



Indiana School Improvement Plan

Chesterton High School

Duneland School Corporation

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Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Community

As part of the Duneland School Corporation, Chesterton High School serves the towns of Chesterton, Porter, Burns Harbor, Dune Acres, and portions of unincorporated Porter County, Indiana. The area extends to Lake Michigan and is adjacent to the Indiana Dunes and the National Lakeshore. The population of the Duneland Community is approximately 35,000 which is up from 31,000 from four years ago. Porter County is a relatively young county in regards to parents. Approximately 28% of the population is of school age. The community population is 90.9% white. The Hispanic population makes up 4.6%, 2.7% are multiracial, while 1.8% of our population is classified as "other." Those in the Duneland area holding high school diplomas or equivalent make up 32.8% of the population, while 23.3% attended some college (no degree) and 29.5% hold some type of college degree. Chicago is within an hour's drive west/northwest, and in addition, to Valparaiso University in nearby Valparaiso, there are regional campuses of Indiana and Purdue Universities, as well as several trade schools.

Enrollment

Enrollment at Chesterton High School surpassed the 2000 mark in the 2007-2008 school year. It dipped slightly below 2000 after that and again this year is back above 2000. The population at Chesterton HS is predominantly white (84.2%) with the 8.7% Hispanic, 2.8% Multiracial,

1.8% Asian, and 2.5% Black. The most significant change has come in the increase of Hispanic students over the last ten years increasing to 8.7% from 3.0%. In 2002 11.8% of the population received free/reduced lunch services. That has increased to 23.3% with the most drastic increase happening in free lunch students over the past three years going from 6.2% to 18.9%. The school is proud to note however that these changes in population have not altered school performance and discipline data has continued to decline on an annual basis.

The High School

Chesterton High School is the end point in a progression of transitions between schools within the corporation. Students coming to Chesterton High School through the Duneland system started by attending one of five K-4 elementary schools that feed into two 5-6 intermediate schools and then into the middle and high schools. Duneland also offers an Alternative Learning Center for high school students.

Chesterton High School employs about 125 professional staff members including regular education teachers, special education teachers, guidance counselors, administrators, and program directors. Additionally, over 60 classified positions including secretaries, nurses, instructional aides, paraprofessionals, lunch aides, interpreters, school security personnel, and technology are employed to support the educational program. The high school staff is also active in the hours after school supporting a variety extra and co-curricular programs many of which have been recognized at the state or national level.

School Organization

Chesterton High School continues to run on an alternating day block-8 schedule. There are 180 instructional days and 185 teacher contract days. Each school day is 7:40 a.m. to 2:45 p.m. with four 91 minute classes. Each student is assigned to 8 courses each semester, 4 on each maroon and gold days. These assignments include a Student Resource Time (SRT) and seven classes. The SRT provides students with the opportunity to complete class assignments, make up work, do research in the library media center, or meet with teachers,

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counselors and administrators.

One of the main objectives of this type of scheduling is to improve student achievement and preparation by enabling students to take additional courses and to offer them a greater opportunity to learn at variable rates. It is also expected to encourage and allow greater flexibility of instruction by permitting the use of various teaching strategies and by emphasizing active student learning. School climate and morale are also targets for improvement as a block schedule increases the opportunities for student and teacher interaction while decreasing the number of class preparations for each day.

Graduation

Under the current academic schedule, the graduation requirements have increased in time to meet the new state requirements. All students are required to earn 42 credits to receive a diploma. This includes 8 credits in English, 6 in Math, 6 in Science, 6 in Social Studies, 2 credits of fine/practical arts, 2 health and PE credits, 1 credit in technology and an additional 16 credits in either a vocational or an academic major. Chesterton High School will make adjustments necessary to meet the needs of the expected changes to the diploma requirements from the state. Because CHS has rigorous graduation requirements (42 credits), the transition to the new diploma should be rather seamless. Students may earn a CHS diploma, Core 40 Diploma, Academic Honors Diploma or a Technical Honors Diploma. They also may be recognized as achieving the Core 40 designation, the Honor Roll, a Distinguished Scholar Graduate, or a Top 5% Scholar.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Chesterton High School's mission statement is a copy of the district mission statement as it is the end point in Duneland's K-12 program. It states, "Chesterton High School is dedicated to quality education for all students and is committed to developing lifelong learners who will value themselves and others, contribute to their community, and achieve individual success in an ever-changing world." Additionally, CHS has belief statements which state:

- Each student is a valued individual with unique physical, social, emotional, and intellectual abilities.
- All students can learn, achieve, and develop into productive, contributing adults.
- Students learn best when they are in a safe environment that provides the sufficient time, flexibility, and creativity needed to take ownership of skills and concepts.
- High expectations, developmentally appropriate learning activities, and extra assistance enhance learning at all levels and increase individual student performance.
- Staff collaboration and teamwork will have a positive effect on student success.
- Both mutual respect for individual rights and tolerance of individual differences are encouraged and modeled by staff and student behavior.
- Parents, students, teachers, and the community share responsibility for educating the student.

