

Columbus North High School
2012 PL221 School Improvement Plan
School #0397

Bartholomew Consolidated Schools
District #0365

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2012-13

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
BYOD	Bring Your Own Device
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
ICAT	Instructional Consultation and Assessment Team
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
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



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 19 different languages as their first language.

Columbus is the home to some well known international corporations. Cummins Inc., Dorel Juvenile Group, NTN Driveshaft Inc, and Toyota Manufacturing all call Columbus home. By working together, we create a community that is a model for Indiana in economic growth and diversity.

Our community partnership exists as a year round endeavor. The community uses CNHS for many cultural events. Examples would include but not be limited to The Philharmonic, American Pie, School Board meetings, The Chinese School, and various human rights awareness events. We serve as a polling station where patrons cast their votes during various local, State, and National elections. We also host a student run restaurant for the community.

To meet the educational needs of our students (population: 2036) 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, Project Based Learning, alternative educational delivery sites, many college dual credit opportunities, and a variety of community partnerships.

Our staff of 180 includes every thing 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 85.3 % is representative of the demographics that make up our student body. Our attendance rate of 95.4 % is in line with state averages and a testament to the focus our community places on education. Our SAT scores 1046 and ACT scores 22.5 are above both State (SAT: 990 ; 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 fact, every junior takes the ACT, making our scores even more impressive.

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.

Of note, our journalism department is annually recognized as one of the best in the nation. Our sponsor is the Herff-Jones National Year Book Teacher of the Year (2012). Products that come from this department include: The Triangle, 33 Things, and current social media that is considered a trendsetter among high schools. Our Social Studies Department has led the initiative of digital texts



Section One

1.0 Leadership

Section One

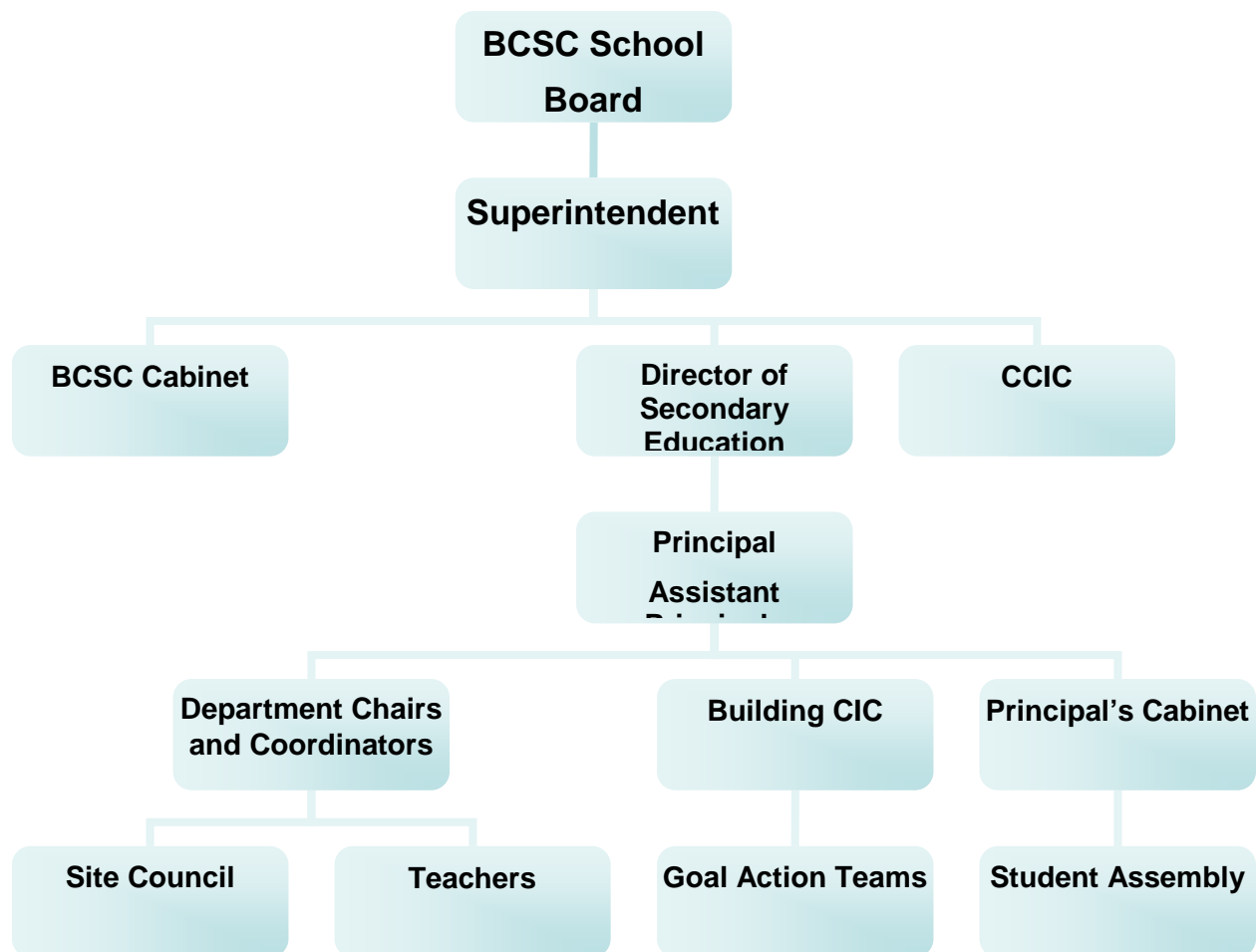
1.0 Leadership

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 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



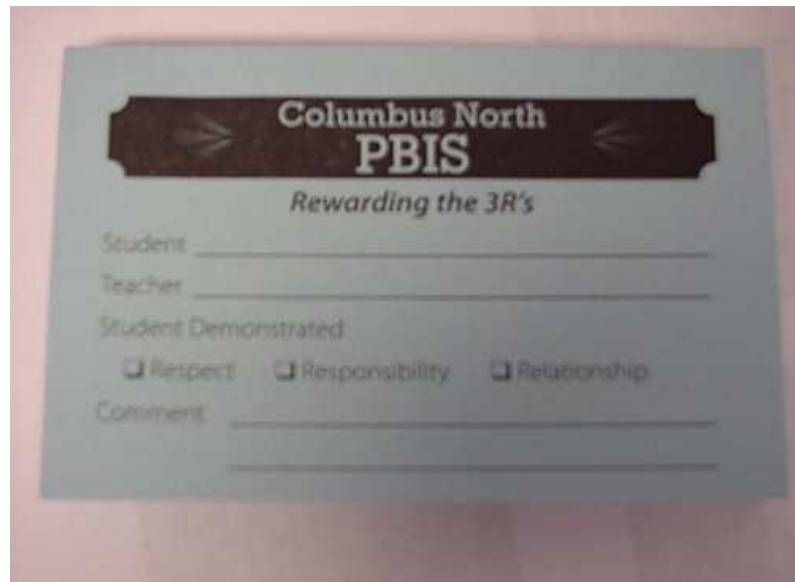
Vision and Values

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 mission, 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
<ul style="list-style-type: none">• 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
<ol style="list-style-type: none">1. High Academic Expectations and Achievement2. Open, Constructive Communication3. 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: *Respect, Responsibility and Relationships***. Our PBIS team has instituted a reward system for students who follow the 3R's. Students who display exemplary behavior in one of 3R's are given a ticket by a staff member that they can submit for prizes. We have 100% participation from CNHS staff. The students have taken to the program and have developed a similar reward system for exemplary behavior amongst staff members the students' witness.



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.

Corporation Goals

Our Corporation Mission, Vision and High Expectations Objectives (HEO's) Statements provide a guide for all we do at CNHS. Recently BCSC revisited their Mission Statement. What follows is their goal statement:

MISSION

Deeper Learning is our individualized approach for preparing all learners to succeed in a competitive global economy and democratic society and to tackle the complex issues they will encounter.

VISION

BCSC demonstrates a community commitment to deeper learning for one...and all.

HIGH EXPECTATION OBJECTIVES

BCSC will ensure a balanced, intentional and forward looking approach to meet the following objectives:

- Provide a welcoming and diverse learning culture of respect, fairness and trust
- Advance a deep community commitment to all learners' health, personal and academic success
- Enable achievement of core academic knowledge and varied levels of critical thinking
- Foster multiple perspectives to develop global citizens
- Provide multiple pathways that intellectually engage all learners
- Promote and support modern, collaborative learning environments
- Cultivate a commitment to a life-long learning process for all

Determining Student 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 highlight curriculum deficiencies and strengths and focus our direction to meet the students' needs.

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. We have 100% participation by our staff in structured and unstructured programs that utilize this research. Our Special Education Department participated with our English and Math Departments to create study/book groups that centered on UDL texts. As stated above, 100% of staff participates in our PBIS reward program.

All curriculums are 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. They are housed in our building, and we use their data to assist us in determining the job market skills our community demands.

We feel that every staff member regardless of position has an obligation to assist in determining the students' skill needs and a responsibility to the community at large to see plans through.

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.

Leadership Development

The Administrators meet monthly for professional development with their corporate peers. This development is presided over by the corporation's Director of Secondary Education. Each meeting begins with a one hour educational piece that assists the administrators in becoming better educators. Topics range from understanding the role of standardized test scores in advancing our mission to reading circles from books selected on the latest in educational research. Administrators take turns in sharing the information with their colleagues.

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. The goal format and design is currently being reshaped to reflect the IDOE's idea of what constitutes a good evaluation. This is being done by an internal team of administrators.

Leadership is also given opportunities to participate in workshops around the country that give support to our initiatives of UDL, Literacy, and Multiple Pathways. Members of the corporate leadership team have visited schools from Massachusetts to California, From Texas to Michigan, all in search of ways to provide our students with the best ways to succeed at the post secondary levels.

Developing Leadership Skills of Staff

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.

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. 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.

Staff is expected to participate in various support teams throughout the building, giving both tenured and non-tenured staff members the opportunity to work with peers from different disciplines for the good of the building as a whole. The CIC team, the Principal's Cabinet, the PBIS GAT, the Dean's Advisory Committee, the Site Council, the TIE Committee, and the Instructional Consultation and Assessment Team (ICAT) all provide these opportunities for professional growth while serving the CNHS community at large.

Developing Student Success

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.

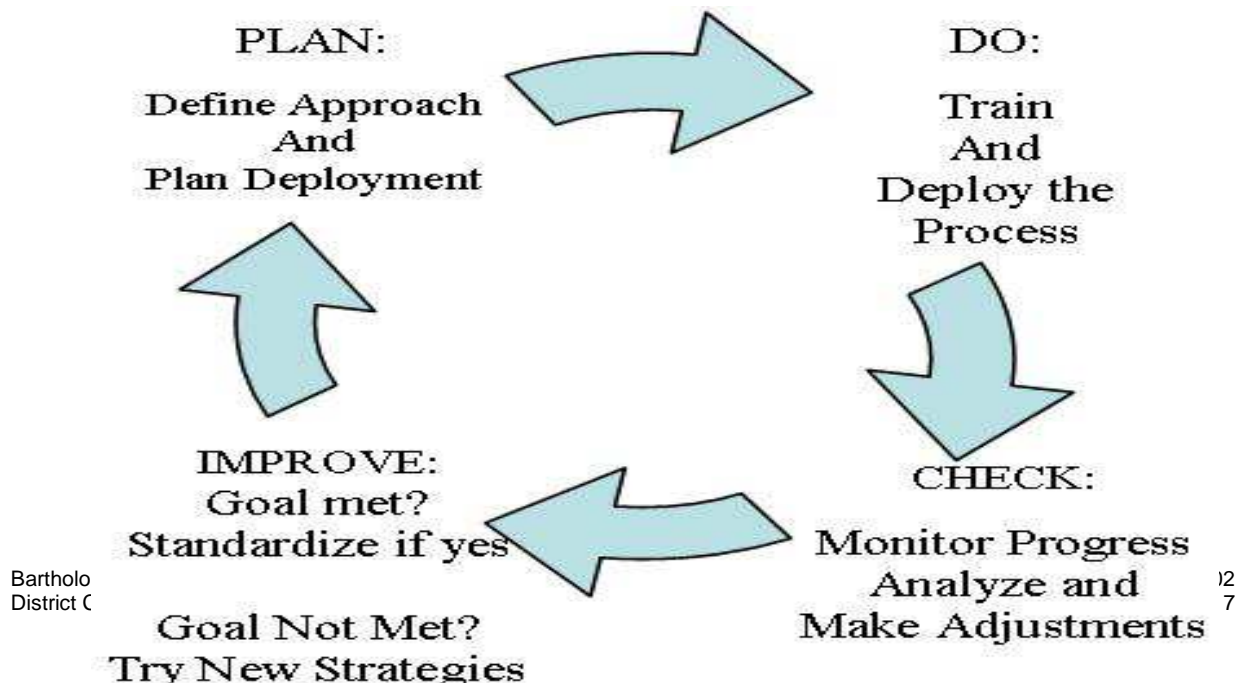
In addition, we have extensive programming to help a variety of students. Our English as a Second Language program serves our diverse student population with 212 students participating. We have 1010 students participating in Dual Credit courses, totaling 3009 college credit hours awarded in the 2012-2013 school year. 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.

