Columbus North High School
2011 PL221 School Improvement Plan
School #0397

Bartholomew Consolidated Schools
District #0365

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Columbus, Indiana
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CNHS SCHOOL AIMS
- High Academic Expectations and Achievement
  - Open, Constructive Communication
  A Clean, Safe, Quality Facility

COLUMBUS NORTH HIGH SCHOOL :
WHERE THE WORLD COMES TO LEARN

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Explanation of Acronyms

The following acronyms are used in this document.

Acronym	Explanation
ADM	A Day's Membership
APQC	American Productivity and Quality Control
ASCD	Association For Supervision Curriculum Development
ASQ	American Society for Quality
BCSC	Bartholomew Consolidated School Corporation
CAP	Curriculum Alignment Process
CEA	Columbus Educators Association
CIC	Continuous Improvement Council
CCIC	Corporation Continuous Improvement Council
CCP	Connected Community Project
CIP	Continuous Improvement Process
CLASS	Connected Learning Assures Student Success
CQI Teams	Continuous Improvement Quality Teams
CPF	Capital Projects Fund
D& F	District and Facilities Committee
FAC	Fiscal Advisory Committee
GQE	Graduation Qualifying Exam
HAT/VAT	Horizontal Articulation Team/Vertical Articulation Team
HEES	High Expectation Equals Success
HEO	High Expectation Objectives
HSSSE	High School Survey of Student Engagement
HVAC	Heating, Ventilation and Air Conditioning
IASP	Indiana Association of School Principals
IAPSS	Indiana Association of Public School Superintendents
IDOE	Indiana Department of Education
IMLEA	Indiana Middle Level Educators Association
IRA	International Reading Association
ISTEP+	Indiana Statewide Test of Educational Progress
LEP	Limited English Proficiency
MBS	Megabytes
NAB	National Alliance of Business
NCE	Normal Curve Equivalency
NEA	National Educator Association
NCLBA	No Child Left Behind Act
NCTM	National Council of Teachers of Mathematics
PASS	Positively Absolutely Special Staff

Explanation of Acronyms

PBIS	Positive Behavioral and Instructional Support
PDCI	Plan, Do, Check, Improvement Cycle
PEP	Personalized Education Plan
PL 221	Public Law 221 (Indiana's Accountability Legislation)
PMP	Preventive Maintenance Plan
PMS	Performance Management System
PDP	Professional Development Plan
PTC	Parent-Teacher Conference
PTO	Parent-Teacher Organization
SMART Goals	Specific, Measurable, Aligned, Realistic, and Time-Bound Goals
SIP	School Improvement Plan
SSP	Student Success Process
SSS	Staff Satisfaction Survey
SWOT	Strengths, Weaknesses, Opportunities and Threats
TCS	Test of Cognitive Skills
UDL	Universal Design for Learning

Preface

Columbus North High School

Columbus North High School is a grade 9-12 public high school located in Columbus, Bartholomew County, Indiana. The population of Bartholomew County is approximately 68,000. We are 40 miles south of Indianapolis and consider ourselves the educational gem of Southern Indiana. Our community is diverse and our community connections are global. We have a student population that boasts over 20 different languages as their first language.

To meet the educational needs of our students (population: 2057) we offer multiple pathways to success. We include programs for all students and encourage them to stretch themselves as they become active participants in their education. Our offerings include Career and Technical Education programs, a New Tech High School, a full array of Fine Arts courses, a Global Studies pathway, Advance Placement, alternative educational delivery sites, many college dual credit opportunities, and a variety of community partnerships.

Our staff of 180 includes everything from certified teachers to cooks and custodians, each with a desire to do what they can to make CNHS the best it can be. As partners in the educational processes, they collaborate in their efforts to prepare our students for whatever post secondary pursuits they want to pursue.

Our graduation rate of 88.9 % is five percentage points higher than the state average and is representative of the cross section of our student body. Our attendance rate of 95.7 % is in line with state averages and a testament to the focus our community places on education. Our SAT scores 1067 and ACT scores 22.4 are above both State (SAT: 999; ACT: 22.3) and National averages (SAT: 1017; ACT: 21.0) while at the same time the percentage of students taking these test is also above State and National averages.

In 1972 Columbus High School was facing an over population issue. Bartholomew Consolidated School Corporation built our sister school, Columbus East High School, to relieve this issue. At that time Columbus High School became Columbus North High School. Although Columbus North has adopted a more traditional design, it still promotes an emphasis on being open and flexible in order to meet individual student needs. Currently, we have 8 academic periods a day of 45 minutes. Students are expected to enroll in either 6 or 7 academic classes with lunch and at least one resource period to complete their day.

The goals of our building, our departments and our teachers revolve around the BCSC goals of Literacy, Diversity, and Universal Design for Learning (UDL). We focus on not just standardized testing to gage student performance and improvement, but more importantly we value the "soft skills" of decision making, creative thinking, collaboration, and presentation.

CNHS depends on strong family, community, and business support from active partners—including suppliers, community organizations, parents and volunteers—to attain its goals. They participate on school and district improvement teams, advisory committees, and specific task forces, working side-by-side with staff on school initiatives. We are currently in a strong partnership with a recent initiative of a "Healthy Community" and are exploring ways to assist our students in making "healthy choices."

With a strong foundation, our students and staff look forward to moving upward and onward in making a difference in the world around us.
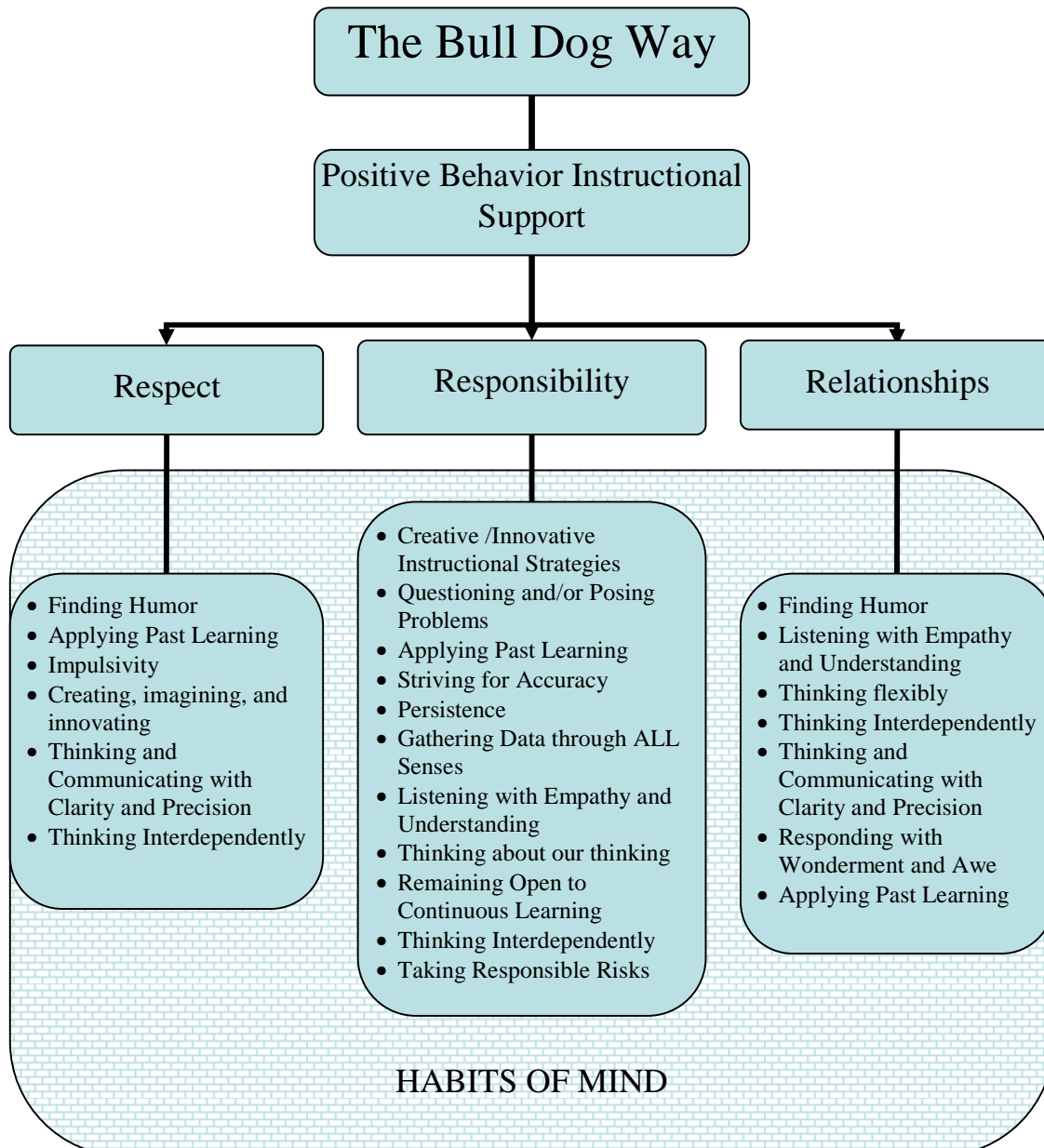
The Bull Dog Way

What defines Columbus North High School? What is the mantle that we accept, wear, and expect? What can we point to and say, "This is who we are, what we do, and how we do it." In a phrase, we call it "The Bull Dog Way."

The "Bull Dog Way" means many things but at its core it has the expectations of doing the right things, in the right way, for the right reasons.

The "Bull Dog Way" incorporates a positive behaviors approach of Respect, Responsibility, and Relationships, with specific habits of mind that lead to success in every endeavor.

The "Bull Dog Way" is less about high grade point averages and more about knowledge acquisition. It is less about A's and B's and more about applying the skills of creative thinking, good decision making, collaboration, and grit—the determination to finish the job, no matter how hard it is.

The Bull Dog Way

Positive Behavior Instructional Support

Respect

- Finding Humor
- Applying Past Learning
- Impulsivity
- Creating, imagining, and innovating
- Thinking and Communicating with Clarity and Precision
- Thinking Interdependently

Responsibility

- Creative /Innovative Instructional Strategies
- Questioning and/or Posing Problems
- Applying Past Learning
- Striving for Accuracy
- Persistence
- Gathering Data through ALL Senses
- Listening with Empathy and Understanding
- Thinking about our thinking
- Remaining Open to Continuous Learning
- Thinking Interdependently
- Taking Responsible Risks

Relationships

- Finding Humor
- Listening with Empathy and Understanding
- Thinking flexibly
- Thinking Interdependently
- Thinking and Communicating with Clarity and Precision
- Responding with Wonderment and Awe
- Applying Past Learning

HABITS OF MIND

Section One: Leadership

Leadership

1.1 Senior Leadership

The Leadership structure of Columbus North High School aligns with and has responsibility for the other six categories of the Baldrige improvement system. CNHS has developed a culture that shares leadership among administrators, teachers, support staff, students (internal focus) and important external stake- holders (parents, business and community members).

At CNHS, our leadership system (see Figure 1.1-1) is responsible for setting the future direction of the organization and checking to ensure that our building goals are aligned with our corporation High Expectation Objectives, (HEOs) or corporation goals. Further, we are to determine if our established goals have been achieved through our self-check cycle--the Plan, Do, Check, Improve cycle. Building principals are to also ensure that our action plans are carried out as developed and that continual improvement becomes a part of CNHS's organizational culture.

Fig. 1.1-1
1.1.a Vision and Values
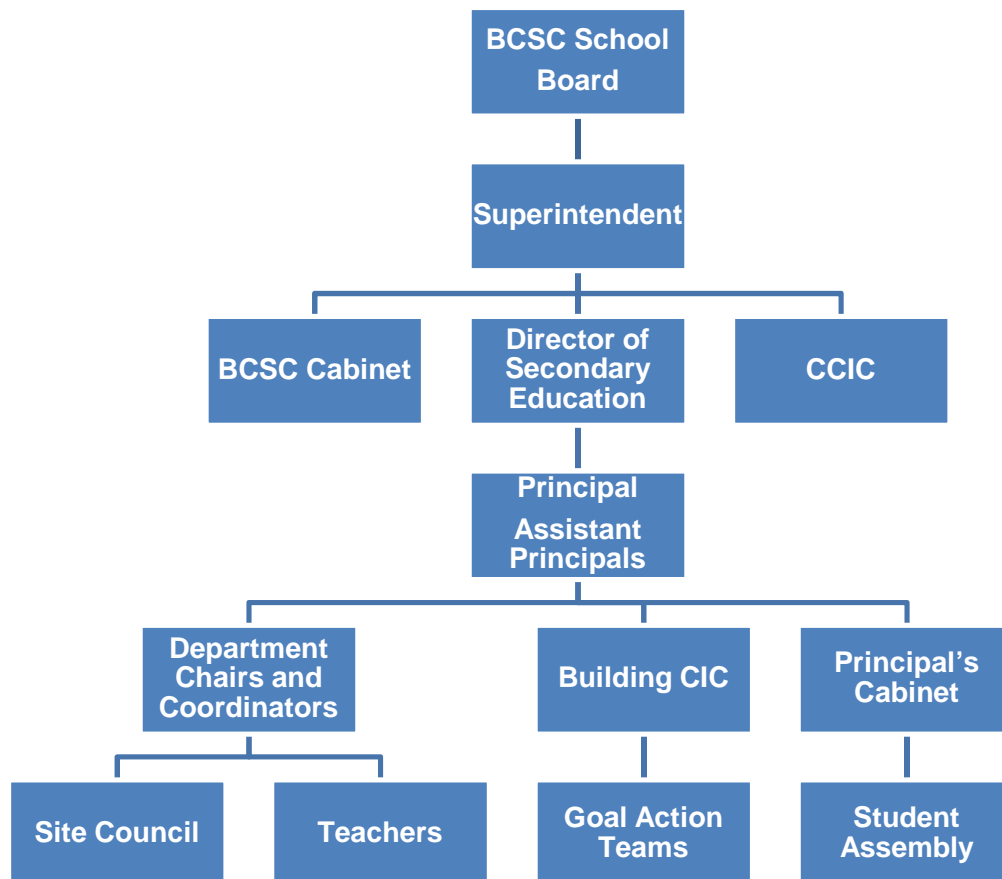
The Columbus North Leadership Team provides a framework for CNHS to meet our expected goals. This is done, in part, by annually submitting our School Improvement Plan based on the Baldrige Criteria. Our leadership team then prepares a detailed plan for the direction given by the district leadership. The vision, values, mission and goals are the basis for all decision-making and operation of CNHS.   Fig. 1.1-2 articulates our vision, core values, and goals.

Fig. 1.1-2

CNHS Mission
To achieve educational excellence for all learners through continuous improvement, professional growth, and accountability.
CNHS Vision
BCSC is a world-class community learning system.
CNHS Core Values
• All students can learn • Culture of respect, fairness and trust • Focus on student learning and achievement • Data and research driven decision making • Community collaboration • Visionary leadership • High performing staff • Aligned continuous improvement process • Safe, healthy and well equipped learning centered environment • Fiscal responsibility and efficiency
CNHS Goals
1. High Academic Expectations and Achievement 2. Open, Constructive Communication 3. A Clean, Safe, Quality Facility

Our vision and values are read and displayed throughout the building and in classrooms to remind staff members and students what is most important for the work of CNHS and the BCSC system. We call it our *3R's*. The student handbook also contains the CNHS mission and objectives. The information is shared with external stakeholders through our website (www.bcsc.k12.in.us/northhs), brochures and other publications to parents, businesses and community members. The principal has an open door policy and is fond of sharing with all that as a building we will not walk on "egg shells." As a public school in the State of Indiana we take our

ethical and legal obligations to our stakeholders very seriously. Annually we submit a variety of legal documents to the State Department of Education to be compliant with multiple measures and reports.

1.1.b. Determining Student Skill Needs

CNHS determines the skill needs of the student population through a variety of resources. Data collected from End of Course Assessments (ECA's) and other skill performance tests (PLAN, ACT, PSAT, SAT) are used to determine curriculum deficiencies and strengths. The building is invested in using the latest educational research, such as the Habits of Mind protocols, Universal Design for Learning (UDL) and Positive Behavioral and Instructional System (PBIS), to further determine and meet the needs of our students.

All curriculums is aligned with the current IDOE state standards and filtered through our community standards and culture. We work closely with the C4 program, a multiple county coalition that provides career and technical education to meet student needs. They are housed in ur building, and we use their data to assist us in determining the job market skills our community demands

1.1.c. Promoting Workforce Excellence

Fig. 1.1-3
CNHS monitors workforce performance results continually as new data is made available, by again using a Plan, Do, Study, Improve process (Fig. 1.1-3). Improvement decisions are frequently data based and processes can be changed by adjusting expectations or, in the case of positive results, adjusting goals, setting new standards and recognizing best practices.

The principal and assistants to the principal, along with the CIC, goal action teams (GAT) and department chairs, regularly review the data listed in section 2 of this document. These goal reviews are led by the CIC. The CIC then shares the building's goals in faculty meetings with a focus on the different stages of development throughout the learning system. At each meeting they focus on one goal that had been completed, one that was continuously improving, and one that was beginning.

1.1.d. Promoting Student Excellence

Student performance results from national, state and local assessments are reviewed on an ongoing basis. These include ECAs, ACT/SAT Scores, Senior Project Results, Subject grade reports, PBIS involvement and skill demonstrations and are all used to determine the skill level of students. Data showing the results are found in Section 7 and the appendix.

Within our learning system we celebrate student success by promotional outreach such as: Honor Roll lists, Academic Top Ten Graduates, selecting a Student of the Month in various departments, drawing monthly recipients of PBIS rewards and bell-ringing celebration at the completion of each student's senior project.

1.1.e. Promoting Leadership Skills of Workforce

The CNHS administrators, teachers and staff are dedicated to developing and improving their leadership.

The Administrators meet monthly for professional development with their corporate peers. This development is presided over by the corporation's Director of Secondary Education. Semi-annually the administrators meet formally with the Director of Secondary Education to review their goals and have meaningful conversations around progress made and next steps.

Tenured teachers annually submit professional growth plans to building and corporation administration yearly. These plans reflect the continuous improvement actions to be taken by the teacher in alignment with departments, school and corporation directives.

Non-tenured teachers are reviewed semi-annually with an emphasis on meeting the basic teaching skills necessary to be a successful teacher. Examples of basic teaching skills would include but not be limited to: student/teacher interactions, parent/teacher interactions, classroom management skills, collegiality and collaboration skills, decision making skills, and creativity.

Support staff is reviewed annually with an emphasis on past performance related to specific work assignments. Deficiencies are addressed and collaborative improvement plans are discussed.

1.1.f. Inclusion of Stakeholders

The primary way leaders create a sustainable organization is through the involvement of all pertinent stakeholders in assessing what is going well, what needs improvement, what plans need to be put in place to improve, and how progress will be determined. Everyone is important and needed to be the best that we can be. Once the goals and mission are clearly established we all work together to see that they are achieved.

Community stakeholders are encouraged to be a part of our educational and extra-curricular processes. Stakeholders typically gravitate toward groups where their student(s) are involved or in areas where they have a personal interest.

Our leadership group communicates our mission and vision along with desired outcomes with all in our organization by using the departmental structure that is in place in our school. Additionally, we have department chair meetings, CIC meetings, and faculty meetings where we share this information with all parties in our building.
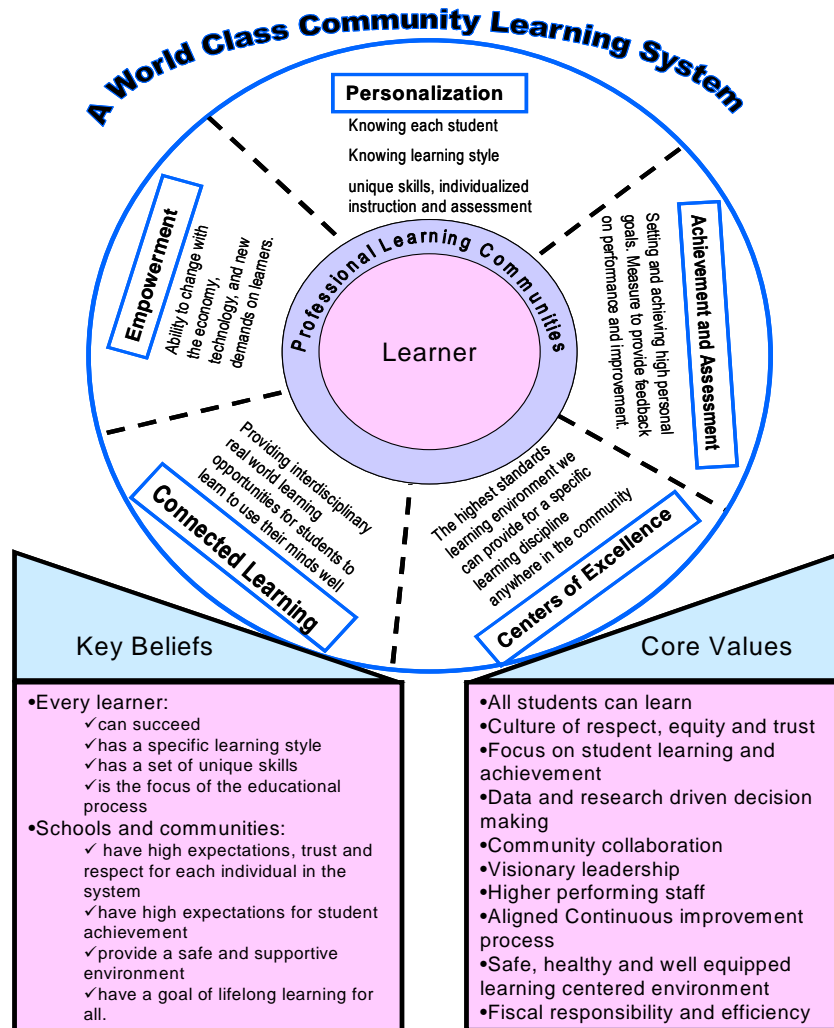
North's CIC contains not only building administration and teachers, but parents, support staff, corporation administration and community members. Our Site Council, which hears and approves of new course proposals, includes students in key positions. Our extra-curricular and co-curricular activities (such as athletics, band and choir) have parent and community volunteer boards to aid those areas of our learning system with both financial and human resources. The North administration works closely with a newly developed alumni foundation prolonging stakeholder involvement in our building's success.

1.1.g. Continuous Improvement and Innovation

A vital organization must continuously be improving or perish. CNHS uses our Plan, Do, Study, Improve process (Fig. 1.1-3) at all levels of the organization to insure continuous improvement.

Beyond that, North is defining a world class community learning system. What follows (Fig. 1.1-4) is an illustration to graphically represent that innovation.

Fig. 1.1-4

A World Class Community Learning System

Personalization
Knowing each student
Knowing learning style
unique skills, individualized instruction and assessment

Empowerment
Ability to change with the economy, technology, and new demands on learners.

Professional Learning Communities

Learner

Achievement and Assessment
Setting and achieving high personal goals. Measure to provide feedback on performance and improvement.

