



**Columbus North High School  
Executive Summary  
2019-20**

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## **Mission/Vision/HEO's**

### **School 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.

### **CORE VALUES**

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

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

## **Executive Summary**

### **Overview**

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 36 different languages and dialects 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 local Philharmonic, American Pie, School Board meetings, The Chinese School, many musical and theatrical productions, and various human rights awareness events. We also host a student run restaurant for the community.

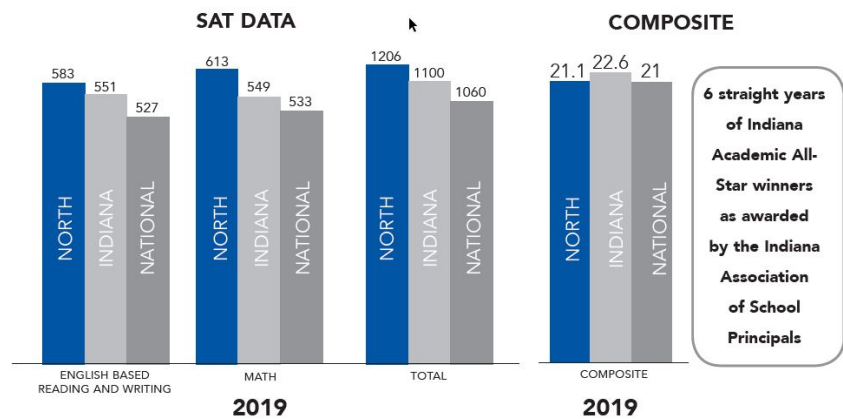
Columbus is known for being architecturally unique. In recent years the entire CNHS facility renovations have resulted in recognition for our district and school for environmental impact and cost, health and wellness of students and staff, and effective environmental and sustainability education, which incorporates STEM, civic skills and green career pathways. Awards for the building work include the Associated Builders and Contractors of Indiana Award of Honor, AIA Indiana Merit Award, the United States Environmental Protection Agency Energy Star Award, and US Department of Education Green Ribbon School Recognition.

CNHS depends on strong family, community, and business support from active partners--including suppliers, community organizations, parents and volunteers--to attain its goals. They participate on school and district improvement teams, advisory committees, and specific task forces, working side-by-side with staff on school initiatives. We are currently in a strong partnership with a recent

initiative of a "Healthy Community" and are exploring ways to assist our students in making "healthy choices."

CNHS graduation rate of 88.8% is representative of the demographics that make up our student body. Our attendance rate of 95.6 % is in line with state averages and a testament to the focus our community places on education. Our SAT scores 1206 and ACT scores 21.2 are at or very close to both State (SAT: 1100 ACT: 22.5) and National averages (SAT: 1060; ACT: 21.0) while at the same time the percentage of students taking

these tests is also above State and National averages. It is noteworthy that for these comparisons **every** Junior at CNHS takes the ACT in the Spring each year.



CNHS ISTEP scores for 2018-19

were above surrounding school averages, although due legislative and IDOE conversations those averages have not been released for this past year. Once again, changing the test so often has created a lack of reliability and integrity of the scores given across the state. Also, at the time of this submission, we did not get a State average for students passing both ELA/Math portions of the ISTEP.

### School's Purpose

To meet the educational needs of our students (population: 2063) we offer multiple pathways to success, reinforcing the district commitment to deeper learning. The goals of our building, our departments and our teachers revolve around the BCSC High Educational Objectives (HEOs) through the use of Universal Design for Learning (UDL), Positive Behavioral Instructional Supports (PBIS), and Growth Mindset. We focus less on standardized testing to gauge student performance and

improvement, and more on the more valuable "soft skills" of decision making, creative thinking, collaboration, and presentation as presented in the use of Habits of Mind (HOM) as our school wide learning outcomes.

We include programs for all students and encourage them to stretch themselves as they become active participants in their education in readiness for career and college, with 91% of graduates choosing post-secondary 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, an online pathway, many college dual credit opportunities, and a variety of community partnerships. Our staff of 190 includes everything from certified teachers to cooks and custodians, each with a desire to do what they can to make CNHS the best it can be. As partners in the educational processes, they collaborate in their efforts to prepare our students for whatever post-secondary pursuits students want to pursue.