Communication and Organization Performance

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.

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.

Figure 1.1-3



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.

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 of 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 then the expectation is that they will improve school and improve our learning systems. The goals are shared through our website on a special Continuous Improvement page and in the School Improvement Plan.

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 through in house publications, our website and through media releases to the community at large. 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.

Data from HSSSE surveys from the past few 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.

We make the data readily available to all stakeholders through our website, and especially through the School Improvement Plan. In addition, we have a shared electronic folder that all staff can access to house our resource documents and specific forms.

Governance and Social Responsibility

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.

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 by CNHS are as follows:

- Bartholomew County Public Library
- Big Brothers Big Sisters
- Center for Teaching and Learning
- Childhood Connections
- City of Columbus
- Community Center of Hope
- Community Education Coalition
- Council for Youth Development
- Family School Partners

- Flat Rock-Hawcreek School Corporation
- Foundation for Youth
- Headstart
- Heritage Fund – the Community Foundation of Bartholomew County
- Indiana Business College
- Irwin Financial Corporation
- IUPUC
- Ivy Tech Community College
- Kids Commons
- St. Bartholomew School
- St. Peter's Lutheran School
- Turning Point
- United Way of Bartholomew County
- Volunteer Action Center
- 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 2

Strategic Planning

Section 2 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 occurs as a result of a natural cycle of Plan Do Study Improve (PDSI). As a department reaches a goal, they naturally transition to a new goal. This makes our strategic planning a more fluid and natural process. Our CIC has a Goal Action Team (GAT) that meets and reviews goals with each department on a quarterly basis. By doing so the CIC serves as a “Critical Friends Group” for each department. The goals they set for the school year are done with staff helping staff to see challenges and opportunities in the process. 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 areas for improvement of those goals.



Fig. 2.1-1 STRATEGY DEVELOPMENT PROCESS

With the loss of our professional development time due to changes in the IDOE philosophy and practices, we have had to become more creative in how we find and use our resources for professional development. One result is that each department has 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. If completed, a process to begin a new goal is in place to provide for a smooth transition and high productivity.

2.1 Strategy Development Process

2.1.a (1) **OVERALL STRATEGY DEVELOPMENT PROCESS:** The CNHS strategic planning process is a fluid process that occurs throughout the calendar year. It begins, as noted above, with goal reporting and goal setting. It continues with a natural review of the departmental goals as they are realized or as it becomes apparent that a change must take place. 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 at least 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 deemed necessary. 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 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 after our administrative retreat and as we prepare for the opening of a new school year. Input and ownership of the goals by key leaders is essential 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 building. 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 corporation Continuous Improvement Councils. Feedback is sought from these leadership groups.

Second – Fourth Quarters: During the next three quarters, the CIC monitors the progress of the various departments toward their goals. 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 CNHS “Community Report Card” is printed and shared each August in the local newspaper. Additional copies are kept in our main office for visitor’s or parents/students who are new to our community.

Trend data is gathered and used to graphically illustrate organizational performance. For example, student achievement for the current year is gathered and comparisons are used to previous year’s data. Results are also compared with those of selected similar schools. The information gathered in this way is used to review and improve our processes where we can.

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. An analysis of the sustainability of the strategy development process, as well as our ability to execute the strategic plan are vital to our improvement as a school.



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 special sub-populations. Those sub-populations include but are not limited to: students with special language needs, students qualifying for economic assistance, and students served through special education IEPs or 504 plans. These increases have been on a steady incline over the past 11 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, survey monkey.com, plus/delta feedback, and classroom-based root cause analysis.) Students, parents, staff and others are involved in providing feedback both informally and formally on a yearly basis. In addition, feedback from national, state and local sources provide CNHS various kinds of data. Examples would include:

- State, National and International test scores
- Input from various stakeholders (such as questionnaires from Parent-teacher conferences)
- Regulatory/Compliance 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 continuously looking for ways to utilize those changes to enhance our ability to serve our school community. Not surprisingly, 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.

Additionally we struggle with allowing some technology in our building simply because of the dualistic nature inherent in its functions. Student use of technology and more specifically the interaction with new technologies, is often more advanced than our staff. Their ability to use current technologies for things other than educational purposes may sometimes disrupt the educational setting. We are looking for meaningful ways to use technologies such as cell and i-phones, i-pads, and i-pods for increased educational purposes. Over the past few textbook adoption cycles, our departments have adopted 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. We are currently looking at allowing students to bring their own devices for curricular enhancements. Our challenges lie in having and maintaining the appropriate support systems for these technologies.

Paradigm shifts

Using new technologies has allowed us to focus professional development in those areas. As our staff moves toward UDL, they find new and creative ways to provide instruction that is more appropriate to our students learning styles. As the pace of our thinking quickens, our reactions have improved. District understanding and support is much appreciated in this ever changing landscape.

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 the successful execution of the strategic development process.

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 on 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 Positive Behavior Instructional Supports. Recently our work included collaboration with CAST, an organization dedicated to improving student learning. This work discusses proper and appropriate assessment strategies.

We have also embraced Instructional Consultation and Assessment Teams (ICT). This initiative is designed to help teachers make the proper instructional match between teacher instruction and student learning styles. It proposes that there are not broken children, only broken instructional matches. After working with this initiative the building leadership is persuaded that this will be a great way to help our students. The challenge will lie in persuading our staff in the importance of ICT. Since we have other building initiatives that we've introduced lately, there is a tendency for some staff to shy away from additional initiatives, but the program has administrative support and should prove to be helpful in improving our instructional methodologies.

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

We are currently implementing protocols through our Structured Facilities Group. The SFG uses protocols developed through the New Schools Reform organization. Their website provides good information on their goals and vision. http://www.nsrharmony.org/protocol/a_z.html

The SFG will assist our staff to understand multiple options in their instructional delivery and assessment. They are also prepared to help in the development of departmental goals. Each of these areas of focus 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:

Executive Summary
Departmental Goals

-Athletics—1) Increase communications with public/community on events and results through the use of social media – Twitter 2) Increase promotion of student leadership articles and resources to all head coaches. (Diversity)

Band—2012-13 Research and develop curriculum to study major composers of Wind Music. (Literacy)

Business— By May, 2013 each Business teacher will be using My Big Campus as the mechanism to list assignments, make announcements to our students, and communicate with our students in at least one Business class that we teach during the first and second semester of the school year. (UDL)

-C4 - The C4 department will continue its work to better incorporate Language Arts and Mathematics into classroom projects and assignments. (Literacy)

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

-Counseling Center--The counseling department will use data from ACT, PLAN and EXPLORE to increase a more diverse participation in Columbus North's accelerated and AP courses. We will use baseline data from the 2012-2013- school year testing results. Our goal is to show increased participation by all groups but specifically from our underrepresented groups.

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

-English— (Literacy) The English department at North and the language arts department at Northside will continue to work in combined Goal Action Teams that will further align scope and sequence from grades 7-12 in five areas: literature, writing, communications/literacy, research/technology, and promotion/outreach. This work will expand to include book/materials adoption for BCSC .

-HPER— The HPER department will make curricular additions and adjustments to create a safe physical environment with increased access to all curricula for students with physical disabilities. (UDL)

-Library Media Center -- The LMC staff will focus on integrating PBIS language and concepts in our oral and written communication with students. Our goal is to model good PBIS practices through posted library policies, webpage communication, class instruction, and everyday interaction with library patrons.)

-Mathematics— The math department will be focusing on student engagement and alternative assessments. Each teacher will identify means of impacting student engagement and student learning through alternative assessments, enact these things in the classroom, and gather data to measure the impact.

-Science— Science teachers will conduct action research to better understand how their UDL teaching strategies influence student engagement and measurably increase that level of engagement, especially for students in special populations.

-Social Studies— We the members of the Social Studies Department will engage 100% of our students in every Social Studies classroom by representing the subject matter in a variety of ways, implementing more problem solving techniques, making Social Studies more applicable to our student’s lives, and allowing students more choice in how they demonstrate their knowledge (expression). (UDL)

-Special Education— By April 2015, 100% of North Special Education students will utilize “MyBigCampus” (This is a 2 year plan for our CIC goal)

-Visual Arts—We will have a clear goal that is defined and posted for each project. In addition, we will have a unified vocabulary per course along with project examples that demonstrate multiple means of representation, Expression, and Engagement. Finally, we will update the Visual Art Department’s website to reflect our immersion into UDL.(UDL/ Literacy)

World Languages— To explore the effectiveness of different sources of electronic communication in order to improve classroom communication between teachers, parents, and students by sharing daily assignments, learning goals, and other relevant information.

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 Instructional Support (PBIS) (See Appendix 2-B). The building expectation is that UDL now be an imbedded practice rather than a goal.

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/District Dashboard 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							
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								
Communicate the school improvement and action plan for deployment.					X			X	X			
Measure and monitor action plan execution and interim performance results.		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, changes in legislation, and input from new students inform, develop and accentuate our goals.

The CIC asks departments to continually revisit older goals until they become embedded 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 are also be created 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 through an 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 with the other members of the team. This is, in turn, shared with the department leader. By reporting on a more regular basis, department leaders share changes to action plans with the CIC.

The review with the CIC 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 current 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, resign, or otherwise move on, creating a need for new staff. This transition typically means that new teachers, although energetic and talented, replace years of experienced 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

As BCSC enters into its first full year in the implementation of our new staff evaluation plan, we anticipate an improvement in teacher and student performance. The evaluation rubric, which is found in the Appendix Item 1 A review will show that our evaluation instrument is very closely correlated to the values we hold in BCSC. Values such as strong instructional practices, building positive relationships, and high student achievement are evidenced throughout our evaluation instrument. 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 (Located in the principal's office) gathered the past few years. Due to changes in our UDL walk through practices, which now includes administrators walking through each classroom multiple times a year, we no longer collect this data.

As North sets school goals and looks for institutional comparisons, we struggle was finding a similar school that perform 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/or 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.

CNHS ensures progress through regular checkups done through our CIC. The CIC has regular meetings with the various departments to gage progress toward their identified goals. The departments report 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 have replaced the ISTEP + GQE as the Graduation Qualifying Examination for all high school students in the State of Indiana. Our deployment 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 each subsequent School Improvement Document. The concern is that there seems to be discussion at the IDOE and/or Legislative levels around changing how we measure performance in the near future. We anticipate changes in our measurements in 2014. This waffling on the part of legislators and policy makers creates difficulty when looking for consistent and meaningful measures.



Section Three

3.0 Customer Focus **Category**

Section Three

Customer Focus Category

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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 aligned with corporation goals. They are focused on 1) UDL, 2) Literacy, and 3) Diversity/Flexibility.

CNHS key stakeholder groups include but are not limited to: Students and Parents, Faculty and Staff, Alumni, Business / Community, Higher educational institutions, and members of Government (Local, State and Federal).

3.1 Customer Engagement: How do you engage students, parents and community to serve their needs and build relationships?

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 outside of Bartholomew County. Due to local companies who recruit employees from all over the world our student demographics are unlike almost all if not all high schools in the State of Indiana. This defines the potential market for CNHS. Our market is further defined by Indiana’s ever changing educational laws. It is also noteworthy to mention that 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 at CNHS is multiple pathways. We pride ourselves in our wide variety of choices available to our students, both curricular and extracurricular.