Connected Learning
Providing interdisciplinary real world learning opportunities for students to learn to use their minds well

Centers of Excellence
The highest standards learning environment we can provide for a specific learning discipline anywhere in the community

Key Beliefs
- Every learner:
  - ✓ can succeed
  - ✓ has a specific learning style
  - ✓ has a set of unique skills
  - ✓ is the focus of the educational process
- Schools and communities:
  - ✓ have high expectations, trust and respect for each individual in the system
  - ✓ have high expectations for student achievement
  - ✓ provide a safe and supportive environment
  - ✓ have a goal of lifelong learning for all.

Core Values
- All students can learn
- Culture of respect, equity and trust
- Focus on student learning and achievement
- Data and research driven decision making
- Community collaboration
- Visionary leadership
- Higher performing staff
- Aligned Continuous improvement process
- Safe, healthy and well equipped learning centered environment
- Fiscal responsibility and efficiency

1.2 Evaluating and Improving Leadership

1.2.a. Leadership System Evaluation
The leadership at CNHS is evaluated at least once a year. Principals are evaluated formally by the Director of Secondary Education twice a year and informally on an ongoing basis. A copy of the evaluation instrument used is found in the Appendix of this document. This is a very reflective process that causes the principals to stretch themselves outside of their comfort zones. It is designed to help us meet the qualities of the best schools in the country.

Assistant principals and department leaders also use this same document and meet with the principal annually to review what they have done and identify actions and processes that will assist CNHS to become the best it can be.

This approach to evaluations allows us to be proactive in identifying our limitations and in planning ways to improve what we are doing. This also allows us to have improvement plan practices in place when gaps are identified. We feel that if we are proactive in our approach it will allow for more efficient course corrections and better learning for staff and students.

1.2.b. School System Evaluation

Data from HSSSE surveys taken every two years provide students from our school an opportunity for anonymous feedback relative to the services and operations of CNHS. Informal data gathering such as e-mail communications and one on one conversation provide feedback from teachers, staff, and parents. In addition, the principal, assistants to the principal, and CIC monitor services and operations at monthly meetings. We discuss topics that are relevant to our building and create goal action teams to review and revise various items as needed. These recommendations are then submitted to the CIC as a group and reviewed by this larger body. Once approved, we share our findings with our staff and begin to explore collaborative ways to implement said recommendations.

1.2.c. Workforce Performance Evaluation

The evaluation for our student learning systems is a professional growth process that ties teacher growth and development to the building and district goals. All teachers must complete plans for their growth that are aligned to the goal of student achievement. The goals are kept both electronically and as a hard copy in the staff members file. Each year the building principal reviews the teacher's goals for alignment and applicability. Often there are discussions with the teacher and/or department chairs as to how this goal will enhance the performance and culture of CNHS.

Support staff members are evaluated annually through interview with their direct supervisor. This data is recorded and sent to the central administration. Plans to address gaps in performance skills are discussed and organized on an individual basis.

1.2.d. Student Data and Performance Evaluation

Student Data and performance results are used to improve school systems. As shown in section 7 of this document, we collect data that we believe will help us make a positive difference in the lives' of our students. We also collect data that is requested by IDOE to share with our stakeholders. This data is shared with our department leaders, our staff, our students and our parents/community. This transparency allows for healthy conversations around the data. Often it is helpful to share with our community the goals of IDOE thus clarifying our major focus as an educational institution for them.

1.1.e. Action Plans for Improvement

Once we have analyzed the data as department leaders and as a staff we then begin to write "action plans" that will help us to identify the type of work that we need to focus on. This most often takes place in the form or an instructor's or department's lesson plans. We balance meeting the standards and teaching skills that will best assist our students with being successful in their futures. Our CIC also helps with this work as requested and needed by our staff.

Each plan has a timeline for completion. A goal without a timeline is just a wish. We also ask for project leaders to hypothesize on the results. If they write the action plans (goals) properly the the expectation is that they will improve school and improve our learning systems.

1.2.f. Community and Social Responsibility

As with any public institution we have a responsibility to our stakeholders. We are governed by a seven member elected board which oversees the daily functions and policies of our corporation. At CNHS we realize our duty to our community stakeholders. We know that we serve as role models and take active roles in civic and community organizations that impact our students and families. This participation provides opportunities to gather input and build relationships in the community.

CNHS supports many local organizations that in turn help the students and families of our students. These organizations coordinate many social programs and we are able to provide support to the member organizations as needs arise. A partial listing of agencies supported are:

o   Bartholomew County Public Library
o   Big Brothers Big Sisters
o   Center for Teaching and Learning
o   Childhood Connections
o   City of Columbus
o   Community Center of Hope
o   Community Education Coalition
o   Council for Youth Development
o   Family School Partners
o   Flat Rock-Hawcreek School Corporation
o   Foundation for Youth
o   Headstart
o   Heritage Fund – the Community Foundation of Bartholomew County
o   Indiana Business College
o   Irwin Financial Corporation
o   IUPUC
o   Ivy Tech Community College
o   Kids Commons
o   St. Bartholomew School
o   St. Peter's Lutheran School
o   Turning Point
o   United Way of Bartholomew County
o   Volunteer Action Center
o   Volunteers in Medicine

Two examples of the support we give to key communities groups are: The Literacy Task Force and the annual Student Assembly Can Drive.

The Literacy Task Force recently held a Literacy Festival with over 1000 people attending and the agencies listed above participating. The task force will also get 1000 volunteers to spend 2 hours with a student each week acting as mentors to improve literacy skills. Through this program volunteers assist at risk students with their reading skills on an individual basis. A complete description of the long term goals and action plan are available upon request. This is an ongoing program that we are proud to support.

For the several decades our Student Assembly annually organizes and carries out a can drive of tremendous significance to the entire BCSC community, not just CNHS stakeholders. This effort last year garnered over 20,000 canned goods and several thousand dollars to help feed those in the Columbus community during the holidays. The money was used to purchase perishables such as bread and chickens. These purchases supplemented the canned goods that each family got. This has been a long standing project that has spanned the last several decades. It has been a huge success and has resulted in providing thousands of hours of work and tens of thousands of dollars for not only our at-risk populations but for other community organizations that provide services for those in need in Columbus.

Section Two: Strategic Planning

2.0 Strategic Planning

The strategic planning process at Columbus North High School involves every staff member to one degree or another. Annual planning actually begins in the spring of the previous year when we do two things. We first have each department chair or coordinator meet with a subgroup of the CIC to review as a "Critical Friends Group," the goals set for the school year and the progress toward achieving those goals. Goals must be centered on one or more of our three building goals. They must also align with the corporation goals focused around 1) Diversity, 2) UDL practices, and 3) Literacy. (See section one, Fig. 1.1-2) From this meeting we provide feedback from the CIC to the departments on what we see as the strengths and limitations of those goals.

Fig. 2.1-1 STRATEGY DEVELOPMENT PROCESS

We lost our annual spring half day for professional development time this year due to changes in the IDOE practices. As a result each department worked diligently to find time with which to formulate goals for the next school year. The new "Critical Friends Group" reviews assisted in making this possible. To help our department leaders, we provide a template that is based on the PDSI format. (See appendix 4-A) Each department must submit its goals on that template. We then schedule throughout the next school year, reviews as needed (at a minimum they are quarterly reviews), for each department to check progress toward their annual goal(s). Adjustments are made as needed to stay focused on the goals set.

2.1 Strategy Development Process
2.1.a (1) OVERALL STRATEGY DEVELOPMENT PROCESS: The CNHS strategic planning process begins in the last quarter of the calendar year. It begins, as noted above with goal reporting and setting in the spring and then continues with a fall review of the departmental goals. Projections are set and cascaded to leaders within the building who, in turn, develop site and departmental plans that align with both building wide goals and district goals. Results are then monitored quarterly by our CIC.

First Quarter: During the first quarter of the school year the Principal, the Assistant Principals, the department chairs and CIC review the goals, have discussion around and collaborate on any aspect of the goals. A part of that review involves having conversation around the district's HEO's, Mission and Vision by the Board of School Trustees and the building's vision, goals, and goals.

The building principals have the responsibility of reviewing the district vision and ensuring that our building level goals align properly with their HEO's. This process occurs during the late summer as we prepare for the opening of a new school year. Input and ownership of the goals by key leaders and staff is vital and necessary for proper organizational alignment.

Following the review of our goals by our building leadership team input is shared with other key decision-makers in the organization. These leaders include the building principals, the deans, the guidance department, our department chairs and coordinators, the Administrative Leadership Team, the Columbus Educator's Association Leadership Team, and site- and program- Continuous Improvement Councils. Feedback is sought from these leadership groups.

Second Quarter: During the second quarter, the Superintendent submits a district improvement plan to the Board of School Trustees for approval. Upon approval, the plan is communicated to key decision-makers in the organization for deployment. These leadership groups work with their constituents at the site- and program-level to develop plans prior to June 1st. This mechanism ensures alignment of site plans with the district plan. Following a state requirement to publish annual organizational performance and financial data, the BCSC Community Report Card is printed each August in the local newspaper.

Trend data is used to graphically illustrate organizational performance, for example, student achievement for the current year and comparisons to previous years. Results are also compared with those of selected similar schools.

2.1.a (2) OTHER FACTORS: Other relevant elements are a key consideration in the performance review and strategic planning process. They would include demographics, stakeholder feedback, and shifts in technology. The analysis of the sustainability of the strategy development process as well as our ability to execute the strategic plan is vital.

Demographics

A close look at the demographic data around Columbus North High School shows a steady shift in the make-up of our students. We have increased the number of students that we serve in the following special sub-populations: students with special language needs, students qualifying for economic assistance, and students served through special education or 504 plans. These increases have been on a steady incline over the past 6 years. This shift has affected the level of our performance on standardized tests and has challenged us to find new ways to meet the needs of all our students.

Stakeholder Feedback

A variety of approaches are used to survey key stakeholders (questionnaires, open forums, plus/delta feedback, and classroom-based root cause analysis.) Students, parents, staff and others are involved informally and formally on a yearly basis. In addition, national, state and local stakeholders provide CNHS various kinds of data as follows:

- State and national test scores during the first quarter
- Input from various stakeholders (such as questionnaires from Parent-teacher conferences)
- Regulatory requirements from the Indiana Department of Education
- Satisfaction data from the HSSSE Survey of students
- Site based inputs and data

Shifts in Technology

As the technology landscape continues to change, we are ever looking for ways to utilize those changes to enhance our ability to serve our school community. As is the case in many fields today, the speed at which the available technology changes is greater than our ability to acquire and use that technology effectively. We have competent staff that can use advanced technologies. And we do attempt to use it and are always willing to use what we are afforded, but realize that it is a difficult proposition for us. We have secured some grant money to assist in this acquisition, but are open to additional ways to improve our technological capabilities.

Additionally we struggle with allowing some technology in our building simply because of the dualistic nature inherent in its functions. Student use of technology is often more advanced than our staff. Their ability to use current technologies for things other than educational purposes sometimes disrupts the educational setting.

We are looking for meaningful ways to use technologies such as cell phones and i-pods for increased educational purposes. We have as a district technology goal the implementation of 1-1 computing by the fall of 2012. We have already had one department adopt a digital platform for textbooks. They are truly pioneers in this endeavor and a model for any secondary school in America. Other departments are looking to follow this example as their turn for textbook adoption arrives.

Paradigm shifts

The CIC initiated a change in the membership of CIC to include more members from different departments as per suggested by CEA. It suggested that members serve a three year term, but in the interest of sustainability, members wishing to continue may do so.

An important factor in goal setting is the ability to update and change goals as demanded by new data and trends. CIC has adopted a new procedure to allow departments to update and change goals (set in the previous spring) in the fall for the new school year. This allows goals to be developed, adapted and even re-created in summer workshops and planning sessions or through assessments of the new student trends. This creates capacity for this successful execution of the strategic development process.

Additionally we are now moving toward goal setting as a goal may be achieved. If a goal is reached during the course of a school year we do not want to wait until the next year to start a new one.

2.1.b. Strategic Objectives

2.1.b (1) KEY SHORT-TERM AND LONG-TERM OBJECTIVES: CNHS goals, strategies, measures and action plans are developed in the context of the district-level High Expectation Objectives.

Our key strategic objectives or goals are centered around literacy, pathways/diversity, and the Universal Design for Learning (UDL).

North's specific strategies to meet these goals include the use of Academic Vocabulary, the use of Arthur Acosta and Bena Kallick's *Habits of Mind*, and the development of a school plan utilizing a Patin's Grant. Last year our work included Wormeli's work "Fair Isn't Always Equal." This work discussed proper and appropriate assessment strategies.

We align our key building strategies to district initiatives in this way:

1) Literacy → Academic Vocabulary, Assessment, and Curriculum Mapping
2) Diversity → Habits of Mind, Assessment, and PBS
3) UDL → Professional and Small Learning Communities and Assessment

Development of departmental goals within each of these areas requires input and analysis of multiple stakeholders during the course of each year. This provides key leaders time to align site and program plans with the district plan prior to the beginning of each new school year. Stakeholders, teachers, and senior leaders share responsibility in developing the goals for each department. Departments report on progress in each quarter to the building's CIC.

An executive summary of our specific GAT goals as they relate to our department and team objectives are as follows:

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Executive Summary
2010-11 Departmental Goals

</div>

Athletics—The AD's will help coaches become more aware of student athletes with diverse circumstances and also help them (coaches) be more tolerant towards these situations. (Diversity)

Band—Research and develop curriculum to study major composers of Wind Music. (Literacy)

Business— The freshmen students need to learn about their learning style, personality type, career options, courses of study, and college or workplace choices that will make them successful and align with their skills, interests, and core values. (UDL)

Choir— To provide the opportunity to ALL CNHS to earn a fine arts credit in a general music course (Literacy)

Deans—The deans have multiple goals all dealing with improving the climate of CNHS and centered about "Positive Behavior Instructional Supports" principles. (Diversity)

English—The English department will work the math and special ed department on assessment and grading practices (see math goal). The goal is to improve the performance of our students in Special Ed courses. (Literacy)

HPER—The HPER department will implement a workable and viable "Physical Education waiver" for CNHS students.   (Diversity)

Library/Media Center— Students and staff at CNHS will have improved selections and access to nonfiction materials that support diverse curricula as shown by increased circulation of nonfiction materials. (Diversity)

Mathematics— The Math department will work with the English and special Education department on assessment and grading practices (see English goal). The goal is to improve the performance of our students in Special Ed courses. (Literacy)

Science—The biology teachers will organize biology vocabulary in biological concepts. The chemistry teachers will alternate the development and implementation of units structured around "Study Team Strategies" that combine philosophies and practices from Academic vocabulary and Habits of Mind. The Physics teachers will implement a dual credit option for students completing two years of Physics. (Literacy)

Social Studies— Social Studies teachers will work collaboratively with critical friends groups to plan, prepare, and pilot 1-3 unit plans in US History, World History, Geography and History of the World, Economics, Government, and Sociology using UDL principles by May 2010. Special emphasis will be placed on 7th grade Geography, Geography and History of the World, 11th grade US History, and 12th grade Government and Economics classes.   (UDL)

Special Education—GRC teachers will increase instructional/co-teaching classrooms assignments in English and math classrooms by 100% as compared to the 2008-09 school year. They also have a shared goal with English and math (see math goal).   (Literacy)

Visual Arts—The visual arts department will study how to deliver Universal Design for Learning designs to students with divergent learning styles. They will use instructor websites to assist in this process. (UDL)

World Languages— All WL teachers will develop at least 1 UDL thematic lesson to be taught/presented to the WL dept. by Jan. 2011 (UDL)

Positive Behavior Instructional Support Team---The team will continue to form, inform, and implement practices of Positive Behavior Support in the building with support from the district training opportunities and coach.

Other key short term/long term changes to note would include the shifting of responsibility for our Instructional Delivery Team. Created a few years ago this team is the building committee that reviews new district grant initiatives and determine best implementation within the building. The teams first task was with district UDL in-service organized to review instructional practice in our building and to assist the teachers in our building in providing instruction that would best enhance ALL students abilities to learn and grow.   Initially the team worked to implement the principles of UDL (See Appendix 2-A). Last year a "Patin's" team was created and we were awarded a Patin's Grant. The Instructional Delivery Team (IDT) has transitioned the UDL focus to the Patin's Grant Team. The money for this team is no longer available and the Patin's team will no longer exist as a result. The Instructional Delivery Team is now focused on Positive Behavior Support (PBS) (See Appendix 2-B).

The following timetable demonstrates how we intend to assist ourselves in meeting the goals we have set and when we will accomplish our objectives:

Task	J	F	M	A	M	J	J	A	S	O	N	D
Submit PL221 plan to the Superintendent as required.									**X**			
Principal and CIC review: Stakeholder Input, Mission, Vision, Core Values, AIMS and Balanced Scorecard for alignment and improvement.									X			
The Principal, department chairs, and CIC, collect and document performance data	X	X	X	X	X	X	X	X	X	X	X	X
Review the district improvement plan with the CIC. Update five-year performance projections, confirm or add/modify effectiveness of strategies and document corrective action plans.					X		X	X		X		
The department chairs work with their staffs to develop and/or align action plans with the district plan. Make necessary changes to the school strategic plan.			X	X	X				X			
Review resource requirements to support the strategies and determine sources of resources or determine reallocation of resources ($, people, time). Align next calendar year budget with strategic plan.				X							X	
Communicate the school improvement and action plan for deployment.	X				X			X	X			
Measure and monitor action plan execution and interim performance results.	X	X	X	X	X	X	X	X	X	X	X	X

2.1.b (2) STRATEGIC OBJECTIVES:

We develop our specific departmental goals and objectives collecting input from a variety of sources to meet different strategic challenges and allow for continued innovation. We try to balance both long and short term challenges and opportunities as well as the needs of all our stakeholders, especially our students.

Addressing the specific challenges to North High School is vital to the development of our strategic objectives. Some of CNHS's strategic challenges are:

1. Increasing the achievement of students from low-income families
2. Nurturing a diverse population in the CNHS community

3. Keeping up with the ever changing Indiana Academic Standards, the Graduation Qualifying Exam, and the Public Law 221 accountability system
4. Federal legislation supporting the No Child Left Behind Act (NCLBA)

At the same time we must be constantly aware that innovations will affect our established goals and we must be prepared to incorporate them. We have built capacity in our development process by allowing departments the chance to revisit their previously established goals in the fall of the new school year. In this way new thoughts, processes, laws and input from new students inform, develop and accentuate our goals.

The CIC asks departments to continually revisit older goals until they become standard practices. By incorporating different goals each year, while making our older goals standard practice, we can achieve a balance of long and short term goals.

Specific goals must also be informed by input from a variety of stakeholders. We must continually examine the needs of our students, parents and community (local, state and federal) while developing our goals around literacy, diversity, and UDL. If we don't include the input from these valued partners our goals are meaningless.

2.2.a (1-2) ACTION PLAN DEVELOPMENT AND DEPLOYMENT:

The development of action plans is centered in the individual departments around their specific goals and objectives. This information is brought to CIC where feedback is solicited, weighed and then implemented when and where appropriate. The action plan is further developed by the team members from the department, and implemented on the individual teacher level in their classroom.

A timeline is established in action plan development, and then monitored by department leaders and/or team members. Individual teachers adhere to established timelines and collect formative data in compliance with the stated objectives and action plans. Quarterly reports to CIC keep department leaders focused on objectives and action plans. Financial concerns and other resources are discussed with building principals as needed.

2.2.a (3-4) MODIFICATION OF ACTION PLANS BASED ON STAKEHOLDER:

Continuous assessment of student goals, data and challenges are maintained by the individual teacher. As they develop new strategies in deploying the action plan, they share their observations, etc. with the other members of the team. This is, in turn, shared with the department leader. By reporting on a quarterly basis, department leaders share changes to action plans with the CIC.

The annual end of year review with the CIC Critical Friends Group gives department leaders and teams a chance to review the long term goals and objectives. At that time further consideration is given to adapting the goals to standard operating procedures.

2.2.a (5-6) MODIFICATION OF ACTION PLANS BASED ON RESOURCES:

While all objectives and action plans are based on current personnel and budgets, consideration must be made towards the stability of the plan in the development of the plan. Columbus North has historically had a veteran teaching staff. However, that is changing. Each year some teachers retire or resign, creating a need for new staff. This transition typically means that new teachers, although energetic and talented, replace years of teachers who have used best practices to improve our school.

Additionally, all action plans must be developed with the possibility of change in personnel at any level; be it individual teachers, team members, department leaders or administration.

This requires that the collection of summative and formative data be a continuous process achievable by anyone utilizing the action plan. These performance measures must be clearly and thoroughly stated in the action plan as developed by the team members.

2.2.b MONITOR AND MODIFY PERFORMANCE PROJECTIONS

CNHS's goals, benchmarks and five-year targets are presented in the context of a "balanced scorecard". A balanced scorecard reflects our comprehensive set of performance measures, and also provides a strategic measurement and management system. CNHS's balanced scorecard encompasses organizational academic and performance results across the school's goals and objectives. CNHS's building objectives are clearly linked to the competitive environment created by the Indiana Department of Education and is consistent with the competitive focus by other state DOE's around the country. Comparisons of "apples to oranges" by legislation and by student performance measures is done through such tests as ISTEP+, GQEs, ECA, ACT, SAT, AP, ETC.

CNHS will share charts that show our trends in Section 7 of this document. These charts will be tied to the student performance measures as legislated to us by both State and National legislation. We will also show performance as measured through other means, such as our UDL "walk through" information (See Appendix 4-A) and the HSSSE information (In the principal's office) gathered the past two years.

As North sets school goals and looked for institutional comparisons, one struggle was finding a similar school that was performing at a higher level for the areas defined as primary indicators. Using the DOE website as a source of data, the CIC set common criteria for like schools. When three or more criteria were used, no like school appeared to be performing significantly and consistently at higher levels than CNHS. North decided to use the 95th percentile provided by the State as a target for improvement goals. This does create some "comparison integrity" issues, particularly since our demographics are continually changing to include more special populations and schools in the 95 percentile are typically much smaller schools with homogeneous populations.

While school goals remain stable, the 95th percentile shifts. North has chosen to monitor both relationships to school goals established based on the 2008 95th percentile records and annual 95th percentile records (Latest year listed on the DOE website).

CNHS ensures progress through quarterly checkups done through our CIC. The CIC has quarterly meetings with the various departments to gage progress toward their identified goals. Each department reports on their progress and the CIC serves as a guide by asking pertinent questions about those goals and the progress. This serves as an opportunity for department chairs to have meaningful conversations around what they are doing and how to improve their progress.

Beginning in the 2010-11 School year the IDOE has asked that we track the End of Course Assessments (ECA's). The ECA's will replace the ISTEP + GQE as the Graduation Qualifying Examination for all students in the State of Indiana. At the time of this writing we have not received the on-line data to assist us in analyzing the data nor setting appropriate goals around them. Our plan is to share this information with our staff, department chairs, and our CIC throughout the course of this year and to include information in the next School Improvement Document.