In the past several years, Chesterton High School has worked to create a variety of course offerings and support programs to promote student success. For our high achieving students the International Baccalaureate program was introduced. Rigorous in content, this program has called upon staff collaboration and intense professional development to put into place and monitor. We have increased the levels in our Math department to also include tracks that reach AP Calculus BC in addition to our AP Calculus AB program. All students have benefited from community partnerships that have brought a variety of courses with dual/concurrent credit. Our Bridges program, a freshmen transition program that targets the students who are struggling the most in 8th grade, requires a summer preparation course, and then peer and adult mentoring throughout the year during our Student Resource Time. Additionally, Foundation SRTs have been created that focus on success in math and English for students who have failed ISTEP or are struggling in class. These students receive help from a cadre of peer mentors. This program also aligns with our Response to Intervention program.

2019 professional development evolved in structure driven by student outcome data collect by the School Improvement Team. School goals, identified through PSAT data, will include both a reading comprehension goal as well as a problem solving/data analysis goal. CHS provides professional development in a blended learning format utilizing faculty meetings and eLearning days to conduct professional development. Annotated writing as a comprehension strategy is included in every classroom throughout the school. Professional development workshops have been provided where colleagues that are experts taught their peers new skills in the areas of classroom instruction, applications, technology, student management and goal setting based on PSAT data. CHS has made a consistent effort to be more data driven and provide more direction as we move to instituting a push for more reading and writing, as well as problem solving/data analysis across the curriculum.

CHS has seen more attempts in the past year by students to make connections and contributions to our community. Sponsored by the local Rotary, our Interact Club runs events to raise awareness and funds for charities. Our Student Council recently ran an entire homecoming week focused on the construction of picnic tables that were auctioned off for local and national charities. Tired of teen suicides and concerned for peers battling cancer, CHS students have flooded our culture with student led 5K walks, awareness events, and fundraisers to
SY 2018-2019

champion these causes. The International Baccalaureate program even has student service and interaction embedded in its requirements through the Creativity, Action and Service program. IB has a global presence doing humanitarian work around the world. In addition, our world language departments have made a more focused effort to incorporate student trips around the world in order to garner more authentic learning experiences. For many years, our Natural Helpers program has taken peer nominated leaders from all student groups and trained them in techniques to assist with peer counseling and support. Student Council annually attends state conventions. CHS has a wide variety of clubs for students to get involved. Recently, the CHS Student Council reorganized to be more inclusive and productive at school. Finally, an Advisory period has been added to address social and emotional needs, provide students with mentoring, and assist with the requirements of Graduation Pathways.

We feel that through changes in curriculum, courses, support systems, professional development, and student leadership that we are living our mission statement and belief statement out in a variety of ways.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

We note several areas of accomplishment:

-Chesterton High School has a higher percentage of students seeking studies in the area of vocational pathways. This year our in-house building trades program built a manufactured home on school grounds. This home was then transferred to a property in the area through a partnership with the community organization, Housing Opportunities. As a multidisciplinary approach, several other classes participated in the design of the structure, and the interior of the home.

- Graduation Rate - Chesterton High School requires 42 credits for graduation and students have the ability to earn 56 credits during their time here. This requirement is above state mandates. Despite this we have been able to maintain over 92% graduation rate for the past five years. Under the old model our graduation rate was above 95% as many students for a variety of reasons do finish in 5 years. CHS is proud of sending numerous students to Ivy League schools and they have a strong success rate there. Additionally, we are sending students to vocational trades at a higher rate in the last 2 years.

- School Grade - We were recognized as an A school since the 2011 school year. We feel this is a reflection not only of our graduation rate, but our continued improvements on graduation qualifying exams, and more importantly our growing focus on college and career readiness opportunities.