Curricular	Extra and Co- 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 and educational goals 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 interests/needs and that align with their desired post secondary pursuits. We offer a required freshman course that helps all students to explore the questions of career pathways while early in their high school careers. 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 starting in our corporation as early as 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 3.1 a.1 Course Selection Process

Needs Determination Method	Information Collected and Frequency
<p>STUDENTS AND PARENTS</p> <p>Surveys, feedback through parent involvement, feedback through parent-teacher conferences, meeting with guidance counselor to select courses and other meetings with faculty and staff.</p>	<p>Course selection sheets are collected each spring for review and input into master schedule.</p> <p>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.</p>
<p>FACULTY AND STAFF</p> <p>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.</p>	<p>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.</p>
<p>BUSINESS / COMMUNITY</p> <p>Surveys, school-to-work programs, C4 Partnerships, Inter-curricular University Studies program, Business Advisory Group, senior projects, mentoring and training partnerships.</p>	<p>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.</p>
<p>HIGHER EDUCATION</p> <p>Partnerships have been established with several Indiana post secondary institutions to provide early college and dual credit opportunities for CNHS students.</p>	<p>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</p> <p>Allows students to meet post secondary admission requirements and/or recommendations of suggested high school courses</p> <p>Courses selected meet the criteria for earning high school credit</p>
<p>GOVERNMENT LOCAL, STATE, AND FEDERAL</p> <p>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.</p>	<p>Indiana Department of Education establishing educational standards and requirements and gathers information through multiple reports submitted each year.</p>

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/requests 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. A good example of such a survey is found in Appendix 4-C.

We get “satisfaction” information from surveys conducted every few years as shown in section 7 of this document. The main instrument we’ve used in the recent past is the High School Survey of Student Engagement (HSSSE) through Indiana University. However, we feel the best way to 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 staff 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 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 four 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 on students. 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 and what we're all about.

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 average \$10 million dollars in scholarship money each year

for the past five years).. 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.

Community: Columbus North prides itself in having and maintaining positive community partners. Our corporation has the oldest school foundation in the State of Indiana and this partnership has been a huge plus. Our community assists in our scholarship opportunities which have averaged over \$10 million over the past six years. Our principal serves on the local school foundation board and assists in its work from an educational stand point.

Our curriculum provides opportunities for our students to participate in community work programs while earning credits toward graduation. This relationship has existed for decades and is a great bridge between local industry and small businesses and our school.

CNHS has a great relationship with the local law enforcement agencies. We've even piloted and found success with some of our students being placed as "interns" for our local police department. Finally, several of our vocational programs have Advisory Groups that provide input into strengthening our vocational curriculum to more closely reflect real world work practices and environments.

3.1b1 Strategies 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 Structured Facilitated Groups among our staff, both formal and informal. This group has been trained in the use of various protocols designed to enhance professional conversations around the topic of their choice. Laptop Lunches, reading circles, new teacher lunches, a Positive Behavior Instructional Supports team (proactive approach to find students doing something good and recognizing it), and our Instructional Consultation and Assessment Teams are just a few examples. These SFG's are designed to allow our staff to interact 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 assist 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.

Our staff continues to embed 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 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 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 staff members 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
<p>STUDENTS</p> <ul style="list-style-type: none"> • Mutual commitment to educational excellence • Well-prepared student • Global citizens 	<ul style="list-style-type: none"> • Student orientation programs • Voice/E-mail for all teachers • Curriculum aligned to Indiana’s academic standards • Differential instruction • Extracurricular events • Web site • Global Studies Pathway
<p>PARENTS</p> <p>Active support and involvement in parent’s education</p>	<ul style="list-style-type: none"> • 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
<p>DISTRICT RESIDENTS</p> <p>High quality educational programs for all learners</p>	<ul style="list-style-type: none"> • Communication at public meetings • Community meetings and forums • Board of school Trustees meetings • Community meetings and forums • Web site

<p>BUSINESS</p> <p>Preparation of a quality workforce</p>	<ul style="list-style-type: none"> • Business partners/mentors that support each school and program • CIC, CCIC membership • Continual improvement coaches at each school
<p>HIGHER EDUCATION</p> <p>Seamless education services</p>	<ul style="list-style-type: none"> • Center for Teaching and Learning • Multiple Dual Credit Opportunities • Campus Visits
<p>LOCAL, STATE, AND FEDERAL GOVERNMENTS AND REGULATORY AGENCIES</p>	<ul style="list-style-type: none"> • Public Law 221 • No Child Left Behind Act (waived as of 2011) • 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	<ul style="list-style-type: none"> • Report cards and progress reports 	<ul style="list-style-type: none"> • Student council • CNAAA

<ul style="list-style-type: none"> • Student government • Student Clubs • Co-Curricular activities • Extra-curricular activities • Graduation celebrations • School dances • School fundraising activities • Open Door Policy 	<ul style="list-style-type: none"> • Student-led conferences • Retreats • Meetings 	<ul style="list-style-type: none"> • CN diversity council • ESL students • 60+ student clubs
<p>FUTURE STUDENTS</p> <ul style="list-style-type: none"> • Demographic data • Open Door Policy • Community-based services (Caring parents, Healthy Community Initiative) 	<ul style="list-style-type: none"> • Freshman orientation • Back to school nights • Summer School • Jump Start 	<ul style="list-style-type: none"> • Family School partners • Students
<p>PARENTS</p> <ul style="list-style-type: none"> • Open door policy • Parent-teacher meetings • CCIC and CIC membership 	<ul style="list-style-type: none"> • Complaint resolution process • Representation on committees (curriculum review, textbook adoption, etc.) • Bull Dog Booster Club • Interview committees 	<ul style="list-style-type: none"> • Members in school and programs CIC's • Frequent contact
<p>COMMUNITY RESIDENTS</p> <ul style="list-style-type: none"> • Open door policy • CCIC and CIC membership • Senior boards • Guest Lectures • Guest appearances 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Community service organization boards • Healthy Communities board • Economic development board • Community Education Coalition • Director of Youth Development
<p>BUSINESS</p> <ul style="list-style-type: none"> • C4 (Brown, Bartholomew, Decatur and Jackson counties) 	<ul style="list-style-type: none"> • Business partners at each school and program • Columbus Quality Improvement center (CQIC) • CIC members 	<ul style="list-style-type: none"> • Baldrige in education mentoring and training

<ul style="list-style-type: none"> • Open door policy • Membership on school and program CIC's • School to work programs 		
HIGHER EDUCATION <ul style="list-style-type: none"> • Articulation agreements 	<ul style="list-style-type: none"> • Columbus Educational Coalition • Provide rental space to higher education • Center for Teaching and Learning 	<ul style="list-style-type: none"> • 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. [BCSC Complaint Resolution process](#) Our staff is instructed where to direct complaints in each school/department. All complaints are logged and categorized.

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, the complaint is then directed to the department chair, then to the 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, the superintendent, or designee, will 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. 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. This board has already begun to pay dividends.

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 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 the world is shrinking around us and we are improving our practice of introducing ourselves through technology to those who want to know.



Section Four

4.0 Measurement and Analysis of Organizational Performance

Section Four

4.1 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..See Appendix 4-A) 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-E)

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 as current with similar data as it has 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. CNHS has done work around Curriculum Mapping and this progress will allow for connections with the secondary level. Unfortunately, the State has abruptly discontinued its interest in Curriculum Mapping and no longer seeks accountability from us through this method.

Benchmark on-line assessments for Core 40 courses and the End of Course Assessments (ECA's), are now used 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 for non ECA courses to track student success within their disciplines. We hope that this will provide us with meaningful information.

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. (Appendix 4-C)

4.1.b Performance Analysis

Tracking data and reporting that data is an important piece in the 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 partial listing of some of the ways departments go about gathering 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. 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 blossom at CNHS. Each year we look for ways that will allow us greater opportunities to apply the principles of UDL. One example is the securing of grant money for helping us develop UDL principles at CNHS. 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, 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.

As part of the current needs assessment program, Columbus North has in the recent past administered 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.

Through BCSC initiates and with their support, North teachers from each of the core subject areas continue to develop rich UDL sample plans and focus group of students for detailed study. This work provides opportunities for all North teachers to see UDL instruction and share best practices in UDL technology. Annual workshops have provided great professional development opportunities for employees. As this work moves forward, the collaboration within and among buildings has been strengthened to improve our work with students.

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, e-mail, schedule visits, use Naviance, request 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, Orientations, Open House, school newsletters etc.) 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 program that allows parents access to their students performance in regard to grades, discipline, homework status, and attendance. We no longer provide paper grade cards or curriculum guides as this information is readily available to parents and students. Many students / parents utilize Parent Portal to track their own grades in the classroom on a “real time basis.

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

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 easy 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 500 e-mail addresses are on the Counseling Center’s “Show Me The Money” e-mail list—a regular e-mail disseminated to those who want it that lists

scholarship/educational opportunities. 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 and Twitter. He communicates regularly with our Student Assembly through this, texting, and e-mail. Our Athletic has a website that is considered one of the best in the country. As technology in the students' lives increase, so does our need to reach the students through various technologies that they use most often. 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 isWe are only one of 3 schools in the state of Indiana that we know of, 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 every August 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 Orientation 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 three 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-D)

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 the 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.

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 are currently exploring a "Bring Your Own Device" (BYOD) initiative to assist us with this concern. This initiative will hopefully allow for greater access for our students. 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.

Connectivity has been a concern. We are working diligently to provide staff and students with wi-fi access in all areas of our building. Currently, we have some areas that do not connect well, but we are confident that this will be taken care of very soon.

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 are exploring the BYOD initiative and hope to implement this 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 5

5.0 Faculty and Staff

Focus

Section 5

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. Universal Design for Learning (UDL) and Positive Behaviors Instructional Supports (PBIS) are the frameworks for faculty and staff work.

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 include: enrollment, state and federal regulatory requirements, labor contracts, retirements, resignations, terminations, staff strengths/skills, technology, course offerings, student needs, economic and political 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 from our corporate offices are a vital link to all school buildings.

Our high school teachers are organized in subject area departments. Teachers and Department Chairs/Coordinators have collective responsibility for managing and enhancing their classrooms and departments. Work is managed through departmental and faculty meetings and through our professional development efforts. 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 meetings to review opportunities to improve CNHS. The district's Corporate Continuous Improvement Council (CCIC) has representatives from all employee groups and parents. 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 educational processes and 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 at the corporate level that provide the opportunity for professional development, 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.

In the past the level of the teacher’s education achievement and the years of experience determine the pay scale. As a result of Indiana politics relationships with various teacher associations is in the process of changing. The Teacher Evaluation Process, which is also in the process of evolving, is designed to function as a professional growth system. We begin a new with an evaluation process that was developed internally, yet meets State Code. The new evaluation measures UDL, PBIS, Academic Citizenship, and Academic Achievement. BCSC believes these are the most important for students, and has good support from all staff for alignment with building and district goals. (Appendix 1)

Summer academies in the local area offer professional growth opportunities for teachers at no or reduced cost to the teacher. IDOE 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. Still BCSC provided wonderful in house professional development in areas that we feel will best enhance students’ knowledge and success in their post-secondary pursuits.

An innovative way of capturing the ideas of the teachers at CNHS organization is through the use of laptop lunches, reading circles, and through “Structured Facilitated Groups.” Staff members participate in professional learning communities. Several ‘Protocol’ tools have been taught to the staff and this approach is used to draw out ideas from the participants. Staff discussion has generated several good suggestions and ideas for improvement.

Support staff is invited to attend any staff training. Their input has been and continues to be valued.

5.1.a (3) Communication and skill sharing: Building celebrations take place to recognize various events and successes at North. Student and staff successes are posted on the CNHS website for others to view. Outstanding employees are identified based on criteria connected to service and achievement of goals once a year at school board meetings.

Faculty committees review data and share outcomes across the school. CIC reviews school data and school processes. Departments review student achievement data. PBIS reviews student behavior data monthly. The Technology In Education (TIE) committee reviews data around technology needs and quality of service. 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.

