School Improvement Plan

Columbus North High School

2015-16

CNHS 2015-16 Executive Summary

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use the links below to navigate the Executive Summary and respond to the various questions. The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

The Executive Summary is automatically published and available to the public when it is submitted as part of a report. A completed Executive Summary can be published at any other time by clicking the Publish button.

Description of the School

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

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 32 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 Philharmonic, American Pie, School Board meetings, The Chinese School, 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 92.1% 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 1595 and ACT scores 21.6 are above or very close to both State (SAT: 1472; ACT: 22.3) and National averages (SAT: 1486; ACT: 21.0) while at the same time the percentage of students taking these test is also above State and National averages. Every Junior takes the ACT in the Spring each year.

School's Purpose

To meet the educational needs of our students (population: 2043) 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) and Positive Behavioral Instructional Supports (PBIS). We focus on not just standardized testing to gauge student performance and improvement, but more importantly we value the "soft skills" of decision making, creative thinking, collaboration, and presentation as presented in the use of Habits of Mind 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 86% of seniors 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, many college dual credit opportunities, and a variety of community partnerships. Our staff of 180 includes everything from certified teachers to cooks and custodians, each with a desire to do what they can to make CNHS the best it can be. As partners in the educational processes, they collaborate in their efforts to prepare our students for whatever post-secondary pursuits 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 8 academic periods a day of 45 minutes. Students are expected to enroll in either 6 or 7 academic classes with a lunch and a resource period to complete their day. 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. 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 couple years has received over four million "hits." As a school we have won 36 team State Championships as affiliates of the IHSAA. This is the third highest total of all schools in the State of Indiana.

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, 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. The district movement to UDL and 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.

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 hopes 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 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, one overarching theme is cultural competency and respectful learning. Special recognitions and celebrations such as International Education Week celebrate and explore how our differences make us better. 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 has opened a food pantry, has assistance through community discretionary funds for uniforms, materials 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. BCSC has the oldest school foundation in the state, and it has been influential in supporting positive ideas for change.

Self-Assessment

Standard 1: Purpose and Direction

Indicator 1.1 _The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success._

The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.

Evidence that CNHs engages in systematic, inclusive, and comprehensive processes for are work include:

Survey results

•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)

•Communication plan to stakeholders regarding the school's purpose

•Minutes from meetings related to development of the school's purpose

•Documentation or description of the process for creating the school's purpose including the role of stakeholders

•Purpose statements - past and present

•Teacher surveys around evaluation lend support to collaborative work on evaluation.

 Other surveys support the direction of professional development offered in the building.
SWLO surveys from students help inform their progress. Additional surveys for students are
done in Careers and through counseling use of Naviance.

Other: Teacher surveys around evaluation lend support to collaborative work on evaluation. Other surveys support the direction of professional development offered in the building. SWLO surveys from students help inform their progress. Additional surveys for students are done in Careers and through counseling use of Naviance.

Indicator 1.2 _The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills._

Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.

Evidence of meeting this indicator includes:

•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose

•The school's statement of purpose

•The school CIC which includes faculty, staff and parents, reviews school processes and outcomes monthly with practice in UDL principle. Professional growth for teachers is reflected in the focus on UDL monthly instruction. Multiple small learning communities exist to support teacher growth. A PBIS committee reviews practices around behavior and discipline supported by other committee work. Student government is active and articulate in cooperation with administrators.

Other: The school CIC which includes faculty, staff and parents, reviews school processes and outcomes monthly with practice in UDL principle. Professional growth for teachers is reflected in the focus on UDL monthly instruction. Multiple small learning communities exist to support teacher growth. A PBIS committee reviews practices around behavior and discipline supported by other committee work. Student government is active and articulate in cooperation with administrators.

Indicator 1.3 *The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.*

School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance.

The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals.

School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.

Evidence of meeting this indicator includes:

•The school data profile

•Agenda, minutes from continuous improvement planning meetings

•Communication plan and artifacts that show two way communications takes place between staff and stakeholders

•The school continuous improvement plan

•The CIC, PBIS Team, Technology in Education Committee (TIE) and Department Leaders meet monthly to review school processes and data outcomes. School discipline outcomes and rewards systems are published monthly for school and district review.

Supporting committees meet quarterly with input for improvement. Student Council meets twice monthly and has input into school changes in practice.

Other: The CIC, PBIS Team, Technology in Education Committee (TIE) and Department Leaders meet monthly to review school processes and data outcomes. School discipline outcomes and rewards systems are published monthly for school and district review. Supporting committees meet quarterly with input for improvement. Student Council meets twice monthly and has input into school changes in practice.

Narrative 1.4 *Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.*

Structures are embedded in practice through both district and building leadership teams and committees to review data to make decisions. Multiple groups divide that work and expand the input and focus.

An area for improvement would include Surveys, especially from community, patrons, and parents are not surveyed with regularity.

Sustaining areas of strength is consistent as we follow corporation guidance in this regard and have built teacher evaluations around our current research based initiatives of UDL, PBIS, and Habits of Mind.

Continual monitoring through evaluation will allow us to maintain our focus on improving our educational practices at CNHS. Additionally, our Learning Community is focused on providing staff development on a regular basis.

Standard #2: Governance and Leadership

Indicator 2.1 _The governing body establishes policies and supports practices that ensure effective administration of the school._

Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students.

There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.

Evidence of meeting this indicator includes:

*Student handbooks

•Governing body policies, procedures, and practices

•Staff handbooks

•Communications to stakeholder about policy revisions

•Actual hard copy handbooks for CNHS have gone instead to on-line resources and policies available to every patron, student, and faculty or staff member. This has improved transparency and access.

Other: Actual hard copy handbooks for CNHS have gone instead to on-line resources and policies available to every patron, student, and faculty or staff member. This has improved transparency and access.

Indicator 2.2 _The governing body operates responsibly and functions effectively._

The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members.

The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility.

Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.

Evidence of meeting this indicator includes:

•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest

•List of assigned staff for compliance

•Proof of legal counsel

•Assurances, certifications

•Governing body training Plan

•Findings of internal and external reviews of compliance with laws, regulations, and policies

•Communications about program regulations

•Historical compliance Data

•Governing body policies on roles and responsibilities, conflict of interest

•Governing code of ethics

•Information is available

Other: Information is available to all parties on-line.

Indicator 2.3 *The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.*

The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.

Evidence of meeting this indicator includes:

•Roles and responsibilities of school leadership

•School improvement plan developed by the school

•Stakeholder input and feedback

•Maintenance of consistent academic oversight, planning, and resource allocation

•Communications regarding board actions

•Survey results regarding functions of the governing body

•Agendas and minutes of meetings

•Surveys are done topically. The School Board respects and supports building leadership and is aware of differing roles. The Superintendent and his staff are supportive of building level initiatives and provide growth opportunities for building

Other: Surveys are done topically. The School Board respects and supports building leadership and is aware of differing roles. The Superintendent and his staff are supportive of building level initiatives and provide growth opportunities for building level leadership.

Indicator 2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.

Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study.

All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.