Section Three
Customer Focus Category

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Customer Focus Category

3.0 Customer Focus Category

CNHS recognizes that knowledge and an understanding of student and stakeholder needs is essential to its success. Being able to articulate where performance is meeting goals and where improvement is required is a must. Awareness of student and stakeholder needs is a key to the achievement of our building goals. The building goals are:

1) High Academic Expectations and Achievement

2) Open, Constructive Communication

3) A Clean, Safe, Quality Facility.

CNHS key stakeholder groups include but are not limited to:

Students and Parents	Faculty and Staff
Alumni	Business / Community
Higher educational institutions	Government (Local, State and Federal)

3.1 Customer Engagement: KNOWLEDGE OF STUDENT AND MARKET NEEDS AND EXPECTATIONS:

3.1.a Education Programs

CNHS is a public institution. As such, and because of our corporations "open enrollment" policies, it exists to serve all K-12 students within the BCSC district. CNHS also receives transfer students from other schools from not only Bartholomew County, but from all over the world. This defines the potential market for CNHS and is further defined by Indiana's education law. CNHS takes a leadership role and has a vested interest in reaching out to all children in Bartholomew County, surrounding counties, school districts and students who receive educational services from alternative pathways.

As examples, our C4 high school program welcomes not only the students from Bartholomew County but also Brown, Decatur, Jackson, Jennings and Johnson County. Additionally, CNHS offers many dual credit opportunities and maintains relationships with several Indiana post secondary institutions. These relationships include but are not limited to: Vincennes University, IUPUC, Ivy Tech, Purdue University, Indiana University, and others. Many of our in-house professional development initiatives are shared with several schools in our immediate area. We consider ourselves the premier secondary school in the area and desire all to benefit from our wealth of intellectual resources.

One of the keys to engagement is choice here at CNHS. We pride ourselves in our wide variety of choices available to our students, both curricular and extracurricular.

Curricular	Extra Curricular
English electives	Band
Department electives at various levels	Academic teams
C4 programs	Sports
Dual Credit options	Theatre
Co Op	Clubs
CSA	Academic Teams
Independent study options	Journalism

Students of various academic abilities future life paths will find something they can connect with here at North. As a community with members of such diverse abilities and interests, we are always searching for innovative ways to encourage students to get involved.

Within the academic realm, we encourage students at CNHS to select courses that meet their varied students select courses that meet their varied interests/needs and that align with their desired post secondary pursuits. School counselors aid in the decision making process to ensure students fulfill graduation requirements. Courses offered and selected are determined by state and local curricular guidelines, student/teacher/parent interest, business local needs and alignment with higher education programs.

The input and information for student course selection is summarized in Fig. 3.1 a.1 In addition, individual counseling with students is an active part of the skills planning and course development primarily starting with 7th grade. High School students and counselors travel to the middle school to introduce them to what CNHS has to offer. Many programs have a student produced video as an introduction to what they have to offer.

Figure 3.1a.1 Course Selection Process

Needs Determination Method	Information Collected and Frequency
STUDENTS AND PARENTS Surveys, feedback through parent involvement, feedback through parent-teacher conferences, meeting with guidance counselor to select courses and other meetings with faculty and staff.	Course selection sheets are collected each spring for review and input into master schedule. Parent teacher conferences are scheduled as needed. All students must complete a course in researching careers and success skills that enable students to optimize their course selections based on career inventory results. Information gathered will also assist in success of post secondary pursuits.
FACULTY AND STAFF The faculty and staff of CNHS are committed to forming educational relationships with the students which allows us to personally advise and assist students in course selection.	In addition to those mentioned above, guidance counselors meet with students multiple times per year to determine which courses best meet the student's projected career needs.
BUSINESS / COMMUNITY Surveys, school-to-work programs, C4 Partnerships, Inter-curricular University Studies program, Business Advisory Group, senior projects, mentoring and training partnerships.	CNHS has multiple pathways programs where students are a part of, and connected to, the community and local businesses. This helps students establish career focus and strengthens career connections. It also helps faculty and staff prepare students to meet the community work expectations.
HIGHER EDUCATION Partnerships have been established with several Indiana post secondary institutions to provide early college and dual credit opportunities for CNHS students.	At a minimum annually, CNHS Counseling Center is involved with recordkeeping of credit hours and ensuring that students remain on an appropriate diploma track. Dialog between institutions to fulfill admission requirements Allows students to meet post secondary admission requirements and/or recommendations of suggested high school courses Courses selected meet the criteria for earning high school credit
GOVERNMENT LOCAL, STATE, AND FEDERAL Government requires certain credits to be taken in order to graduate from an accredited high school in the state of Indiana. That requirement includes both specific courses and number of credits.	Indiana Department of Education establishing educational standards and requirements and gathers information through multiple reports submitted each year.

To ensure our courses, both selection and content, we have several methods of course evaluation. The number one way a course is evaluated from a student perspective is through course selections for the next school year. If a course is not seen as meaningful or valuable to a student, "word of mouth" tends to spread more efficiently and effectively than any marketing we, as a school, might do.

We also encourage teachers to provide their students a forum for feedback on the course and on their instructional methodology. Information gleaned from such surveys allows our staff to make adjustments as needed to provide a more appropriate education for our students.

We get "satisfaction" information from surveys conducted every few years as shown in section 7 of this document. The main instrument currently used is the High School Survey of Student Engagement through Indiana University. However, we feel the best way we get parent, community and business involvement and opinions is through extensive personal contact, conversation at open houses, and through formalized input by way of workshops, leadership committees, interviewing committees, and continuous improvement councils. As examples of this, we have included parents, business and community leaders on those committees. We find their input very valuable.

CNHS regularly participates on the Business Advisory Council (BAC), a corporation committee that works closely with local businesses. Feedback from this committee is used to discuss the need for new programs and partnerships.

We have a curriculum advisory committee known as our "Site Council" which meets annually to look at what courses we will offer in the next school year. In making these important decisions, we consider the skills graduates of our schools need to have to be successful and how best to acquire practical experience to acquire and practice those skills.

This has led us to working in conjunction with our sister school, Columbus East to explore multiple pathways for our students to choose from. These pathways will be based on how to best meet the needs of multiple learners within our system. We recognize that each learner is an individual and desire to deliver our instruction in ways to maximize all learners' ability to succeed.

As mentioned we have a Continuous Improvement Committee that has representatives from teachers, support staff, parents, business and the community. This group is charged with overseeing the action plans for implementation and monitoring the progress of skills development of the students, planning strategies for improving those skills.

Examples of how students' post secondary expectations, needs and results are identified are shown in Fig. 3.1-1

Figure 3.1-1

Expectations identified by Workshops and Focus Groups
Work with Colleges
Academic Committees
Continuous Improvement Councils
Needs identified by those identified above and also ISTEP+ results
Researching New approaches such as New Tech High School, HIP, etc., and a Global Studies program

Disaggregation Evaluation
Results identified by ISTEP+
Senior Projects
ACT
End of Semester Assessment

3.1B **Building a Student/Parent/Community Culture**:

We are working hard at CNHS to build a consistently positive inclusive culture. There are three major focus groups responsible for our school culture.

Personnel: It all begins with hiring the right people and having them in the right positions to provide the most positive impact to students here at CNHS. Recent BCSC initiatives such as Positive Behavior and Instructional Supports (PBIS) and Universal Design for Learning (UDL) have been cornerstones to our philosophy. Implementing these strategies, which were already in alignment with our philosophy and practices, has been wonderful transition for us and seen as huge positives to who we are.

Students: Having a pleasant atmosphere increases student desire to be at school, improves interactions between students, increases meaningful interactions between students and teachers, and also increases student involvement. Over the past five years we have seen a significant increase in enrollment for our minority populations. This is a good sign that CNHS's culture has evolved to an accepting and inclusive school, respective of all student's regardless of any inherent or natural differences. This is reflected in our outstanding graduation rate, that our Hispanic students score at or near the same level as Caucasian students, and our collective garnering of scholarship monies. We have high expectations for our students and together, we reach those expectations.

Families: Our involvement of parents on our Goal Action Teams has been a strength in the last few years. We feel that we are collaborative partners with our parents to provide the best possible education that all students can receive. We are working together to increase the value placed on academic and social aspect of education by both students and their families.

3.1b1Strategies to assess, improve, and maintain student engagement:

Recently CNHS has used multiple strategies, techniques, programs, etc., to assess, improve, and maintain student engagement. Examples include:

We have established Professional Learning Communities among our staff, both formal and informal. Laptop Lunches, book circles, new teacher lunches, and Instructional Consultation Teams are just a few examples. These PLC's are designed to allow our staff to work collaboratively on their "work." Teachers share their work with others who volunteer to listen and ask questions designed to clarify the work and stimulate creativity among the communities. We act as "critical friends" to assist each other in becoming better teachers. This approach is also modeled and used by the building CIC to assists each department in setting and achieving goals as a department. Interestingly, teachers have taken these same strategies into their classrooms and are guiding their classes through the process of becoming a Professional Learning Community within their own classroom and have had a positive response from their students.

Staff has embedded Acosta and Kallick's work "Habits of Mind" into the curriculum of their courses. Students are responding by being cognizant of their thought processes and increased awareness of

personal strengths and weaknesses. This has translated into increased engagement and self motivation. It is rewarding to see students becoming better students as a result of this work.

During this same time we have focused on Rose/Meyer's work, "Universal Design for Learning." This focus has opened our collective minds to providing appropriate and multiple means of engagement, representation and expression. The changes made by our teachers to provide differentiated assessments this year has been exemplary.

3.1b2 Strategies to adapt culture and engagement to organization changes and direction changes:

Knowing that we live in a time when everyone demands something of educational institutions and knowing that we are moving through a minefield of educational theories and philosophies, most of which come from outside education, it is important that if we are to survive the changes imposed upon us that we must be able to adapt in a way that is in the student's best interest. As such, the principals of all building within BCSC spend time brainstorming how we can best adapt to the pressures around us and protect the integrity of a meaningful education for our students at the same time. At the Secondary level this has been an important element in our planning. Some examples of the strategies that our corporation has implemented would include:

--The establishment of a district wide "Master Planning" study group to consider renovations needed at both high schools. Construction is now underway and is slated to be complete by 2013. Curriculum and pedagogy were the main drivers for renovation at Columbus North High School.

--An Early Childhood Intervention Committee had developed the "Busy Bee" program to provide quality educational preschool experience to our communities children.

--The Bartholomew County Literacy Committee

--Having representatives on the Governor's Senior Advisory Committee on High School Reform

--Having a representative in the CELL (Center of Excellence for Leadership and Learning) organization led by the University of Indianapolis. In addition CNHS, through annual goal development at the individual teacher and at the department level, focuses on alignment with corporation goals. Every goal is aligned with one of the three corporation goals of Literacy, Multiple Pathways, and/or UDL. Furthermore, we include these conversations as agenda items at our monthly faculty and department chair meetings. We feel that to see change happen we must keep it in the forefront of the minds of those who will be implementing the changes at the most primary level.

As a basis of our building culture we know that education is dynamic. We believe that those who are not prepared to change, as needed, are doing themselves, their students, and all other stakeholders a great disservice.

3.2 How do you obtain and use information from your students, parents, and community?

Building relationships: CNHS works proactively to build and maintain mutually beneficial relationships with students, parents, alumni, employers, district residents, local business, and higher education. As with any relationship, communication is very important. CNHS must provide multiple methods of sharing information regarding policy, procedures, and expectations. Our stake holders must have access to this information and be able to provide feedback in an appropriate and constructive manner. Fig. 3.2-1 illustrates the objective of CNHS stakeholders to obtain and use information to build positive relationships.

Figure 3.2-1 Objectives of CNHS Stakeholder Relationships

Stakeholder and Key Objectives of Relationships	Methods to Support Educational Delivery
STUDENTS • Mutual commitment to educational excellence • Well-prepared student	• Student orientation programs • Voice/E-mail for all teachers • Curriculum aligned to Indiana's academic standards • Differential instruction • Extracurricular events • Web site
PARENTS Active support and involvement in parent's education	• Parent orientation programs • Parent-Teacher conferences • Back to school nights • Voice/E-mail for all teachers • Parent workshops • Open houses • Parent forums • Web site • Parent Connect
DISTRICT RESIDENTS High quality educational programs for all learners	• Communication at public meetings • Community meetings and forums • Board of school Trustees meetings • Community meetings and forums • Web site
BUSINESS Preparation of a quality workforce	• Business partners/mentors that support each school and program • CIC, CCIC membership • Continual improvement coaches at each school
HIGHER EDUCATION Seamless education services	• Center for Teaching and Learning • Multiple Dual Credit Opportunities • Campus Visits
LOCAL, STATE, AND FEDERAL GOVERNMENTS AND REGULATORY AGENCIES	• Public Law 221 • No Child Left Behind Act • Individual Education Plan (Special Education)

CNHS monitors its programs and services to accommodate the needs of student groups. CNHS leadership incorporates information derived from this monitoring process into the annual process for planning future course offerings, programs and services. Examples that illustrate CNHS's monitoring process include:

- Monitoring student course selection to determine preferences and the need to adapt or add sections.
- Monitoring enrollments.
- Administering student surveys
- Monitoring legislation regarding federal and state educational requirements
- Gathering information at Open House

- Continual and on going on-line conversations with parents / students
- Open door policy
- Community surveys

A key component for CNHS is to build and maintain appropriate and lasting relationships. It is our belief that rigor and relevance can only be achieved through nurturing positive relationships shared among stakeholders. That being said, CNHS uses surveys, direct involvement and interaction to manage its relationship with stakeholders. Feedback through interaction in a variety of ways is reviewed at various levels and times. This feedback is then translated into improvement actions on our part. Figure 3.2-2 provides information about how CNHS addresses key stakeholder relationships.

Figure 3.2-2 How CNHS Manages Student and Stakeholder Relationships

How Relationship Needs are Addressed	Building relationships/ Follow up	Partnerships
STUDENTS • Student government • Student Clubs • Co-Curricular activities • Extra-curricular activities • Graduation celebrations	• Report cards and progress reports • Student-led conferences • Retreats • Meetings	• Student council • CNAAA • CN diversity council • ESL students
FUTURE STUDENTS • Demographic data • Community-based services (Caring parents, Healthy Community Initiative)	• Freshman orientation • Back to school nights • Summer School • Jump Start	• Family School partners • Students
PARENTS • Open door policy • Parent-teacher meetings • CCIC and CIC membership	• Complaint resolution process • Representation on committees (curriculum review, textbook adoption, etc.) • Bull Dog Booster Club • Interview committees	• Members in school and programs CIC's • Frequent contact
COMMUNITY RESIDENTS • Open door policy • CCIC and CIC membership • Senior boards • Guest Lectures • Guest appearances	• Face-to-face interactions • Board appointed member • Community committees • Annual report printed in local newspaper • Representation on committees (curriculum review, textbook adoption, etc.) • Bull Dog Boosters	• Community service organization boards • Healthy Communities board • Economic development board • Community Education Coalition • Director of Youth Development
BUSINESS • C4 (Brown, Bartholomew, Decatur and Jackson counties) • Open door policy • Membership on school and program CIC's • School to work programs	• Business partners at each school and program • Columbus Quality Improvement center (CQIC) • CIC members	• Baldrige in education mentoring and training
HIGHER EDUCATION • Articulation agreements	• Columbus Educational Coalition • Provide rental space to higher education • Center for Teaching and Learning	• Community Education Coalition

Complaint Resolution Process: In the event that we get concerns about how we are meeting the needs of our stakeholders, we have a process in place to allow them to express their concerns and find satisfaction. To effectively manage complaints, BCSC employs a Complaint Resolution process. (Figure 3.2-3) CNHS follows the corporation process if needed. In most cases the concerns or issues are resolved prior to a formal complaint being filed. Students and parents receive guidelines on where to take concerns at the beginning of the school year. The info is also found in our policies on line at the BCSC website. Staff is instructed where to direct complaints in each school/department. All complaints are logged and categorized. School leadership reviews the complaint log as part of the strategic process.

To be fair, we also employ a process to compliment as well. Though less formal, we have as an agenda item, opportunities to share the good that is done by our staff and our stakeholders.

Figure 3.2-3 BCSC's Complaint Resolution Process

STEP	ACTION
1	Complainant addresses complaint to teacher or appropriate staff member for discussion. If resolution not attained or assistance is needed, direct complaint to building principal or administrator.
2	Building principal or administrator arrange meeting with complainant and staff member to discuss complaint.
3	If complainant or subject of the complaint is not satisfied with the resolution, superintendent, or designee, meet with the complainant and appropriate representatives from the school to resolve complaint.
4	Superintendent, or designee, facilitates Complaint Resolution Committee meeting to resolve complaint.
5	Complaint Resolution Committee recommends appropriate action to superintendent.
6	Superintendent determines what action to take.
7	Superintendent notifies complainant and the subject of the complaint in writing of the action taken within seven days.
8	If complainant or subject of the complaint is not satisfied with the resolution, they may make an appeal in writing to the Board of School Trustees.

3.2C **Analysis and Use of Student, Parent and Community Data**

Once information and data is collected through the many sources we use, it is analyzed by a variety of people to look for ways to improve what we are doing and how we are doing it. As an example, through monumental efforts of some of our staff and alumni, we began an Alumni Association. This program has already begun to pay dividends. It came about as a result of a need to reach out to our alumni and create stronger bonds with our community. We are pleased with this board and with their continued desire to make CNHS the best it can be.

With the information gleaned from a variety of sources we analyze the information and share this information with those stakeholders that would deal most directly with that information. Conversation may lead us to believe that it is best to enlarge our scope and include other stakeholders that may be able to provide solutions or assist in the solutions.

An example of how we have used the data to improve our performance is in the use of technology. We see the use of technology as a key to our reaching our public and listening to their concerns. We feel that it will also help us to be more responsive and in a timely manner. Through websites, "facebook," and other technological means, we are communicating with our stakeholders. At the same time we are shrinking the world around us and introducing ourselves to those who want to know.

Section Four:
Measurement and Analysis of Organizational Performance

Measurement and Analysis of Organizational Performance
4.1.a. Performance Measurement

Individual departments within the high school select strategies and measures that contribute to the growth of Columbus North High School under the broader corporation objectives of Literacy, Diversity/Pathways and UDL.

Each committee or department's strategies are required to have specific, measurable indicators and estimated timelines or checkpoints for tracking student and staff performance. These checkpoints help to establish that the committee or department is in alignment with school goals and that the committee or department is contributing to the overall growth of the school in these areas. It is the responsibility of Columbus North's Continuous Improvement Council to integrate these strategies in order to establish some common school benchmarks.

These school benchmarks demonstrate that Columbus North is in alignment with the corporation's goals and is contributing to the improvement of the corporation initiatives. The CIC has established clear guidelines for content of goals and related strategies and has established a sustainable review system with a process calendar. That is their current focus and work for the coming year as they refine efforts. S.M.A.R.T. (Specific, Measurable, Achievable, Realistic, and Time-phased) goals have been established for the school and are monitored based on an annual review. A template has been created to assist our departments as they set their SMART goals. (See Appendix 4-A)

Additionally, our departments are reviewing the alignment of their past department goals to the school and corporation goals. School goals have been established using school established data, as well as data from the DOE and primary indicators from the DOE website. Unfortunately the DOE website is not current in the data they provide like they have been in the past. Some data is 2-3 years old and this makes tracking current data through DOE resources very difficult. Goals have also been developed as a result of district initiatives that are being employed to assist us in reaching our objectives. Strategies for deployment are developed and are effectively utilized by the administration.

Individual departments are also responsible for ensuring that their course curriculums are aligned to the State and National Standards for their respective content areas or disciplines. Much work has occurred specifically in our English department to ensure that current standard's alignment is mapped using state standards aligned with the curriculum. This year, for the first time the Curriculum Mapping progress will allow for connections with the secondary level. Here to fore it has been an elementary program that we are asked to make work at the secondary level.

Benchmark on-line assessments for Core 40 courses and the End of Course Assessments (ECA's), are still being developed by the State DOE. The scores for this year have not been sent as of the preparation for this document, so we will be unable to include those scores in our data as we have in past years. We intend to use those benchmarks to help guide our instructional practices. These will also be utilized to measure departmental alignment to those standards. Alignment with state standards in mathematics and English is also measured by tracking student data on the Graduation Qualifying Exam. Alignment with national standards is tracked in specific subject areas using student test scores on Advanced Placement Tests, PSAT, SAT and ACT tests. Some departments are beginning to use a common end of course assessment to track student success within their disciplines.

Currently, trend data gathered by our Counseling Center from standardized testing and compliance data is another way that we compare our performance. To ensure a proper direction for North, the Counseling Center and principals monitor this data on a regular basis.

4.1.b Performance Analysis
Tracking data and reporting that data is an important communication process to Columbus North. The principal has an open door policy and encourages communication with all stakeholders at CNHS. Data is gathered through a variety of resources.

Each department or leadership team is responsible for developing action plans to meet their goals around Literacy, Diversity/Pathways, and UDL. A major component of each action plan is summative and formative data. What follows is a list of some of the ways our departments gather data in connection to their goals:

Formative and Summative data collection:

Surveys	Projects
Pre-tests	Authentic assessments
Post tests	Correlation to State Standards
Comparisons to similar schools	Student achievements
Rubric completion	Numerical changes in raw data collected
Oral reports/exams	Empirical evidence
Discussions from PLC	Feedback from PLC
Final exams	Number of students taking Early College
Remediation opportunities	Co-teaching opportunities
Number of web visits	Increased student enrollment in department

Each department or leadership team analyzes program data. Student grades are distributed to department chairs and principals each semester for review of grade distribution among teachers of the same course. The same process is applied to grades given by individual teachers. This feedback loop is a process check to ensure that assessment standards are equitably applied to students taking the same curriculum. It is also used to examine the success of students within a curricular design. Subsequent conversations have led to curricular revisions, including reading selections, sequencing of content, singleton courses, and instructional methodologies. In addition, Site Council, a representative faculty and student committee, reviews course offerings and serves as a valuable standing committee for curricular work.

Along with the student performance data, in-house surveys are also often used via "Survey Monkey" or the survey tool on the "SchoolWires" website program purchased by BCSC. As an example, an evaluation tool was used at each half-day in-service when we used to have them. Included in each evaluation tool is an assessment tied to the goals of the day. Survey information about future needs and ideas for in-service design are collected by the professional development team. School performance on ISTEP, SAT, ACT, AP, ECA and other testing programs are communicated to the faculty in faculty meetings and with department chairs/coordinators each year. We also share with more specificity to members of the English and Math Departments.

A current district initiative, UDL is beginning to take root at CNHS. Last year we applied for and were successful in securing a PATIN's grant that will allow us greater opportunities to apply the principles of UDL. Unfortunately the grant money was not renewed for the life of the original grant and we will not have those resources available in the near future. What follows is a brief history of our work in securing this grant.