- More Focus on College and Career Readiness at CHS- The Chesterton High School guidance team has initiated multiple workshops and seminars to address the needs of our students. This includes, but is not limited to: manufacturing week, the institution of a more structured work/study program, college application camps, grade level meetings with the counselors regarding test and college preparation, as well as the addition of an Advisory period.

-Improved Biology ECA Scores- CHS has made a conscious effort to address low scores on the Biology ECA assessment.

-Speech and Debate- Every year our speech and debate program is state and nationally renowned for their success.

--National Merit Finalists- Every year multiple students achieve the honor of being named a National Merit Finalist. This year twelve students were named, which was the second highest in the state.

As we move forward Chesterton High School looks to focus on the following areas over the next three years:

1. Reading/Writing in the Content Area - Changes from ECAs to national exams and the need to be successful on PSAT, SAT, Accuplacer and other exams will require all content areas to become better experts in teaching students not only how to read but how to comprehend what is read. We have always had a focus on reading comprehension as a school goal. It is time for us to reinvigorate the annotation strategies that previously improved student performance.

2. Problem Solving/Data Analysis - PSAT data has shown a strong need to address the subcategories of problem solving and data analysis.

As a result, our school improvement goals will include the implementation of problem solving/data analysis across the curriculum.

3. RISE - Duneland has chosen to adapt the RISE model for teacher evaluation requirements. This is a new process for all of us and requires professional development and a renewed focus on data interpretation.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

As part of the Duneland School Corporation, Chesterton HS participates in the AdvancEd district accreditation process. An integral component to Duneland's district accreditation model is the role that the District Internal Review Team (DIRT) plays in the internal review process. Duneland utilizes an annual review protocol where each school principal and internal chair person(s) provide a written and verbal report to DIRT on the progress of the school. DIRT then provides a written response to each school and the district noting strengths, commendations, suggestions and opportunities for improvement and required actions. Oversight of the DIRT process is provided by a larger Steering Committee who also hears annual reports from goal committees.

Duneland's process consistently includes input from all stakeholder groups. In the fall and spring of 2012, AdvancEd surveys were conducted as well as a repeat of a survey given 5 years ago prior to the first district accreditation QAR visit. Upon completion, survey data was provided to each individual school to analyze and utilize for future planning with emphasis on successes and challenges. Surveys provided valuable insight into the private thoughts of families, staff, and students.

Due to financial restraints placed upon the school corporation through legislative changes, Duneland School Corporation embarked on the process of a general fund referendum in the Spring of 2019. The initiative passed in early May of 2019.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Our school improvement team has around 30 members representative of all CHS departments and additional teacher volunteers. Teachers participate on a voluntary basis because of their dedication to their profession. There is one teacher chair of the committee, which is a voluntary position, and three teacher subcommittee chairs. Again, teachers volunteer for these sub-committee positions. Meetings are scheduled monthly in the mornings after a student early release and last about a half hour.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

There is representation from all CHS departments and other teacher volunteers. The teacher volunteers take the information discussed and plans developed back to their departments and proceed with the team's initiatives. The School Improvement Team also has other responsibilities as needed such as data analysis and other needs.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Information about our school improvement plan is disseminated through our faculty and department meetings. CHS has monthly early release time where steps of initiating the SIP are the focus of the work for the staff. The results of this work are discussed in the following school improvement team meeting.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Purpose statements - past and present •Town hall meetings, steering committees, school improvement committee (students, parents, teachers, administration). 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•The school continuous improvement plan•faculty advisory committee to discuss curricular issue	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The school's mission statement was created several years ago prior to the construction of the new facility. Stakeholders were involved in the process and several revisions were made. Since that time, the statement itself has not been changed. It appears on student handbooks, posters around the building, agendas, newsletters, etc. It also is the same mission statement for the school corporation. The belief there is that the high school should represent the culmination of the K-12 learning and thus what the district represents should also be represented by the high school. The mission of the school is driven, however, by the leadership teams within the school. Decisions on programming and school improvement are being made with a focus on lifelong learning, community contribution, and individual success. Our mission is best lived through the decisions we make and our communications with our stakeholders. The Faculty Advisory Council and School Improvement Teams meet on a monthly basis but serve different purposes. Faculty Advisory is composed of Department Chairs and the Administrative Team. This group oversees the general functions of the school. The School Improvement Team focuses more on school improvement and professional development. This team works on annual revisions of our data profile, showcasing data to the staff, organizing local assessments and related data collection, organizing our Learning Strands for professional development, and completing school accreditation tasks. Members of this committee also serve on district curriculum council, district professional development committees, and district accreditation teams. Our school has seen a growing focus on use of data to drive instruction and decisions. The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders. Two years ago the staff started working on creating common quarterly assessments. Staff is given time to collect and compare data to improve instruction. The efforts with SLOs and these assessments are now being tied together. Parent, community, and teacher committees have existed from time to time. These groups have served to complete surveys, make decisions about award programs, and make modifications to our Positive Life Program (school policy on substance abuse) to name a few. These groups have not been sustained over time however. Currently, communication with parent groups tends to focus more in one direction: school to