Evidence of meeting this indicator includes:

•Examples of collaboration and shared leadership

•Examples of decisions aligned with the school's statement of purpose

•Examples of decisions in support of the school's continuous improvement plan

•BCSC has the oldest" School Foundation" in the State of Indiana. We have a strong collaborative relationship with our community expectations being consistent and rigorous.

Other: BCSC has the oldest "School Foundation" in the State of Indiana. We have a strong collaborative relationship with our community expectations being consistent and rigorous.

Indicator 2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction

Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.

Evidence of meeting this indicator includes:

•Minutes from meetings with stakeholders

•Copies of surveys or screen shots from online surveys

•Involvement of stakeholders in a school improvement plan

•Communication plan

•Community members and parents are active on CIC, Alumni Board, and varied Booster Boards. We have recently met with the African American Pastors Association to discuss ways that we, as a school, can be more culturally responsive to our students of color.

Other: Community members and parents are active on CIC, Alumni Board, and varied Booster Boards. We have recently met with the African American Pastors Association to discuss ways that we, as a school, can be more culturally responsive to our students of color.

Indicator 2.6   Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.

Evidence of meeting this indicator includes:

•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation

•Governing body policy on supervision and evaluation

•Supervision and evaluation documents with criteria for improving professional practice and student success noted

•Job specific criteria

•Representative supervision and evaluation reports

•Survey from CEA in reference to our new teacher evaluation system was highly positive. New teachers to the district are given special training. In-house training in topical issues takes place via TIE, PBIS and UDL Committees. Committee reviews of outcomes.

Other: Survey from CEA in reference to our new teacher evaluation system was highly positive. New teachers to the district are given special training. We conduct In-house training in topical issues via TIE, PBIS and UDL. Committee reviews of outcomes.

Standard Narrative:

BCSC and CNHS foster highly collaborative environments. Our Corporation HEO 2 of "Deep Community Commitment to All Learners' Success" is met in this standard.

Senior Project outcomes and data with mentoring partnerships are recorded for data review. iGrad has adult mentors and tutors from the community. We also use Community Advisory Boards and Booster Groups for performance arts and athletics. The Bartholomew County School Foundation is the oldest school foundation in the State of Indiana and continues to provide support for our students and staff.

In addition, partnerships with Ivy Tech, community service agencies and classroom speakers are common partners in instruction. External Review team may wish to see policy, CEA shared surveys around evaluation, and SWLO surveys. Gallup Survey and Indiana Youth Survey results indicate student perspective. School board policies, agendas, and reports are available on-line. The annual school report to parents may also be of interest.

We continue to explore ways to gather parent input.

Standard #3: Teaching and Assessing for Learning

Indicator 3.1 *The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.*

Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.

Evidence of this indicator includes:

•Survey results

•Lesson plans

•Graduate follow-up surveys

•Learning expectations for different courses

•Posted learning objectives

•Course schedules

•Enrollment patterns for various courses

•Course descriptions

•Descriptions of instructional techniques

•itsLearning as a learning management system and Powerschool as a student data management system have assisted in making this information transparent. Most of this information is posted online.

Other: itsLearning as a learning management system and Powerschool as a student data management system have assisted in making this information transparent. Most of this information is posted on-line.

Indicator 3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.

There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised.

The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

As evidence indicators we share the following:

*Curriculum guides

•A description of the systematic review process for curriculum, instruction, and assessment

•Common assessments

•Surveys results

•Curriculum writing process

•Products – scope and sequence, curriculum maps

•Lesson plans aligned to the curriculum

•Site Council is a school based review committee of faculty and students who look at curriculum revision.

Curriculum offering is based on enrollment with an annual review from each department. Student data is reviewed within departments, each with a leader or administrator assigned. CIC also does an annual review of progress towards department goals.

Other: Site Council is a school based review committee of faculty and students who look at curriculum revision. Curriculum offering is based on enrollment with an annual review from each department. Student data is reviewed within departments, each with a leader or administrator assigned. CIC also does an annual review of progress towards department goals.

Indicator 3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary.

Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Evidence of this indicator includes:

•Teacher evaluation Criteria

•Agenda items addressing these strategies

•Professional development focused on these strategies

•Authentic assessments

•Examples of teacher use of technology as an instructional resource

•Examples of student use of technology as a learning tool

•Student work demonstrating the application of knowledge

•Findings from supervisor walk-thrus and observations

•Surveys results

•CNHS has senior projects as a culminating interdisciplinary assessment. The teacher evaluation embeds professional development, use of UDL strategies, and one-one computing as an instructional tool. The teacher evaluation process is based on BCSC beliefs around UDL and PBIS. Professional development is balanced between school initiatives and teacher request with supports for technology and UDL strategies.

Other: CNHS has senior projects as a culminating interdisciplinary assessment. The teacher evaluation embeds professional development, use of UDL strategies, and one-one computing as an instructional tool. The teacher evaluation process is based on BCSC beliefs around UDL and PBIS. Professional development is balanced between school initiatives and teacher request with supports for technology and UDL strategies.

Indicator 3.4   School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

Evidence of this indicator includes:

•Curriculum maps

•Documentation of collection of lesson plans and grade books

•Supervision and evaluation procedures

•Peer or mentoring opportunities and interactions

•Recognition of teachers with regard to these practices

•Surveys results

•Examples of improvements to instructional practices resulting from the evaluation process

•Administrative classroom observation protocols and Logs

•CEA shares teacher survey results around evaluation for administrative review. itsLearning makes instructional practice transparent. Critical Friends Groups (CFGs) are common support structures with use of protocols that also are used in committee processes. Comparative grading practices are reviewed by department leaders and administrators for alignment of expectations

Other: CEA shares teacher survey results around evaluation for administrative review. Its Learning makes instructional practice transparent. Critical Friends Groups (CFGs) are common support structures with use of protocols that also are used in committee processes. Comparative grading practices are reviewed by department leaders and administrators for alignment of expectations and outcomes.

Indicator 3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.

All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration cases improvement results in instructional practice and student performance.

Evidence of this indicator includes:

•Common language, protocols and reporting tools

•Agendas and minutes of collaborative learning committees

•Calendar/schedule of learning community meetings

•Examples of improvements to content and instructional practice resulting from collaboration

•Faculty uses protocols often work in CFGs. Staff members are given opportunities to share their expertise with staff. Each department has leadership responsible for formal meetings and they meet at a minimum of once a month. Committees that cross curricular boundaries address topics of full school concern such as SWLOs, PBIS, TIE, Deans Advisory, and CIC. These groups meet on a regular basis. Smaller learning communities are established by teachers for other collaborative work.

Other: Faculty uses protocols often work in CFGs. Staff members are given opportunities to share their expertise with staff. Each department has leadership responsible for formal meetings and they meet at a

minimum of once a month. Committees that cross curricular boundaries address topics of full school concern such as SWLOs, PBIS, TIE, Deans Advisory, and CIC. These groups meet on a regular basis. Smaller learning communities are established by teachers for other collaborative work.

Indicator 3.6 Teachers implement the school's instructional process in support of student learning

All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.