Since the spring of 2006, our school has worked with district leadership to connect UDL principles to classroom instruction and student learning. The Instructional Delivery Team brought information from year-long district training to school leadership groups. In the Fall of

2007 North High School in-service coordinated work with Northside Middle School, which was already under the PATINS Project, to further educate and demonstrate UDL practice. Since that time, school goals, department goals and individual professional development goals have been tied to UDL work. In the spring of 2008, the CIC and Instructional Delivery Team (IDT) did a classroom "walk-through" for data collection, using a district rubric to assess our status around UDL principles (See Appendix 4-B).

In each of the three core UDL Principles, our self-assessment placed us at an "emerging" status. In our spring 2008 IDT report to BCSC district leadership concerning initiatives and work around UDL for the coming year, the team identified the following areas as supportive of the UDL work. Lunchtime in-service, including but not limited to reading circles and new teacher meetings, were noted as useful to teachers.

Many teachers also participated in Critical Friends work to review their professional practice. In addition, our work using Habits of Mind, Academic Content Vocabulary practices, and Positive Behavior System have contributed to increased awareness of using research based strategies to meet the needs of learners of many styles and needs. Curriculum mapping in Language Arts has also been mandated by the state to address our need to meet the federal guidelines of AYP. As part of the current needs assessment program, Columbus North administers the High School Survey of Student Engagement (HSSSE). Data from student responses drives curriculum, instruction, and climate considerations. Finally, school work around data-based decision making, using Baldrige criteria, has been deeply embedded in school processes and practice.

As shared earlier, the UDL/PATINS Project Grant Team is no longer being funded. We would have been in year two of the three year cycle of the grant. Never-the-less, a group of North teachers from each of the core subject areas have developed rich UDL sample plans and focus group of students for detailed study. During the 2009-10 school year our PATINS team will share their findings and if resources come through from the original grant, provide opportunities for all North teachers to see UDL instruction and share best practices in UDL technology.

Sharing information about best practices at CNHS with other stakeholders is vital, as is getting their input. The Counseling Center plays an invaluable role in this process. Through their assistance, information is shared with parents and students with each grade card distribution. We gather input from students in the individual classrooms which helps to shape our departmental goals and in turn leads to CIC review. Parents can use Parent Portal (a new program as of the fall of 2010), e-mail, scheduled visits, use Naviance, attend annual Parent-Teacher Conferences, and/or fill out surveys at our annual Open House to provide feedback. Innovations such as "SchoolWires" have given teachers and staff the ability to create their own website to distribute and gather information. Currently 85 % of the staff has created their own website.

4.2 Management of Information, Information Technology and Knowledge
4.2.a Management of Informational Resources

4.2.a (1) DATA AVAILABILITY: Internet E-mail and the district Web site are used for student, parent, and faculty interactions. Data can be shared via these mediums. Public forums (e.g. Parent-Principal meetings, school newsletters) are used to disseminate this information. Formative data is shared in order to inform key stakeholders of progress toward goals. In addition, Parent Portal is a new initiative that allows parents access to their students performance in regard to grades, discipline, homework status, and attendance. As of this writing we are still working through many of the typical first year bugs that come with a new program such as this. Many students utilize it to track their own grades in the classroom, as well.

4.2.a (2) DATA INTEGRITY: Fig. 4.1-4 shows how BCSC ensures data integrity, reliability, accuracy, timeliness, security, and confidentiality.

Fig. 4.1-7, Data Management Criteria

Criteria	How North High School Achieves the Criteria
Integrity (Validity)	All data collected and used are closely aligned with the corporations HEO's and our building goals. Additional data is collected around district initiatives that support those same HEO's and goals.
Reliability	We use standardized, computer-based measures where possible, such as ISTEP+, ECA's, because doing so allows state and national comparisons. We use the same surveys, tests, over time to ensure test reliability. Spot checking with in-house spreadsheet is used to compare with state reporting system and the SASI BCSC date system.
Accuracy	North High School uses standardized, computer-based measures where necessary. All report data is shared among several key leaders to check for accuracy.
Timeliness	All survey data are analyzed and results provided as soon as the results are available. This enables each person to be in control of the assessment process as much as possible to ensure timeliness of student and teacher performance data. Formal performance review meetings are conducted (principal and all first and second year teachers) two or three times yearly.
Security/ Confidentiality	Teachers maintain security and confidentiality of standardized test records, cognitive skills data, special education-related information, and all other potentially sensitive information. Counselors, secretarial staff, administrators, and all other staff ensure that no confidential information escapes beyond the "need to know" circle. Certain information (permanent records, health information, financial records) are kept in secure areas. New employees are selected and trained with confidentiality as a stated norm.

Parent Portal, Naviance, individual teacher websites and e-mail lists developed by the Counseling Center are some of the key communication technology tools we use to communicate with parent stakeholders.   Over 400 e-mail addresses are on the Counseling Center's "Show Me the Money" e-mail list—a regular scholarship/educational opportunities e-mail. This list reaches approximately 55 percent of our junior and senior class membership.

Student stakeholders receive information in multiple ways. As an example, a communication system has been set up by Mr. Green, our assistant principal, on Facebook. He communicates regularly with our Student Assembly through this, texting, and e-mail. As technology in the students' lives increase, so does our need to reach the students through those same various technologies. Students have access to the teacher websites, and our students have the ability to register on the CNHS website. Teachers and students communicate through e-mail on a regular basis. Other example is ….We are only one of 3 schools in the state of Indiana that we know who conduct our Student Assembly elections completely on-line.

Traditional trend data is available to all stakeholders. The school report card is mailed to the home of each student and provides an academic overview as well as anecdotal information to each parent. A "Report Card" for the entire district is kept on each school within the corporation. This publication is available to patrons and distributed at Open House, Parent Conferences, and Eighth Grade Parent Night. Teachers receive ISTEP data at faculty meetings

and through e-mail. BCSC maintains a website with corporation data, as does North High School.

 Additionally, the Counseling Center includes other information such as calendars, comments, and registration dates on the report cards. Comparison data is also available on the Indiana DOE website. Student grades and teacher grade distribution reports are used for analysis within each department and through individual conversations between administrators and teachers. As shown, there are many ways that we share our school data with our school community.

Our Social Studies department has surveyed their students for the past two year to gather data around their impressive transition to a non-textbook, digital format. With the two years data available we see that students appreciate the digital format. We recognize the need to continue collecting data for a few more years and are not willing to call this a trend just yet. (Appendix 4-C)

Through the efforts of the T.I.E. (Technology in Education) committee, all hardware and software must meet minimum standards before they may be purchased and/or used. All purchasing of technology is routed through technology employees and the Assistant Principal who serves on the T.I.E. committee. The T.I.E. committee, in coordination with the BCSC Technology Department initiated a user survey to monitor both the type of technology we use and the access to that technology. Based on the findings of our survey, we are pleased with the skill level and progress of our freshmen students at Columbus North High School. The information will also be used to identify where and when the technology has been integrated with instructional design and what additional resources will be needed to support new initiatives, such as our Senior Boards. T.I.E. also hopes to identify gaps in instructional delivery of technology skills.

North High School currently has a total of 462 computers in the building for student use. This gives us a ratio of students to computers of 4.4/1. Of these, 130 are used in the C4 program, which serves not only North students, but also sending school students in the C4 cooperative program. Additionally, C4 also has 4 laptop carts with 18 computers each. C4 has six labs that use computers exclusively for instruction and they have computer stations with specific needs like Auto, Machine Trades, and Enrichment bringing the total number of C4 computers at CNHS in the C4 program to 222 computers in the C4 areas at North. Our students attend C4 classes at Columbus East High School which also has approximately C4 130 computers.

CNHS has four large stable labs, and several mobile labs offer sets of thirty computers in each lab. An additional instructional lab of thirty computers exists in the Library. Subject area resource centers also have small groups of two to six computers to serve learning needs.

 Access to the labs is on a first-come first-served basis. The current model for access is under review due to high use of labs. The T.I.E. committee in coordination with the Site Council has identified the type and degree of technology requirements of each curricular offering in an attempt to use the data for more efficient allocation of resources. This will become even more critical as individual student access is needed for completion of Senior Boards work. As state and district on-line testing programs increase annually, including Core 40 assessments, our limits have been broached. In an attempt to balance testing and class/curricular usage, we are finding that both are unable to be done in an optimum and meaningful way. Again, we are anxiously waiting the one to one computing to enhance our educational services to our students.

The increased teacher need for daily technology use is also a concern as we switch to a new student system called "Parent Portal." This new system has provided some interesting challenges

that we must overcome. We do require teachers to use computer driven grade books and records for Parent Portal. Additionally, due to a lack of open space at North, teachers will have these demands without access to their own rooms and thus their computers during the day. We anticipate teachers having one to one computing beginning in the fall of 2010 to assist us with this concern. Until then, this creates some additional needs for teachers to have preparation areas with shared access to technology.

Software needs are reviewed annually. While some packages have been affordable, the cost of others restricts deployment of new curriculum delivery. Grants are currently being used to close the gap. Student user fees come after the cost is incurred and resolving the issue of this gap between cost and income is a key issue for the school continued expansion of student and instructional use of technology.

4.2.b Data, Information, and Knowledge Management

 4.2.b (1) HARDWARE AND SOFTWARE RELIABILITY AND EASE OF USE: CNHS has a technology committee (T.I.E.) which helps prioritize its hardware and software needs. In addition, the current UDL grant team is acquiring additional software materials and is also involved in prioritizing needs and building a technology plan for North. We are excited with our renovation at the brink of beginning, because we have been assured that students will have one to one computing in the near future.

4.2.b (2) MAINTAINING CURRENT HARDWARE AND SOFTWARE: The district's technology plan provides a mechanism for gathering information about the latest technology and its possible use in BCSC classrooms and by administrative support personnel. BCSC Technology Department, T.I.E. committee members, and CNHS Technology TA's provided teacher and student training and support for hardware maintenance and repair. The 360 process has allowed the technology department to respond more efficiently. This allows for uninterrupted accessibility of necessary educational tools.

In summary, we use these data and information gleaned from both short and long term data to help us prepare for students, staff, and community. We believe that student learning needs now and in the future will be directly impacted by how well we provide and teach the new technologies that are needed to keep pace with the global society. Prior to making decisions about our educational programming and/or emphasis we refer to these measures to ensure that we are making meaningful adjustments.

Section Five:
Faculty and Staff Focus

5.0 Faculty and Staff Focus

5.1 Work Systems

The work systems of CNHS are organized around its basic mission of preparing students to be successful in their post-secondary pursuits. The school schedule is considered to be a traditional schedule, with an eight period day and a 45 minute class period schedule. The organizational structure is traditional as well with principals, deans, counselors, department chairs, teachers, etc., that oversee the multiple educational functions of our building. This organization is described in 5.1.a.

5.1.a (1) Organization and Management of Work: The organization and management of work and jobs at CNHS begins with the development of district High Expectation Objectives. The district HEO's are combined with our building goals for alignment of purpose. Considerations that are taken into account includes, enrollment, state and federal regulatory requirements, labor contracts, retirements, resignations, terminations, staff strengths/skills, technology, course offerings, student needs, economic climate, student and parent surveys, and available workspaces and work environments.

The CNHS work system is organized by students and staff in a 9-12 grade level structure. Building administration, pupil services, clerical, custodial and maintenance support are organized and operate in our building as assisted by the corporation offices. District administration, business office, transportation, and technology support are a vital link to all school buildings.

Our high school teachers are organized in subject area departments. Teachers and Department Chairs have collective responsibility for managing and enhancing their departments. Work is managed through departmental and faculty meetings and through our use of "Critical Friends." The CIC assists in overseeing the work done in our building. Building principals have day-to-day responsibilities for managing the faculty and staff, curriculum, and the safety and security of their buildings. The Assistant Superintendents or Directors of Curriculum, Facilities, Human Resources and Finance provide essential functional supports to the Principals.

The CEA represents teachers in the district. They have scheduled monthly meetings to review opportunities to improve CNHS. The district's Corporate Continuous Improvement Council (CCIC) has representatives from all employee groups. Each building and program also has its own representative Continuous Improvement Council. These councils keep the direction of the district and its employees focused on continuous improvement.

There are quarterly planning meetings each year with the Board of School Trustees and the Superintendent and Central Administration. The Administrative Leadership Team for all buildings is to meet quarterly to receive professional development and training for our CIC work. There are monthly principals' meetings that provide the opportunity for communication and sharing. The building principal holds department chair meetings and building wide faculty meetings monthly. The principal also has a "cabinet" that meets every Monday morning to discuss relevant needs and efficiencies. The cabinet includes representatives from the Principals, the Deans, the Counseling Center, the Building Scheduler and the Athletic Director.

5.1.a (2) Capitalizing on Diverse Ideas: Teachers are encouraged to develop their full potential through a variety of methods. At CNHS teacher input and creativity is encouraged. Our teachers share ideas through department meetings and/or directly with the administration. This has proved to be a valuable resource in managing the needed changes at CNHS.

The level of the teacher's education achievement and the years of experience determine the pay scale. The Teacher Evaluation Process is designed to function as a professional growth system. Teachers must identify a goal for professional growth in alignment with building and district goals. Although teachers must select at least one goal that aligns with both the corporation and building goals, they are encouraged to select goals that at pertinent to their specific situation.

Summer academies offer professional growth opportunities for teachers at no cost to the teacher. Guidelines for expending district professional development resources aligned with the building and district goals have changed recently causing us to significantly cut our professional development activities.

A new and innovative way of capturing the ideas of the teachers at CNHS organization is through the use of reading circles and through monthly "Critical Friends" groups. Staff members are encouraged to participate in professional learning communities held monthly.   Many have taken advantage of this opportunity for growth. Several 'Protocol' tools have been taught to the staff and this approach is used to draw out ideas from the participants. This has generated several good suggestions and ideas for improvement based on research about a subject or ideas generated during the discussion portion of the staff meetings.

Support staff is encouraged to utilize their full potential by being able to be a part of the CIC at North. There input has been valuable over the years.

5.1.a (3) Communication and skill sharing: A building celebration committee is in place to recognize various events and activities that take place at North. We post student and staff successes on our website for others to view. We are allowed to identify outstanding employees based on criteria connected to service and achievement of goals once a year at a school board meeting.

We also review data across the school to see if one method of instruction has been particularly effective. We are interested in local best practices and when this has been identified the teacher or set of teachers are asked to share their practices with others.

A few of our staff have begun to have conversations via technology that allows for them to share and store lesson plans, ideas, classroom management thoughts, etc., via this "blog." Our goal is to grow this in the coming years.

5.1.b Faculty and Staff Performance Management System The evaluation system is a professional growth system that ties teacher growth and development to the building and district goals. All teachers must complete plans for their growth that are aligned to the goal of student achievement. The goals are kept both electronically and as a hard copy in the staff members file.

Each year the building principal reviews the teacher's goals for alignment and applicability. Often there are discussions with the teacher and/or department chairs as to how this goal will enhance the performance and culture of CNHS.

5.1.c (1) Hiring and Career Progression There are opportunities for employees to progress to positions with additional responsibilities and compensation. Staff is encouraged to continue their educations and gain advanced degrees.

We have frequent discussions in reference to "growing our own" and have focused recently on growing minority students or students with special needs toward our profession. This collaboration allows for open dialogue about our culture and invites our staff to grow in their profession.

5.1.c (2 and 3) SKILLS NEEDED BY POTENTIAL FACULTY/STAFF:

The CNHS teacher selection process is rooted in an identification process for teachers embraced by BCSC. It is called the "Teacher Perceiver" and is developed by the Gallup Company. The process identifies twelve talents of outstanding teachers and provides a structured interview process to aid in selection and development of teachers. Additionally, we have begun to use "School Streaming" for our on-line application process. Anyone desiring to work for BCSC must fill out an on-line application to be considered for an interview.

Through this process the district verifies the talents it holds as most important by having outstanding teachers respond to questions. The talents that were most closely aligned with BCSC typically gives those teachers a leg up in the hiring process. BCSC conducts a district orientation for new teachers prior to the start of each school year. In addition, each first year teacher is assigned a more experienced teacher as a mentor. CNHS strongly encourages the teachers new to BCSC to participate in monthly "New Teacher Orientation" meetings with the principals and deans.

Hiring staff from diverse backgrounds has been identified as a BCSC goal. To assist in acquainting prospective teacher candidates, a partnership with LeMoyne Owens College, a historically African-American college has been developed. The partnership recruits student teachers to BCSC.

Finally, the building principals at North have a shared vision or what it takes to be a good teacher. When interviewing we draw upon the assistance of our department chairs and coordinators to provide input and direction in the hiring process. The most important thing we can do as principals is hire good teachers and this is our commitment to our students.

5.2 Faculty and Staff Learning and Motivation
5.2.a (1 and 2) EDUCATION AND TRAINING / USE OF FACULTY AND STAFF INPUT: The CNHS professional development plan links professional development opportunities with building and district goals and with input from the staff. There are several ways that these opportunities are provided:

- District in-service days are held during the school year. The content for these days must be aligned with district goals. Structure for the time is determined at the district level with input from building administrator(s), CIC and the CEA.
- Building principals are allowed to be flexible in the development of this time. The goal is to provide meaningful and rich professional development that may be used for the individual teacher and/or group activities that enhance the ability of the building to achieve its goals.

- Summer Academy course offerings provide the opportunity for all faculty and staff to enhance their skills and knowledge at no cost to the individual at various local education providers. The Courses offered by the BCSC Technology Department are a key component of the summer course offerings. The summer academy continues to grow in importance and participation. As we learn instructional best practices in one area we transfer that learning to other areas to support continuous improvement.
- The Columbus Learning Center provides opportunities for specific course work. These courses are offered in conjunction with Indiana University-Purdue University at Columbus, Purdue Statewide Technology, Ivy Tech State College and Workforce Development.

5.2.a (3) ADDRESSING STAFF AND FACULTY TRAINING: There is an orientation for all teachers who are new to the district regardless of their years of experience. Training involves hands on work on our student management software and other technologies that they will be using in the normal course of their jobs. Additionally, each district employee must receive training in dealing with blood-borne pathogens. The Director of Nursing monitors employee participation levels. Maintenance and food service employees receive safety training in each of their areas.

The staff at CNHS receives training in those areas that are identified, often by them, as the areas of needed growth. We are proud of our ability to grow our staff and in their ability to motivate and educate students. Much of what we do now, due to budget cuts is in house.

5.2.a (4,5 and 6) FACULTY AND STAFF TRAINING DELIVERY AND New KNOWLEDGE DEPLOYMENT. Professional development activities at CNHS are evaluated for effectiveness through the use of surveys and response forms. Responses are summarized and evaluated for ways to improve professional development.

A new approach to knowledge deployment has been the addition of learning opportunities during principal and staff meetings. Responsibility for leading the group in studying a new book or new article that is important to the direction of the district is read by all of the members and several methods of retention are used to reinforce the learning from the reading and discussion. At CNHS this same method has been used with some departments and led by the building administration. Discussion protocols have been taught to all principals, assistant principals and many teachers in the school system. These protocols have, in turn, served as a safe and equitable way to share information for staff and students.

5.3 FACULTY AND STAFF WELL-BEING AND SATISFACTION
5.3.a (1 and 2) WORK ENVIRONMENT:
The school's CIC focuses on continuous improvement. As a part of the improvement processes at CNHS "Action Teams" are formed as needed to work through improvement in specifically identified areas of concern. The teams often are inter-disciplinary and focus on a specific area of improvement. They then will analyze the problem and recommend a course of action to improve student performance. Examples of our building teams are the CIC, sub-teams from within the CIC, our department chairs, and the building administrative cabinet. The goals are established at the school level and include goal teams. These teams provide a mechanism for cooperation and collaboration to improve student and organizational performance.

5.3.b (1) KEY FACTORS EFFECTING WELL BEING, SATISFACTION, and MOTIVATION:

With any profession there are key factors that effect the well being, satisfaction, and motivation of the employees. It is natural for employees to want to feel good about where they work and receive positive feedback on their job performance. At CNHS our staff is no different. Despite continual cuts from State revenue and a focus on what is wrong with public education instead of what is right with it, our staff knows that there is no greater calling than to teach. In a public educational setting the bottom line for satisfaction is centered on the positive relationships that are built around and among students, parents, and staff. For years there has been a mistaken belief that satisfaction was based in grades and high standardized test scores. Our experiences teach us that healthy, strong relationships are the number one measure of satisfaction for public schools.

The building principals monitor satisfaction through observation, surveys, and conversation. Time spent discussing our climate and culture with staff pays big dividends.

The CEA also monitors satisfaction and the work environment. Concerns are brought to monthly corporation Discussion Committee meetings for input and resolution. The Discussion Committee is composed of administrators and CEA leaders who address those topics discussable under Indiana Public Law 217.

The Support Staff Roundtable serves as a voice for support staff personnel.

They meet monthly or quarterly and discuss issues important to each group. We believe that by being valued and given opportunities for input into our culture and environment, out staff finds greater satisfaction in doing their jobs.

5.3.b (2) EVALUATION METHODS:

North high school includes in their evaluation processes as per the contract, goal setting for tenured teachers and follow the contract for all non and semi-tenured staff. Additionally the building administration is an active group that finds time to be visible in throughout the school building. As such we have both formal and informal observations of our staff. Additionally, many staff members have end of course teaching surveys which allow students an opportunity to share their impressions of how the teacher has done throughout the semester/year.

As a way, of evaluating staff satisfaction we utilize our professional learning communities, our CIC, our department chairs, and our "Critical Friends" groups. They serve as sounding boards and conversation tables and allow our staff a safe place to have tough educational conversations. When the staff of CNHS is allowed to share their thoughts without fear of repercussions we find rich conversations and great opportunities for growth.

5.3.b (3 and 4) Assessment Methods and Measures:

Assessment methods and measures of faculty and staff well being, satisfaction, and motivation are tracked via formal evaluations as proscribed by contract, by conversation, through goal setting and through performance evaluations. BCSC utilizes as an evaluation instrument a rubric comprised of 6 performance standards. BCSC also includes indicators of retention, absenteeism, grievances, safety, and productivity as key indicators of satisfaction.