5.1.b Faculty and Staff Performance Management System UDL, PBIS, Academic Citizenship, and Academic Achievement (see Appendix 1) drive our Performance Management System.. Each teacher must complete a growth plan aligned to student achievement. The goals are kept both electronically and as a hard copy in each staff members' file. Each year an administrator meets with the teacher to review goals for growth and alignment.

5.1.c (1) Hiring and Career Progression There are opportunities for employees to progress to positions with additional responsibilities and compensation. Most leadership positions are unpaid, but provide valuable leadership experiences. Paid positions are available through supplemental contracts. Compensation is based on evaluation and student performance. BCSC encourages our staff to continue their educations and gain advanced degrees. Staff members who are seeking to move within our corporation have opportunities to do so. .

5.1.c (2 and 3) SKILLS NEEDED BY POTENTIAL FACULTY/STAFF: BCSC uses a "Teacher Perceiver" by Gallup Company as a talent screen for applicants. Applications are completed on line and reviewed by the designated administrator. Employees are often selected by an administrator and a panel of peers and/or potential supervisor.

When looking at potential employees we seek candidates that posses the talents and skills that align with the initiatives of UDL/PBIS/Academic Citizenship/Academic Achievement. This allows us to transitions smoothly in our instructional methodology training and delivery.

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 our building to participate in frequent "New Teacher Orientation" meetings with the principals and deans.

Hiring staff from diverse backgrounds has been identified as a BCSC goal. The desire is to find qualified staff members from diverse backgrounds is rooted in a still greater desire to allow our students a glimpse of working in a global economy.

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. We have made this is our primary commitment to our students and current staff.

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. This has become an interesting

challenge since the IDOE has taken away traditional times for us to provide professional development and training for our staff. Yet, the goal remains the same for us. It 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 and prepare our students for post secondary successes.

- Summer Academy course offerings provide the opportunity for all faculty and staff to enhance their skills and knowledge at no or reduced cost to our staff at various local education providers. 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 focus is around district and school initiatives of UDL and PBIS. “Coaches” are provided to support these initiatives.
- 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 can be universal for all district employees or specific to groups, such as new certified staff. 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 as required by State Law.

5.2.a (4,5 and 6) FACULTY AND STAFF TRAINING DELIVERY AND NEW KNOWLEDGE DEPLOYMENT. The district training model has been to train key players and allow them to sharing with their own buildings and departments. 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. 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. Recent training has included training of a team of teachers for each building. These protocols have, in turn, served as a safe and equitable way to share information for staff and students. Small learning communities such as “Structured Facilitator Groups” are in place to support this deployment of new knowledge.

Faculty and staff have multiple opportunities with training being imbedded within the school day when possible. This challenge is met with resolve, knowing that to be better, a sacrifice must be made.

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. The team analyzes the problem and recommends a course of action. Examples of our building teams include but are not limited to the CIC, GAT teams from within the CIC, our department chairs, and the building administrative cabinet. We would also include our PBIS and UDL/ICT teams in this as well. The goals are established at the school or department 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 AFFECTING WELL BEING, SATISFACTION, and

MOTIVATION: The building principals and CEA monitor satisfaction through observation, surveys, classroom "walk throughs," and conversation. Time spent discussing our climate and culture with staff is often done in an informal setting. This time pays big dividends.

Evidence of our satisfaction can be seen by:

- BCSC provides excellent insurance
- BCSC providing a safe working environment.
- CNHS has just undergone an extensive remodeling project.
- BCSC supports extensive professional training at no cost to their employees.

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, our staff will find greater satisfaction in doing their jobs.

5.3.b (2) EVALUATION METHODS:

The evaluation instruments used by BCSC emphasize what is valued as a corporation and that meets all the statutory requirements. (Appendix 1) North High School includes all staff in their evaluation process. 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. Professional Learning Communities evaluate staff satisfaction

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

BCSC also includes indicators of retention, absenteeism, grievances, safety, and productivity as key indicators of satisfaction. A copy of our current evaluation instruments are

found in our current collective bargaining document at this site, pages 83-104. [BCSC Evaluation Instruments](#)

Assessment methods and measures of certified staff well being, satisfaction, and motivation are tracked via formal evaluations as prescribed by contract, by conversation, through goal setting and through performance evaluations and by informal process of daily conversations. Non-certified staff reviews are imbedded in their department practices. If it is determined that there is a need for growth, our corporation also has forms designed to work with the teacher to strengthen their skills as a teacher or to help the person realize that education may not be their calling in life.



Section 6

Process Management

Section 6
Process Management

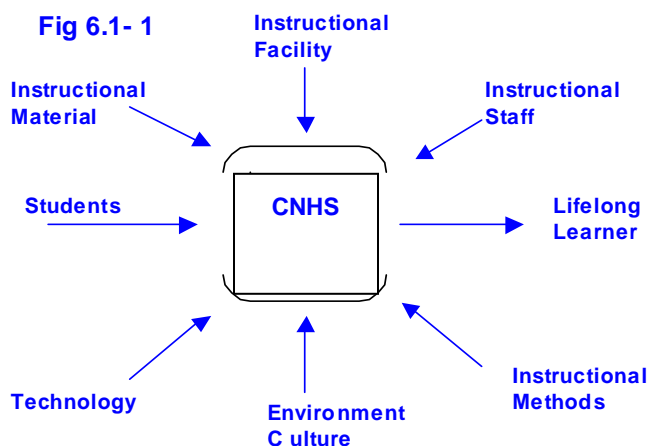
6.1 Key Processes for Student Learning Success

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](#)



Our resources guide our students toward the acquisition of knowledge thus assisting the student in becoming a lifelong 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. We also believe we have an up to date facility wherein our students have access to the latest in educational resources. With our recent construction we now have 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 year it is being consolidated with our UDL facilitator to provide a seamless path for teachers seeking professional development.

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 forefront of our discussions. 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 are scheduled begin in the 2012-2013 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 Guide](#) 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

We feel confident in our usage of the current student software systems. It is, however, only as good as the information that we have/get from our students and parents. We are able to access the student data that pretty efficiently when needed.

One feature of our student 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.

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 several 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 has proven 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.

Columbus North High School has just finished an extensive remodeling project that focused on the academic areas of our building. The new construction has provided appropriate spaces for our both students and staff. We are excited to allow our students and staff to have the best of the current technology and appropriate learning spaces. Notably we now have areas designed for students to use as resources throughout the day that we have not had before. We also have technology in every classroom that is designed to allow teachers the opportunity to deliver instruction in multiple formats.

In an effort to provide our staff and students with the most appropriate resources and tools, members of a BCSC study team 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 increasingly 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 due in part to budget cuts. As such, we believe that our methods of 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.

The last few years 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.”

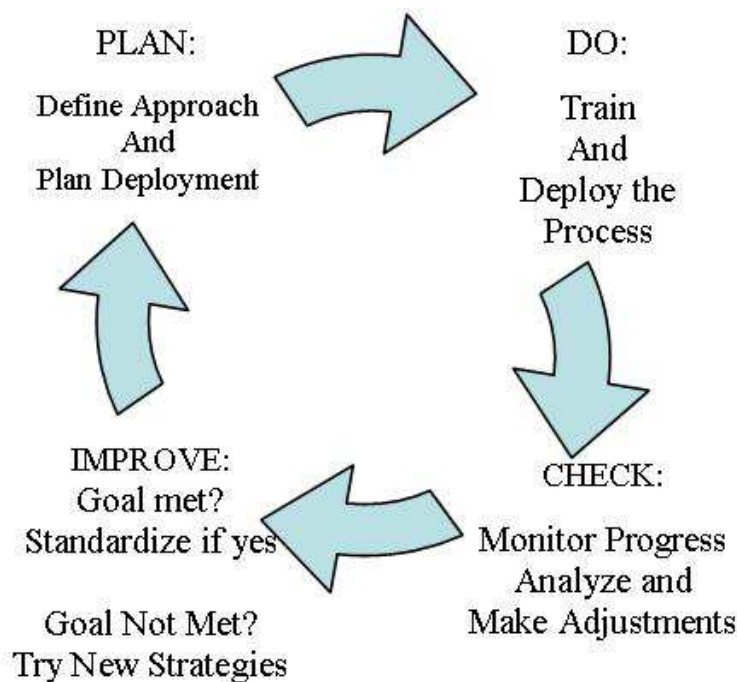
Another example of our creativity and innovation at CNHS is the continued development of our “Senior Boards.” ([Senior Project Page](#)) Our “Senior Boards” might best be described as a culminating senior project that requires the senior to propose an activity that they are going to do in their senior 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. We have begun to hold a community event around the “best of the best” with our Senior Boards. 25 students with exemplary projects are selected to present to the community. It is a great experience for those students. 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 We feel the processes are appropriate because we stress that all groups use the same processes. The chart that follows is a graphic representation of how our work flow design functions at CNHS.



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 identifying 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 was new to CNHS last year. This year the team is merging with the UDL team to consolidate functions and create greater efficiencies in our work flow. It will 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, most often standardized test results, and use those results to “show student progress.” Philosophically, we believe that this approach is a poor measure of how well our students are doing academically 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 have a special education teacher 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 at or slightly higher than the State average for high schools in the state of Indiana. Of those that graduate, between 85% and 90% go on to post secondary pursuits. This varies slightly from year to year. 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 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 five years graduates of CNHS have accrued over \$55 million dollars in scholarship money. This year (2012) our graduating class has over \$12.5 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 travels 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 is 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 ourselves 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. Right now, because of connectivity issues, we are struggling to fully implement this initiative.

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 Ed teacher and math/English teachers having “critical friends” groups that share professional development time to improve their instructional methodologies for their students.

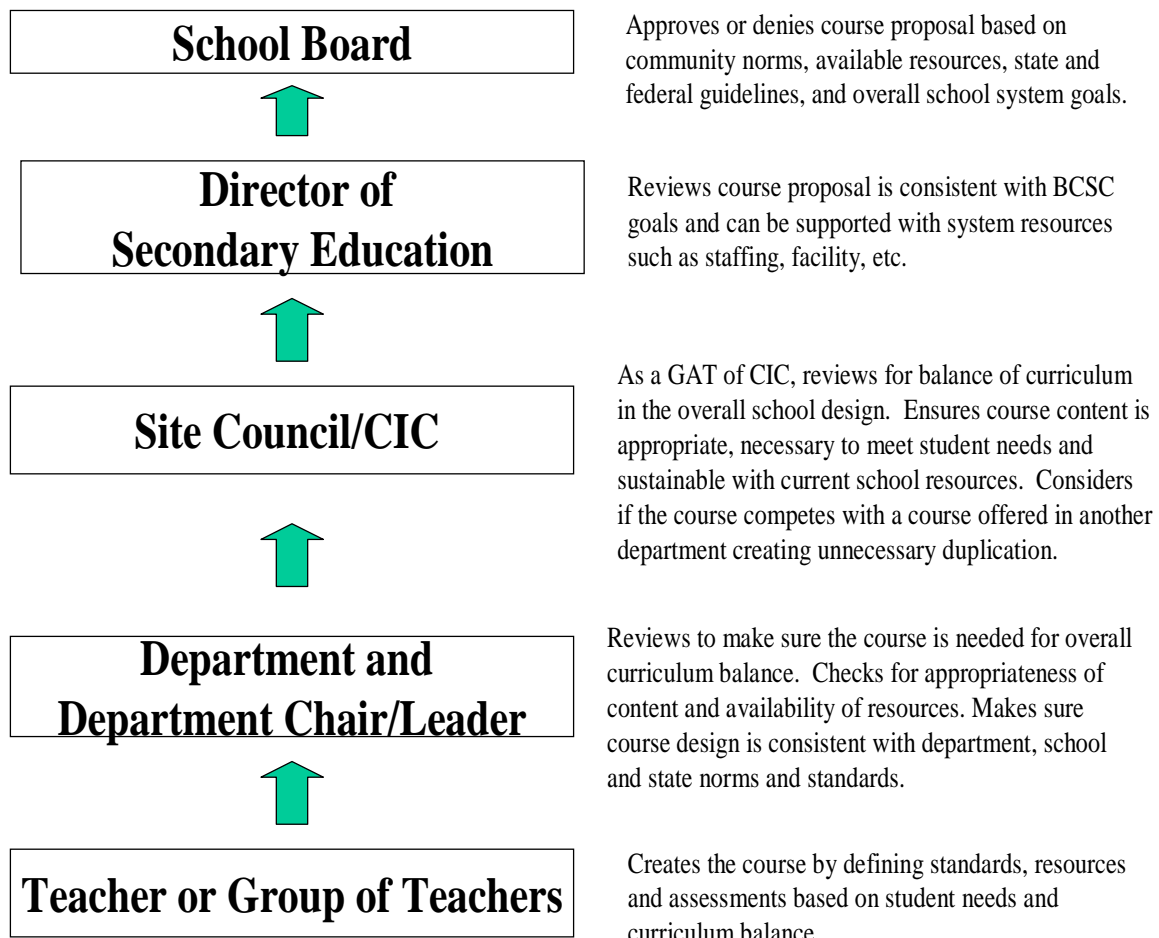
6.2.e Use of Action Plans

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. (Also found in Appendix 4-E) 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



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.bsc.k12.in.us/north>) as a primary tool in disseminating our work, and the lessons learned to all of our stakeholders.