Evidence of this indicator includes:

•Examples of learning expectations and standards of performance

•Examples of assessments that prompted modification in instruction

•Samples of exemplars used to guide and inform student learning

•Multiple teachers of the same courses meet to discuss both content and assessment within their departments. Teacher evaluations are tied to the corporation's instructional expectations and drive our support of student learning.

Other: Multiple teachers of the same courses meet to discuss both content and assessment within their departments. Teacher evaluations are tied to the corporations instructional expectations and drive our support of student learning.

Indicator 3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.

Evidence of this indicator includes:

•Records of meetings and walk thrus/feedback sessions.

•Professional learning calendar with activities for instructional support of new staff

•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning

•Newly hired teachers are required to attend orientation by the district. Training for all faculty is embedded into each faculty meeting and most department meetings. Beyond that faculty and staff members are offered opportunities for training multiple times each month and during the summer for UDL, methods, and technology. Induction practices are in place to support school culture and processes, communicated through leadership and available on-line.

Other: Newly hired teachers are required to attend orientation by the district. Training for all faculty is embedded into each faculty meeting and most department meetings. Beyond that faculty and staff members are offered opportunities for training multiple times each month and during the summer for UDL, methods, and technology. Induction practices are in place to support school culture and processes, communicated through leadership and available on-line.

Indicator 3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Programs that engage families in their children's education are available. School personnel provide information about children's learning.

Evidence of this indicator includes:

•Volunteer program with variety of options for participation

•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, and early release days

•Calendar outlining when and how families are provided information on child's progress

•A calendar of parent events is sent annually and updated via website. Parent Portal access allows real time grades, attendance and behavior information to parents. An annual report is mailed to each household, and open house events are implemented. Parents are represented on our Continuous Improvement Council, which meets monthly.

Other: A calendar of parent events is sent annually and updated via website. Parent Portal access allows real time grades, attendance and behavior information to parents. A annual report is mailed to each household, and open house events are implemented. Parents are represented on our Continuous Improvement Council, which meets monthly.

Indicator 3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.
Evidence of this indicator includes:

•List of students matched to adult advocate

•Curriculum and activities of formal adult advocate structure

•Master schedule with time for formal adult advocate structure

•Description of formal adult advocate structures

•Our mantra of "The Bull Dog Way" encourages staff and students alike to build positive relationships.

*The principal regularly challenges staff to "find the one" and make a positive difference in their life.

*Monthly Bull Dog Time scheduled for student work around grade specific issues with small group assignments to teachers.

*Student service teams of counselors, deans, special education teachers, ELL teachers, nurses and iGrad advocates allow specific, focused relationships.

Other: Our mantra of "The Bull Dog Way" encourages staff and students alike to build positive relationships. The principal regularly challenges staff to "find the one" and make a positive difference in their life. Monthly Bull Dog Time scheduled for student work around grade specific issues with small group assignments to teachers. Student service teams of counselors, deans, special education teachers, ELL teachers, nurses and iGrad advocates allow specific, focused relationships.

Indicator 3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated. Evidence of this indicator includes:

•Evaluation process for grading and reporting practices.

•Sample communications to stakeholders about grading and reporting.

•Policies, processes, and procedures on grading and reporting

•Department leaders and administrators regularly review grading practices for each course and for each teacher. This is done to improve consistency within courses. Parents and students have real time access to performance. The administration requires a minimum of two reported grades per week per course and final exam schedules are calendared. Some courses have common final exams ensuring that instruction is closely aligned within those courses.

Other: Department leaders and administrators regularly review grading practices for each course and for each teacher. This is done to improve consistency within courses. Parents and students have real time access to performance. The administration requires a minimum of two reported grades per week per course and final exam schedules are calendared. Some course have common final exams ensuring that instruction is closely aligned within those courses.

Indicator 3.11 All staff members participate in a continuous program of professional learning.

All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The

program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Evidence of this indicator includes:

•Results of evaluation of professional learning program.

•Evaluation tools for professional learning.

•Survey results.

•Brief explanation of alignment between professional learning and identified needs.

•Conferencing during the evaluation process includes agreement between evaluator and evaluatee on professional development expectations. Teachers and staff are recognized for participation in these activities. Our teacher evaluation instrument recognizes staff initiative in participating in professional development activities. The CEA shares teacher survey satisfaction results with administrators who review the results and adjusts.

Other: Conferencing during the evaluation process includes agreement between evaluator and evaluatee on professional development expectations. Teachers and staff are recognized for participation in these activities. Our teacher evaluation instrument recognizes staff initiative in participating in professional development activities. The CEA shares teacher survey satisfaction results with administrators who review the results and adjusts.

Indicator 3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.

School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.

Evidence of this indicator includes:

•Survey results

•List of learning support services and student population served by such services.

•Training and professional learning related to research on unique characteristics of learning.

•Data used to identify unique learning needs of students.

•Individual plans and support systems exist for ELL, special education and 504 programs of students. SWLOs are measured by individual student assessment. A required Career class for every student surveys interests and talents followed by surveying through guidance programming using Naviance. Teachers are informed of special needs systemically and PD activities held monthly provide staff current best practices. UDL training is embedded into the school calendar and expectations for all teachers

Other: Individual plans and support systems exist for ELL, special education and 504 programs of students. SWLOs are measured by individual student assessment. A required Career class for every student surveys interests and talents followed by surveying through guidance programming using Naviance. Teachers are informed of special needs systemically and PD activities held monthly provide staff current best practices. UDL training is embedded into the school calendar and expectations for all teachers

Standard Narrative: Areas of strength lie in highly consistent instructional practices around UDL, PBIS, Habits of Mind, and alignment with our evaluation practices.

This standard addresses several HEOs. Included would be HEO #1: Welcome and Diverse Learning Culture; HEO #3: Enable Achievement of Core Academic Knowledge and Critical Thinking;" HEO #6: Agile Collaborative Learning Environment; and HEO #7: Commitment to Life-Long Learning.

A collaborative environment for decision-making and training is a plus. Technology tools allows real time access to grades and performance, and students may select from several pathways for college and career readiness. Non-traditional assessments are encouraged. and student curricular choices are informed by surveys and formal and informal assessment outcomes.

Readiness is also measured by Naviance surveys, Senior Projects data, and AP and dual credit accrual. Teachers have multiple choices for training as well as expectations for school-wide training initiatives. The language of Habits of Mind supports life-long learning for students and faculty. The teacher evaluation process is strong in alignment to district and school goals. Each department has leadership who provide valuable input into materials and practices.

Each student has a team of student service providers to address concerns from students or parents. Monitoring with high reliability the effectiveness of training could be an area for improvement.

Standard #4 –Resource and Support Systems

Indicator 4.1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all
the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.

Evidence of this indicator includes:

•School budgets for the last three years

•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff

•Assessments of staffing needs

•Documentation of highly qualified staff

•Practices have been consistent over time for staffing which is done collaboratively among secondary school leadership in concert with the Superintendent's Office leadership and based on enrollment. Administrators often share positions and offer solutions as a group to ensure resources are fairly and evenly distributed and adjusted to meet student requests. Obviously, State support for more staff to decrease the student/teacher ratio would be helpful to insure a better educational experience.