Section Six:
Process Management
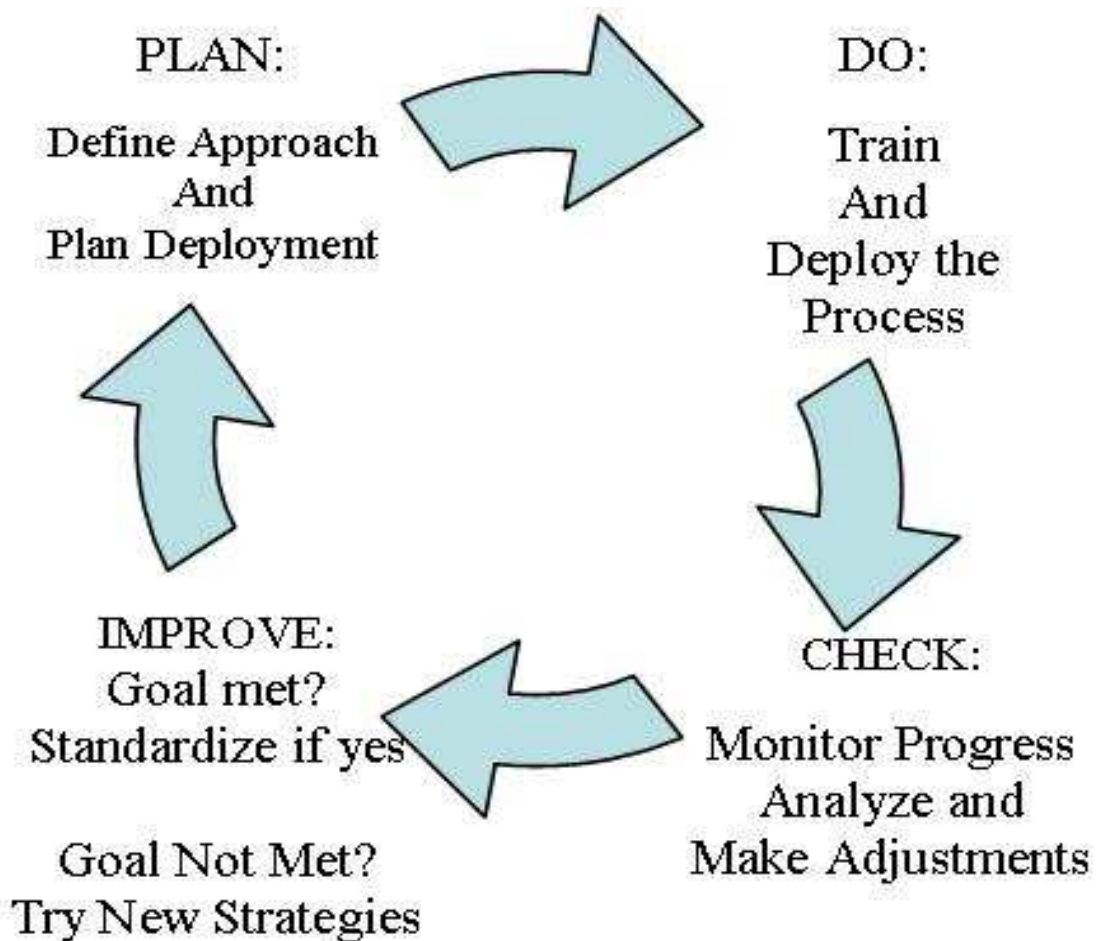
Section 6 Process Management

6.1 Key Processes for Student Learning Success

CNHS's philosophy in reference to student learning has been developed through collaboration between all stakeholders within our Bull Dog community. We begin by noting successful practices that lead to enhanced student learning. Additionally, we adhere to the Indiana DOE standards, rules and regulations to help guide our work. At the same time we assess the needs of the students, the school community and all stakeholders in the educational process to determine just exactly what it is that we value.

In this process of identifying key processes and integrating those same processes with our practices, CNHS also considers the research of leading educational scholars as well as monitoring trends locally, Statewide, and Nationally that define the skill needed to ensure our students success. Finally, we assess strengths and areas of interest of instructional staff for the planning of our professional development where needed to implement our continuous improvement process.

6.1.a Defining the Core Work

Learning centered core processes are defined by studying the flow of education activities and the variables that impact the quality of the learning experience. Again, we consider both standards given us by the IDOE and our own standards of academic rigor as we bring the student into our school and prepare them to be lifelong learners.

Fig. 6.1-1 helps to describe CNHS's factors which are utilized to optimize the learning experience for all students. You see the student go into CNHS, the key processes around environment, technology, and instructional methodologies that are at the core of our work, and finally, the results….a student prepared to take whatever course they choose once they leave CNHS.

The Student Learning Success Processes 6.1-1

Fig 6.1- 1
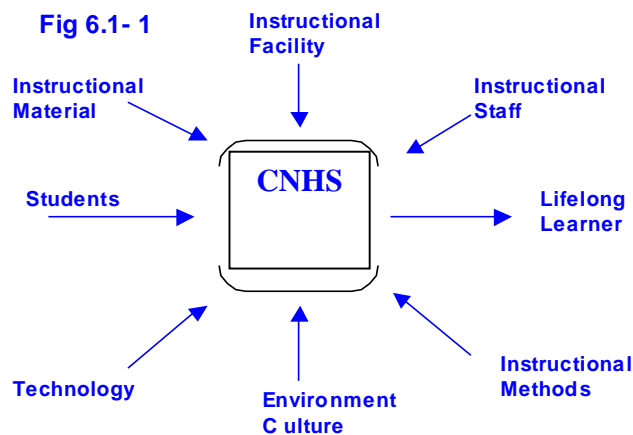
Our resources guide our students toward the acquisition of knowledge thus assisting the student in becoming a life- long learner. In identifying key learning core requirements we identified essential areas that we believe must be included.

Instructional Material: The selection of instructional course materials begins with instructional staff in core academic areas. This textbook adoption process occurs every six years, with membership of the selection committee comprised of key instructional staff and community/parents. We follow all Federal and State guidelines in the selection process. Department leaders also use research based resources and delivery processes in determining course materials. A key component of this process is the built in flexibility to assess the success of selected materials, and then adopt new materials if needed.

Instructional Facility: We believe in having a clean, safe learning environment. To that end we are in the middle of a $55 million building project. Key changes that we will see in the next two years: larger more flexible learning spaces, centralization of related academic areas, and improved infrastructure that will sustain our learning environment for the 21st Century.

Instructional Staff: As we review the learning system and variables affecting the quality of the learning experience, we determine the key component in our system to be that of focusing on hiring the best teachers and administrators we can. It is our belief that there is no other component which affects our students learning to a greater degree than our staff. Our staff is considered to be *Highly Qualified* according to the federal *No Child Left Behind* act.

Instructional Methods: In addition to standards based instructional methods, our staff utilizes a variety of additional tools/methods, including but not limited to: differentiated instruction, Universal Design for Learning, and multiple means of representation, engagement, and expression. In 2010, an Instructional Consultation and Assessment Team was formed and training for them began to match individual student instructional needs to an appropriate methodology. This training will last three years.

Environment and Culture: Philosophically, one of the most important things that we do as a learning system is in the creation and fostering of positive relationships with our students, by putting students first. This is the core of "The Bull Dog Way" (See Preface). To support this, we have created a Positive Behavior Instructional Supports team, which reinforces *The 3R's* (Respect, Responsibility and Relationships). All of our work is reflective of the larger community's expectations for CNHS as a world class learning organization.

Technology: While trying to meet the needs of a diverse population of students, technology and access to such technology is always at the fore. We began the 2010-2011 school year with an intent to implement a 1-to-1 technology model for our student population. As resources proved elusive, we have had to revamp our plans. We are now looking at a "Bring Your Own Device" system, where students will be allowed to bring and use an acceptable device from home. Pilot programs in World Languages, Science and Social Studies will begin for the 2011-2012 school year.

6.1.b Interfaces of Processes and Key Information

We have several work groups in our learning system. Each of these groups collaborates in their work. Work that may take place in one group is, as appropriate, shared with each of the groups to ensure consistency and avoid duplication of work. Additionally, work shared often prompts a healthy dialogue and may prompt a free exchange of ideas and "next steps" for our building leadership.

This exchange will many times find a way to reach all staff and input from staff, on those appropriate issues, is always welcome. Our staff has been given a word document outlining key groups and/or committees in our building. (See Appendix 6.1.b) It has been shared with them that they may share their ideas with building leadership on any issue.

The Principals Cabinet consists of the principals, representatives from the counseling center, the deans, our building schedule coordinator, and our Athletic Director. The CIC (Continuous Improvement Council) has representatives from administration, certified staff, support staff, and

community members. The Department Chairs include the principals and the four core department chairs, as well as the department coordinators from Special Ed and our C4 Career Center. The Site Council consist of our assistant principal and representatives from our departments that are familiar their subject area content, curriculum, and scope and sequence. This council also includes a student representative. Each of these groups work toward improving what we do by continually reviewing what we do and how we do it.

The Principal's Cabinet meets every Monday morning throughout the year.   The CIC and Department Chairs meet once a month. Information is shared among the groups as needed and applicable to the smooth operation of our overall work. Our in house Site Council deals with Curriculum/Instruction and improvement.

Each year they meet in the fall and have discussion around how to improve our instructional methodology (see definition for **Instructional Methods** on page 2 of this section), proper course sequencing **Course Description Guid**e (2011-12 CNHS Course Description Catalog), and review any new proposed courses for the upcoming school year. This includes course titles and name changes which occur every few years or as brought forth from the IDOE. This collaboration ensures an efficient and more streamlined work process. We have found that by being open in our communications the entire Bull Dog community operates at a higher level.

Additionally, by working together we find that students or staff members always find access to a level where their questions and concerns will be addressed and resolved. The work environment is such that there is open and clear communication among the key groups. The ability to share ideas, thoughts, and concerns is not inhibited by a fear of upsetting anyone.

Our professionalism is such that we trust what information is shared is valid and deserves to be heard without repercussion or reprisal. This makes for a comfortable work environment even when a difference of opinion is presented.

This continual sharing allows for clarity about our work and meaning in our purpose. This also allows us to define those areas of that need our attention and understand our roles in attending to those areas defined.

6.1.c Information Systems

Recently we switched our student management software. As anticipated there have been a few "bumps" and "hurdles" in this transition. We are excited to get the "bugs worked out" of this system. Once we do, we feel confident that the student data that we are able to collect will be of value for all stakeholders in our community.

One feature of this software is the ability for parents and students to access attendance, discipline, and grades "live." This allows students and parents to have a much clearer picture of their educational status. Feedback is provided immediately about what assignments are missing or overdue. This immediate feedback has proven to be a valuable tool as we communicate with our parents and students.

Each year we review the results from our standardized testing practices required by the Indiana Department of Education. We do our best to disaggregate the IDOE data in ways that are meaningful to our mission. We use the results gleaned from the State required standardized test to help us determine how well our students do on a high stakes, "one size fits all" type of examination.

The test results also provide feedback to instructional staff on the success of some of our instructional methodologies. We find the skills of collaboration, decision making, time management, persistence, etc., (skills essential to our mission at CNHS) difficult to quantify from a standardized test. We anticipate having conversations this coming year on ways to quantify these skills and our other successes that are not easily quantified.

Another tool that we have found to be very helpful is "Naviance." (Naviance Connections) Our counselors have built a database of information within "Naviance" to track student success at the beginning of high school, through their time with us, and after high school.

We began using "Naviance" in our counseling center three years ago and this has been another great tool to track our student successes, goals, and aspirations. Many tasks can be done with this software management tool. Tasks that may be done include but are not limited to: resume writing, scholarship tracking, college choices, career aspirations, student "four year plans," and college applications tracking.

In addition, "Naviance" has built in surveys around college and career choices and a "Learning Styles Inventory" for students. All of this adds up to students taking "charge" of their education and learning habits of mind that will pay dividends well down the road. As can be easily demonstrated, this software is quickly proving to be an invaluable tool for students, teachers, and parents.

6.1.d Facility Needs

We live in a world that is in constant motion. We do not plan on being where we are today, next semester. This attitude is important for educational and technological facilities and needs in the context of the many changes taking place on the educational horizon.

Currently Columbus North High School is in the middle of a $55 million dollar remodeling project. Our building was built in the early to mid 1950s and although there have been changes and updates over the years, it has been lacking in a number of critical educational areas. Our facility was first built as an elementary building and then slowly, over time, structure was added piece by piece. The last additions, our auditorium, an auxiliary gym, and our natatorium were added in 1984.

We are excited to finish our remodeling and allow our students and staff to have the best of the current technology and appropriate learning spaces. Notably we will have areas designed for students to use as resources throughout the day that we have not had before. We will also have technology in every classroom that is UDL friendly. Even amidst the current construction, we are looking into the future and studying one to one computing.

To that end we have made several school visits to other states to see what it will take for our corporation to be one to one computing ready. As we have studied this need it is interesting to note that we are moving toward a design that will allow students to "bring their own devices" to work from and with.

All of these processes are managed in an organized fashion. The corporation and building each have committees established to guide and direct this work. When needs are addressed, input is sought in those areas and from those stakeholders that needs be consulted.

6.1.e Creativity and Innovation for Continuous Improvement

Although CNHS has always been proactive and innovative in conducting professional development for our staff and students, it has become increasing challenging in that the IDOE has restricted our use of professional development days and opportunities which we have been able to participate in the recent past. Traditional in-services and workshops that the staff may have participated in the past have become less frequent do in part to budget cuts. As such, we believe that our modus operandi in providing continuous improvement have been exemplarily in terms of creativity and innovation.

We currently work as an administrative team to encourage our department chairs, department coordinators, counselors, and other improvement teams to design ways for continuous improvement to take place. Some of our best ideas come from our teachers who read professional literature and bring ideas to the table. Department chairs have been very active in seeking out the latest in best practices and sharing them with our leadership teams.

The principals and department chairs have been very proactive in developing ways to provide opportunities for continuous improvement.

This year we began having "Laptop Luncheons." These are designed as "working lunches" and allow staff to participate in professional development during their lunches. This year we have used these luncheons for things such as Moodle, Enhanced Moodleing, Data Management, Naviance, Use of Databases, Cornell Note taking, and other technology opportunities. A point of pride is that our staff members assisted and directed each of these "Laptop Luncheons."

We have also had many conversations at the corporate level about one to one technology. Our conversations throughout the year were to begin one to one technology for all students beginning in the school year of 2011-12. In preparation for this we had several staff members that participated in visits to Virginia and Texas on behalf of BCSC.

Another example of our creativity and innovation at CNHS is the continued development of our "Senior Boards." (Senior Project Page) Our "Senior Boards" might best be described as a culminating senior project that requires the senior to propose an activity that they are going to do in their senior year, write a paper with that project in mind, do the activity, and then present to a three person teacher/community panel for review. Additionally, seniors are required as a part of this process to do 10 hours of community service and at least 2 job shadowing experiences.

In annually reviewing our "Senior Boards" we have continued to tweak the process and this gives us a chance to improve this project. These examples are representative of how we work to improve student learning and work together to provide opportunities for our staff to improve.

6.2 Designing, Managing and Improving Key Processes

6.2.a Work Flows
Our key processes are managed by several groups. Despite the collaboration of multiple groups, we feel that our process is appropriate and revolves around clear communication between the various parties involved. These would include the groups already mentioned in sub section 6.1.b. The chart that follows is a graphic representation of how our work flow design functions at CNHS.

PLAN:
Define Approach
And
Plan Deployment

DO:
Train
And
Deploy the
Process

IMPROVE:
Goal met?
Standardize if yes

Goal Not Met?
Try New Strategies

CHECK:
Monitor Progress
Analyze and
Make Adjustments
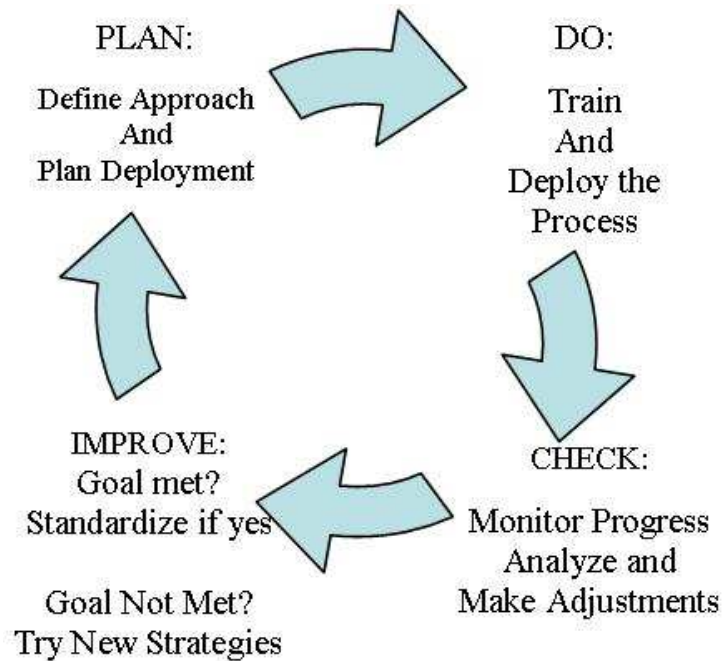
Processes are managed by administration, department chairs, CIC, Site Council, etc., in a way that allows for a broad base of key leaders to be aware student needs as they occur. These same groups are proactive in indentifying improvement ideas and bringing them to discussion.

In addition, our Continuous Improvement Council will from time to time will "authorize" a "Goal Action Team." A "Goal Action Team" (GAT) is established if there is a specific need that the CIC feels it is important to be addressed. An example of a GAT that we use is our Positive Behavior Instructional Support (PBIS) team. This team came about through conversations with our corporate offices.

Originally it was our Instructional Consultation Team (ICT), but over time has evolved into a team that seeks ways to reward positive student behaviors. Samples of what they have done can be found at   PBIS weblink We invite you to review this wonderful example of how our work flow processes have affected our culture at Columbus North High School.

6.2.b Training on Defining Workflow and Identifying Value Added Work

In as much as we desire to improve our educational services and we know that training is necessary to do just that, CNHS provides several ways wherein we train our staff in workflow processes and identify value added work. These opportunities include, but are not limited to the following:

New teacher training—Each year this is done at both the corporate and building level. Columbus North has new teacher meetings each month to introduce our new staff to our processes and culture.

Mentor teachers—Each new teacher is paired with a veteran teacher. This helps our new staff to receive direct, "in the trenches" help on the day to day needs as a teacher at CNHS.

Faculty meetings—Each month we hold faculty meetings where in we share ideas, have conversations around processes, anticipate challenges, and discuss improvement processes at CNHS. All ideas are heard and considered.

Department Chair meetings—We meet each month as a group to discuss issues and concerns about our current instructional and workflow practices. Department chairs also hold scheduled department meetings with their staffs. These interactions lead to opportunities that we learn and grow from.

Critical Friends Group—Started several years ago, our Critical Friends Group has also begun to evolve as needed to meet the needs of our staff. We meet to share instructional ideas and best practices that can help us better assist our student's learning.

Instructional Consultation and Assessment Team (ICAT)—This team is new to CNHS this year. The team is to serve as a resource for teachers in helping them make the educational match between their instructional methodologies and student learning styles. Using an approach that allows teachers to see their students from the outside looking in, teachers begin to have a greater appreciation of their students strengths and limitations in learning. This allows teachers to find the proper instructional match for their students and utilize those to enhance student learning.

All of these professional development opportunities serve as value added to our educational processes at CNHS.

6.2.c Evaluating Performance of Processes and Learning Systems

A current encouraged practice in education is to take test results, and most often standardized test results, and use those results to "show student progress." Philosophically, we believe that this approach is not a good measure of how well our students are doing in the "big picture." That said, we do use standardized testing to assist us in taking a snapshot of a student's performance at a given time.

We believe that other data can better capture our performance in terms of our ultimate goal, that being preparing students for post secondary pursuits, whatever those might be. That means that we believe in preparing our students for more than just scoring well on a standardized test. We want our students leaving our school with not just intellectual skills, but with skills that will make a difference in all that they will do, regardless of what they choose to do.

An authentic data collection for CNHS revolves around one of our teachers work with our Special Ed students. We had a teacher of students with special needs who worked with one of our English teachers in an inclusive classroom. The English teacher had other classes without that support. The performance from the class with support clearly stood out when compared to the classes without that support. While budgets restraints only allow us to provide support in those classes determined the most in need of support, we're happy to have that support. I'm equally impressed that our staff has collected their own data around this to assist them in providing a quality education for all students.

Graduation Rate—our students graduate at a rate that is 5% higher than the State average for high schools in the state of Indiana. Of those that graduate, approximately 90% go on to post secondary pursuits. Those pursuits could include but not be limited to, military service, four year schools, two year schools, a job, or further technical trainings. Those who don't pursue these paths go straight into the work force.

Naviance—Naviance is a new but promising piece of software that has allowed students, parents, teachers, and counselors to track a student's progress through school. With this software

students can create resumes, fill out Senior Surveys, match college choices to career interest, track college scholarships, and even track post secondary successes. Parents can even access this software and add important information about their students. Teachers can post letters of recommendation here as well. We are finding good uses for this software and are happy with the data we collect that helps us know more about our student performances.

Scholarships—over the past four years graduates of CNHS have accrued over $40 million dollars in scholarship money. This year (2011) our graduating class has over $11 million in scholarship money awarded to them. This data captures the spirit of CNHS graduates and allows us to find ways to meet our seniors post secondary needs. (See Chart 7.1-15 in Section Seven of this document)

C4 survey graduation survey—each year our C4 Career Center) conducts a survey of their graduates. We find from this data that those students who take a C4 class are successful in their post secondary pursuits and are more likely to stay in the career field they initially chose going into a college or university.

6.2.d Piloting New Approaches to Learning System

While we are supportive of new approaches to our learning system, we believe they should be piloted before a wholesale change goes into effect to minimize the risk of failure. Here are three examples of how new approaches to learning and/or learning systems have been piloted at CNHS.

The first is around "Digital Textbooks." In 2008 our Social Studies department was due to adopt textbooks. In their review of the books they could not find one that satisfied what they were looking for. Our leadership proposed looking at digital textbooks. Our Social Studies department decided not only to teach without a traditional textbook, but the truly bought into the concept. It wasn't long until they were receiving national attention for this approach.

Today our Social Studies department chair has traveled to other states to share what we've done and how we've done it. Additionally, due to the success from this "pilot," as other departments come up for their textbook adoption year, they are considering a digital text as a viable option.

1-to-1 computing—BCSC in general and CNHS specifically are very interested in moving toward 1-1 computing. But before we went out and bought a bunch of computers and/or educational electronic devices, they visited schools in Texas and Virginia to educate them on the best ways to implement such a program.

From these visits it has been determined that rather than spend lots of money on traditional one to one computing resources, we will pilot several smaller projects and determine what might best suit our needs. We're doing this through grants and encouraging teachers to submit proposals for the money. Preference is given to those teachers who will try new technologies with only one/two of their classes and then compare the results with their other classes who did not have those technologies.

We are also beginning conversations around "bring your own devices" (BYOD). This concept will encourage the use of students own technology within the classroom. Again, rather than just jump in we are slowly testing the waters for applicability in our school and community.

A final example is around our departmental collaboration. We believe that if our departments can collaborate around our students' education then the students will learn at deeper and more

enriching levels. We are "piloting" the use of our Special Education teacher and math/English teachers having "critical friends" groups that share professional development time to improve their instructional methodologies for their students.

6.2.e Use of Action Plans
Our CIC is the place where a majority of our action plans are discussed and carried out. We have a Goal Action Team (GAT) template that we use to assist us in our goal planning sessions. Our GAT template is located at Department Goal Template for your perusal. We have set this up so that our departments can align their goals with corporation goals.

An action plan usually comes about after a need has been identified by a staff member. The CIC takes this suggestion under advisement and has conversation around the validity of the need. If agreement is reached that work needs to be done around this need, a GAT is established to further review the need.

