	Benchmark, Com. Form., Summative, Other	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes	No	
Science Department: Common Form & Summ.	**9-12**	Benchmark, Com. Form., Summative, Other	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes	No	
Social Studies Dept: Common Form & Summ.	**9-12**	Benchmark, Com. Form., Summative, Other	Instructional Decisions; Evaluation of Teaching and Learning; Predicting Success	Yes	No	

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

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

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

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

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? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Internship Program
Guest speakers	Advisory Lessons
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	CTE/Internship Information Nights
Industry-related Project-Based Learning	
Online career navigation program	
Job shadowing	

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

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:

White = 80%	**Multiracial = 3%**	**Paid Lunch = 75%**	**English Language Learners = 0.66%**
Hispanic Ethnicity = 13%	**Asian or Pacific Islander = 1%**	**Free/Reduced Lunch = 25%**	**Male = 53%**
Black = 3%			**Female = 47%**

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

Our students are identified through the registration process, and the child-find services.

Describe strategies for increasing educational opportunities <u>and</u> performance for students in groups identified for the school.

We have greatly expanded our dual credit, and AP course offerings across the curriculum which increases these opportunities for all students. Additionally, we have altered our bell schedule to support student performance in all courses as well.

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

Our professional development is largely centered around high impact teaching strategies that have the greatest impact on student achievement according to best practices research.

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

English selects novels that include a variety of culturally diverse authors. We have Ethnic Studies and IB World Religions classes available to students, in addition to a variety of club offerings.

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: ***247***   Two Years Ago: ***251***   Three Years Ago: ***281***

What may be contributing to the attendance trend?

Post-pandemic, there is an increased feeling of normalcy in which students and families are expected to attend school more regularly.

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

We utilize an attendance procedure that includes: daily attendance reminders to students & parents; home visits; certified letters sent home;

and referrals to probation. We have also increased our opportunities for remote learning through our Alternative School as well as the Trojan

Virtual Academy.

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

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

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

We communicate to all parents on a weekly basis through our principal's newsletter that is sent via email and telephone. We invite families into our school for an open house that allows families to follow the student's schedule and hear from teachers each year. We frequently communicate with families via social media and a variety of other mediums (phone calls; emails; parent-teacher conferences). Finally, our school counseling office offers class informational nights throughout the year, in addition to sending class newsletter to all families.

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

Parents can contact the student's teachers, counselor or assistant principal as needed. In addition, surveys are occasionally sent out to parents to acquire feedback.

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

Our attendance office has an automated system for calling/emailing daily attendance notifications. In addition, our attendance office frequently calls home to discuss attendance concerns with families.

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

CHS bridges cultural differences through Challenge Education activities and SEL lesson plan implementation in our Advisory course.

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?

https://www.duneland.k12.in.us/cms/lib/IN01001867/Centricity/Domain/145/CHS%20Core%2040%20Academic%20Honors%20Requirements%202015.pdf

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

We have implemented a school-wide Student Resource Time (SRT). Students have been placed in SRTs with their current teachers; additionally, CTE students have also been placed in SRT, allowing availability of all teachers at the same time for students who need additional support. Furthermore, this allows teachers the opportunity to call students to see them if a student is falling behind. In addition to schoolwide SRT, all students are monitored throughout the year in their Advisory course. Advisory teachers serve as mentors and conduct ongoing grade and credit checks. In addition, Advisory lessons offer encouragement for all students to earn an Academic Honors Diploma or complete the Core 40 curriculum.

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

We utilize test data and teacher recommendations to identify and promote advanced placement, dual credit, and International Baccalaureate opportunities. We conduct CTE and Internship information nights, and we explain to students the benefits of these opportunities through our Advisory course. Additionally, we have expanded our dual credit opportunities. The overwhelming majority of students have had an opportunity to take dual credit courses because so many teachers are credentialed and continuing their education in order to get credentialed. Students who may have otherwise not taken a dual credit class are highly encouraged to take them through their academic or advisory teachers. To further encourage students, we have student to student promo, teachers circulating to other classrooms, administrative newsletters and phone calls to students and parents, and there is a field trip to the CTE site via our Career Center to encourage students to take advantage of the opportunity.

Graduation rate last year: **98.11%**   Percent of students on track to graduate in each cohort: **2024 = 98%   2025 = 98%   2026 = 98%   2027 = N/A**

SECTION B: Needs Assessment

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

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

96% Graduation Rate

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

If the goal was not met, explain why.
N/A

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

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

65% of students will earn AP, IB and/or DC.

If the goal was met, how will the school further improve or sustain this level of performance?
The school has increased the number of AP/IB/DC course offerings and opportunities.