Columbus North promotes being open and flexible in order to meet individual student needs in a traditional setting. Currently, we have adopted a Block 8 schedule to begin in the fall of 2020. This year we will provide professional development for our staff in preparation for this change. Of note, our journalism department is annually recognized as one of the best in the nation. 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 for the State for over nine years. Our Fine Arts department produces work of the highest quality year in and year out. Our athletics teams regularly compete at the highest levels in the State of Indiana, highlighted by our Boys Cross-country team that won the State championship for three years in a row and state championships in Girls Basketball and Boys Golf. Our Athletic Department's website is second to none and in just a few years has received over four million "hits." As a school we have won 37 team State Championships as affiliates of the IHSAA. With a strong

foundation, our students and staff look forward to moving upward and onward in making a difference in the world around us.

### **Notable Achievements and Areas of Improvement**

Following the vast renovations of the Columbus North building in 2012, many educational improvements became possible. The technology improvements have allowed the addition of a learning management system (it'sLearning) and implementation of one-to-one computing. In addition, a substantial increase in curricular offerings for dual credit and AP



classes has resulted from additional lab spaces and resources. Our AP successes boast 68% of our students passing an AP exam with a 3 or higher for the past five years in a row.

The district movement to Universal Design for Learning (UDL) and Positive Behavioral Instructional Supports (PBIS) initiatives has resulted in building efforts towards implementing new processes for teacher evaluation and school-wide learning outcomes for students that align to those philosophies. The addition of iGrad, a community supported program in partnership with Ivy Tech to address graduation rates, and a BCSC UDL trainer to our building have been part of that progression of services. The district also supplies a PBIS coach for the building team.

In the next three years, efforts to refine and expand the use and impact of school wide learning outcomes and technology tools are keys. In addition, CNHS continues to address cultural competency measures and supports to allow increased access to advanced studies for minority students who are becoming a larger part of our student body each year. Management and expansion of technology supports, training, and resources are significant parts of that effort and becoming better at using technology tools, both the hardware and assistive technology will be important in that work.

### **Additional Information**

Our student population is changing and CNHS is actively addressing cultural changes to adapt. We explore and discuss cultural differences and implicit bias in many forms from race to religion to economic resources to learning preferences. More than 10% of our students were not born in the US. The racial diversity of our students and teaching staff is expanding. As a result, overarching themes are cultural competency, social and emotional learning, and respectful learning. Special recognitions and celebrations allow us to explore how our differences make us better. Our week of “Kindness and Caring” is a highlight for all within our building. This work includes teacher training, monitoring data, exploring assistive technologies, inviting minority students into extracurricular activities, and exploring options for new ways to help students access what they need to be ready to learn and succeed. Our school operates a food pantry that has fed thousands over the past few years, has assistance through community discretionary funds for resources, materials, and/ or work items for students, and offers help for school activities for those in need. Senior projects often address how students and community can assist in addressing community concerns through service. BCSC has the oldest school foundation in the state and it has been influential in supporting positive ideas for change.



## **Safe Learning Environment**

A common question in today's conversations around public education is "how will the school maintain a safe and disciplined learning environment for students and teachers?" Columbus North High School has a variety of practices, committees, and groups that actively meet and discuss how to best provide a safe and secure learning environment. Noted below are some of those ways.

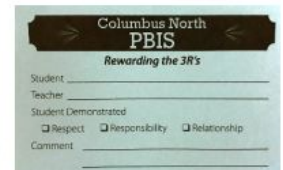
- **PBIS Team--School programming, special events, and data review and a district coach**
- **Safety Committee-- Department based group to improve building security and safety.**
- **Principal's Cabinet--Weekly meetings and review of current practices and processes.**
- **Dean's Advisory Committee--Faculty and student input**
- **CIC--Reviews work of various internal groups and guides the decision making for those groups**
- **Indiana School Safety Specialist in administration**
  - **School Resource Officer employed on a full time basis.**
  - **Community "SAFE" meetings held on a monthly basis**
  - **Single point of entry**
  - **Staff and support staff name tags**
  - **Safe Visitor check in software used**
  - **Text alert system--Being currently reviewed for implementation for students.**

**PBIS (POSITIVE BEHAVIOR INSTRUCTIONAL SUPPORT)**

REWARDING  
**RESPECT  
RESPONSIBILITY  
RELATIONSHIP**

**OVER 28,800**  
STUDENT BLUE TICKETS TURNED IN  
DURING THE SCHOOL YEAR

Five students honored each month and each semester  
•  
One caring adult honored each month



Columbus North  
**PBIS**  
Rewarding the 3R's

Student \_\_\_\_\_  
Teacher \_\_\_\_\_  
Student Demonstrated  
 Respect  Responsibility  Relationship  
Comment \_\_\_\_\_

Columbus North will ensure that clear expectations are communicated to students in the following ways:

- **Social Media including but not limited to Twitter, Snapchat, school displays**
- **Class Meetings**
- **9th Grade Orientation**
- **Online handbook information**
- **Monthly Bull Dog Time sessions with training and announcements**
- **Bull Dog News announcements**
- **Student Athletic Board**

Columbus North has created an educational environment in which there is genuine respect for students and a belief in their capability. The following points share some of the ways that we do just that.