Our Site Council is a standing committee that meets every fall to discuss our curricular offerings. The chair of that council is very organized and has a set way of establishing plans that involve any changes to our curriculum. Expectations are very clear for each member of this council. New courses are proposed, old courses that show lagging enrollment are reviewed and curricular scope and sequence is discussed to provide the most effective pathway for education to take place. The work flow of how a course is approved through our Site Council is shown in the figure below.

New Course Approval Process For Columbus North High School

School Board	Approves or denies course proposal based on community norms, available resources, state and federal guidelines, and overall school system goals.
⬆	
Director of Secondary Education	Reviews course proposal is consistent with BCSC goals and can be supported with system resources such as staffing, facility, etc.
⬆	
Site Council/CIC	As a GAT of CIC, reviews for balance of curriculum in the overall school design. Ensures course content is appropriate, necessary to meet student needs and sustainable with current school resources. Considers if the course competes with a course offered in another department creating unnecessary duplication.
⬆	
Department and Department Chair/Leader	Reviews to make sure the course is needed for overall curriculum balance. Checks for appropriateness of content and availability of resources. Makes sure course design is consistent with department, school and state norms and standards.
⬆	
Teacher or Group of Teachers	Creates the course by defining standards, resources and assessments based on student needs and curriculum balance.

Our Technology in Education committee (TIE) meets on a regular basis to establish action plans around our technological needs. What used to be a building model has slowly evolved over time to become more of a corporation model. With our building renovations taking place our corporate leadership has discussed how to best equip our buildings and classrooms with current devices and applications.

6.2.f Disaster and Emergency preparedness procedures
Our building follows State laws and corporate expectations when it comes to disaster and emergency preparedness. We hold our drills as expected by law and discuss ways to improve our egress and safety with each drill if needed.

6.2.g Sharing Lessons Learned

Lessons learned from the various leadership groups at CNHS are expected to be shared with our staff. It is important that we do not operate in a system that keeps key learned lessons secret. The expectation is always that learned lessons are shared with all stakeholders. Accordingly, each group already discussed is encouraged to share we each other at the various meetings that we might have.

In our Principal's meetings each Monday we share key learnings from our work with students, staff, and the public. Notes are taken of this meeting and shared with all the participants as follow up.

Anytime we have learnings from corporation meetings or committee work or councils that one of our leadership team is a member of, we share what we have learned with each other in our weekly or monthly meetings. This is done in a variety of ways including but not limited to e-mails, memos, faculty meetings, department chair meetings, CIC meetings, and our Principals meeting.

We use our website (http://www.bcsc.k12.in.us/north) as a primary tool in disseminating our work, and the lessons learned to all of our stakeholders.

Section Seven:
STUDENT LEARNING RESULTS

7.1 STUDENT LEARNING RESULTS

 Key measures for student academic performance are reflected in our school's results on the State Standardized tests. These have changed several times over the past few years. These measures include results from a variety of assessment tools including the ISTEP+/GQE, Core 40 End of Course Assessments (ECAs), SAT, ACT, PSAT, AP tests, grade distributions and the formative and summative data gathered around specific department goals. As part of the ever changing accountability measuring system for the State of Indiana, the ISTEP+/GQE has been phased out as "the measure" used by the State DOE and by public high schools in Indiana. This was the last year for our upperclassman to remediate and/or qualify for a diploma by means of the ISTEP+/GQE. The End of Course Assessments will now begin to be "the measure" used by the State.

Even as this transition is taking place there are conversations around changes to the Indiana GQE again, and on the national landscape there is talk of new "National Standards" that will eventually be used to measure student achievement. We do not know when or if those will be adopted. This ever changing target makes it difficult to properly and fairly assess our students' progress. For now we will use the ECA's. Since the measure has changed the charts we use, the

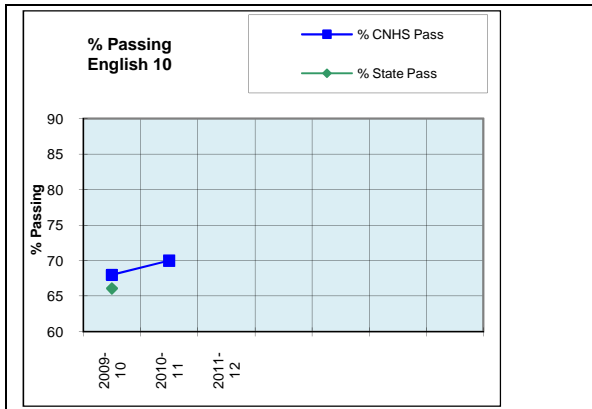Fig. 7.1-1   Percent Passing ECA English 10 **first time**

Fig. 7.1-2   Percent Passing Biology **first time (not counting 8th grade testers)**
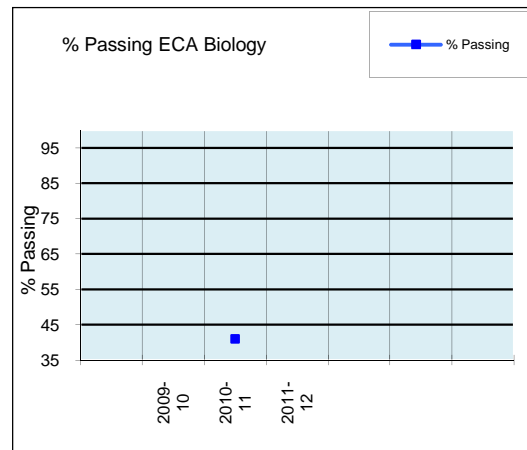

Fig. 7.1-3 Percent passing ECA Algebra 1 **first time (not counting 8th grade testers)**
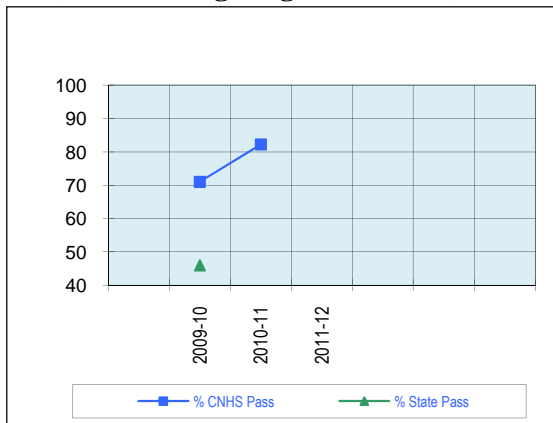
Fig. 7.1-4 Percent passing ECA Algebra 1 total (counts all Alg 1 test takers in cohort)
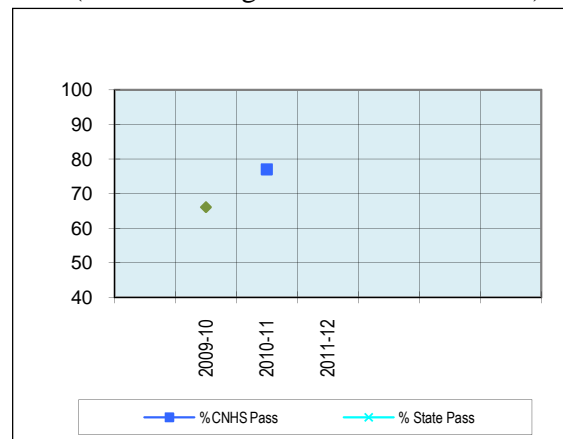
Fig 7.1-5 **Percent passing both ECA's**
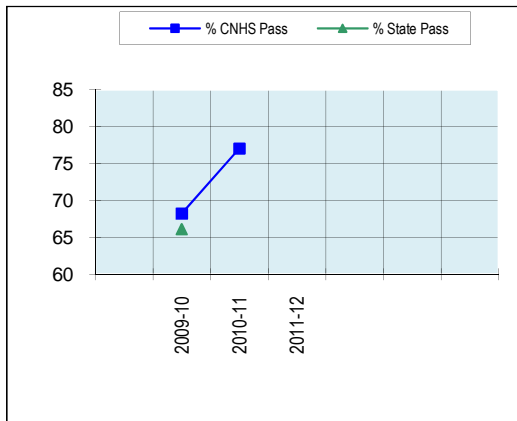
ECA charts, will be new charts on which we will begin to track this trend data. At the time of this writing we have not received State average scores from IDOE. Because of the shift, we are dropping the ISTEP charts starting with this year's School Improvement Document and will use it only as it includes the 8th grade scores.

At one time these assessments were grade based, but on different standards. They are now more "course oriented." There are still concerns that the test for comparison for high schools is the 8th grade ISTEP test which is created by a different company and based on different standards than the ECA tests. This raises some questions around test validity and testing integrity, for example, testing Algebra 1 involves students that range from grades 7-12.

The IDOE compares results from this testing process to a specified set of criteria used for determining the overall level of performance of a school district. Results from the ISTEP+ from the middle schools and ECA's from the high schools can, in any given year depending on when a student takes the course, provide data which is used to show how well our students do on these standardized high stakes exams.

Additionally, the IDOE moved to an "Academic Cohort" group. This will once again create difficulties in comparing "apples to apples" from any previous year to the next.

Beginning in the 2010-11 school year, the IDOE has asked that we track the End of Course Assessments (ECA's). Unfortunately we did not received assistance from the IDOE that would assist us in analyzing the data and in setting appropriate goals around them. Additionally, our funding from the State was cut so we lost remediation staff that previously assisted our students in preparing for the standardized test.

With the scores in for this past spring, our plan is to share this information with our staff, department chairs, and our CIC throughout the course of this year and to include information in the next School Improvement Document. This includes additional charts that would represent the new ECA scores with averages of schools across the State used for comparison, if they can be found. Note: if found the schools will not necessarily be demographically similar.

The cohort group for the class of 2012 has shown improvement and we are proud to say that currently 83.4 % have passed the English 10 ECA and 86% have passed the Algebra 1 ECA. This is a testament to the fact that we meet students where they are and grow them. Unfortunately, the IDOE does not use any kind of growth model to show or make public student successes on the ECA's after they have taken the test for the first time.

Figure 7.1-1 through figure 7.1-5 reflects CNHS's average school performance on the ECA's according to the Indiana Department of Education's requirement. The trend data shows very little since we have just begun using this data. Typically it takes 3 years to even begin to show a "trend."

The challenge of maintaining a level of achievement is made more difficult because of increases to our enrollment in sub groups that historically have performed lower in the State required high

stake exams.   This is a dynamic that has caused us serious reflection and allowed us to seek ways to improve our instructional methodologies.

Our hope is that soon the IDOE will find a consistent measure that allows us to truly measure our progress and more importantly, our growth over the years. Through disaggregating new test data we hope to find some connections or common threads that will allow us to better assist our students in their academic pursuits.

Fig. 7.1-6 through 7.1-13 are indicators of student success in meeting achievement standards for grades 9 through 12 on a variety of measures. There are generally improving rates of performance over the past three years with the exception of a one year dip in our SAT scores. This year we had a 46 point increase in our SAT scores.

Figure 7.1-5 reflects the percent of our students who graduate from high school. 7.1-6 shows our attendance rate. Figure 7.1-7 shows how many students graduate from CNHS with an Honors Diploma. Figure 7.1-8 shows the number of students who graduate from CNHS with a Core 40 diploma. This approach to quantifying performance, measuring strengths and weaknesses and developing improvement projects exemplifies a world-class approach to quantifying improvement.

The percent of students receiving the Academic Honors has been consistent for the past ten years. We find this interesting because our ACT scores were at an all-time high. The percent of students receiving the Core 40 diploma also has been consistent during this time for CNHS.

Figures 7.1.9 through 7.1.10 reflect the performance of CNHS by disaggregated groups of students. Due to changes in reporting by the AP organization we switched the numbers this year to reflect the number of students taking AP course from % taking. We found that we had to use the data provided for us since the IDOE has not reported much of this information for the past two years. There are some positive trends here and areas that need improvement.

In previous years we used this data on our professional development days allows us to see areas that we need to focus on as a staff. In as much as we no longer get these days, the task to discuss these numbers meaningfully has fallen more upon the department chairs. Whereas, we once used the professional development days with "intentionality" to bring us closer as a staff as we reviewed the results of student performance, we now need to be more intentional about finding ways to meet and discuss the data. When not specified, grade 10 is used, since it is the GQE exam year.

The charts that follow will all give graphic representation to our achievement. Some measures are new and will not have much of a history. Others will show the progress of CNHS over a longer time period. Others are being used for perhaps the last time as measures asked for by the IDOE are being changed.

Fig. 7.1-6 Percent of students who graduate
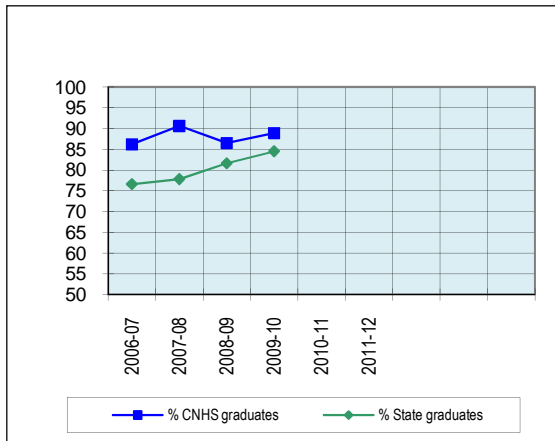
Fig. 7.1-7 Attendance rate at CNHS
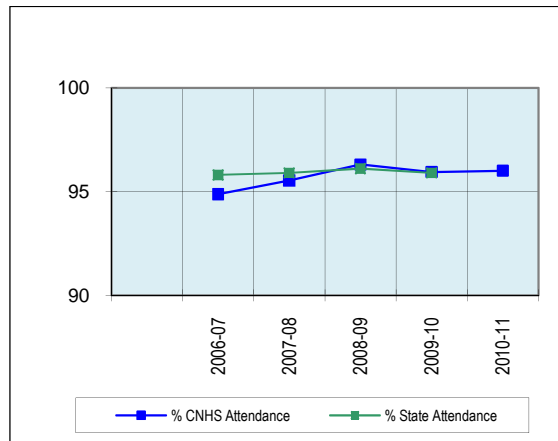
Fig. 7.1-8 Percentage of Students graduating with Honors Diplomas
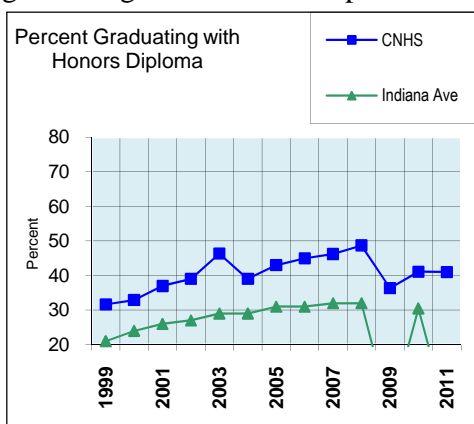
Fig, 7.1-9 Percentage of Students graduating with Core 40 diploma
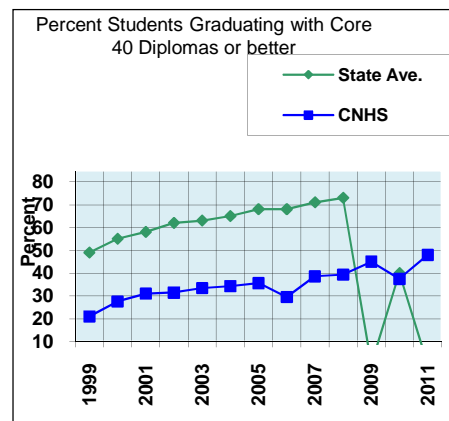
Fig. 7.1-10 Number of Students in AP courses and percent receiving 3 or better on the AP exam
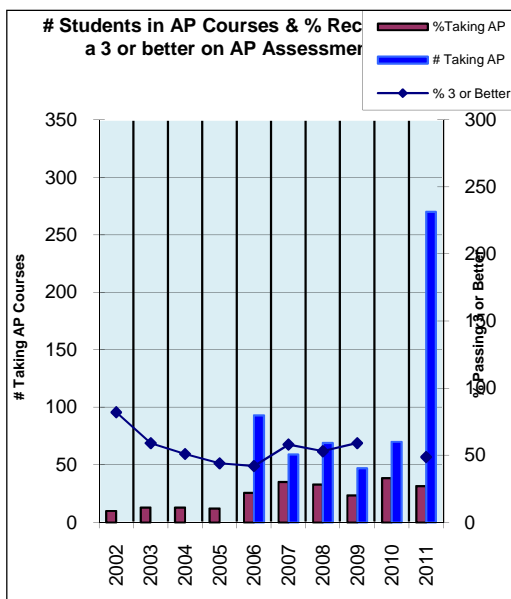
Fig.7.1-11 SAT Score

 SAT scores and percentage of students taking the SAT test
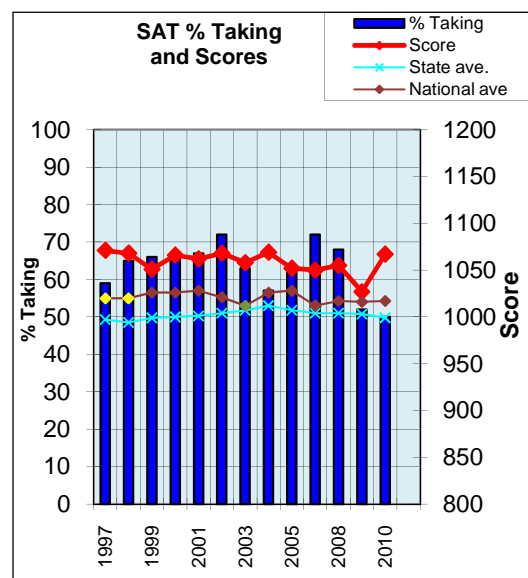
(See Fig. 7.1-12) The number of students taking the ACT is at an all-time high and we are able to continue to perform above both State and National averages. As a school we have more faith

in the ACT as a test for student knowledge because it is an achievement test that shows students exactly where they are in reference to being college ready. The trend of CNHS is to score above the State and National averages in both the SAT and the ACT even as we have more students taking these exams.

Fig. 7.1-12 Percentage of students entering post secondary education from CNHS
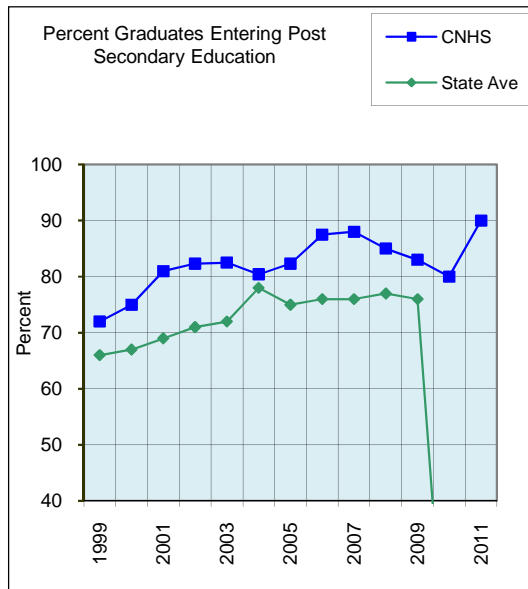
Fig. 7.1-13 ACT composite score and number of students taking the ACT test.
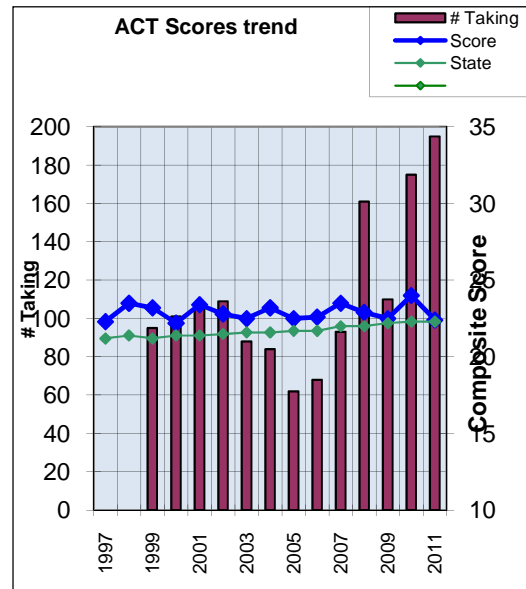
Please note that we have had to list some of the State average scores as "Not Given" because we cannot find where the IDOE shares this information on line, as it once did. Much work is left to be done to disaggregate these scores and to analyze what they mean. The data on our performance on the standardize one-size fits-all test from the 2009-10 school year, when put into the IDOE's performance category showed CNHS as a failing school.

This year our performance according to the IDOE measures will list us as a "D" school, an altogether new way to rank our schools that was begun this year. We take exception to these categorizations for a couple reasons. 1) IDOE does not use a growth model for their calculations and 2) we feel that the things we do well in reference to authenticity and 21st Century Skills cannot be measured by a standardized test.

 The school's student learning results related to the goals and objectives in Section Two are summarized in the following recapitulation: CNHS sets rigorous standards for our students. We work toward the goals of improving our overall scores on the measures required by the IDOE.

We find that our students do at or very close to State averages on State standardized testing. We find that our students do better than the State and National averages in tests such as SAT and/or ACT. We note that in 2010-11 over 75% of the high schools in Indiana, under the criteria established by the IDOE are failing schools.

This year we received information for the first time in reference to our students who went on to Indiana Colleges/Universities. This information came from the Indiana Commission for Higher Education. The data is from the 2007 school year. I would like to share one point from that

report. It deals with Remedial coursework by High School Diploma Type. Seventy-eight percent of our graduates required NO remedial work at the post-secondary level. We will not know the significance of this until/unless this commission follows up with additional data around this topic. If we continue to get this information then we will continue to place it in this document for comparison and improvement. At the time of this writing there has been no follow up on this report for us to use as a comparison point.

Finally, in recent years Columbus North has been very pro-active in helping students to and in the next level. This, not standardized test scores, may be, perhaps the greatest measure of our success as an educational institution. How are we helping our students to and in the post secondary work?   As shown in graph 7.1-14, we have begun to have a significant number of students taking "dual credit" courses, thus earning college credit while still in high school. Even more impressive is the work done by our Counseling Center in regards to garnering scholarship money for our students. As shown in graph 7.1-15, we have helped to the tune of over 37 million dollars over the last four years, something we are very proud of.