parent. At the same point in time, the school does not believe in having a meeting just to say you had one. CHS is in the process of attempting to develop a more sustainable parent, teacher, community member team. The primary purpose of this team would be to find ways to increase meaningful external communication with stakeholder groups and solicit input as the school moves forward. The school needs a vehicle to engage this population. Specifics about this committee and its purpose have not been developed yet, but that is a goal this year. CHS is also working with district committees to assist with building in regular time to the school calendar for additional professional development and obtaining effective technology to assist with data disaggregation. The more we do the less time we have and our current technologies have inhibited timely data collection and/or review. As we move forward these are seen as areas of weakness that must be overcome to create sustainable change.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •Open board meetings for discussion, press releases 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Proof of legal counsel •Assurances, certifications •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The governance and leadership of the school promotes success for all students by implementing and enforcing policies and practices to ensure school effectiveness. Administration, consisting of one principal and four assistant principals, seeks out insight from all stakeholders in the school. One way this is accomplished is through various committees, such as the School Improvement Team and more globally, the District Internal Review Team. Surveys are also given consistently to determine if the policies and practices that are in place are being utilized effectively. The School Improvement Team meets regularly to discuss current practices of the school, determining if changes are necessary. The discussions include Learning Strands, which are the professional growth options being made available to staff during the limited professional development time; school-wide assessments; and data-informed instructional decisions. The committee determines the effectiveness of the practice and what future professional development opportunities should be made available. These ongoing discussions

make mandatory changes easier to implement. The School Improvement Team also dictates which school-wide assessments to institute to guarantee collection of meaningful data that can be analyzed to improve student learning. These assessments include vocabulary tests, reading comprehension tests, and the end-of-quarter assessments. Department chairs work cohesively with their subject matter staff members to ensure that effective practices in the classroom are consistently being applied. Departments work together designing common assessments that can accurately test student knowledge. Then, after administering the assessments, data is collected and analyzed, indicating areas that are strengths and areas that need improvement. Department chairs organize their respective departments into groups to discuss with one another on how to improve their instructional practices. In addition, the chairs provide avenues to explore to become a more effective teacher, such as professional development opportunities, helpful websites, and peer observation time. The main goal of student success radiates throughout the school, shared by all staff members, ranging from administration to teachers to custodians to cafeteria workers. All work fluidly together to provide the best environment for student learning. This includes effective fiscal management of monies, determining assessments to give, designing policies to implement, and adopting best practices in the classroom. Each staff member is accountable for doing their part to promote student success, and school leadership ensures that this happens.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Graduate follow-up surveys •Learning expectations for different courses •Posted learning objectives •Course schedules •Enrollment patterns for various courses •Course descriptions 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Lesson plans aligned to the curriculum 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •Administrative classroom observation protocols and logs 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration 	Level 2

Indiana School Improvement Plan

Chesterton High School

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	Level 3

Indiana School Improvement Plan

Chesterton High School

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure •Description of formal adult advocate structures 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> •Results of evaluation of professional learning program. •Survey results •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> •Survey results •List of learning support services and student population served by such services •Data used to identify unique learning needs of students 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

Cite sources of evidence External Review team members may be interested in reviewing.

Chesterton High School's goal is to ensure student success by offering a challenging curriculum that incorporates effective instructional design and assessment practices. After graduation, the majority of students seek additional education. Data shows that these students are successful in their endeavors. The school's curriculum and many program offerings promote this success. Chesterton High School offers programs targeted at all ability levels, including AP and IB courses, Bridges, vocational, and Foundations SRTs.

To ensure that Chesterton High School achieves its goal of student success, some teachers collaborate with one another on a fairly consistent basis, discussing effective instructional techniques, standards alignment, and effective assessments. In 2015-2016, professional development strands have allowed for collaboration time with other members of one's department to align quarter exams and semester exams; additionally, this time has been used to analyze data so that teachers can begin to edit quarter exams as needed and improve instructional practices. Unfortunately, with the new demands from the state and the lack of professional development time, this collaboration does not occur as often as it should. Also, the constant changing of expectations from the state sometimes impedes the overall progress because the focus is not always clearly defined.