Section Seven

7.0 STUDENT **LEARNING** **RESULTS**

Section Seven

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

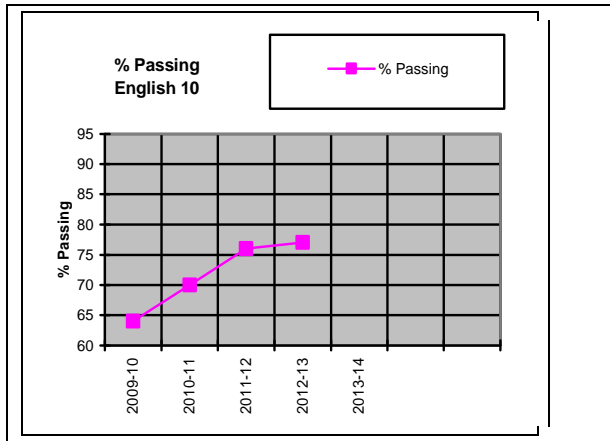


Fig. 7.1-2 Percent Passing Biology first time (not counting 8th grade testers)

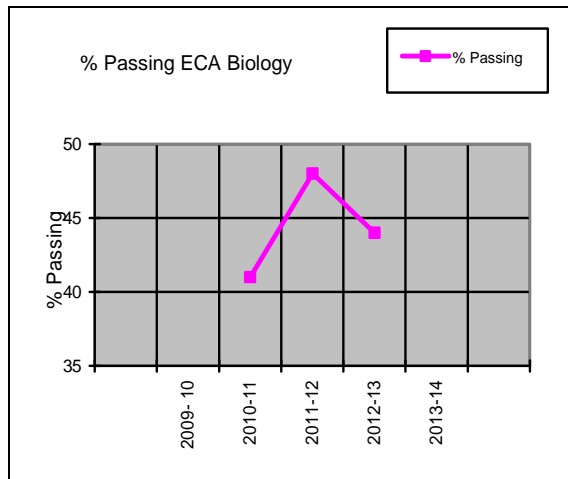


Fig. 7.1-3 Percent passing ECA Algebra 1 first time (not counting 8th grade testers)

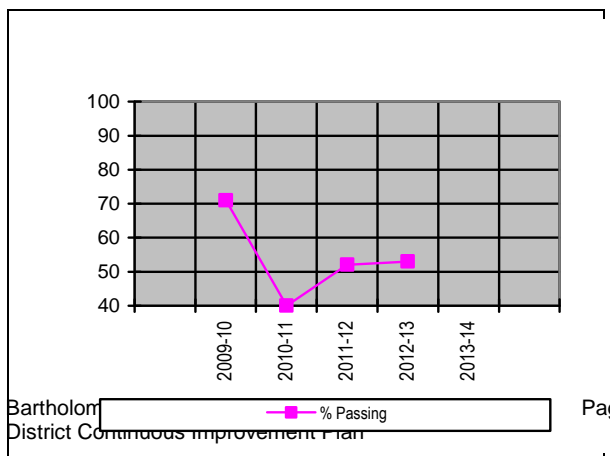


Fig. 7.1-4 Percent passing ECA Algebra 1 total (counts all Alg 1 test takers in cohort)

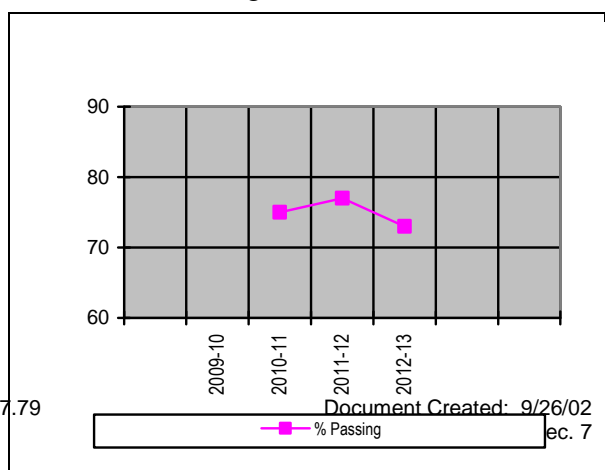
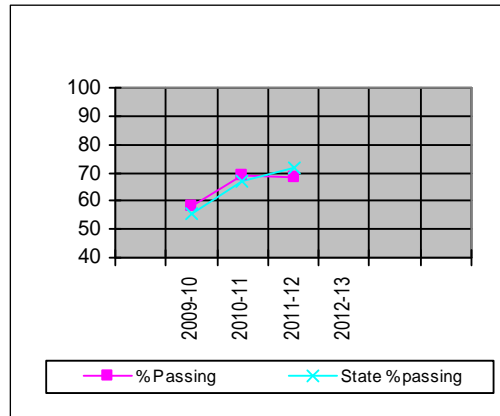


Fig 7.1-5 Percent passing both ECA's

ECA charts, will be new charts on which we will begin to track this trend data. 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. Additionally, at the time of this writing, the State DOE has not posted our scores for the percent passing both. We are left to report the old data and will add the new percents when they are posted.

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 very consistent rates of performance over the past few years. This year is no different as our average scores were in line with previous years and exceed both State and National averages.

Figure 7.1-6 reflects the percent of our students who graduate from high school. 7.1-7 shows our attendance rate. Figure 7.1-8 shows how many students graduate from CNHS with an Honors Diploma. Figure 7.1-9 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 7.1.10 through 7.1.11 reflect the performance of CNHS by disaggregated groups of students. This past year Columbus North High School was recognized by the Advanced Placement organization as one of only two schools in the State of Indiana to show significant achievement by having 28% of all graduates earn a 3 or higher on an AP exam and having 11% more graduates earn a 3 or higher in an AP exam. This is FANTASTIC and begins to show the quality of our students and staff.

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

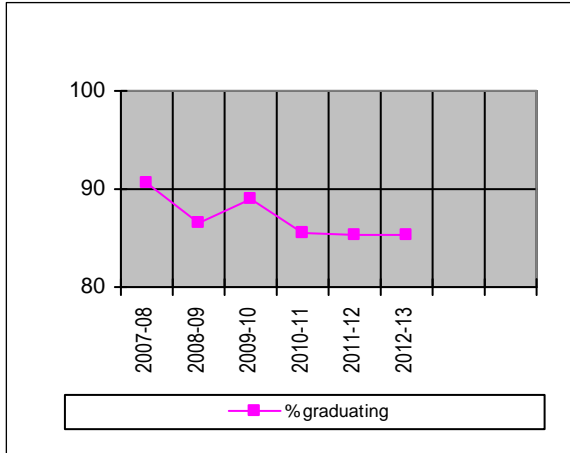


Fig. 7.1-7 Attendance rate at CNHS

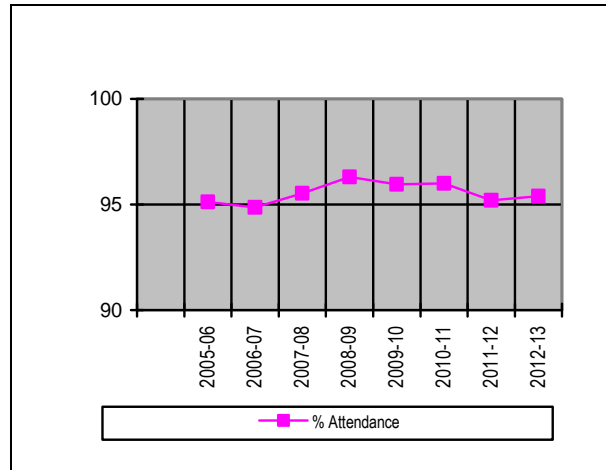


Fig. 7.1-8 Percentage of Students graduating with Honors Diplomas

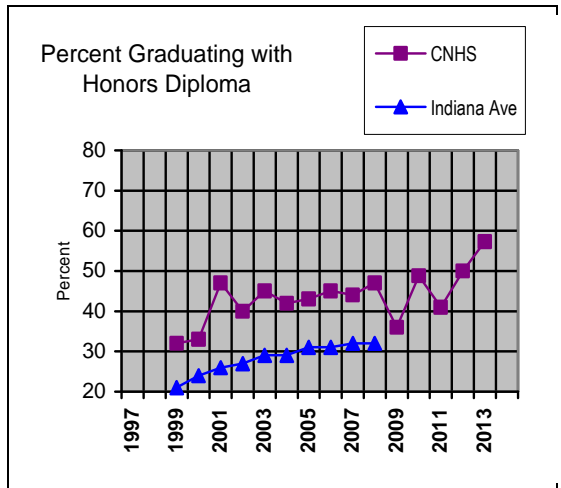


Fig. 7.1-9 Percentage of Students graduating with Core 40 diploma or better

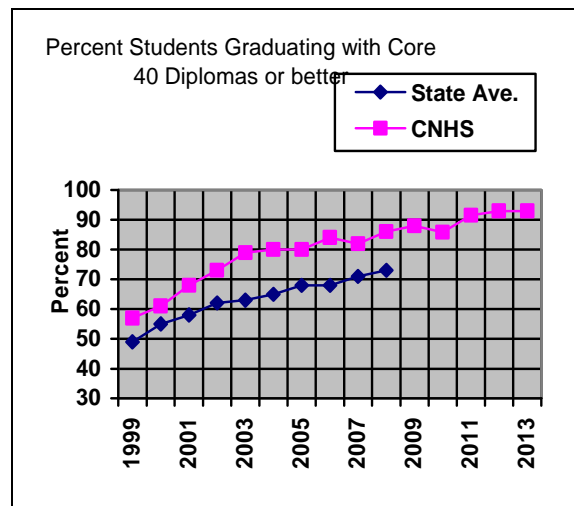


Fig. 7.1-10 Number of Students in AP courses and percent receiving 3 or better on the AP exam

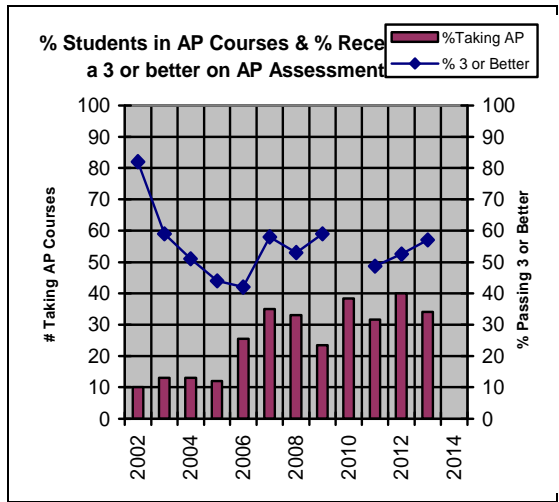
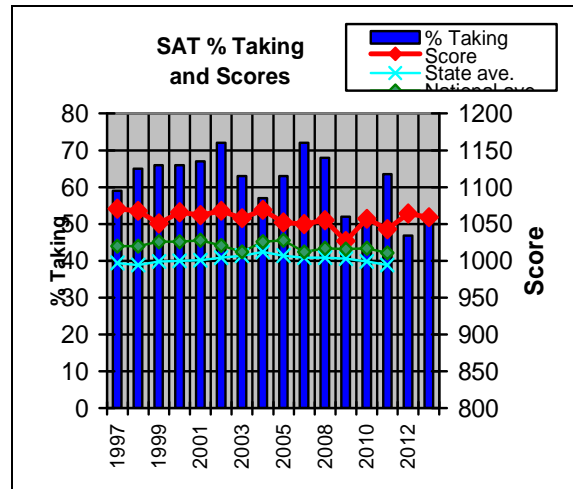