7.1-14 Number of students participation in Dual Credit options

7.1-15 Scholarship dollars garnered by class
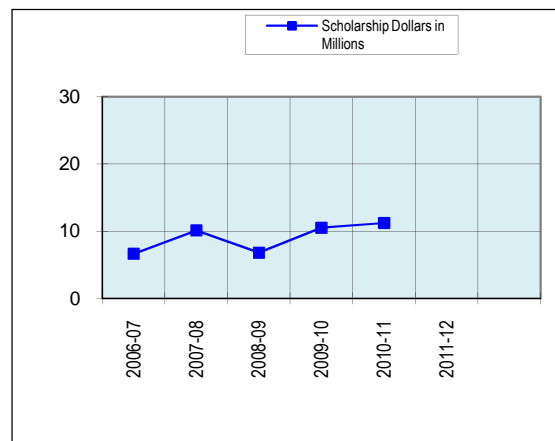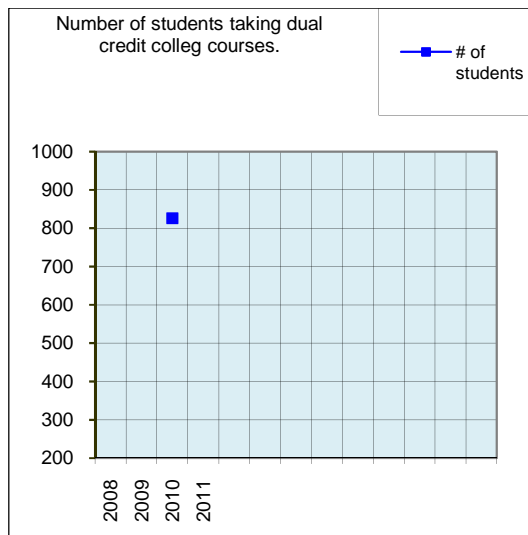
7.2 Student and Stakeholder Focused Results

When we review the information that we get through informal survey results or other communication pieces such as parent feedback from Open House, Parent/Teacher conferences, Parent Connect (soon to be Parent Portal) Parent Portal link   , parent/student e-mails received throughout the year, conversation with our staff and members of our school community, we see that our stakeholders are, for the most part, satisfied with their students' academic progress. At the same time, we feel there are areas in which we can still improve.

Our student's academic achievements are at or above the state and national averages in most categories. Still we feel driven to improve on those standardized results. More importantly to us, however, is seeing growth in non-standardized measures, i.e., students being creative thinkers, decision makers, and lifelong learners. The difficulty in quantifying such results leaves us looking for better ways to do so. We have recently had our students take the H.S.S.S.E., a national survey gauging student satisfaction and engagement. We are working on district

initiatives of implementing the principles of "Universal Design for Learning" and "Positive Behavioral Instructional Supports." We have tried to capture the effectiveness of these principles to share with our public.

High School Survey of Student Engagement

The High School Survey of Student Engagement (H.S.S.S.E.) is a survey designed to compare the mean responses of students from our school to all students surveyed (nationally) with three critical dimensions. These dimensions are: 1) Cognitive/Intellectual/Academic Engagement, 2) Social/Behavioral/ Participatory Engagement, and 3) Emotional Engagement. This data, collected in 2006, 2008, and 2010 allows students the opportunity to share their perceptions and views of their high school experience. Although this survey, like all surveys, has some limitations, it does allow us to use the data collected of that snapshot in time to find ways to enhance our educational processes and delivery systems.

Overall impressions of key points from the H.S.S.S.E. indicate that our students, over time are:

*Students at CNHS volunteer and value service more than their cohort group.

*Students at CNHS feel that they are cared for at school.

*The longer students are at CNHS the more positive they feel about being here.

*Data for this survey is kept in the high school office and is available to review in house upon request.

Universal Design for Learning

In an effort to quantify the data collected for UDL UDL a rubric was designed. (See Appendix 4-B) In the first year of our "walk-throughs" we designed a rough rubric to guide our data collection. In the second year we found a rubric on the Center for Excellence in Leadership and Learning (C.E.L.L.) website and "tweaked" it to fit our building level needs. We have collected this data for two years in a row (2009-2010). The first year we attempted to collect data from each teacher. The second year we used a representative sampling of our staff. This was our first attempt and in looking forward to ways we may revise the rubric to give us better data.

Reviewing the UDL data gathered from the "walk-throughs" at Columbus North High School shows that although we took only a representative sampling the second year, our staff overall, showed progress in their knowledge and use of UDL principles from one year to the next. Our staff feels comfortable with the principals of UDL and recognizes the reason for using these principles in their classroom. They support this work and indicated that they had sufficient opportunities to practice those principles.

There were areas with which the staff felt the least comfortable. The first was the area of having multiple media formats to work with and the second was having a choice of tools to utilize. Informal feedback indicated 1) that the staff was supportive of the philosophy and in fact already practiced this as they understood it, but 2) would have to have more technology in their classrooms in order to support this at the next instructional level. With current funding cuts we hope to be able to progress toward our goal of one to one computing for all.

Positive Behavior Instructional Supports

Positive Behavior Instructional Supports is a philosophy that has been used twice before in our school, but this is the first year for that a district initiative has given the training and support to

fully implement Positive Behavior Instructional Supports (PBIS) CNHS PBIS as a formal tool for the entire school. We feel that we have used these principles of creating trust and providing options for many years at CNHS. As such, the staff does not see this as a new program, but rather a twist on old paradigms to a program that is consistent with what we have practiced for years at the leadership level.

The overall philosophy of PBIS is to be proactive in instructional approaches to teaching and improving social behaviors of our students. The goal is to reduce (have less) student disruptions

Fig. 7.4-1

Percent of Safe Practices Implemented

Implementation of Safe Practice Recommendations
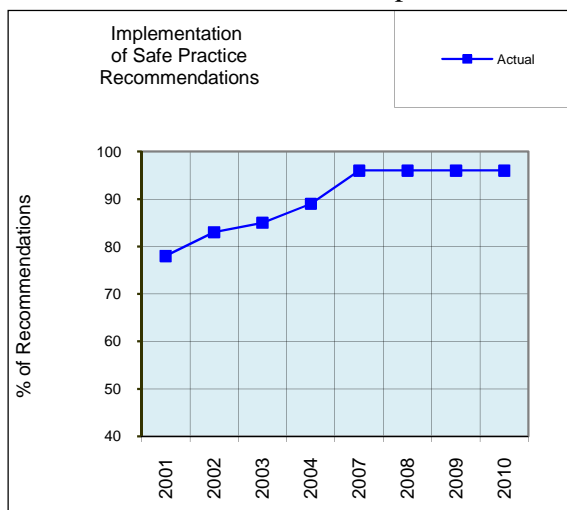
Fig. 7.4-2

Number of Accidents requiring Emergenc

Accidents Requiring Outside Emergency Medical Attention for Students

Fig. 7.4-3   No. of out of School Suspensions
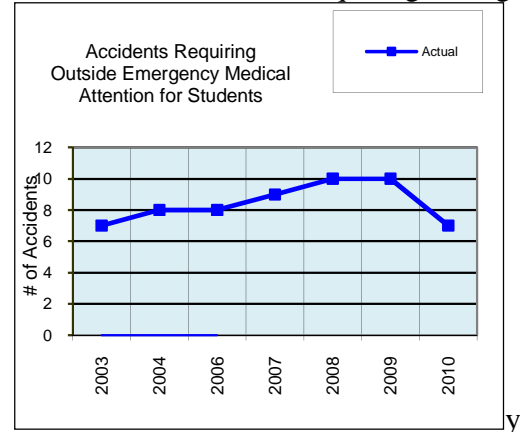
Out-of-School Suspensions
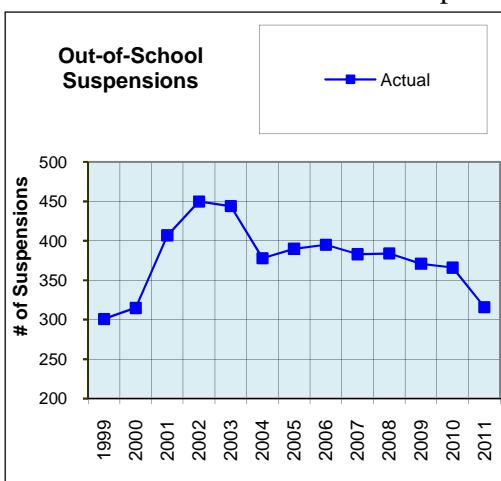
Fig. 7.4-4   No. of Expulsions

Number of Expulsions
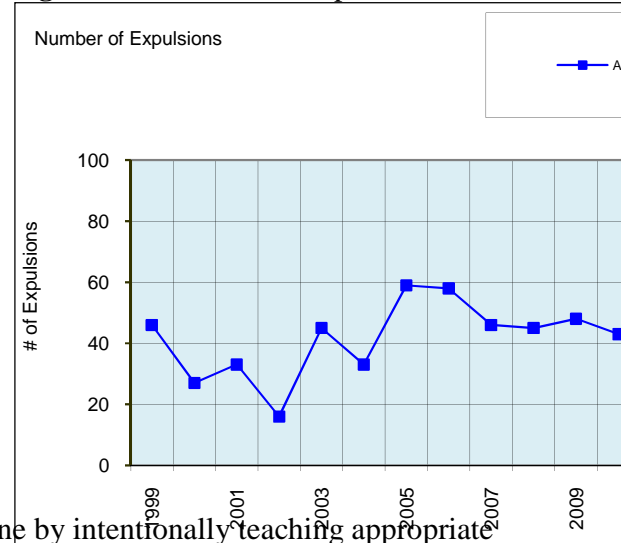
and/or fewer poor choices by students. This is done by intentionally teaching appropriate behaviors and setting clear expectations with a reward system. By making better choices, students will enhance their options to finding success, both now and later.

CNHS feels very good about the student and stakeholder satisfaction expressed via summaries, discussions, notes received, teacher longevity, and survey results. Philosophically we are academically forward thinking in providing our students with the best in instructional and assessment practices. We are open with our public. At the same time our focus as a building on developing a culture of respect, responsibility and relationships shows a healthy connection to the best practices of yesterday and today.

7.4 Faculty and Staff Results

Faculty and staff satisfaction is a very important ingredient to the success of student and stakeholder satisfaction as well as student performance. Columbus North High School is an excellent place to work. We have a highly qualified staff and a school community that values education.

The community as a whole is very supportive of BCSC and year after year finds wonderful ways to support our students in their educational goals. We have open lines of communication between our staff /administration and our public which ensures an environment where students come first and learning is at the front of everyone's "plate."

The staff consists of professionals who understand that there is no greater call than teaching and that our tomorrows depend upon their preparation and dedication to their students today. They are all "highly qualified" as defined by NCLB, but more important than National labels, the staff at CNHS truly cares about each and every student. They will do their part to ensure that their students are ready for the next steps in their futures.

One measure of staff satisfaction is the longevity of our staff. Although we have had many retirements in the past few years, staff members who are hired have a tendency to stay at CNHS. We have several staff "get togethers" throughout the year and these are always received well.

We also have a culture that encourages openness and collaboration. Our staff feels comfortable sharing new ideas and successful practices with the administration.

7.5 Process Effectiveness Results

One of CNHS's key objectives is to improve overall organizational performance. To do this we have a process known as Plan, Do, Study, and Improve (PDSI). This process helps us to collect, analyze, and use learning center process information for continuous improvement. What follows addresses how this is done. The work is structured through the CIC. As we look to find ways to make CNHS the best it can be we use a couple different methods of PDSI.

First, most of our curricular and pedagogical work is focused through our various departments. Department chairs and coordinators assist us in the PDSI process as a matter of every day operation. Often ideas for improvement are initiated at the teacher or department level. Those ideas are processed through several funnels depending on its purpose.

For example curricular or course changes are funneled through the Columbus North Site Council. They have the responsibility to ensure that the curriculum and courses proposed and/or currently offered are rigorous enough and do not overlap other department goals.

Another help in the PDSI process is our Goal Action Teams (GATs). These teams are designed to assist our CIC in gathering data and processing concerns raised by members of our school community. An example of this work would be the study of our building renovation plans. Many voices needed to be heard and all stakeholders were given the opportunity to have input into our future plans around renovation.

In summary, CNHS conducts a self-assessment using the Malcolm Baldrige Quality Award Criteria for Excellence. In conducting this self-assessment we are sensitive to the need to present an accurate and balanced view of how we have performed in a number of areas. In reviewing the data collected from the multiple sources we have available, we have been able to capture a clear picture of how well our students compared to other students across the State of Indiana, provided the IDOE had state average data to share. We do very well in comparison to the other schools

our size and schools with demographics similar to us. Typically we outperform those schools them year after year.

The trends we find show that despite the increase in our sub-groups we continue to do well. One trend we find is that when we identify an area of needed improvement the next year we have done better in that area. Unfortunately, a different sub-group usually falls a little in terms of standardized testing when this happens. Our goal is to raise the performance level of all sub-groups without having a decrease in the performance of another sub-group. We will be using this information as we plan our professional development activities for next year.

 Again, in using the Indiana DOE website to locate data of similar performing schools we came to two important conclusions. 1) We are hard pressed to find a school with our given demographics that out performs us. 2) The data on the IDOE is not being maintained regularly and often out dated and therefore not much value for us as we look forward. All things considered: We are proud of our staff, students, and school community for investing in the future of Columbus and their commitment to be the best that they can be.

One of the questions we are working to answer in a clear format is "does the school's PDSI process work?" We feel that this could be answered in both the positive and with some reservations. The initial consensus is, "yes." If the PDSI process did nothing else but allow us a format in which we can continually review our work and data and then have conversations around how to improve our work then we feel that it is successful. We feel confident that it provides us with more than a process however. We feel that given the data and with the demographics changing around us each year, that the work we are doing is in the best interest of our students and stakeholders.

Concerns exist around the type of measurements that the IDOE requires does not adequately take into account individual situations and overall demographics for schools in the State of Indiana. To compare schools that are large and diverse inner city schools to those that are small, homogenous rural schools, with everything in between based on standardized testing is a poor model that we are asked to work with.

Never the less, we believe in educational standards and rigor and believe that we are doing a good job in both areas. This also leads us to believe that the work we are doing is on track and that the work we do with our data and review are appropriate for out continual improvement.

Appendix

SECONDARY ADMINISTRATOR EVALUATION

The following administrative evaluation approach is based on the research of the Coalition of Essential Schools (CES). This research led to the identification of ten common principles practiced in high performing secondary schools. The implementation and practices of these principles may be unique to each school based upon that school's special context. There is no one-size-fits-all model for a successful school formed around these guiding principles. This approach to administrative evaluations is meant to guide the administrator in a self-reflective process of setting priorities and designing practices as each administrator guides teaching and learning improvement efforts suited to its particular students, faculty and community.

If you are interested in learning more about this conceptual framework for this evaluation approach you can refer to the CES national website – www.essentialschools.org

School Focus: The school focus should be on helping students learn to use their minds well. Is this evident in your school or division? How do you know?

	Nor Evident 1	Emerging 2	Competent 3	Strong 4	Expert 5
Self					
Evaluator					

School Goals: The school's goals should apply to all students, although the means to these goals will vary. Curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content. Is this approach evident in your school or division? How do you know?

	Not Evident 1	Emerging 2	Competent 3	Strong 4	Expert 5
Self					
Evaluator					

Pedagogical Practice: The prominent pedagogy should be teaching and coaching to provoke students to learn how to learn. The student should be the primary worker in the instructional process. The student should be actively engaged in the instructional process rather than passive recipients of delivered instruction. Is this approach evident in your school or division? How do You know?

	Not Evident 1	Emerging 2	Competent 3	Strong 4	Expert 5
Self					
Evaluator					

Assessment: Teaching and learning should be documented and assessed with tools based on student performance. Students not yet at appropriate levels of competence should be provided intensive support and resources to assist them quickly to meet those standards. Multiple forms of evidence should be used to better understand the student's strengths and needs, and to plan for further assistance. Is this approach evident in your school or division? How do you know?

	Not Evident 1	Emerging 2	Competent 3	Strong 4	Expert 5
Self					
Evaluator					

School Climate: The tone of the school should explicitly and self-consciously stress values of clear expectations, trust and decency. Is this approach evident in your school or division? How do you know?

	Not Evident 1	Emerging 2	Competent 3	Strong 4	Expert 5
Self					
Evaluator					

School Commitment: The principal and teachers should perceive themselves as generalists first and specialists second, and embrace a sense of commitment to the entire school. Is this approach evident in your school or division? How do you know?

	Not Evident 1	Emerging 2	Competent 3	Strong 4	Expert 5
Self					
Evaluator					

School Alignment: Administrative, leadership, and management efforts are clearly aligned to improving teaching and learning which results in increased student performance. Is this approach evident in your school or division? How do you know?

	Not Evident 1	Emerging 2	Competent 3	Strong 4	Expert 5
Self					
Evaluator					

APPENDIX 2-A

Universal Design for Learning
-Personalized learning outcomes
-Multiple means of representation
-Multiple means of engagement
-Multiple means of expression

| RESOURCES | PROBLEM SOLVING
Instructional Consultation Teams
Teacher Assistance Teams | CORE PROCESSES
Academic Curriculum & Instruction
-Mapping
-SMART IEP Goals
-Text Book Adoption
Behavior Curriculum & Instruction
- PBS |

Building → Teacher Capacity
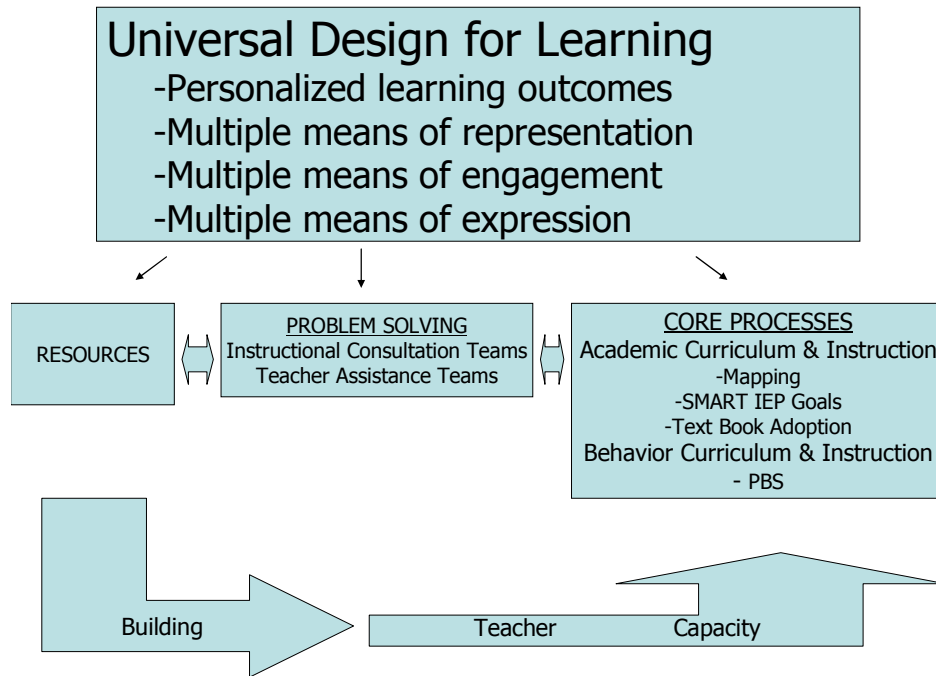
"Successful people ask better questions, and as a result, they get better answers."

--Anthony Robbins

SMART GOAL

☐ **S**pecific
☐ **M**easurable
☐ **A**chievable
☐ **R**ealistic
☐ **T**ime-phased

☐ What does your department most need to improve? (Choose 1-3 of the most important. Perhaps you will need to use quality tools to determine priorities. Align to district and building focus. This should be about your critical work--not "something else.")

☐ What is the information (data? documented patterns of behavior? test results?) you have that supports this opinion? How will you check to see if your "gut" feeling has a foundation in fact?

☐ Is this work in your realm of influence? (If not, it likely is not a good department goal since you must be responsible for the outcome-- OR--If not, who else might be needed to be included in this discussion as a partner? Is another department willing to work with you? Perhaps then it could work as a collaborative department goal.)

☐ What would be the best outcome you could hope for from this work? How will you know you are successful?

☐ How might this goal impact student engagement and performance?

☐ How might this goal impact my classroom instruction and practice?

☐ Who in your department will work on this project? How will progress be monitored?

☐ What calendar will you use to monitor your progress in the work? Who will hold action team members responsible for meeting deadlines? (Set some dates for progress checks.)

☐ What measurement will you use to prove your work has had a positive influence on the problem? How will you collect data to see what impact the work has? What data might you need for decision-making as you work towards your department goal? What partners may you need to access or who may need to help collect that data?