- UDL framework for instructional delivery and outcomes measured as Expert Learners
- Senior Projects
- Vibrant Student Government
- Extensive student club programming
- Student Athletic Board
- Student surveys as part of national growth mind set study
- Strong PBIS reward system
- Special Education Transition Fair
- Special programming for Hispanic Students (Bien Venidos)
- Annual faculty training
- New Teacher Training

### **Curriculum**

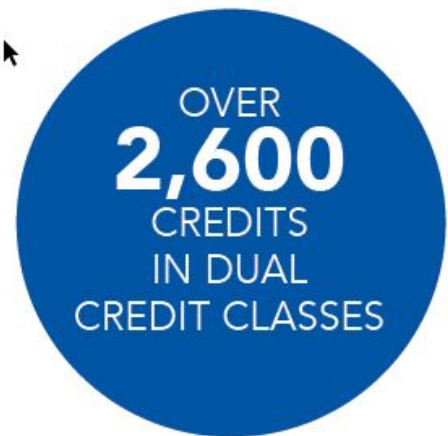
The following shares an overview of the curriculum used at CNHS. Our curriculum is standards based and implemented with the students in mind.

- Curriculum is
  - Posted on the school website for public access.
  - Aligns to state standards, numbers, and definitions.
- New curriculum is introduced by a department, proposed and reviewed by building administration, reviewed by district secondary director and reviewed by the school board for approval. A course that is not taught for three years is subject to deletion after discussion with departments.
- Adoption processes are conducted by BCSC through the UDL Framework on a cycle. New materials are reviewed in that process for cultural responsiveness, age and community norms, and cost efficiency.
- Students in special education and ELL programs are supported within a resource period each day by teachers and assistants as well as core content programming.

## **Assessment**

CNHS values the place that meaningful assessments have in the education of our students. We develop a road map of where the students need to go, based on where they are. Data from student assessments along with the continual examination of our professional practice guide this work. We have found that allowing multiple means of expression for students allows them to be more purposeful and motivated in their education. Such purpose leads the students to be more strategic, goal directed, resourceful, and ultimately more knowledgeable. A description of our assessment practices follows.

- **Indiana State Assessments are followed as per law.**
- **Nationally normed tests offered regularly:**
  - **PSAT conducted during the school day.**
  - **ACT offered free to all sophomores and juniors during the school day.**
  - **SAT, ACT are offered multiple times during the year in the building.**
- **Teachers record classroom assessments weekly.**
- **Accuplacer for dual credit testing.**
- **Dual credit offered through Ivy Tech, IU, PU.**
- **AP testing in 19 subjects with over 11000 tests annually.**
- **WIDA testing program for new language learners for placement and teacher information, as well as special instructional design in English for two years**
- **Teachers receive training as new teachers and in faculty meetings for best practices in UDL, PBIS, SWLOs (HOM), Cultural Responsiveness, and Growth Mindset, as well as departments for content specific training.**
- **UDL standards are utilized and monitored to allow students multiple means of engagement, instruction and expression and supported by a UDL coach.**



## **Instruction**

Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Instructional strategies are often personalized to address the individual learner. Lesson plans are created and implemented with multiple means of representation and multiple means of engagement present in each lesson. The “WHY” of learning guides our instructional practices at CNHS.



- UDL Framework implemented and monitored by all leadership
- Senior Project support through Bull Dog Time and Senior Career Class with assessment based on Expert Learner Outcomes.
- Over 200 course offerings on campus and opportunities to attend local college campuses for early college during the school day to ensure student needs and interests are met.
- Dual credit and/or AP opportunities are in each department design.
- CTE serves students on multiple campuses and Career Pathways for career skills and industry certifications.
- Habits Of Mind intentionally taught in all school areas.
- Every teacher observed and conferenced multiple times per year by administration to reinforce and expand best practices.
- New teachers have monthly support from CNHS as well as support from BCSC as they are on-boarded.
- Content leaders, both as administrators and teacher leaders, for department member support and oversight of practice.
- Over 100 opportunities for professional development in-house each year, including assistive technologies and technology tools, UDL practices, culturally competent practices, and growth mindset strategies.