School leadership promotes a quality learning environment to ensure student and staff success. Each administrator is assigned a different department to observe; observations are done the first and second semester. Administration also asks for teacher input through committees such as the School Improvement Team. Administration values teacher input in the decision making process, creating a collaborative environment where stakeholders have a voice.

In the 2017-2018 school PD took on a focused format with all teachers working collaboratively in Canvas and in person to address literacy goals. Teachers attended PD opportunities through-out the year to address personal needs. Teachers participate in learning strand style PD during the full day in-service. Teachers also have the opportunity to participate in AP/IB training.

The school works to engage families and keep them informed throughout the entire learning process. Staff continues to use email as a way to send communication home on student's progress. Many staff members use apps to communicate with both parents and students, as well as keeping a Canvas page for students. Children as well as parents can check progress in courses through Parent Access in Skyward, as well as a teacher's Canvas or other web pages. Many teachers use a Canvas page that allows for course calendars, handouts, and other course information to be given to students. The school has Eighth grade Orientation nights, Open House in the Fall, a Financial Aid Night, and IB Night as a means to get information to parents and other interest parties. Also, the guidance department is very active in holding events to further educate staff and families, such as: Parent/Student Nights for each grade level, Financial Aid night for seniors and their parents, College Application Camp for rising seniors in early August' summer Guidance Office hours, and Coffee with a Counselor activities. During the summer, there is a college essay workshop to help students and parents in the application process. Furthermore, there is a Manufacturing Week in which students and parents have the opportunity to hear about work opportunities after high school for students who may not be college-bound.

There are many school initiatives in place, including the SAT Mentoring Program, Bridges, Foundation classes and SRTs, the Positive Life Program and Parents as Teachers that assist students that need extra or even basic monitoring during their educational experience at the high school. Similarly, the Special Education department monitors the population of students with special needs, and many extra and cocurricular clubs and activities serve to not only provide students with educational and extra activities, but also allow an adult to student contact to be made. Response to Intervention (RTI) plans are also in place so student referrals and tracking can be made to alert teachers, guidance, and the student's administrator as to their performance in a class, as well as any concerns that might be occurring for that student. A handbook and agenda planner/homework assignment notebook given to every student defines the school's grading policies, graduation requirements, GPA definition and policies, etc. Also, many teachers are posting their comments to Skyward and Canvas, and all staff turns in their grading policies and procedures to their individual department chair for review and reference, as needed. The school also communicates this to all students and parents through Open House night, as well as Parent/Teacher Conferences that may be held.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 3

Indiana School Improvement Plan

Chesterton High School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use 	Level 2

Indiana School Improvement Plan

Chesterton High School

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The school board has established policies and a budget to ensure that all CHS staff are highly qualified to fit the purpose of the school. Some staff are currently working on additional degrees to meet the demands of being instructors for dual/concurrent credit courses with local universities. Staff are also aligned to meet programming needs. For instance, the inclusion of the International Baccalaureate program created a need for extensive professional development for IB teachers and a master schedule to accommodate the classes. That schedule is reviewed each year to best fit the needs of interested students. Similar alignment has been made to continue the freshmen transition program Bridges as well as our remediation SRTs called Foundation SRTs. The collaborative work of the board, central office, and CHS administration has been key during times of budgetary concern to maintain programs. This best demonstrates to use the commitment to financial and operational integrity and more important sustainability.

Our media program has received national awards. Our school has two media specialists that can service student and teacher needs. These positions provide instruction as well as introduction to media resources.

Technology is integrated into the curriculum in meaningful ways. In the 21st century, we can always hope for more access to technology. As new hardware becomes available district and local professional development opportunities are offered to assist with teacher and student use.

Locally teachers have had greater access to online resources as they have created their own webpages, wikis, blogs, and now are learning more on Canvas. Recently the school has established a whole school wireless network. This was the first step towards moving towards 1:1 initiatives and greater accessibility for all. Teachers can also rent an iPad cart for a class; additionally, IB students have ChromeBooks to use. As the school moves in this direction new policies, procedures, professional development, and hardware to make it happen. District road-maps have been created for this process but have yet to be fledged out at the school level.