Other: Practices have been consistent over time for staffing which is done collaboratively among secondary school leadership in concert with the Superintendent's Office leadership and based on enrollment. Administrators often share positions and offer solutions as a group to ensure resources are fairly and evenly distributed and adjusted to meet student requests. Obviously, State support for more staff to decrease the student/teacher ratio would be helpful to insure a better educational experience.

Indicator 4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.

Evidence of this indicator includes:

•Examples of efforts of school leaders to secure necessary material and fiscal resources

•School schedule

•Alignment of budget with school purpose and direction

•School calendar

•Budgetary concerns are always present and obviously more financial support from the State would enhance our students' opportunity for success. Our focus is to align budgets with district initiatives and legislative mandates that are often underfunded. Since there is a clear alignment of building purpose with district purpose, there are rarely serious disconnects in terms of resources. Instructional time is guarded with the major instructional disruptions coming from state mandated testing.

Other: Budgetary concerns are always present and obviously more financial support from the State would enhance our students' opportunity for success. Our focus is to align budgets with district initiatives and legislative mandates that are often underfunded. Since there is a clear alignment of building purpose with district purpose, there are rarely serious disconnects in terms of resources. Instructional time is guarded with the major instructional disruptions coming from state mandated testing.

Indicator 4.3   The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.

Evidence of this indicator includes:

•Documentation of compliance with local and state inspections requirements

•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.
•System for maintenance requests

•Maintenance schedules

•Safety committee responsibilities, meeting schedules, and minutes

•A recent remodel of our facility has been welcomed by the entire community. It has allowed our students to have a better educational experience.

Other: A recent remodel of our facility has been welcomed by the entire community. It has allowed our students to have a better educational experience.

Indicator 4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.

Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school.   Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.

Evidence of this indicator includes:

•Budget related to media and information resource acquisition

•Data on media and information resources available to students and staff

•Schedule of staff availability to assist students and school personnel related to finding and retrieving information

•The addition of one-to one computing this year has brought the need for a revised approach to personnel connected to the maintenance and monitoring of technology hardware. Despite the hard work of a capable team, the additional demands have been challenging. Technology has allowed all to access more adaptive programs and allowed for access among students who are ELL or have learning needs. UDL and PBIS training has supported this use. Students without access still provide some challenges.

Other: The addition of one-to-one computing this year has brought the need for a revised approach to personnel connected to the maintenance and monitoring of technology hardware. Despite the hard work of a capable team, the additional demands have been challenging. Technology has allowed all to access more adaptive programs and allowed for access among students who are ELL or have learning needs. UDL and PBIS training has supported this use. Students without access still provide some challenges.

Indicator 4.5 The technology infrastructure supports the school's teaching, learning, and operational needs.

The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.

Evidence of this indicator includes:

•Technology plan and budget to improve technology services and infrastructure

•Assessments to inform development of technology plan

•Policies relative to technology use

•One-to-one computing has brought to light the need for additional or updated policies relative to student use of technology. CNHS and the district have addressed with skill a technology plan and the renovations to the

building have been hugely successful in addressing increased dependence on technology as an instructional tool. Improvements around connectivity are still needed and implementing large groups processes, such as mass testing, are a weakness. Students unable to access

Other: One-to-one computing has brought to light the need for additional or updated policies relative to student use of technology. CNHS and the district have addressed with skill a technology plan and the renovations to the building have been hugely successful in addressing increased dependence on technology as an instructional tool. Improvements around connectivity are still needed and implementing large group processes, such as mass testing, are a weakness. Students unable to access to the internet has challenged us. We feel this is getting better.

Indicator 4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served.

 School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.

Evidence of this indicator includes:

•Student assessment system for identifying student needs

•Agreements with school community agencies for student-family support

•Survey results

•Social classes and services, e.g., bullying, character education

•List of support services available to students

•The community partners support special student and family needs. The SAFE committee allows sharing, between schools and law enforcement, the names and situations of students with disruptive behaviors. A district student services director has regular meetings with building providers and coordinates policy development and implementation between schools and other agencies. Student Resource officers and ELL assigned to each building. Career classes are required.

Other: The community partners support special student and family needs. The SAFE committee allows sharing, between schools and law enforcement, the names and situations of students with disruptive behaviors. A district student services director has regular meetings with building providers and coordinates policy development and implementation between schools and other agencies. Student Resource officers and ELL Parent Liaisons are assigned to each building. Career classes are required.

Indicator 4.7 The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.

School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.

Evidence of this indicator includes:

•List of services available assessment, referral, educational, and career planning

•Budget for counseling, assessment, referral, educational and career planning

•Description of IEP Process

•Description of referral Process

•Of special note are the HSE program, the CBC program, the alternative school at McDowell, iGrad, New Tech School, and a vocational/technical program across the secondary school facilities. Career class, senior projects and service learning are graduation requirements. Conferences and events created to assist minority students with career and college pathways are common. Co-curricular and extracurricular academic competitions are supported and frequent. Students have open enrollment in courses.

Other: Of special note are the HSE program, the CBC program, the alternative school at McDowell, iGrad, New Tech School, and a vocational/technical program across the secondary school facilities. Career class, senior projects and service learning are graduation requirements. Conferences and events created to assist minority students with career and college pathways are common. Co-curricular and extracurricular academic competitions are supported and frequent. Students have open enrollment in courses.

Standard Narrative: At least two of the corporations HEOs are met in this standard. HEO #4: Multiple Perspectives to Develop Global Citizens, and HEO #5 Multiple Pathways. For at least a decade our Superintendent's office has focused on these two important HEOs. Great care is taken to work collaboratively with our community partners who bring a wealth of global experiences to our community.

The programming for special populations is rich in options, though, with additional State/Federal funds, more could always be added. In addition, the school community collaborative work is a source of pride. Cultural responsiveness is a school focus with faculty training and student input.

Five world languages are available in the curriculum. Technology is used frequently to allow students with 32 different home language access to learning. Demographic review of data is common to ensure each group of

students has services tailored to their needs through multiple pathways, including a Global Studies Pathway at CNHS.

CNHS has actively participated in Project Stepping Stone over the past few years. This program provides a week long summer experience for our Hispanic students to meet successful business men and women and to attend several college campuses, most of them for the first time. This program has paid huge dividends for CNHS.

UDL practice focuses on student engagement for different abilities and interests for students. The area of greatest growth/improvement need is around technology policy and development, including new issues like those for snow day services, use and maintenance of student technology, and expansion of programming due to one-to-one computing. Similar impact is apparent in the cleaning of the facility due to a larger school with tightly staffed personnel.

Standard #5 – Using Results for Continuous Improvement

Indicator 5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system.

School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.

Evidence of this indicator includes:

•Documentation or description of evaluation tools/protocols

•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance

•Evidence that assessments are reliable and bias free

•Assessments of student learning and behavior are valued through the PBIS and UDL work. Standardized testing from the State and College Board is extensive. The addition of school wide learning outcomes for the building is "under construction" in terms of monitoring areas for improvement and focus.

Other: Assessments of student learning and behavior are valued through the PBIS and UDL work. Standardized testing from the State and College Board is extensive. The addition of school wide learning outcomes for the building is "under construction" in terms of monitoring areas for improvement and focus.