## **Cultural Competency**

CNHS is a diverse secondary high school, with 39 different languages spoken by our student body. Over 150 of our students were born outside of the United States. We understand and appreciate the value of cultural capital. It not only makes us a unique high school in southern Indiana, but it allows our school community an advantage in preparing for a life in a global economy. We seek meaningful ways to include the strengths of all our students when working with our student body. What follows are some of the ways we seek to provide the scaffolding necessary to allow our students from all places to enhance their opportunities for success.

- ELL Lab serving nearly 185 students and offering teacher support for accommodation practices.
- Special education personnel co-teach and/or support students in traditional classrooms for at least 2 periods per day.
- Community career programming for students in special education classes that are not on graduation pathways.
- Learning Resources for students requiring special education supports.
- BCSC Cultural Learning Center housed at CNHS and part of the school community.
  - Parent liaison.
  - Special programming for Latino students.
- Student services including five counselors, three deans, two school nurses, and one Cornerstone case worker.
- iGrad program in partnership with Ivy Tech supporting students at risk academically and socially.
- Food Pantry
- Extensive outreach and support for assistance requests and community financial resources for students in poverty.
- Faculty training around implicit bias and practices attending to diversity including but not limited to gender, race, ability, poverty, and other barriers or challenges to learning.

New learning for school personnel and community will be around physical safety and practices, as well as the social and emotional learning needs of students. A team of building trainers will continue to work around the Developmental Assets and Developmental Relationships as outlined in the Counseling Counts Grant.

## **Family Engagement**

Columbus North High Schools works to maximize the engagement of family members in the school through a variety of venues. The goal of the outreach attempts is to improve student academic outcomes. Our attempts to communicate with our school community include, but are not limited to:

- Open House
- Open lines of communication: Social Media, PowerSchool Daily Bulletin, E-mail, telephone, walk ins, etc
- Annual events for parents around college and scholarship information
- Cultural Learning Center has monthly parent meetings for parents of ELL students
- Faculty meetings that address Cultural Responsiveness, Cultural Capital, and Cultural Competency
- Text alert system that is currently being developed to improve communication with all segments of our school community.



## **Technology Initiatives**

Bartholomew Consolidated School Corporation supports a learning environment based on Universal Design for Learning principles. Our district focuses on removing learning barriers through online curriculum, 1:1 devices which include Chromebooks and Laptops, sound reinforcement, large displays or interactive displays, document cameras, a dynamic learning management system, online formative assessments, G-Suite, and educational software.

Columbus North High School has a Technology In Education (TIE) Committee that has department representation to develop in-house trainings, technology related purchase recommendations and problem solving. Two members also serve on the District Technology Committee. Each year TIE members present 5 to 6 laptop lunch training to the rest of the staff. This year we are designing the training offering to link our student learning management system with the three UDL principles.

### **Transition to Next Level**

Columbus North participates in and offers a variety of opportunities preparing students for life after high school. We feel that this measure, the number of students who go on to and do well in post secondary pursuits, is significantly more important than any standardized test created for us. Below is a sampling of what we do to promote students as they prepare for life after high school.

- North HS has a Governor's Work Ethic Certificate offering to promote and recognize Seniors for academic performance, excellent attendance and employability competencies.
- Naviance online inventory testing of all students to share career interests and possible career pathways given during freshman year as well as local work site visits
- Required Career Information and Exploration course for every freshman or new student
- Course selection meetings designed to focus on student goals, plans, and diploma track.
- Alignment with post secondary schools around workforce and career development
- Dual Credit opportunities with post secondary schools
- Senior Projects requirement for graduation.
- Career classes required during freshman year and offered during the senior year.
- College fair attended annually by juniors and seniors
- Students with special needs attend an annual career fair at the Columbus Learning Center
- CLC intends to hire a Transition Specialist to assist students with ELL needs in navigating BCSC
- Annual meetings with their academic counselor to chart a course specifically for them
- Annual testing
- Transition to work program for students in special education who are not on diploma track
- Incentive to participate in C4 Careers programs as a pathway to graduation.