Career counseling is done primarily through the guidance counselors and our Career Center. As the A-F grading model continues to focus on College and Career Readiness it has become more critically important for not just these select few to be leading the school in this charge. There have been many opportunities for students to hear about vocational opportunities; there is a Manufacturing Week involving both students and parents that gives information about possibilities after high school. Each student has the opportunity to go to a presentation to learn more about vocational programs. Transportation has been provided to some of the vocational programs to give opportunities to those who do not have their own mode of transportation. The eventual goal is for a team of leaders to increase involvement in dual/concurrent credit courses, IB courses, AP courses, and vocational programs.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data 	Level 2

Indiana School Improvement Plan

Chesterton High School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

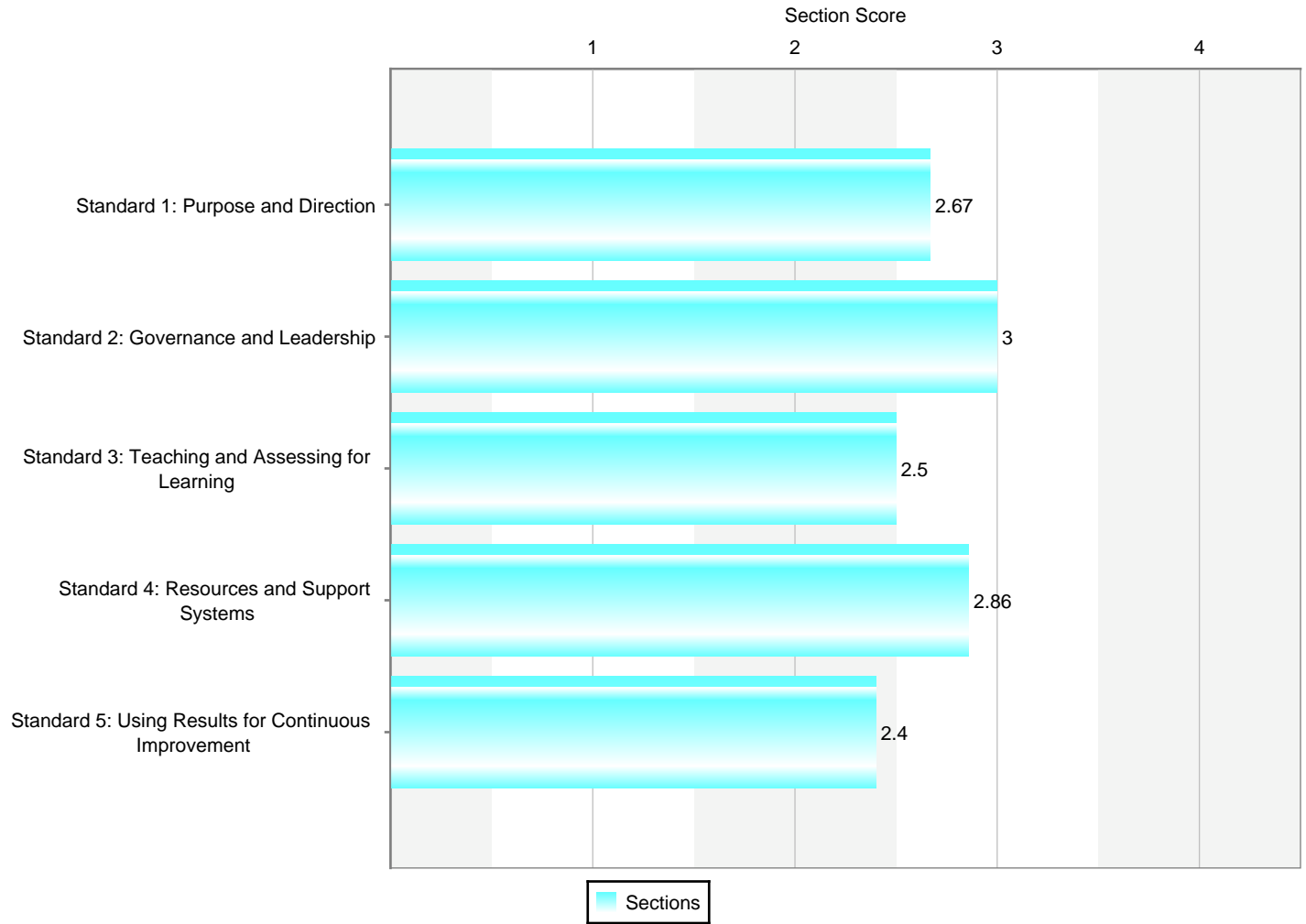
Chesterton High School utilizes a variety of assessments, including ECAs, PSATs, and common quarterly assessments to generate data about student learning and school effectiveness. Use of these assessments is under continual review and revision. Based on the results of the data collected and analyzed, the staff continually reconsiders the assessment, collection, and analysis process, seeking to hone its efforts to improve school effectiveness. This has led to the identification of areas of weakness and sharing of best practices among the staff as a whole and within departments. National Clearinghouse research and exit surveys given to graduates of Chesterton High School provide useful data regarding student preparedness for life post-graduation. The school also utilizes many methods to communicate with stakeholders, including Facebook, Twitter, newsletters, Skyward, ConnectEd, progress reports, and articles in the local newspapers.