Fig.7.1-11 SAT Score

SAT scores and percentage of students taking the SAT test



(See Fig. 7.1-13) 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

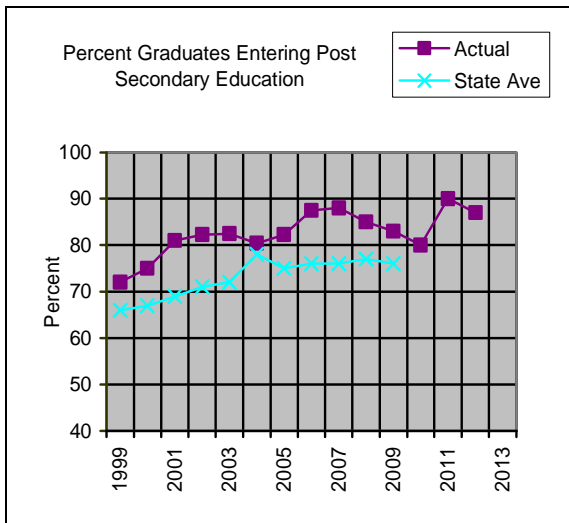
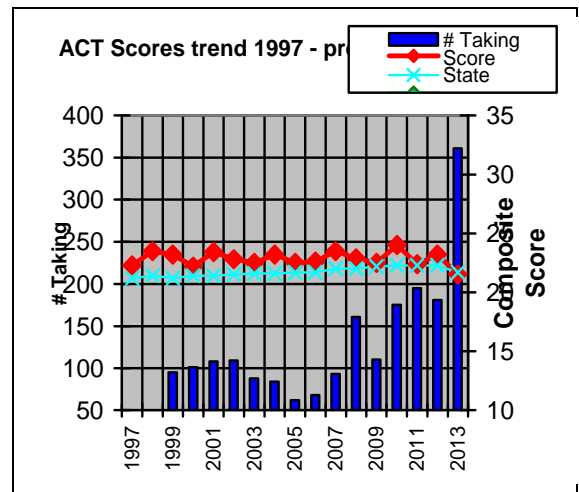


Fig. 7.1-13 ACT composite score and number of students taking the ACT test.



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 should list us as a “C” school. 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.

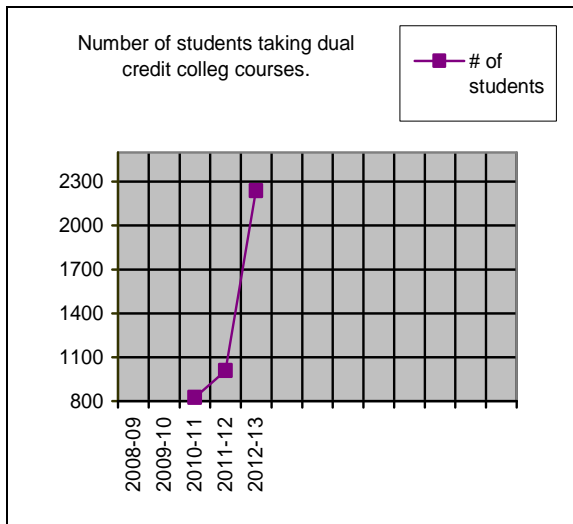
The school’s student learning results related to the goals and objectives in Section Two are summarized in the following recapitulation: CNHS sets rigorous standards for our students. We work toward the goals of improving our overall scores on the measures required by the IDOE.

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. Of SPECIAL note, all Juniors took the ACT in the spring of 2013 and despite the entire class taking this exam, they scored at or slightly above both State and National averages in every category. This is a point of pride for CNHS. Even though we don’t place a lot of stock in standardized testing, we recognize that this performance is exceptional.

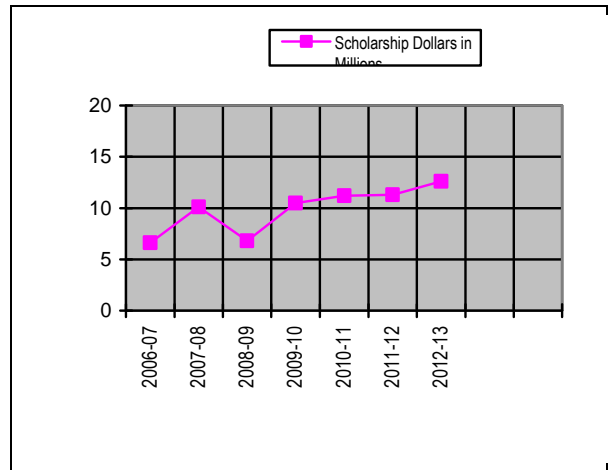
Last year we received information for the first time in reference to our students who went on to Indiana Colleges/Universities. This information came from the Indiana Commission for Higher Education. The data is from the 2007 school year. I would like to share one point from that report. It deals with 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 49 million dollars over the last five 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 allowing students to participate in a new initiative, Bring Your Own Device. BYOD means that we will utilize the technology that students may bring with them to enhance our instruction.

Positive Behavior Instructional Supports

Positive Behavior Instructional Supports is a philosophy that has been used twice before in our school, but this is the second year 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 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.

Fig. 7.4-1

Percent of Safe Practices Implemented

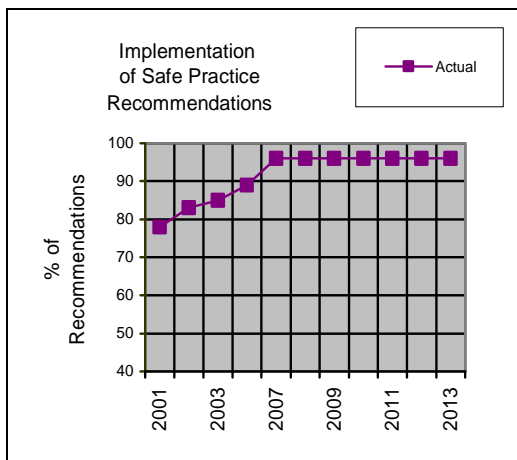
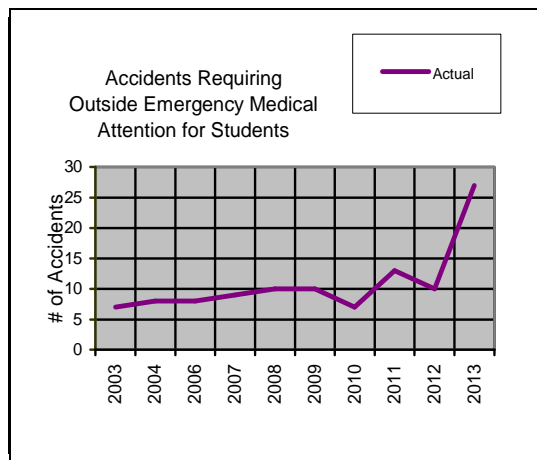


Fig. 7.4-2

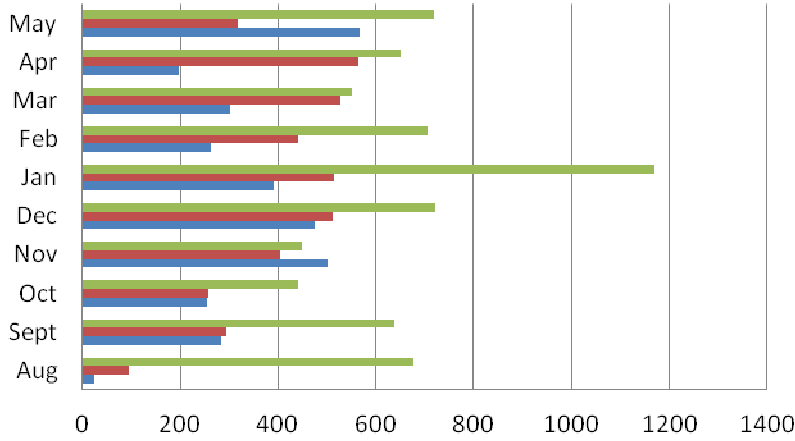
Number of Accidents requiring Emergency



The following charts show data around our implementation of PBIS. Initially at CNHS there was some skepticism around PBIS. The staff wondered if it would make a difference. Well into the processes of focused implementation, we are finding that the ways in which we have implemented PBIS at North has proven to be very effective.

In addition, the graphs below show the effects of our implementation of PBIS over the past few years. The first graph that follows shows the number of blue tickets given out by month. We see that initially, the number of tickets was minimal, but as the year progressed the number increased. We also see a significant jump in the number of tickets given out, by month, from the first year to this past year.