Indicator 5.2 Professional and support staff continuously collects, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.

 Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.

Evidence of this indicator includes:

•Written protocols and procedures for data collection and analysis

•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning

•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning

•The CIC monitors system review of data and processes for improvement. Each department has goals and measures for improvement work. Trend data and assessment drives curricular offerings, teacher evaluation, and student programming. Standardized testing is extensive as well as survey data from Naviance. Most recently, classroom surveys have become more common and widely used do to the addition of its Learning as an instructional management system.

Other: The CIC monitors system review of data and processes for improvement. Each department has goals and measures for improvement work. Trend data and assessment drives curricular offerings, teacher evaluation, and student programming. Standardized testing is extensive as well as survey data from Naviance. Most recently, classroom surveys have become more common and widely used do to the addition of its Learning as an instructional management system.

Indicator 5.3 Professional and support staff is trained in the evaluation, interpretation, and use of data

All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.

Evidence of this indicator includes:

•Professional learning schedule specific to the use of data

•Documentation of attendance and training related to data use

•Training materials specific to the evaluation, interpretation, and use of data

•Certified staff has training and expectations for data awareness and use. Professional Development is provided regularly. Our support personnel are invited to participate in any offered staff training, including attending faculty meetings.

Other: Certified staff has training and expectations for data awareness and use. Professional Development is provided regularly. Our support personnel are invited to participate in any offered staff training, including attending faculty meetings.

Indicator 5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.

Evidence of this indicator includes:

•Student surveys

•Agendas, minutes of meetings related to analysis of data

•Description of process for analyzing data to determine verifiable improvement in student learning

•Examples of use of results to evaluate continuous improvement action plans

•Evidence of student readiness for the next level

•Evidence of student growth

•Evidence of student success at the next level

•CIC meets monthly to review school data and processes. Each department reviews data related to their areas based on their goals each year. PBIS shares data monthly around behavioral trends with the school community. Much of the evidence requested in teacher evaluation connects to classroom data sets. Each teacher is expected to use SMART goals or 4M goals and post them for use in the classroom. Counselors use Naviance data to review performance from student input in a programmatic way.

Other: CIC meets monthly to review school data and processes. Each department reviews data related to their areas based on their goals each year. PBIS shares data monthly around behavioral trends with the school community. Much of the evidence requested in teacher evaluation connects to classroom data sets. Each teacher is expected to use SMART goals or 4M goals and post them for use in the classroom. Counselors use Naviance data to review performance from student input in a programmatic way.

Indicator 5.5   Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

 Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.

Evidence of this indicator includes:

•Minutes of board meetings regarding achievement of student learning goals

•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders

•Survey results

•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals

•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals

•Executive summaries of student learning reports to stakeholder groups

•From annual reports to parents and community to student conferences around test results, administrators share and interpret data for stakeholders. Both short and long term reporting is used in most cases. Each faculty meeting has data presented as part of the learning for the meeting, and the CIC mission is to review school goals and processes for improvement. Multiple presentations to the school board are part of the CNHS work as well.

Other: From annual reports to parents and community to student conferences around test results, administrators share and interpret data for stakeholders.   Both short and long term reporting is used in most cases. Each faculty meeting has data presented as part of the learning for the meeting, and the CIC mission is to review school goals and processes for improvement. Multiple presentations to the school board are part of the CNHS work as well.

Standard Narrative:

Strengths would be: Quality tools and use of data are embedded in both learning and reporting environments. Key sources are testing reports, annual report, safety reports, committee agenda and reports, and resource assignment processes.

The area of growth or improvement might be deployment to staff and enrichment of additional data tools to teachers for classroom research. Data is reviewed using demographic breakouts to ensure the needs of diverse learners are addressed. This addresses our corporation's HEO #1: Welcome and Diverse Learning Culture.

UDL has promoted data use for engagement and focus within the classroom. All teachers are expected to submit annual goals. Those goals are tied to a corporation or school initiative and are usually tied to data they collect for outcomes.

#3 Student Performance Diagnostic

The Student Performance Diagnostic is designed to facilitate the process of collecting and analyzing the institution's student performance data. Use the links below to navigate the diagnostic content and respond to the questions. Use the Student Performance Data document to complete the diagnostic questions.

1. Did you complete the Student Performance Data document offline and upload below?

Yes. Also, student performance data is located in Appendix A at the end of this document.

2. Assessment Quality

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

3. Test Administration

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

4. Quality of Learning

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

5. Equity of Learning

Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.
Areas of notable achievement

SAT scores continue to be above 50-70 points higher than State or National levels.

ACT scores are slightly below State and National levels BUT we test every Junior in our school.

While the number of students taking AP courses in recent years has grown, the scores of 3 or better has slightly dropped, but not significantly. The raw number growth is in large part due to recruitment of minority students and those moderately successful in academics but with special areas of interest or talent.

Successful participation in dual credit courses has rapidly grown due to a strong partnership with Ivy Tech Columbus. The trend of high numbers of students going to college and high diploma types seem linked as do the general upward trend of scholarships earned. the positive trends of lowered out of school suspensions and expulsions can be tied to UDL and PBIS initiatives.

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

ECA math scores have improved while English scores have plateaued, causing the number of students passing in both to increase slightly. The graduation rates are increasing a bit after several years of staying constant. This can be attributed to iGrad and a program approach to career and college counseling.

The number of Hispanic students taking AP courses has increased and the average student of all categories at CNHS outperforms the average student at the State and National levels on both the SAT and the ACT.

7. Which area(s) indicate the overall highest performance?

Math test scores and dual credits accrued at the college level show the highest overall performance.

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

Our Hispanic students specifically and our ELL students in general show a slow trend in increasing performance.

9. Between which subgroups is the achievement gap closing?

Our Hispanic students specifically and our ELL students in general are slowly closing the achievement gap between themselves and our Caucasian students.

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

All reported findings are taken from information we receive from the College Board.

Areas in Need of Improvement

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

Our English scores from the Indiana State ECAs are at or above the cut score set by the state, but below the state average.

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

Our English scores on the long State mandated test have slowly gone down.

3. Which area(s) indicate the overall lowest performance?

English is the overall lowest performing area.

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

We're waiting for data from the State of Indiana to assist us in these areas of data disaggregation. Typically we have had a lower performance with our African-American males.

5. Between which subgroups is the achievement gap becoming greater?

The greatest gap exists between our Caucasian females and our African-American males.

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

Data from the College Board supports these findings.

#5 Improvement Plan Stakeholder

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

Public Law 221 set the standard for all public schools in the State of Indiana when it comes to stakeholder input. Since the inception of this law in 1999 CNHS has had a committee that consists of equal parts, administrators/educators/parents/community members. This Committee is called our Continuous Improvement Council.

At CNHS this committee meets every month that school is in session. It is co-chaired by a teacher and a principal. One week prior to meeting, the co-chairs meet to discuss agenda items. They connect each meeting to corporation initiatives. An agenda is sent to each committee member a few days prior to our meeting, the first Wednesday of each month. Each committee member is expected to be actively engaged in these meetings and assignments are given that intentionally creates opportunity for each member to participate in these meetings.