The next four pages present our "Plan On a Page." Our Federal Report Card and our State Report Card have not been received yet. The "Plan On a Page" shares our building focus around 1) A Safe and Caring Building, 2) our goals for Academic Performance, and 3) our School Specific goal around developing and strengthening student assets, skills, and relationships through a growth mindset.


At the time of this submission our Federal and State report cards which share our performance around our respective educational measures and targets has not been received from either the Federal or State organizations. When last received in 2017-18, CNHS received a "B," on both report cards.

# CNHS 2019 Plan on a Page

In collaboration with

CiviciLab  
An Institute for Civic Collaboration

## Universal Design for Learning Provides Deeper Learning For All

GOALS	CURRENT STATE	TARGET (WHAT)	STRATEGIES (HOW)	OUTCOMES/HEOs (WHY)
 <p>Safe and Caring</p>	<p>*Improving processes and equipment for Safety and Security</p> <p>*Lack of equity in extracurricular activity</p> <p>*Attendance: 2018-19- 95.6%</p>	<p>*Upgrade and increase function of cameras, locks and revision of special needs emergency procedures</p> <p>*To provide an environment that values kindness and inclusion.</p> <p>*Attendance: 2019-2020 - 96.0% 2020-2021 - 96.1% 2021-2022 - 96.3%</p>	<p>*Reinforce Safety training</p> <p>*CNHS Safety Committee</p> <p>*PBIS programming</p> <p>*Review student Extracurricular participation proportionate to school demographics</p> <p>*Cultural Responsiveness training around implicit bias</p>	<p>Welcoming and diverse learning culture of respect, fairness and trust</p> <p>All learners' health, personal and academic success</p> <p>Achievement of core academic knowledge and varied levels of critical thinking</p> <p>Global citizens</p> <p>Intellectually engaged learners</p> <p>Agile, collaborative learning environments</p> <p>Life-long learning</p> <p>*Develop an inclusive culture</p> <p>*Social, Emotional, Physical</p> <p>*Deepen the understanding and use of SWLOs</p> <p>*Reduce the impact of lost dual credit due to new regulations</p>
 <p>Academic Performance</p>	<p>*63 students withdrawn from school through exit Interviews in 2018-19</p> <p>*Current Hispanic Federal Subgroup grade of C</p>	<p>*Reduce number of student Exit Interviews by 15 %</p> <p>*Improve Hispanic Federal Subgroup grade to a B</p>	<p>*Hispanic Newcomers: "Bien Venidos"</p> <p>*Newcomer Program tracking data</p> <p>*Data review on exited students</p> <p>*Recruitment of students from special populations into advanced courses</p> <p>*Attendance Committee</p> <p>*Alignment of services to Hispanic students</p>	<p>Global citizens</p> <p>Intellectually engaged learners</p> <p>Agile, collaborative learning environments</p> <p>Life-long learning</p> <p>*Develop an inclusive culture</p> <p>*Social, Emotional, Physical</p> <p>*Deepen the understanding and use of SWLOs</p> <p>*Reduce the impact of lost dual credit due to new regulations</p>
 <p>Student Social Emotional Well Being</p>	<p>Finish our Block Scheduling Preparation</p> <p>Build an "Advisory" curriculum around Student Social-Emotional Learning</p>	<p>* Developmental Assets and Relationships.</p> <p>*Addition of an "advisory" curriculum focused on social emotional learning</p> <p>*Review new data from referrals to update programming for student services.</p>	<p>*Leadership team implementation planning</p> <p>*PD through leadership workshop, faculty meetings, special events, and readings</p> <p>*Monitoring faculty needs as the process progresses</p>	<p>Global citizens</p> <p>Intellectually engaged learners</p> <p>Agile, collaborative learning environments</p> <p>Life-long learning</p> <p>*Develop an inclusive culture</p> <p>*Social, Emotional, Physical</p> <p>*Deepen the understanding and use of SWLOs</p> <p>*Reduce the impact of lost dual credit due to new regulations</p>