Because new assessments are added and current assessments are revised continually, Chesterton High School has begun a focus in the 2015-2016 school year to improve its policies regarding the training of all staff members in the use and analysis of data.

In the future, use of the RISE rubric will help to refine further the training of all staff members in the collection, analysis, and use of data. Moreover, the use of early release days to collaborate and analyze the data generated provides teachers with valuable opportunities to continue to review and to revise the school's process for making systematic use of data. As new data is collected and analyzed each year, the staff needs to remain cognizant of the purposes of assessment. At all times, the staff must continue to reevaluate the need and purpose of each assessment. The staff should also consider making greater use of the National Clearinghouse data and exit surveys to consider changes in the curricular programming offered at Chesterton High School.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Graduation rate, CCR percentage, and assessment participation performance is consistently strong.

Describe the area(s) that show a positive trend in performance.

English/LA shows a positive trend. Also, Biology is trending upward.

Which area(s) indicate the overall highest performance?

Math performance is traditionally high. We have seen a slight downward turn on the ISTEP only with the onset of the new assessment. All other math data is trending in the traditional pattern of high performance. CHS math performance is well above both State and local averages.

Which subgroup(s) show a trend toward increasing performance?

With the new exam, the testing results have all dropped significantly. Further exploration of the subgroups that includes students with IEPs, and our male population needs to be a focal point this year.

Between which subgroups is the achievement gap closing?

With the new exam, the testing results have all dropped significantly. We are seeing slight improvements in each academic level of our student population in our PSAT scores.

Which of the above reported findings are consistent with findings from other data sources?

With the new exam, the testing results have all dropped significantly.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

With the new exam, the testing results have all dropped significantly.

Describe the area(s) that show a negative trend in performance.

With the new exam, the testing results have all dropped significantly.

Which area(s) indicate the overall lowest performance?

With the new exam, the testing results have all dropped significantly.

Which subgroup(s) show a trend toward decreasing performance?

With the new exam, the testing results have all dropped significantly.

Between which subgroups is the achievement gap becoming greater?