When selected, parents/teachers/administrators are briefed in the initial meeting of their roles and the expectations for their participation and involvement. The meeting time is mutually agreed upon by all members.

Columbus North High School utilizes a variety of methods to keep abreast of stakeholder feedback. Gathering Stakeholder feedback has taken several forms over the years. Most notably the administration has an open door policy that welcomes community input in areas of their preference. In the past we used the HSSSE conducted out of Indiana University. More recently we use Survey Monkey with Staff and students to receive feedback on our performance.

We also utilize other methods of gathering information. These are much less formalized and include things such as: parent feedback on school tours, eighth grade orientation, freshman orientation, and our annual Open House. The leadership at CNHS feels both types of feedback are essential to evaluating how stakeholder expectations are being met.

We feel one of the best ways 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.

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 $12 million in scholarships awarded to our graduating classes 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.

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.

We utilize School Wide Learning Outcome surveys to develop an understanding of where we are as a school in developing the qualities of expert learners within the Universal Design for Learning framework for our students. CNHS also uses student surveys to determine whether students feel we are meeting the goals of our school improvement plan.

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

We have representatives from many stakeholder groups at CNHS. We listen to their input and use it to assist us in creating an educational environment that best suits the needs of our community. At the same time, we intentionally take a global view with our students. This collaboration is easy since one of our biggest supporters is Cummins Inc., a fortune 500 company with its international headquarters located here in Columbus.

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 school's CIC, which includes community representation, focuses on continuous improvement. As a part of the improvement processes at CNHS "Action Teams" are formed as needed to work through improvement in specifically identified areas of concern. The teams often are inter-disciplinary and focus on a specific area of improvement. They then will analyze the problem and recommend a course of action to improve student performance. Examples of our building teams are the CIC, GAT teams from within the CIC, our department chairs, and the building administrative cabinet. We would also include our PBIS and ICT teams in this as well. The goals are established at the school level and include goal teams. These teams provide a mechanism for cooperation and collaboration to improve student and organizational performance.

There are monthly principals' meetings at the corporate level that provide the opportunity for professional development, communication, and sharing. The Director of Secondary Education conducts these meetings. He also serves on the several local "business advisory" committees. In this role, he is sure to update the secondary principals about community trends and expectations.

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.

An inclusive culture exists at CNHS, where once roles are explained, the expectation is that those who rub shoulders in our educational ventures be transparent and open minded toward the goal of providing an excellent educational experience for our students.

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

Once the final document is reviewed, it is then submitted to the local Superintendent for his review. It is also submitted to the IDOE.

It is then sent to each CNHS staff member and each CIC member via e-mail. It is also posted on our school website. It is updated and this process is repeated every time we submit a new School Improvement Plan.

Goals and Plans

English 10

Objective: A 2% increase of Tenth grade students will demonstrate student proficiency (pass rate) on ISTEP 10 in English 10 by 06/30/2017 as measured by passing ISTEP 10 English.

Strategy:

Name: Critical Standards

Description: Identify critical standards on the ISTEP test. Include identified critical standards in 10th grade course syllabi instructional materials. Develop student understanding and proficiency in critical standards by using: *Marzano Academic Vocabulary *UDL strategies to modify instruction for students of varying ability and skills. Create a teacher resource and record of student practice on critical standards.

Research: Marzano and CAST

Evidence: Comparison of test scores on common critical standards from grade 8 to 10.

- **Activitiy:** Classroom application of critical standards

Activity:

Name: Classroom application of critical standards

Type(s): Direct Instruction , Professional Learning

Description: Teacher preparation and delivery of practice on critical standards based on department in-service and collaborative work.

Begin Date : Aug 1, 2016

End Date : May 31, 2017

Staff :

English Department teachers and especially grade 10 English Teachers along with support from department chairs and administration. Some support from district training opportunities. Support from UDL facilitator in training opportunities.

Resources: No Funding Required $0

MATH

Objective: A 2% increase of Tenth grade students will demonstrate student proficiency (pass rate) on ISTEP 10 in English 10 by 06/30/2017 as measured by passing ISTEP 10 English.

Strategy:

Name: Critical Standards

Description: Teachers with 10th graders in their math classes will become informed on "Critical Standards" and incorporate them into lessons. Universal Design for Learning (UDL) will become the framework for this work. Study Team Strategies will be utilized.

Research: Carol Dweck and CAST

Evidence: The comparison of test scores on ISTEP from Grade 8 to Grade 10.

- **Activity:** Staff development and implementation

Activity:

Name: Staff development and implementation

Type(s): Professional Learning, Other - Monitor implementation

Description: Teachers will collaborate to learn critical standards and develop lessons connecting critical standards to the students' current math classes. Department Chair will monitor implementation by the teachers.

Begin Date : Aug 1, 2016

End Date : May 31, 2017

Staff : Math Department Chair and Math teachers of 10th grade students.

Resources: No Funding Required $0

APPENDIX A: STUDENT PERFORMANCE DATA

7.1 STUDENT LEARNING RESULTS

For the purposes of this IDOE document, key measures for student academic performance are reflected in our school's results on the State Standardized tests. It should be noted that at CNHS we prefer to look at the whole child and make decisions based on how the students do based on multiple factors, the least of which is State Standardized test. The expectations from the IDOE, based on legislative mandate, have changed several times over the past few years causing confusion with little direction or guidance from the IDOE. 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, Acuity testing, and Accuplacer testing. Additionally, in house we look at 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, was phased out several years ago in favor or a "new and improved" End of Course Assessment (ECA). Interestingly, the ISTEP is now being phased back in again, as "the measure" to be used by the State DOE and by public high schools in Indiana. 2013 was the last year for our upperclassmen to remediate and/or qualify for a diploma by means of the ISTEP+/GQE. The End of Course Assessments will begin in 2014 to be "the measure" used by the State. Now, in 2016-17, the design to defeat schools via testing continues with the implementation of a new and improved ISTEP. Or at least that is what we've been told.

One can clearly see the confusion that this causes. This ever changing target makes it difficult to properly and fairly assess our students' progress. This is the first year for us to report our scores via the new ISTEP. Since the measure has changed we will begin with charts that reflect this transition. This means that in order to not compare "apples to oranges" we will no longer use the ECA scores. The charts included in this report will be showing results of a first administration of the new ISTEP.

Note the following:
1) This 10th grade class was used to "norm" the new exam and we will only have one data point to share.

2) 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 high school tests. This raises some questions around test validity and testing integrity, for example, testing Algebra 1 involves students that range from grades 7-12.

At the time of this writing, for the fourth year in a row, the State DOE has not posted our scores whether they are ECA or ISTEP scores for the percent passing both the Algebra 1 and the English 10 ECA tests. We are left to report the old data and will add the new percent when they are posted.

Since the scores in for this past spring are incomplete, our plan to share this information with our staff, department chairs, and our CIC throughout the course of this year so that they can make appropriate adjustments has not taken root. We hope to include information in the next School Improvement Document.