If the goal was not met, explain why.
N/A

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

SECTION C: Analysis

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
98% Graduation Rate	`Yes` No	98%	*We are committed to graduating 98% of each senior class, and we have implemented structures that will allow for us to reach that goal moving forward.*	x	1
50% of senior class will participate in career-related experience	`Yes` No	50%	*We believe that seniors should have a different kind of experience in their final year of high school. We want to continue our efforts in this arena.*	x	2
75% of each graduating class at CHS will earn dual credit, AP credit, and/or IB credit, & 40% will earn a full year of college credit (24 credits).	`Yes` No	70%	*Chesterton High School is committed to increasing our students who are able to earn the Academic Honors Diploma or the Technical Honors Diploma in addition to requiring all graduates to complete all three requirements as part of Graduation Pathways.*	x	3
CHS will provide a guaranteed and viable SEL Curriculum for all students.	`Yes` No	100%	*We believe that all students should receive standards based SEL curriculum annually as part of developing the entire learner.*		4

ROOT CAUSE ANALYSIS

Identified Priorities from Previous Chart	List Root Cause(s)
98% Graduation Rate	*Chesterton High School has increased our graduation rate by 5% in 3 years. As we compare ourselves to all other high-performing high schools across the state, their graduation rates were at or above 98%. We believe that we should continue to push all students toward on-time graduation to offer all students the maximum post-secondary opportunities possible.*
50% of senior class will participate in career-related experience	*We feel that students should have the opportunity to explore interests and passions before spending thousands of dollars and/or years of experience later in life. This also increases the postsecondary readiness that our students achieve when they participate in one of our many career-related experiences.*
75% of each graduating class at CHS will earn dual credit, AP credit, and/or IB credit, & 40% will earn a full year of college credit (24 credits).	*In response to Graduation Pathways requirements that all students are expected to meet before graduation. Therefore, we have dramatically increased our dual credit and AP course offerings to meet these demands.*
CHS will provide a guaranteed and viable SEL Curriculum for all students.	*Our district's strategic plan includes SEL curriculum for all students k-12. Additionally, we have established many systems that connect every student at CHS with a caring adult. In addition to meeting the state SEL standards, we foster community building and college and career readiness throughout our teacher-led Advisory Curriculum Team.*

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

SECTION D: School Improvement Plan and Professional Development Plan

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

CHS GOAL #1	Chesterton High School will have a 98% graduation rate.			
Data Checkpoints (dates)	December	Mid-Term & Quarterly	End of First Semester	
Evidence at Checkpoints	PSAT Benchmarks	Advisory Grade Checks	40 Graduation Coaches	
Evidence - Based Strategy 1:	**Implement Professional Learning Communities**			PD Needed: <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Ensure a guaranteed & viable curriculum.	August 2020 - June 2023	Administration, department chairs & teachers	PLC documentation & Canvas checks
Action Step 2	Utilize SAT question format in the creation of common assessments.	August 2020 - June 2023	Instructional coach, teachers & administration	
Action Step 3	Evaluate common assessment data.	August 2020 - June 2023	Teachers & administration	PLC documentation of student performance on common formative & summative assessments.
Evidence - Based Strategy 2: High Impact Teaching Strategies				
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Persons(s) Responsible**	
Action Step 1	Provide professional development to all staff on HITS	August 2023-June 2024	Building Administration/Instructional Coaches	Administrator observations of teachers & teacher professional development sessions
Action Step 2	All staff choose/implement one HITS strategy	August 2023-June 2024	Teachers	Administrator observations of teachers, teacher/administrator discussion, student data
Evidence - Based Strategy 3:	**Utilize Senior Mentors**			PD Needed: Yes <mark>No</mark>
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Secure 20 coaches	Oct. - End of 1st Sem.	Administration	Securing 20 coaches

Action Step 2	Meet with at risk seniors	Quarters 2, 3, 4	Senior mentors, intervenionists, Counselors & Administrators	Credit/grade checks and graduation rate
Evidence - Based Strategy 4:	**Advisory/SRT Grade Checks/Mentoring**			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Regular Grade Checks	Midterms	Teachers	Advisory lessons including grade checks and quarterly grade distribution reports
Action Step 2	Graduation Pathways Monitoring	August 2023- June 2024	Counselors, Advisory teachers, administrators, grad coaches	Graduation Rate requirement 3 waivers
Action Step 3	RTI	August 2023-June 2024	MTSS Committee	Quarterly grade distribution reports and graduation rate

GOAL #2	**50% of the senior class will participate in a career related experience.**			
Data Checkpoints (dates)	Monthly	January Survey Results	May 2024	
Evidence at Checkpoints	# of opportunities	# of interested students	Scheduling data	
Evidence - Based Strategy 1:	**Develop a consistent process for the internship opportunity.**			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Create a systematic process for monitoring internships.	Ongoing	Administration, Internship Director, & Supervisor	Data collection and availability.
Action Step 2	Secure 300 Internship Opportunities.	August - January	Administration, Internship Director, & Supervisor	# of job/internship postings
Action Step 3	Host a career informational night.	January	Administration	# of parents/students in attendance
Evidence- Based Strategy 2	**Promote internship opportunities.**			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**

Action Step 1	Advisory Information & Peer to Peer Advice	January	Internship Director & Supervisor, Advisory Curriculum Team & 11/12 Advisory Teachers	150 students will be enrolled in an internship
Action Step 2	Encourage/promote career exploration	January - May	Counselors, teachers, administrators	150 students will be enrolled in an internship