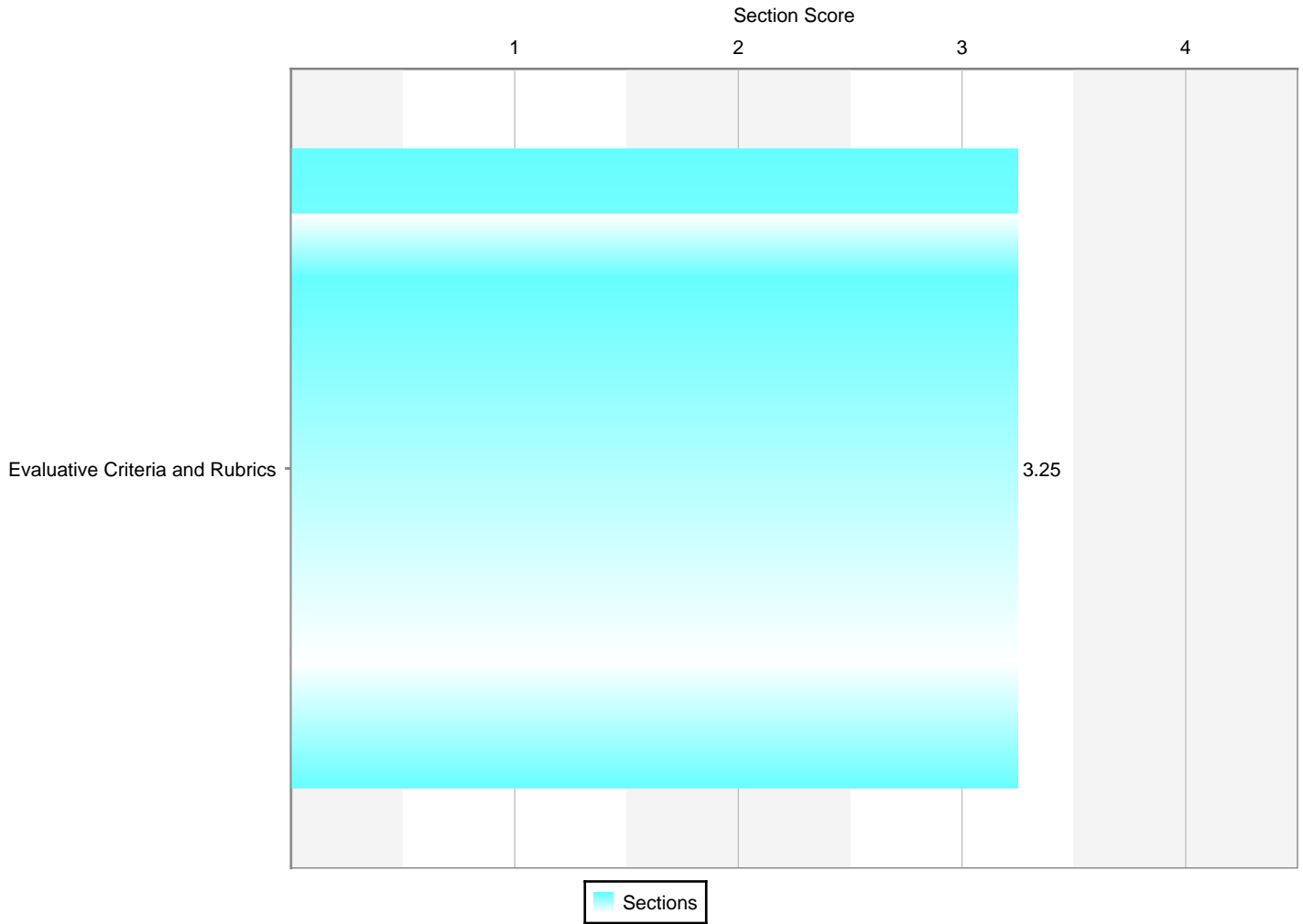
With the new exam, the testing results have all dropped significantly.

Which of the above reported findings are consistent with findings from other data sources?

With the new exam, the testing results have all dropped significantly.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?			

Evaluative Criteria and Rubrics

	Statement or Question	Response	Rating
1.	Questionnaire Administration		N/A

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis		N/A

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

What are the implications for these stakeholder perceptions?

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Report Summary

Scores By Section

Section Score

1

2

3

4

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Professional Development

Overview

Plan Name

Professional Development

Plan Description

The School Improvement Team will provide professional development during faculty meetings and eLearning days.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	To improve our problem solving and data analysis scores on SAT assessments.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	To improve our reading comprehension scores on SAT assessments.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: To improve our problem solving and data analysis scores on SAT assessments.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in problem solving and data analysis by 06/01/2020 as measured by SAT scores.

Strategy 1:

Incorporate data analysis in all content areas - Data analysis and problem solving will be intentionally incorporated in all content areas.

Research Cited: John Hattie's research supports how to improve math scores across the curriculum.

Evidence of success: PSAT & SAT scores

Activity - Staff training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development provided during faculty meetings and eLearning Days.	Direct Instruction, Professional Learning	10/15/2019	06/01/2021	\$0	No Funding Required	School Improvement Team, school administrators and teachers.

Goal 2: To improve our reading comprehension scores on SAT assessments.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in reading comprehension. by 06/01/2020 as measured by PSAT and SAT data..

Strategy 1:

Annotation - Annotation will be implemented in all content areas.

Research Cited: Joanna L. Wolfe, Effects of Annotation on Student Readers and Writers

Evidence of success: PSAT & SAT scores

Activity - Annotation Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development during faculty meetings and eLearning Days.	Direct Instruction, Professional Learning	10/15/2019	06/01/2021	\$0	No Funding Required	School Improvement Team, school administrators and teachers.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Annotation Professional Development	Professional development during faculty meetings and eLearning Days.	Direct Instruction, Professional Learning	10/15/2019	06/01/2021	\$0	School Improvement Team, school administrators and teachers.
Staff training	Professional development provided during faculty meetings and eLearning Days.	Direct Instruction, Professional Learning	10/15/2019	06/01/2021	\$0	School Improvement Team, school administrators and teachers.
Total					\$0	

Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.