The cohort group for the class of 2017 has shown improvement and we are proud to say that currently 86 % have passed the English 10 ECA and 92% have passed the Algebra 1 ECA. This is a testament to the fact that we meet students where they are and grow them. Unfortunately, neither the legislature, nor the IDOE uses any kind of growth model to show or make public student successes on the standardized tests 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 ISTEP is according to the Indiana Department of Education's requirement. It should be noted that in the past we were score 25-30 percentage points higher. Since this is a "base year" we're anxious to see what other schools with similar populations have done. We also look forward to showing improvements in the future, provided the test stay the same long enough to show valid results. Typically it takes 3 years to even begin to show a "trend."

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

Fig. 7.1-2 Percent passing ECA Algebra 1 **first time (not counting 8ᵗʰ grade Algebra testers)**

For the chart below, we have yet to receive this information. Data will be added when we receive it from the testing company.

Figure 7.1-3 Percent passing ISTEP Alg 1 Total (counts all Alg 1 test

Fig 7.1-4 Percent passing both ISTEP
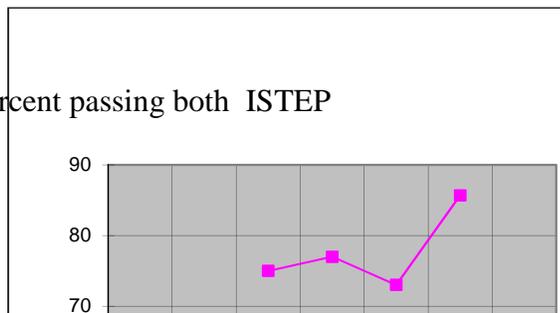
Takers in the cohort. No data points
yet due to this being a new test.
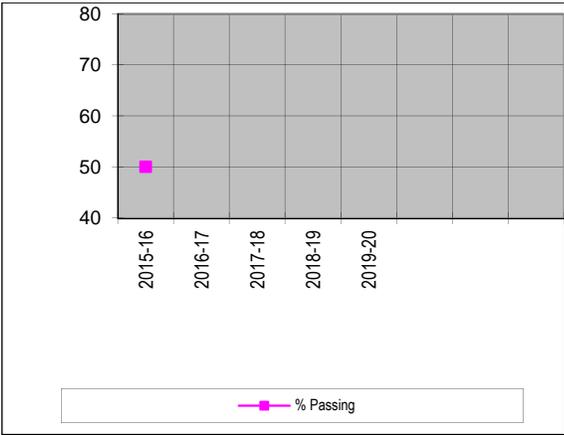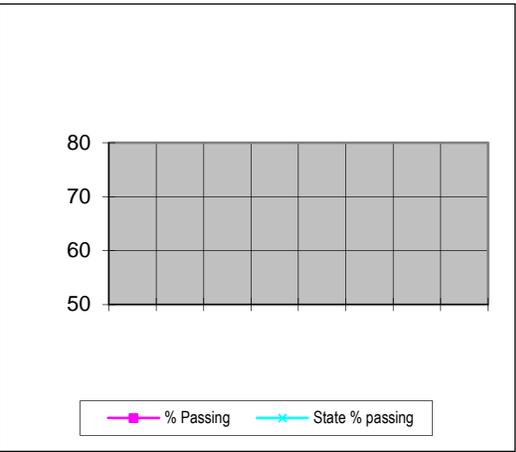
The challenge of maintaining a level of achievement is made more difficult because of increases to our enrollment in sub groups that historically have performed lower in the State required high stake exams.   This is a dynamic that has caused us serious reflection and has allowed us to seek ways to improve our instructional methodologies. We are unclear as to why legislators have not caught up with the changing demographics in our State with more common sense legislation.

We also hope 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. 7.1-5 through 7.1-12 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 7.1-5 reflects the percent of our students who graduate from high school. 7.1-6 shows our attendance rate. Figure 7.1-7 shows how many students graduate from CNHS with an Honors Diploma. Figure 7.1-8 shows the number of students who graduate from CNHS with a Core 40 diploma. This approach to quantifying performance, measuring strengths and weaknesses and developing improvement projects exemplifies a world-class approach to quantifying improvement.

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

Fig. 7.1-5 Percent of students who graduate   **Fig. 7.1-6** Attendance rate at CNHS
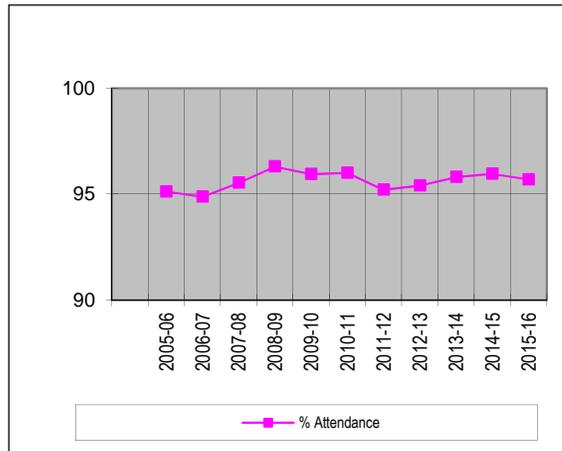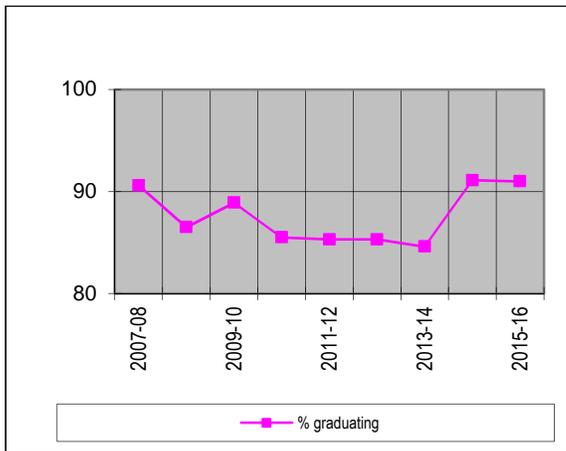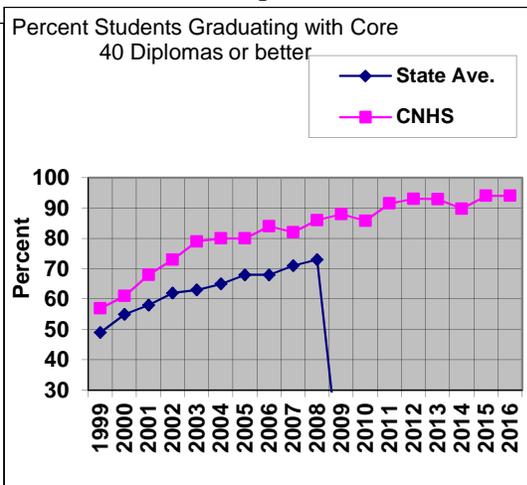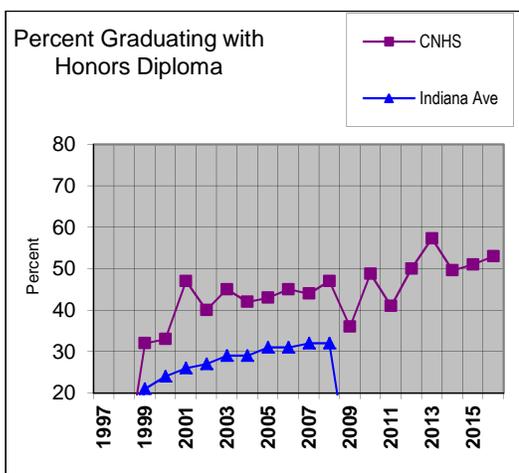
Fig. 7.1-8   Percentage of Students graduating **Fig, 7.1-7**