GOAL #3	75% of each graduating class at CHS will earn dual credit, AP credit, and/or IB credit, & 40% will earn a full year of college credit (24 credits).			
Data Checkpoints (dates)	Mid October	November	April 2024	
Evidence at Checkpoints	Evaluation/recommendation of new AP Courses	Increase dual credit offerings	Students registered for dual credit, AP and/or IB courses	
Evidence- Based Strategy 1	**Train/certify teachers for AP, IB and/or dual credit.**			PD Needed: Yes No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Increase course offerings	October - December	Administration & department chairs	Increased AP, IB, and dual credit course offerings
Action Step 2	Train/certify teachers	Ongoing	Teachers	Number of teachers qualified to teach AP, IB & dual credit courses
Action Step 3	Develop a comprehensive dual credit enrollment plan	Ongoing	Administration, testing coordinator	Increased dual credit enrollment
Evidence- Based Strategy 2	**Advisory/SRT Grade Checks/Mentoring**			PD Needed: Yes No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Semester Credit Checks	End of the Semester	Advisory teachers & counselors	Advisory lessons including credit checks
Action Step 2	Preventative student support	Ongoing	Interventionists, grad coaches, dual credit teachers	Percentage of requirement 3 waivers

GOAL #4	CHS will provide a guaranteed and viable SEL Curriculum for all students.			
Data Checkpoints (dates)	Quarterly	Quarterly	Semesters	
Evidence at Checkpoints	Advisory Lessons	D/F Reports	Discipline Data	
Evidence- Based Strategy 1	Implement the Indiana SEL Competencies in the Advisory lessons with fidelity.			PD Needed: Yes No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Development & implementation of SEL aligned lesson plans	August - June	Advisory Curriculum Team & all Advisory teachers	Lessons that address IN SEL Competencies

Professional Development Plan:

Professional Development Goal 1:	Teachers will collaborate in PLCs to review & adapt guaranteed and viable curriculum and instruction to address student needs through common formative and summative assessments.	Linked SIP Goals ==Yes== No *Goal 1
Possible Funding Source(s)	N/A	
Evidence of Impact	1. PSAT/SAT Score analysis 2. Formative & Summative Assessment data 3. Grade distribution report	

Plan for coaching and support during the learning process:
1. Training the Guiding Coalition made up of administrators, teachers and instructional coaches on the effective implementation of PLCs.
2. Professional development of SAT question formating to be included in formative & summative assessments.
3. Professional development of data analysis to be utilized in PLCs.

How will effectiveness be sustained over time?
1. PSAT/SAT data analysis to guide future professional development & instructional practices.
2. PLC collaboration to adapt guaranteed & viable curriculum as needed.

Professional Development Goal 2:	Teachers and leaders will participate in continuous improvement opportunities to enhance instructional practices and leadership effectiveness.	Linked SIP Goals ==Yes== No *Goal 1 & Goal 3
Possible Funding Source(s)	==Title II==	
Evidence of Impact	1. PSAT/SAT Score analysis 2. Formative & Summative Assessment data 3. Teacher & Leader Evaluations	

Plan for coaching and support during the learning process:
1. Coaching & supporting teacher leaders on the Guiding Coalition.
2. Mentoring program for new teachers.
3. Providing opportunities for instructional rounds for teacher growth & development.
4. Continuous improvement opportunities for DC/AP/IB teachers.
5. Professional development surrounding high impact teaching strategies.

How will effectiveness be sustained over time?
1. Rotating teacher PD opportunities throughout each department each year.
2. Ongoing development of teacher & administration leadership capacity.

Professional Development Goal 3:	Chesterton High School will implement effective supports for at-risk students through the Freshman TEAM, Senior Mentors, Graduation Coaches & the MTSS process.	Linked SIP Goals Yes No *Goal 1
Possible Funding Source(s)	General Fund (Hiring a Grad Coach)	
Evidence of Impact	1. Discipline Reports 2. Missing Assignment Reports 3. Credit/Grade Checks 4. Attendance Rate	

Plan for coaching and support during the learning process:
1. Effective MTSS program site visits
2. Continuous improvement opportunities for TEAM teachers.
3. Continuous improvement opportunities for Graduation Coaches.
4. Providing MTSS PD to all staff

How will effectiveness be sustained over time?
1. Consistent data analysis of TEAM students and teacher effectiveness.
2. Consistent data analysis of implemented MTSS supports.
3. Consistent data analysis of attendance rate.

Professional Development Goal 4:	Chesterton High School will implement a guaranteed and viable SEL Curriculum.	Linked SIP Goals Yes No *Goal 4
Possible Funding Source(s)	Title II	
Evidence of Impact	1. Advisory lessons aligned to the Indiana SEL Competencies. 2. Discipline Reports	

Plan for coaching and support during the learning process:
1. Provide curriculum development time for the Advisory Curriculum Team members.
2. ACES training for teachers and staff.
3. Gender support training.

How will effectiveness be sustained over time?
1. Continued time for Advisory curriculum development
2. Ongoing training for leaders.
3. Student feedback