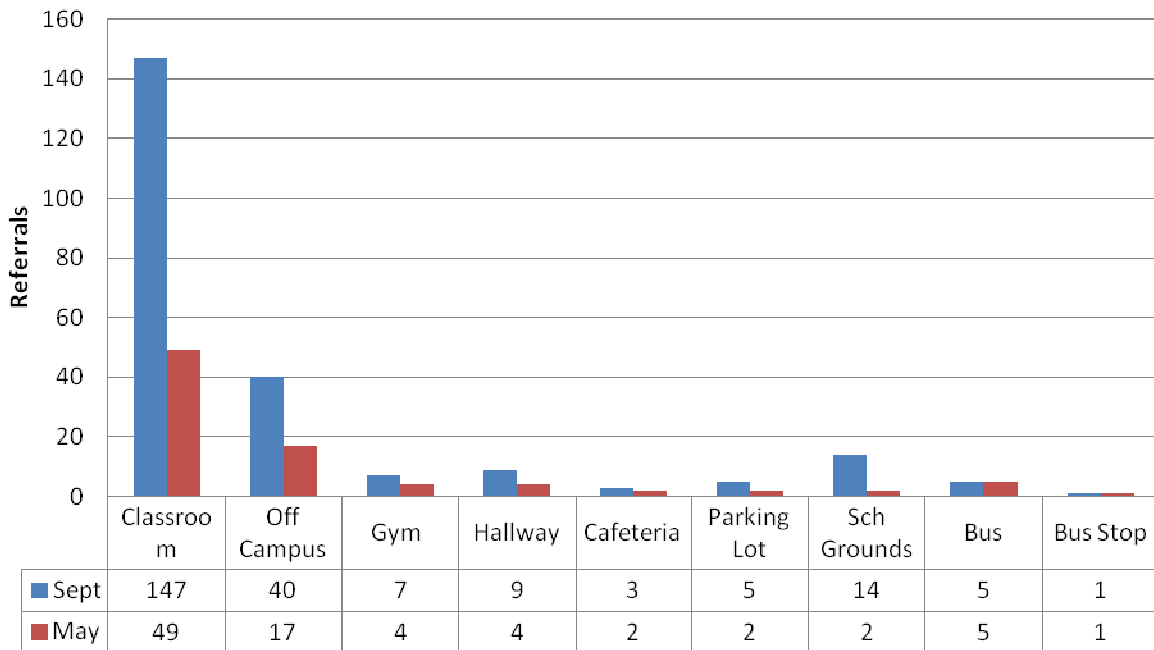
Monthly Blue Ticket Collection



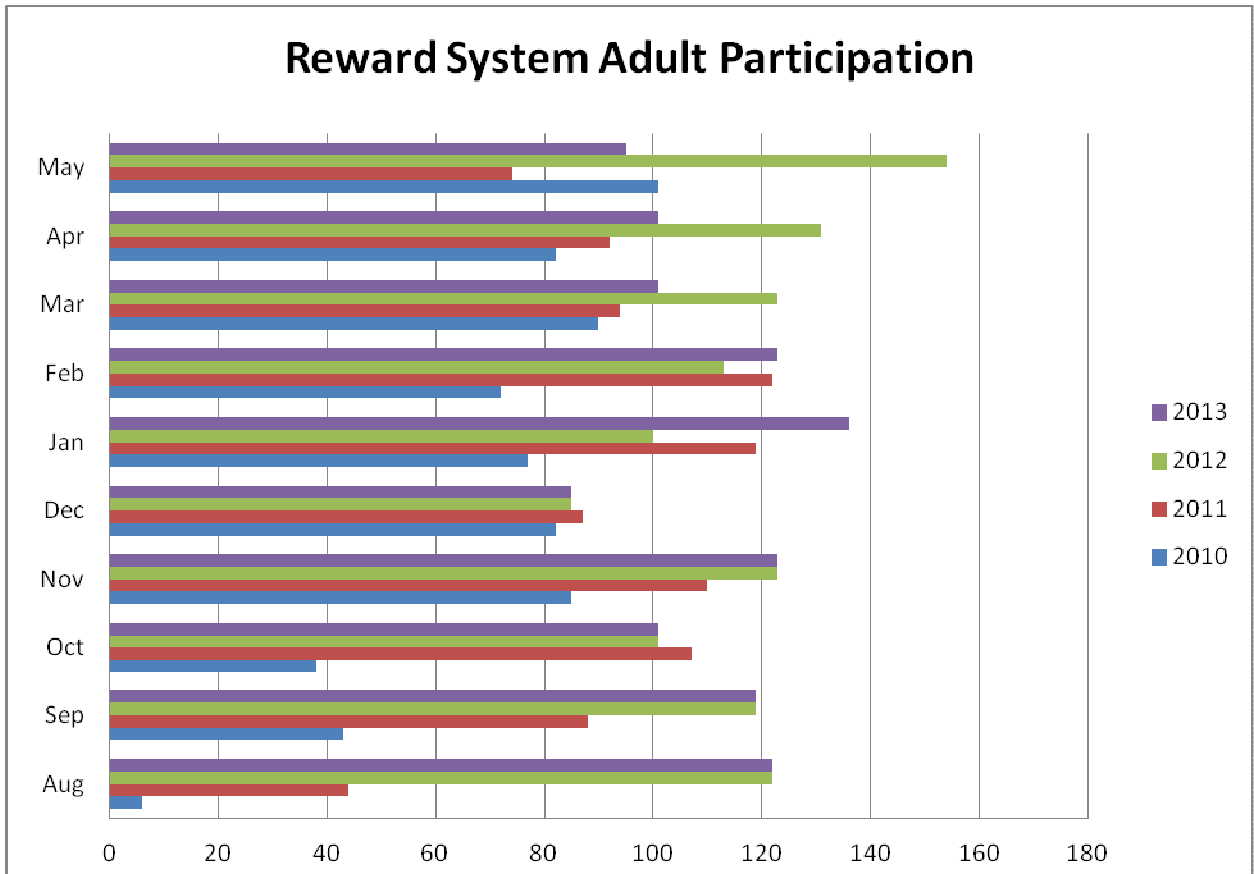
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2012-13	676	637	440	449	721	1169	707	551	650	720
2011-12	94	293	257	403	513	514	442	527	565	318
2010-11	24	284	254	500	474	392	263	302	198	567

Our students take great pride in being given a “blue ticket” or some other type of recognition. Through the implementation of this program we began to collect data to help us understand where our “hot spots” were. Interestingly we have found a correlation between the “blue ticket” and the number and/or type of offenses that our students commit. As the number of blue tickets given out increases the number of discipline in our building decreases.

Drop in Discipline Referrals 2013



Finally, the chart below shares how the adults in our building have supported the PBIS initiative. This has improved the culture and climate within CNHS tremendously. Staff and students alike enjoy the opportunities to show mutual Respect and Responsibility and build positive Relationships.



7.4 Faculty and Staff Results

As some point it may level off, but right now we note a continual downward trend in our use of more serious consequences for behaviors at CNHS. The next two charts show that downward trend over the past few years in the use of our more serious consequences for improper student

Fig. 7.4-3 No. of out of School Suspensions

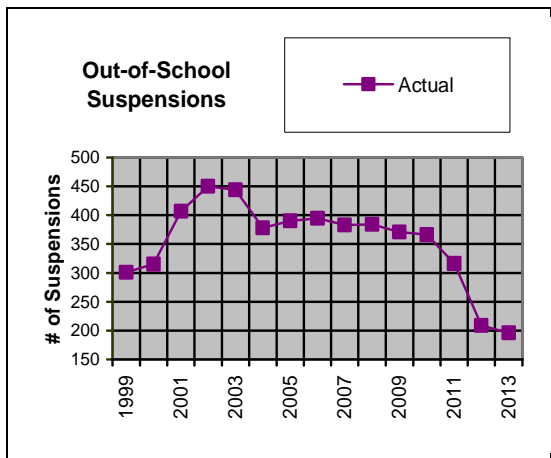
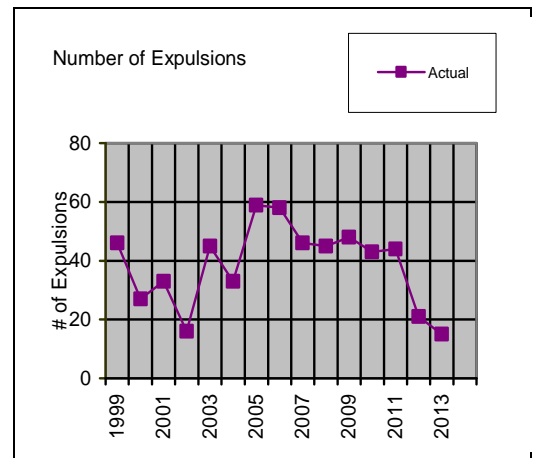


Fig. 7.4-4 No. of Expulsions



behavior. Again, this change in climate has been positive and encourages staff and students alike to work a little harder and cooperate a little more.

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). (See Section One, page six of this document for an illustration) 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 in our Site Council. 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, as mentioned above, 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 an annual 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 our neighboring schools, especially those of similar size and demographics, 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 outperforms 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 our continual improvement.



APPENDIX

2013-14 BUILDING ADMINISTRATOR SUCCESS RUBRIC

ADMINISTRATOR BEING EVALUATED

EVALUATOR

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	UDL	<p>€ School wide goals are not known</p> <hr/> <p>€ Potential barriers are not considered during the planning of the interaction or the design of the learning environment</p> <hr/> <p>€ Content and skills are presented without options and scaffolding</p> <hr/> <p>€ The school community members are not engaged</p> <hr/> <p>€ The school community members do not interact with or demonstrate content and skill comprehension</p>	<p>€ School wide goals are known but not addressed or instructional resources are not aligned with the goals</p> <hr/> <p>€ Potential barriers are considered but the building administrator is not applying that knowledge to the interaction</p> <hr/> <p>€ Content is presented with few options and skills are presented without scaffolding</p> <hr/> <p>€ The school community members are engaged in relevant learning opportunities</p> <hr/> <p>€ The school community members interact with content and skill comprehension but do not demonstrate knowledge</p>	<p>€ School wide goals are known and instructional resources align with the goal</p> <hr/> <p>€ Potential barriers are considered and the building administrator applies that knowledge to the learning environment</p> <hr/> <p>€ Content and skills are presented in multiple ways with options but with minimal scaffolding</p> <hr/> <p>€ The school community members are engaged in relevant and meaningful learning opportunities</p> <hr/> <p>€ The school community members interact with and demonstrate content and skill comprehension in multiple ways</p>	<p>€ School wide goal are known, attainable, and accessible. Instructional resources align with the goal</p> <hr/> <p>€ Potential barriers related to the resources, information and learning environment are identified and addressed in the design of the interaction and the learning environment</p> <hr/> <p>€ Content and skills are presented in multiple ways with options and scaffolding available</p> <hr/> <p>€ The school community members are engaged in authentic, relevant and meaningful learning opportunities</p> <hr/> <p>€ The school community members consistently interact with and demonstrate content and skill comprehension in multiple ways</p>

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
PBIS	<p>€ PBIS learning environment expectations are not evident</p> <hr/> <p>€ Trust and responsibility between the building administrator and school community members is not evident within the learning environment</p> <hr/> <p>€ Behavior demonstrated within the learning environment results in discipline referrals, violence, vandalism and/or theft</p> <hr/> <p>€ Cultural perspectives and experiences are not valued and ethnically diverse school community members do not feel respected and welcomed (e.g., school community members are not comfortable within the environment, they are not active members of the learning environment, and the language and actions used by the building administrator do not reflect these values)</p>	<p>€ PBIS learning environment expectations are not evident (e.g., known) and are not referred to during instruction and/or behavior redirection</p> <hr/> <p>€ Few school community members demonstrate a positive association with the building administrator and learning environment and a commitment to the learning environment</p> <hr/> <p>€ Behavior within the learning environment displays little evidence that the learning environment promotes respect and responsibility</p> <hr/> <p>€ Few cultural perspectives and experiences are valued and ethnically diverse school community members feel respected and welcomed (e.g., few school community members are comfortable within the environment, few are active members of the learning environment, and the language and actions used by the building administrator loosely reflect these values)</p>	<p>€ PBIS learning environment expectations are evident (e.g., known), but are not referred to during instruction and/or behavior redirection</p> <hr/> <p>€ Many school community members demonstrate positive association with the building administrator and learning environment and a commitment to the learning environment</p> <hr/> <p>€ Behavior within the learning environment shows evidence of PBIS learning environment expectations</p> <hr/> <p>€ Some cultural perspectives and experiences are valued and ethnically diverse school community members feel respected and welcomed (e.g., some school community members are comfortable within the environment, some are active members of the learning environment, and the language and actions used by the building administrator loosely reflect these values)</p>	<p>€ PBIS learning environment expectations are evident (e.g., known) and are referred to during instruction and/or behavior redirection</p> <hr/> <p>€ The school community members demonstrate a positive association with the building administrator and learning environment, demonstrate a commitment to the learning environment, and interactions between school community and the building administrator model collaborative relationships</p> <hr/> <p>€ Behavior within the learning environment demonstrates that students are empowered to help set school expectations, policies, and activities</p> <hr/> <p>€ Multiple cultural perspectives and experiences are valued and ethnically diverse school community members feel respected and welcomed (e.g., students are comfortable within the environment, are active members of the learning environment, and the language and actions used by the building administrator reflects these values)</p>	

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	ACADEMIC CITIZENSHIP	<p>€ The administrator does not discuss information and teaching strategies through Professional Learning Communities</p> <hr/> <p>€ Administrator is not developing a capacity to support his/her own practice in UDL and PBIS</p> <hr/> <p>€ Administrator does not use effective strategies to reflect on his/her own performance and the progress of the school</p> <hr/> <p>€ Administrator does not demonstrate leadership qualities to enhance the profession</p> <hr/> <p>€ Administrator seldom demonstrates professional responsibilities</p>	<p>€ The administrator does not regularly discuss information and teaching strategies through Professional Learning Communities</p> <hr/> <p>€ Administrator rarely pursues professional development to support his/her own practice in UDL and PBIS</p> <hr/> <p>€ Effective strategies are rarely used to allow the administrator to reflect on his/her own performance and the progress of the school</p> <hr/> <p>€ Administrator rarely supervises or mentors student teachers, probationary teachers, or provides any training of educators</p> <hr/> <p>€ Administrator occasionally demonstrates professional responsibilities</p>	<p>€ The administrator use dedicated time (weekly or bi-weekly) to meet, collaborate, and discuss resources, information and teaching strategies through Professional Learning Communities</p> <hr/> <p>€ Administrator regularly pursues professional development to support his/her own practice in UDL and PBIS</p> <hr/> <p>€ Administrator actively uses effective strategies to reflect on his/her own performance and the progress of the school</p> <hr/> <p>€ Administrator regularly displays the professional responsibilities of mentoring student teachers, probationary teachers, or the training of educators</p> <hr/> <p>€ Administrator often demonstrates professional responsibilities</p>	<p>€ In addition to Professional Learning Communities, the administrator conducts learning environment observations and uses other techniques to provide increased feedback and support to other educators</p> <hr/> <p>€ Administrator consistently reviews and reflects on improving his/her practice in UDL and PBIS through professional development and self-reflection</p> <hr/> <p>€ Administrator demonstrates evidence of regularly reflecting on his/her own performance and the progress of the school through the use of formative and summative data</p> <hr/> <p>€ Administrator exemplifies professional responsibilities by working with student teachers, probationary teachers, and pursuing other leadership opportunities to enhance the profession</p> <hr/> <p>€ Administrator always demonstrates professional responsibilities</p>