Appendix 4-B

UDL Rubric 2007-08

First Name	Last name	What department represents you?	Other (please specify)	Please rate your current teaching practices to the UDL teaching principle. INDIVIDUAL GOALS	Please rate your current teaching practices to the UDL teaching principle. INDIVIDUAL GOALS	Please rate your current teaching practices to the UDL teaching principle. MULTIPLE MEANS OF REPRESENTATION	Please rate your current teaching practices to the UDL teaching principle. MULTIPLE MEANS OF REPRESENTATION	Please rate your current teaching practices to the UDL teaching principle. MULTIPLE MEANS OF REPRESENTATION	Please rate your current teaching practices to the UDL teaching principle. MULTIPLE MEANS OF REPRESENTATION	Please rate your current teaching practices to the UDL teaching principle. MULTIPLE MEANS OF ENGAGEMENT	Please rate your current teaching practices to the UDL teaching principle. MULTIPLE MEANS OF EXPRESSION	Please rate your current teaching practices to the UDL teaching principle. MULTIPLE MEANS OF EXPRESSION
Open-Ended Response	Open-Ended Response	Response		Clarity of goals	Evidence of different objectives for learners	Provide multiple examples	Highlight critical features	Provide multiple media formats	Offer adjustable levels of challenge	Support background content	Offer flexible opportunities for demonstrating skill	Provide opportunities to practice with support
Lisa	Enneking	9		3	1	2	3	1	1	2	2	4
Denise	Briner-Richardon	9		3	2	3	3	2	1	2	2	3
Pam	Smith	6		3	2	2	2	1	1	3	2	3
Keith	Burton	8		4	3	4	3	4	3	3	4	4
Alison	Williams	4		3	3	2	3	2	1	3	2	4
James	Pfaffenberger	11		2	2	2	2	2	2	2	2	2
Darnell	Archey	6		3	2	3	3	3	3	2	2	2
Lavena "Becki"	Combs	3		1	1	1	1	1	1	1	1	1
JOHN	GREEN	12		1	1	1	1	1	1	1	1	1
Janae	Norman	11		3	3	3	3	3	2	3	3	4
Marcia	Cheatham	9		3	1	3	3	2	1	3	2	4
Wayne	Britton	9		3	1	2	3	1	1	3	2	3
John	Murphy	9		3	2	3	3	3	2	2	2	3
jenny	wallace	3		3	2	3	2	2	2	3	2	3
Teresa	Weichman	3		4	4	4	4	4	4	4	4	4
Mike	Metz	3		3	3	3	3	3	2	2	2	3
Brian	Wichman	3		3	3	3	3	3	2	3	2	4
Dan	Marsh	10		3	2	2	3	2	2	3	2	2
jeff	metz	6		4	4	3	3	3	3	4	2	4
Hedy	George	0	Athletics Journalism/C4	2	2	3	3	3	2	2	2	2
Kim	Green	0		3	3	3	3	4	4	4	3	4
Tami	Reardon	9		3	3	2	3	2	2	2	2	4

First	Last	Num	Category	C1	C2	C3	C4	C5	C6	C7	C8	C9
laurie	pfaffenberger	10		3	3	4	3	4	4	4	3	4
Roger	Gemberling	7		4	3	3	3	3	3	2	4	4
Gail	Nowels	11		3	3	4	3	4	3	4	4	4
Jim	Sheridan	16		1	1	1	1	1	1	1	1	1
Jay	Payne	15		1	1	2	1	1	1	1	1	1
sandy	freshours	16		4	4	4	4	4	4	4	4	4
William	Stultz	8		2	2	2	2	3	2	2	3	2
Tim	Bless	6		3	3	2	3	2	1	3	2	3
Steve	Gobert	6		3	2	3	3	2	1	3	3	3
Stan	Meyer	6		4	4	3	3	2	2	2	2	2
Kim	Stover	4		3	2	3	2	2	1	1	2	3
Rosaind	Pegram	0	Foreign Language	4	3	4	3	4	3	4	3	4
Bajorn	Gaylord	4		3	3	3	3	2	1	2	2	3
Carolyn	Friend	11		2	2	1	2	2	2	1	2	2
Joseph	Haley	11		3	2	3	3	3	3	3	3	3
Betsy	Warble	4		3	2	2	3	2	2	3	2	4
cesar	de luna	0	C4	3	2	2	3	1	1	3	2	3
Megan	Shaff	6		3	3	4	3	1	1	2	3	3
Laura	Richardson	2		3	2	2	2	3	1	2	2	3
Dennis	Lindsey	4		3	2	3	1	2	1	3	2	2
Tom	King	10		4	3	3	3	2	3	3	2	2
Michael	Riley	4		3	2	3	2	3	2	2	2	2
Karen	Weed	5		4	1	3	3	2	2	2	2	3
Brian	Campbell	2		3	4	3	3	4	1	2	1	2
Jill	Wilkerson	7		3	3	3	3	1	1	2	2	4
Jennifer	Robbins	5		3	3	4	3	3	3	4	3	3
Mary	Hamlin	0	special education	3	2	3	3	4	3	2	2	2
Norman	Lewis	10		2	2	2	2	1	1	1	2	2
Brad	Branham	7		3	2	4	3	2	3	2	2	4
Troy	Knorr	3		3	3	2	3	3	3	2	2	3
Adam	Megel	3		3	3	3	3	3	3	3	2	3
Randy	Sims	3		3	3	2	3	3	2	3	2	3
Rachel	Searcy	4		3	2	2	2	2	2	3	2	3
Marcia	Cheek	5		2	3	3	3	3	3	3	3	3
Ronald	Novak	3		3	3	3	3	3	3	3	3	3
Darin	Johnson	3		3	3	3	2	3	2	2	2	2
Steve	Tyler	7		3	1	3	2	2	1	2	2	3
Ingrid	Stephens	10		3	2	2	2	3	2	2	2	2
Stacy	Soub	9		4	1	2	3	2	2	3	2	4
Robin	Cain	3		3	3	3	3	3	3	3	2	4
Jon	Bradley	7		3	3	3	3	2	1	2	2	4
Mike	Spock	7		3	2	3	2	1	1	3	2	4
Katie	Richey	11		2	2	3	2	3	2	2	2	3
Toni	Held	17		3	3	3	2	4	4	2	1	2

Mike	Nehring	7		3	3	4	3	1	1	3	2	4
Ryan	Clark	4		4	3	2	2	1	2	3	1	4
Jennifer	Davis	7		3	2	2	3	1	1	3	2	3
Andrew	Larson	9		3	3	4	4	2	3	3	3	4
derik	gratz	0	welding	3	3	3	3	2	2	2	2	3
Andy	Dunn	2		4	4	3	4	3	3	4	3	3
Jason	Speer	10		2	2	2	2	2	2	2	1	2
Cindy	Karwacki	5		3	2	3	2	3	2	2	2	3
Meena	Jagasia	9		3	3	2	3	3	3	3	2	3
mimi	hageman	6		3	2	2	1	2	1	2	2	2
Dale	Patterson	3		4	4	4	3	2	1	1	3	2
Ruth	Hurrle	15		3	3	3	1	1	2	3	4	4
Dennis	Khune	1		3	2	3	2	1	1	2	4	2
jamie	champlin	9		3	3	3	3	2	2	2	2	3
LuAnn	Davis	16		3	3	2	2	2	2	2	2	2
Wayne	Roberts	4		3	3	4	3	1	1	3	2	3
Deborah	Riga	6		3	3	3	3	1	2	2	2	2
Brett	White	7		2	1	2	1	2	1	2	2	3
Robin	Allen	3		3	3	1	1	1	1	2	1	2
Kay	Eagleman	3		3	2	3	3	3	3	2	2	4
Edward	Niespodziani	10		2	2	3	2	3	2	2	3	3
Mary	Moore	5		3	1	3	2	2	2	3	3	3
Lisa	Cooley	6		3	3	1	2	2	1	1	2	2
Libby	Arthur	10		3	3	2	3	3	3	3	2	3
Nick	Williams	9		3	3	3	4	4	3	3	4	4
Melissa	Taylor	7		3	2	2	2	2	1	3	2	4
David	Clark	12		2	2	2	2	2	1	2	1	1
Robert	Perry	10		4	4	4	4	4	4	4	4	4
Katie	Arnholt	3		3	2	3	2	3	2	2	2	2
Isaac	Sturgis	10		3	3	3	3	2	2	2	2	4
Barbara	Handt	4		3	3	3	2	3	2	2	2	3
Scott	Seavers	2		3	3	3	3	3	2	3	2	3
Rick	Thomas	16		2	3	2	2	2	2	2	3	1
mike	hayes	3		3	3	3	4	4	3	3	3	3
Linda	Chui	3		3	3	3	3	2	2	3	2	3
Reginald	McLaurine	7		3	3	4	3	3	1	2	2	4
Kelley	Culp	4		2	2	3	2	3	1	3	2	3
Delcie	Pace	4		3	3	2	2	4	4	3	3	4
Julie	Speer	16		3	3	2	3	3	4	3	2	2
Rick	Weinheimer	4		3	1	2	1	1	1	3	2	1
Gerald	Mihay	10		3	3	2	2	2	2	3	1	2
Trent	Hillenburg	10		3	2	2	3	2	2	2	2	2
Patricia	Magaro	11		3	3	4	3	4	3	3	4	4
Betty	Richardson	11		2	3	3	3	2	3	3	2	2
Jan	Matchette	0	Remediation	3	3	3	3	3	3	3	2	3
Janie	Gordon	8		3	3	3	3	3	3	2	3	3
Cheryl	Dieckmann	9		3	1	2	2	2	2	2	2	2

			Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
Mike	Hackman	4	4	3	4	3	3	3	4	3	3
Jaye	Lahee	1	4	4	3	3	2	2	3	3	2
Susan	Scott	12	3	4	3	3	3	3	3	3	3
Elizabeth	Bays	5	2	2	1	2	3	1	2	1	2
David	Stidham	3	4	3	3	4	3	3	3	2	3
Bob	Pulley	1	3	1	3	3	1	1	2	1	2
Daniel	Ho	11	2	2	2	2	2	2	2	2	2
Abby	Howe	4	2	3	3	2	1	1	1	2	4
Kathy	Lahee	5	3	1	2	3	3	1	2	2	3
Ruth	Musillami	5	3	3	3	3	2	1	3	2	3
Norma	Flodder	3	3	3	3	2	4	3	3	2	3
Nathan	Schiefer	7	2	1	2	2	1	1	2	2	3
Amy	London	11	3	3	2	3	2	2	2	2	2
Shane	Teague	14	2	1	1	1	2	2	1	1	2
Sarah	Sanders	4	3	3	3	3	3	3	3	3	4
Karmen	Moehring	16	2	3	2	2	3	2	2	2	2
Mike	Disney	11	3	3	2	3	2	2	3	2	3
Jana	Thompson	4	3	4	2	3	2	2	2	3	3
Brent	Veach	9	3	3	4	3	3	3	2	2	4
Janet	Van der Dussen	4	3	3	3	4	4	3	3	3	3
Kallie	Kovert	7	3	3	3	2	2	2	3	3	4
Lax	Susan	7	3	3	3	3	3	2	3	2	4
Leslie	Fairchild	3	3	3	4	3	2	2	2	3	4
Dale	Stelting	1	3	3	3	3	4	3	3	2	2
Jason	Perry	7	3	3	4	3	2	1	2	2	4
		138	403	350	375	361	333	282	344	310	403
					2.717391						
			2.92029	2.53623	3	2.615942	2.413043	2.043478	2.492754	2.2464	2.92029
				753				1351	344		713
				2.73				2.45	2.49		2.58

UDL Rubric 2008-09

Clarity of goals

	Not yet Evident	Emerging	Intermediate	Advanced
				6
		2	3	1
				3
			6	
			1	1
				6
			2	
		2	4	
		4	2	
		2	4	
		3	2	1
Total out of 59 Observations		13	24	18
Percentage out of 59 Observations		22	41	31

Highlight critical features

	Not yet Evident	Emerging	Intermediate	Advanced
		3	3	
		2	3	1
	2		1	
			3	3
		1	1	
			3	3
			2	
			6	
	4	2		
	1	3	2	
	3	3		
Total out of 59 Observations	10	14	24	7
Percentage out of 59 Observations	17	24	41	12

Offer adjustable levels of challenge

	Not yet Evident	Emerging	Intermediate	Advanced
	4	2		
	3	2	1	
	2	1		
	3	3		
		2		
		6		
		2		
	6			
			6	
	2	2	2	
	5	1		
Total out of 59 Observations	25	21	9	
Percentage out of 59 Observations	42	36	15	

Offer flexible opportunities for demo

	Not yet Evident	Emerging	Intermediate	Advanced
	4	2		

	Not yet Evident	Emerging	Intermediate	Advanced
		1	3	2
	1	2		
		3	3	
		2		
		6		
		2		
	3	3		
	2	1	3	
	1	2	3	
	3	1	2	
Total out of 59 Observations	14	25	14	2
Percentage out of 59 Observations	24	42	24	3

Offer choice of learning contexts	Not yet Evident	Emerging	Intermediate	Advanced
	2	3	1	
		5	1	
	2	1		
		3		3
		1	1	
	6			
		2		
	2	4		
	6			
	2	3	1	
		3	3	
Total out of 59 Observations	20	25	7	3
Percentage out of 59 Observations	34	42	12	5

Multiple examples	Not yet Evident	Emerging	Intermediate	Advanced
	2	3	1	
		1	4	1
		3		
			3	3
			2	
			6	
			2	
	1	2	3	
	3	3		
		2	3	1
	3	2	1	
Total out of 59 Observations	9	16	25	5
Percentage out of 59 Observations	15	27	42	8

Provide multiple media formats	Not yet Evident	Emerging	Intermediate	Advanced
	3	2	1	
	2	1	3	
	2	1		
	3		3	

	Not yet Evident	Emerging	Intermediate	Advanced
		1		1
	4		1	1
			2	
	5	1		
	6			
	1	3	2	
	5		1	
Total out of 59 Observations	31	9	13	2
Percentage out of 59 Observations	53	15	22	3

Support background context	Not yet Evident	Emerging	Intermediate	Advanced
	1	2	3	
		3		3
		3		
	3	3		
			1	1
			6	
			2	
		3	3	
	3	3		
	1	4	1	
		5	1	
Total out of 59 Observations	8	26	17	4
Percentage out of 59 Observations	14	44	29	7

Provide opportunities to practice	Not yet Evident	Emerging	Intermediate	Advanced
		3	2	1
	1		4	1
		2	1	
				6
			1	1
			6	
			2	
			4	2
			6	
	1	2	3	
		4		2
Total out of 59 Observations	2	11	29	13
Percentage out of 59 Observations	3	19	49	22

Offer choice of content and tools	Not yet Evident	Emerging	Intermediate	Advanced
	5	1		
		1	3	2
	2	1		
	3			3
		1	1	
		6		
			2	
	4	2		
	2	4		

1	4	1	
3	3		
Total out of 59 Observations	20	23	7	5
Percentage out of 59 Observations	34	39	12	8

4-C
Social Studies Student Survey
Digital Format

Universal Design for Learning Teacher Assessment- Social Studies- 2011
(Information will be kept private- For data and continuous improvement purposes only)
(PS- We will learn together- I am not an expert!)

Your Name_____ Date _____

Directions: Place an X along the continuum to demonstrate your level of proficiency. A number 1 would indicate a true lack of understanding or ability a 4 would indicate that you would consider yourself proficient.

1. My ability to accurately explain to another professional the <u>definition</u> of UDL.

    1-----------------2-----------------3-----------------4

2. My level of understanding of the guiding <u>principles</u> of using UDL.

    1-----------------2-----------------3-----------------4

3. My level of understanding of the <u>purpose</u> of using UDL in a classroom setting.

    1-----------------2-----------------3-----------------4

4. My level of understanding the <u>language</u> of UDL.

    1-----------------2-----------------3-----------------4

5. My ability to <u>apply</u> the <u>guidelines</u> of UDL into my own classroom practices.

    1-----------------2-----------------3-----------------4

6. My level of awareness of my own <u>learning style</u>.

$$1\text{-----------------}2\text{-----------------}3\text{-----------------}4$$

7. My level of awareness of my <u>student's learning styles</u>.

$$1\text{-----------------}2\text{-----------------}3\text{-----------------}4$$

8. My level of awareness of my <u>teaching style</u>.

$$1\text{-----------------}2\text{-----------------}3\text{-----------------}4$$

9. My level of being <u>purposeful</u> in applying the principles of UDL in my classroom.

$$1\text{-----------------}2\text{-----------------}3\text{-----------------}4$$

10. What sort of training and or in-service would be helpful to increase your level of understanding and implementation of UDL in your classroom? Or asked another way, what can I do for you? I think I can help if I know what you need!

Action Team/Department Action Plan

Department Action Team:_____ Date Submitted:_____

SMART Goal:_____

Restate the problem being studied:

_____
_____
_____
_____

Area of Focus (UDL, Literacy, Diversity)_____

Team Members:_____

Action Plan:

_____
_____
_____
_____

Possible Strategies:

_____
_____
_____
_____

Timeline:_____

Formative Data:

_____
_____
_____
_____

Summative Data:

_____
_____
_____
_____
_____
_____
_____

Appendix 4-D

<p align="center">Departmental Goal Template</p>

<p align="center">**Action Team/Department Process Notes**
Continuous Improvement Council</p>

1.   **Members: (eight members or less recommended)**

2.   **State the Problem being Studied:**

3.   **Purpose of the Team:**

4.   **Available Data- Please attach to report**

5.   **Root Causes- Usage of Quality Tools- ie (Brainstorming) (Plus/Delta Charts)**

6.   **Critical Questions, Issues, Barriers:**

7.   **Recommendations:**

8.   **SMART goal- (Specific, Measurable, Achievable, Realistic, Time-phased)**

9.   **Product or Action Plan- Complete attached template**

Leadership Structure of Columbus North High School

Principal's Cabinet

The principal's cabinet consists of the principals, the deans, the athletic director, and the auditorium director. This group meets every Monday morning to coordinate their calendars and discuss items that are important to the direction of the management and safety of Columbus North High School. It is an open forum for those involved.

John Johnson	Jeff Hester	Jim Sheridan	Aaron Karrer
Ruth Hurrle	Rick Thomas	Rotating Counselor	
Susan Scott	John Green	David Clark	

CIC Continuous Improvement Councils

The Columbus North CIC consist of four teachers, three administrators , a support staff person, and a Columbus North Parent. Each CIC, in its analysis of goals, strategies and measures, may wish to improve existing instructional programs and schedules, staffing allocations, operations, professional development, the utilization of Board-allocated funds, and the utilization of contractually designated stipends. The CIC meets the first Wednesday of each month.

Members for the 2011-12 school year include:

Tami Reardon- Chair	Cathy Simmons	Joan McKinney	John Johnson
Jim Pfaffenberger	Mimi Hageman	LauraRichardson	
Denise Briner	Susan Scott	John Green	David Clark--Chair

Department Chairs

Department Chair meetings include the principals, department chairs, the guidance director and the department coordinators. The Department Chairs for Columbus North have a new design and new responsibilities for the 2004 school year. They serve two buildings, Northside Middle School and North High School, in a departmental leadership capacity for grades 7-12. The goal is to vertically align our curriculum for a more standardized approach to a BCSC education. The Department Chairs meet every Tuesday at 1:45 in the guidance conference room with principals and department coordinators. Their responsibilities include but are not limited to:

- Working collaboratively with the building's administrators to perform the administrative duties necessary.
- Participating in functions of personnel and personnel management by assisting in the recruiting, interviewing, and hiring of new teachers
- Evaluating departmental staff, preparing evaluation reports, and, collaboratively with the building administrators, making recommendations for retention of dismissal of staff, through collaboration with building principals

- Coordinating curriculum development and the establishment of departmental goals.
- Supervising instruction in the department and assisting departmental personnel in the improvement of instruction.
- Facilitating regular departmental meetings grades 7-12
- Meeting regularly with the Assistant Superintendent for Curriculum and Instruction and the other department chairs for grades 7-12 to ensure district horizontal and vertical articulation.
- Being knowledgeable about current research in content and teaching strategies.
- Supervising the selection of teaching materials.
- Working cooperatively with the Middle School Department Leaders in the content area handling budgeting, requisitioning, inventorying, and maintaining departmental equipment

English—Rick Weinheimer   Math—Dale Nowlin
Science—Denise Briner-Richardson   Social Studies—Libby Arthur
Guidance—Rick Thomas (non-administrative)

Department Coordinators

We are also using Department coordinators to assist us in improving Columbus North High School. Two coordinators also report the BCSC as department heads.* They attend and participate with Department Chairs as their schedules permit. Their responsibilities include but are not limited to:

1. Monitor alignment of curriculum to national, state, and local standards and coordinate information regarding curriculum, including approval of textbooks for department course offerings.
2. Initiates, coordinates, and supports department budget matters.
3. Prepares the department for the opening and closing of the school year, and orients new teachers to programs and teacher processes.
4. Monitors facilities and coordinates inventory, upkeep, safe storage, repair, and replacement of textbooks, materials, and equipment for the department.
5. Facilitates communication among department staff and with the building principal/C4 director/Special Ed director, and promotes and supports the school in the community.

Business—Mike Hackman   C4— Becky Combs *
Fine Arts—Leslie Weaver   World Languages—Marsha Cheek
HPER—   Megan Shaff   Special Education—Daniel Ho *

Site Council

The North Site Council is primarily responsible for monitoring and recommending changes in curriculum. Site Council recommendations are made to the building administration and the Assistant Superintendent for Curriculum and Instruction. The Site Council has the following responsibilities:

- Approves or denies course proposals based on community norms, available resources and overall school system goals
- Reviews course proposals to ensure consistency with BCSC goals

- Reviews course proposals to ensure alignment to state titles and standards
- Reviews courses design to ensure that the content can be supported by other school systems such as attendance, grade reporting, supervision, etc.
- Reviews for a balance of curriculum in the overall school design.
- Reviews courses for deletion from school course offerings
- Reviews major changes in course standards and content patterns, course sequencing, or course content delivery patterns
- Serves as an advisory committee for the school administration on issues directly impacting curriculum

Members of the North Site Council for this year are:

Business—Mike Hackman   Fine Arts—Janie Gordon   C4—Becki Combs
C4—Kay Eagleman   English—Sarah Sanders   Foreign Language—Kathy Lahee
HPER—Debbie Riga   Math—Susie Lax   Science—Denise Briner-Richardson
Social Studies—Laurie Pfaffenberger   Special Ed.—Jim Pfaffenberger Student
Services—Sonya Harrison   Tech Support—Jennie Chrisman
Support Personnel—Cathy Simmons

Students(Not selected as of the time of this document submittal
        — Freshman--   Sophomore—
         Junior—   Senior—

Administration—Susan Scott

T.I.E. (Technology In Education)

The T.I.E. committee meets to discuss and plan for technology needs within our building. The T.I.E. committee also tracks and reviews current technology use and assists in determining the level of need for individual courses and departments. The T.I.E. committee represents the interests of North to the BCSC technology department. The emphasis is on future needs for the various departments to ensure that our students and staff are properly equipped and trained to enhance the technological educational experiences at Columbus North.

PBS DATA

SUSPENSIONS AND EXPULSIONS

Fig. 7.5-3, Measure 4.1.3
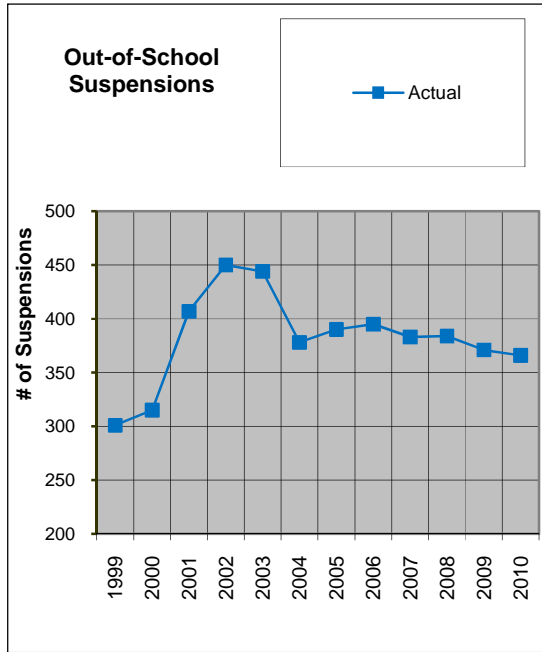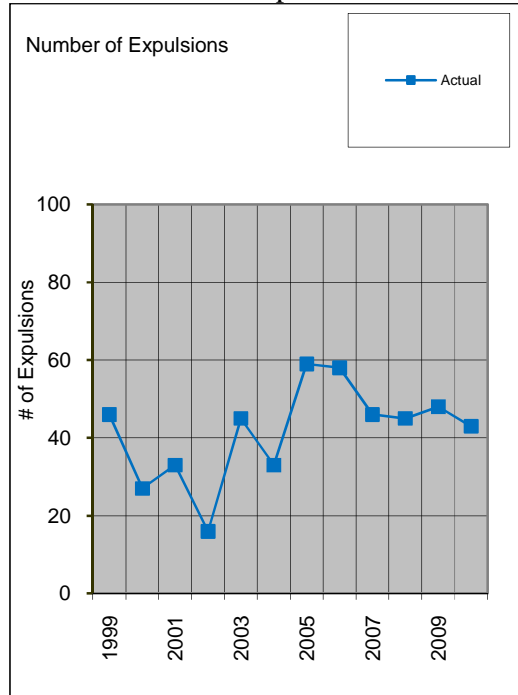No. of out of School Suspensions

Fig. 7.5-4, Measure 4.1.4
No. of Expulsions

Required coursework to graduate from Columbus North High School

Course Distributions	Additional Requirements
English – 8 credits	Pass the End of Course Assessment for English 10
Health – 1 credit	
Social Studies – 6 credits	
Mathematics – 6 credits	Pass the End of Course Assessment for Algebra 1
Science – 6 credits	
PE – 2 credits	
Electives – 11 credits	Completion of Senior Project