# Columbus North High School

## Safe and Caring Goal 2019-20

OUTCOME & CURRENT STATE	TARGETS	STRATEGIES	METRIC TO MEASURE?
<p>*School Building is accessible to all public with little intervention.</p> <p>*Staff Member satisfaction with their work environment - 85% (In house Survey)</p>	<p>*A more securely monitored building.</p> <p>*Staff Member satisfaction with their work environment 87% (In house Survey)</p>	<p>*Single Point of entry</p> <p>*Safety Training</p> <p>*CNHS Safety Committee</p> <p>*SRO in the classroom Presentations</p> <p>*Relationships Staff Training</p> <p>*Additional working cameras</p> <p>*Faculty led committee for input on areas and strategies for improvement of deficit areas of the survey</p>	<p>*Safety measures as discussed at corporation meetings and state conferences will be implemented.</p> <p>*In house survey indicates 87% staff satisfaction .</p>
<p>*Students attend school at a current Student Attendance Rate of 95.6%</p>	<p>*Student Attendance Rate will increase to - 96.0% in one year</p>	<p>*Encourage student involvement in extracurricular activities</p> <p>*Perfect attendance awards</p> <p>*Identify students traditionally poor attendance and address obstacles to success early in the school year.</p>	<p>*Student attendance rate improve by .4%</p> <p>*Identify students that have the greatest needs and speak with them individually</p>
<p>*Certified Staff Member Attendance Rate - 93.23%</p>	<p>*Certified Staff Member Attendance Rate - 94.5%</p>	<p>*Work through Department Chairs and coordinators to emphasize the importance of attendance to all staff members.</p> <p>*Monitor and inform faculty members of attendance at identified intervals for awareness.</p>	<p>*Improved teacher attendance by 1.27%</p>

# Columbus North High School

## Academic Performance Goal 2019-20

OUTCOME & CURRENT STATE	TARGETS	STRATEGIES	METRIC TO MEASURE?
<p>* 63 students withdrawn through exit interviews from school in 2018-19.</p>	<p>*Improve and align service to traditionally disenfranchised students. *Reduce the number of student withdrawals through exit interviews by 15% for 2018-19</p>	<p>*Hispanic Newcomers: "Bien Venidos" *Newcomer Program. *Virtual school pilot *Professional goals for student service providers focused on processes and services to at-risk students * Systematic data collection for withdrawn students</p>	<p>*15% fewer dropout withdrawals *Student participation in our "newcomer" programs. *Track the number of course completions for online students</p>
<p>Increase the number of AP exams taken (1050) and passed (68%) with a score of 3 or better.</p>	<p>*2% increase in AP Exams taken in 2019-20</p>	<p>*Address social emotional obstacles to student academic success through work with Developmental Assets and Relationships. *Intentional encouragement from teachers and student service providers to each student enrolled in AP courses to test.</p>	<p>*2% increase in AP tests completed.</p>
<p>*Current Federal Hispanic Subgroup grade of C.</p>	<p>*2018-19 Federal Hispanic Subgroup grade of B.</p>	<p>*Work with ELL and our Cultural Learning Center to strategically plan ways to assist our Hispanic students in their academic work. *Alignment of resources serving Hispanic students through meetings and communication processes.</p>	<p>* Federal Hispanic Subgroup grade improvement from C to B.</p>

# Columbus North High School

## Student Social Emotional Well Being

OUTCOME & CURRENT STATE	TARGETS	STRATEGIES	METRIC TO MEASURE?
<p><b>*Alternative Scheduling Initiative: High schools within BCSC buildings and implementing a schedule that will allow students to grow greater connections with the adults and students within our school community.</b></p>	<p>*All faculty participating in PD for implementation of the new schedule design. *Functioning schedule ready for the 2020-21 school year.</p>	<p>*Committees to work on logistics, instructional practices and advisory content *Meet on a regular basis to discuss options and direction to pursue as issues arise. *Staff teams from the three high schools visitations to schools on alternative schedules and department work to adjust curricular needs *Transparent information to staff.</p>	<p>*Satisfaction survey *Semester curriculum for advisory in place *Functioning and clear direction of master schedule and day schedule</p>
<p><b>*Student Social- Emotional Well Being</b></p>	<p>*100% of faculty and staff trained in Developmental Assets and Relationships. *Addition of an "advisory" for social emotional learning for students. *Review new data from referrals to update programming for student services.</p>	<p>*Training team to implement multiple opportunities for DA/DR training *Training for faculty on implicit bias and trauma sensitive instruction. *Committee to develop a curriculum for advisory based on DA and DR *Student services to monitor data in Principal's Cabinet, CIC, and Department Leader meetings. *PBIS Team special focus once a nine weeks</p>	<p>*Feedback data on training *Student feedback on advisory curriculum. *Processes and documents reflecting new practice in student services. *PBIS completion of four special events.</p>