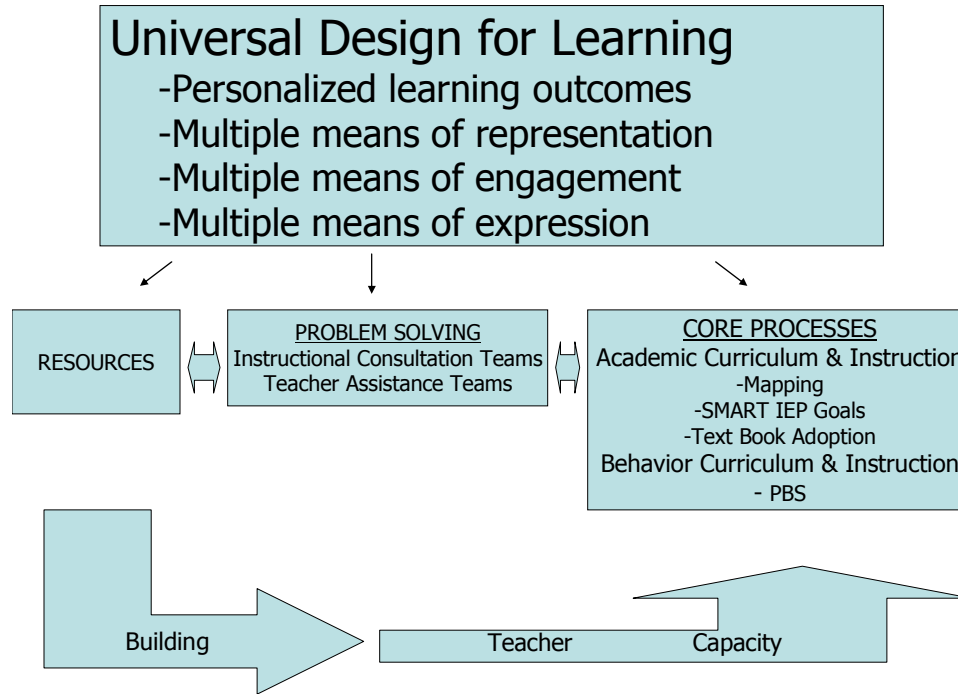
		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
STUDENT ACHIEVEMENT, PERFORMANCE, AND GROWTH	ACADEMIC SUCCESS	<p>€ Many students are not proficient in the knowledge and skills as defined by the state or district content standards(i.e., mastery of the standards)</p> <hr/> <p>€ Many students are receiving Ds and Fs</p> <hr/> <p>€ Student scores on state or district assessments are lower than those of similar classes (Double Value)</p>	<p>€ Few students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)</p> <hr/> <p>€ Student grades reflect consistently poor to average performance</p> <hr/> <p>€ Student scores on state or district standardized assessments meet those of similar and/or local classes (Double Value)</p>	<p>€ Many students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)</p> <hr/> <p>€ Grades are reflective of student progress and growth</p> <hr/> <p>€ Student scores on state and district standardized assessments exceed those of similar and/or local classes (Double Value)</p>	<p>€ Most students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)</p> <hr/> <p>€ An exceptional number of students can articulate their academic achievements, areas that need improvement, and receive grades reflective of that ability</p> <hr/> <p>€ Student scores on state and district standardized assessments regularly exceed those of similar normed grouped and/or local classes (Double Value)</p>
	LEARNING OUTCOMES	<p>€ Students do not demonstrate knowledge of the school wide learning outcomes</p> <hr/> <p>€ Students demonstrate a passive learning attitude waiting for instructor direction</p> <hr/> <p>€ Students are unable to thoughtfully reflect on their skills and abilities</p>	<p>€ Students demonstrate minimal knowledge of the school wide learning outcomes</p> <hr/> <p>€ Few students demonstrate self-directed learning and seek appropriate help when needed</p> <hr/> <p>€ Few students demonstrate the ability to thoughtfully reflect on their skills and abilities</p>	<p>€ Students demonstrate knowledge and some success of the school wide learning outcomes</p> <hr/> <p>€ Many students demonstrate self-directed learning and seek appropriate help when needed</p> <hr/> <p>€ Many students demonstrate the ability to thoughtfully reflect on their skills and abilities (i.e. reflection journals, portfolios)</p>	<p>€ Students consistently demonstrate success on each of the school wide learning outcomes</p> <hr/> <p>€ Most students consistently demonstrate self-directed learning and seek appropriate help when needed</p> <hr/> <p>€ Most students demonstrate the ability to highlight their strengths and goals in pursuit of a college or career experience (i.e. portfolio, resume)</p>
		<p>€ Students and/or parents report feeling poorly prepared for the next level of education or employment</p>	<p>€ Few students feel that their class experience prepared them well for their next steps in education or employment</p>	<p>€ Many students feel that their class experience prepared them well for their next steps in education or employment</p>	<p>€ Most students and/or parents report a high level of preparation for the next level of education or employment</p>

COMMENTS:

School Improvement Plan

2008-09

APPENDIX 2-A



"Successful people ask better questions, and as a result, they get better answers."

--[Anthony Robbins](#)

SMART GOAL

Specific

- 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?	Open-Ended Response	Other (please specify)	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-Richardson		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	2	2	3	3	3	2	2	2
Kim	Green	0	Journalis m/C4	3	3	3	3	4	4	4	3
Tami	Reardon	9		3	3	2	3	2	2	2	4
laurie	pfaffenberger	10		3	3	4	3	4	4	4	3
Roger	Gemberling	7		4	3	3	3	3	3	2	4
Gail	Nowels	11		3	3	4	3	4	3	4	4
Jim	Sheridan	16		1	1	1	1	1	1	1	1
Jay	Payne	15		1	1	2	1	1	1	1	1
sandy	freshours	16		4	4	4	4	4	4	4	4
William	Stultz	8		2	2	2	2	3	2	2	3
Tim	Bless	6		3	3	2	3	2	1	3	2
Steve	Gobert	6		3	2	3	3	2	1	3	3
Stan	Meyer	6		4	4	3	3	2	2	2	2
Kim	Stover	4		3	2	3	2	2	1	1	2
Rosaind	Pegram	0	Foreign Languag e	4	3	4	3	4	3	4	3
Bajorn	Gaylord	4		3	3	3	3	2	1	2	2
Carolyn	Friend	11		2	2	1	2	2	2	1	2
Joseph	Haley	11		3	2	3	3	3	3	3	3
Betsy	Warble	4		3	2	2	3	2	2	3	2
cesar	de luna	0	C4	3	2	2	3	1	1	3	2
Megan	Shaff	6		3	3	4	3	1	1	2	3
Laura	Richardson	2		3	2	2	2	3	1	2	2
Dennis	Lindsey	4		3	2	3	1	2	1	3	2
Tom	King	10		4	3	3	3	2	3	3	2
Michael	Riley	4		3	2	3	2	3	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
			special educatio n								
Mary	Hamlin	0	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	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	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
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
			2.92029	2.53623	2.717391 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
			Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12

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		
		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

<u>Multiple examples</u>	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

<u>Provide multiple media formats</u>	Not yet Evident	Emerging	Intermediate	Advanced
	3	2	1	
	2	1	3	
	2	1		
	3		3	
		1		1
	4		1	1

	5	1	2	
	6			
	1	3	2	
	5		1	
Total out of 59 Observations	31	9	13	2
Percentage out of 59 Observations	53	15	22	3

<u>Support background context</u>	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

<u>Provide opportunities to practice</u>	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

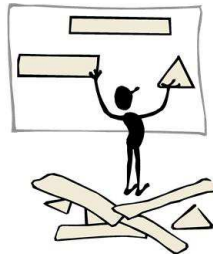
4-D
Social Studies Student Survey
Digital Format

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 definition of UDL.

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

2. My level of understanding of the guiding principles of using UDL.

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

3. My level of understanding of the purpose of using UDL in a classroom setting.

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

4. My level of understanding the language of UDL.

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

5. My ability to apply the guidelines of UDL into my own classroom practices.

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

-Over-

6. My level of awareness of my own learning style.

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

7. My level of awareness of my student's learning styles.

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

8. My level of awareness of my teaching style.

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

9. My level of being purposeful in applying the principles of UDL in my classroom.

1-----2-----3-----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!

Appendix 4-E
Departmental Goal Template

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:

Departmental Goal Template

Action Team/Department Process Notes
Continuous Improvement Council

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	Patrick Pemberton	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 2012-13 school year include:

LauraRichardson - Chair	Cathy Simmons	Joan McKinney	John Johnson
Jim Pfaffenberger	Mimi Hageman	Denise Briner	Katie Keith
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—Patrick Pemberton (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— Debbie Riga

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:

<u>Business</u> —Mike Hackman	<u>Fine Arts</u> —Janie Gordon	<u>C4</u> —Becki Combs
<u>C4</u> —Kay Eagleman	<u>English</u> —Sarah Sanders	<u>HPER</u> —Debbie Riga
<u>Math</u> —Susie Lax	<u>Science</u> —Denise Briner-Richardson	<u>Social Studies</u> —Laurie Pfaffenberger
<u>Special Ed.</u> —Jim Pfaffenberger	<u>World Language</u> —Kathy Lahee	
<u>Student Services</u> —	<u>Tech Support</u> —Jennie Chrisman	<u>Support Personnel</u> —
<u>Students</u> — Freshman--	Sophomore—	Junior—
		Senior—
<u>Chair</u> —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. Members for the T.I.E. committee for the current school year are:

John Green	Libby Arthur	Elizabeth Bays	Jennie Chrisman
	Laura Daily-Richardson	Toni Held	Jaye Lahee
	Amy London	Reggie McLaurine	Justin Reynolds
	Allison Williams	Nicholas Williams	
	Ad Hoc members	Susan Scott	David Clark

APPENDIX 7-B

PBIS DATA

SUSPENSIONS AND EXPULSIONS

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

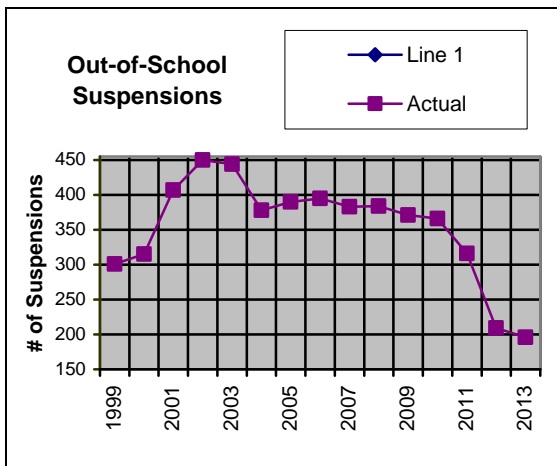
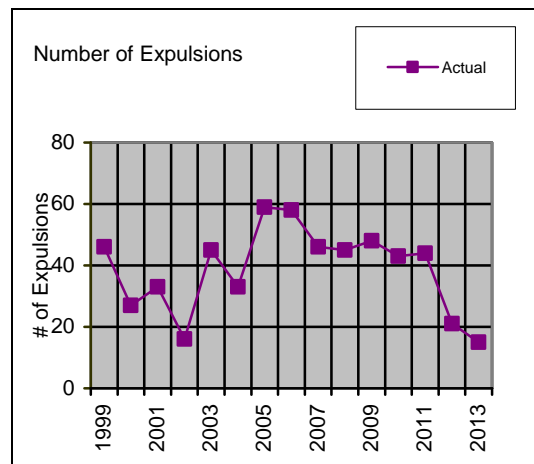


Fig. 7.5-4, Measure 4.1.4
No. of Expulsions



Required coursework to graduate from Columbus North High School

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