Percentage of Students graduating
with Honors Diplomas   with Core 40 diploma or better

Figures 7.1.9 through 7.1.10 reflect the performance of CNHS by disaggregated groups of students. In 2013 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 past summer CNHS was recognized by the College Board for having at least 25% of their senior class take and pass an AP exam with a score of a 3 or more for the past three years. This is FANTASTIC and begins to show the quality of our students and staff. Unfortunately the State of Indiana does not account for such measures in reporting their data to the public

In previous years we used this data on our professional development days allowing 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 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. 7.1-9 Number of Students in AP courses and percent receiving 3 or better on the AP exam
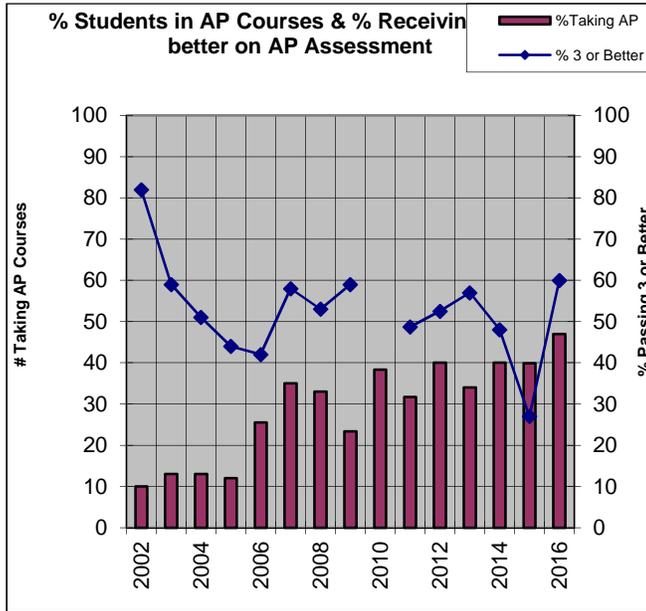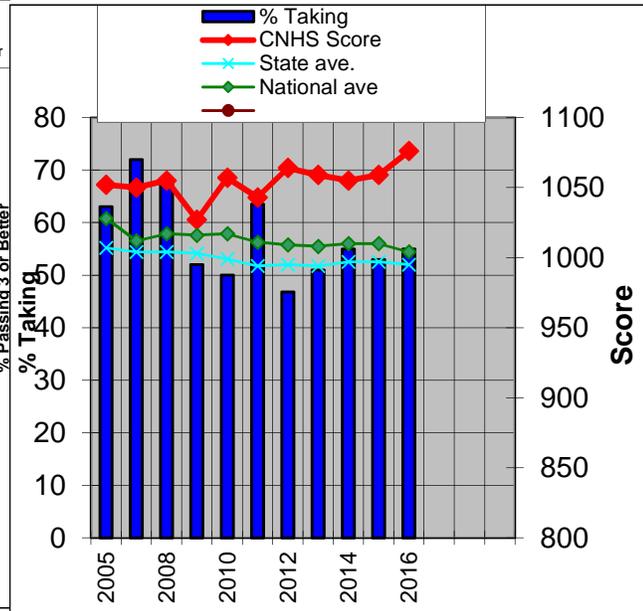
Fig.7.1-10 SAT Score
SAT scores and percentage of students taking the SAT test

(See Fig. 7.1-11) 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. Every junior takes the ACT, so our scores are FABULOUS given the fact that ALL juniors take this test. It should be noted that 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. It also has a growth component built into it and takes less time out of our curriculum, thus causing less disruption to the school's mission to educate students. Finally, we feel this test is effective because it cost much less to administer that other test selected by the State of Indiana.

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. 7.1-11 ACT composite score and number of students taking the ACT test.
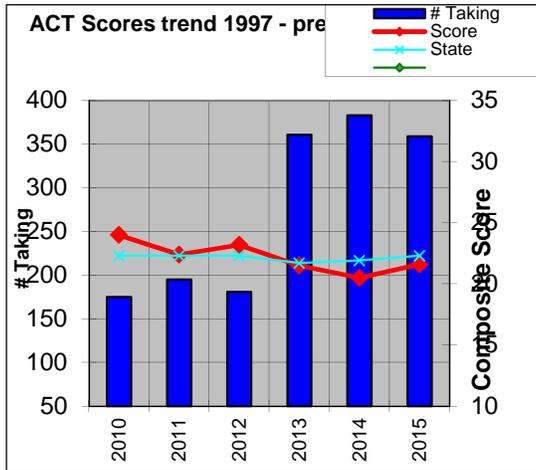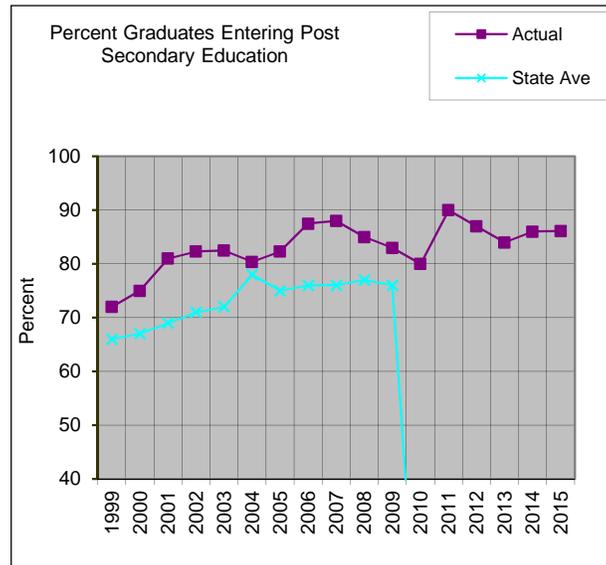
Fig. 7.1-12 Percentage of students entering post secondary education from CNHS

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.

The last few years our performance according to the IDOE measures should list us as a "B" school. In 2016 we were assigned the letter grade of "A." 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 current state used measures.

 The school's student learning results are summarized with 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 at CNHS have taken the ACT since the spring of 2013 and despite the entire class taking this exam, they have stilled scored very well in every category. This is a point of pride for CNHS. Although we don't place a lot of stock in standardized testing, we recognize that this performance is exceptional and we must find positives where we can in this anti-education environment.

In 2012-13 we received information for the first time in a long 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. Unfortunately, we have not continued to get this information in a

consistent way. 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. We firmly believe that this measure, not standardized test scores, is 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 7.1-13, 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 7.1-14, we have helped to the tune of over $ 75 million dollars over the last seven years, a fact that we are very proud of.

7.1-13 Number of students participation in Dual Credit options….
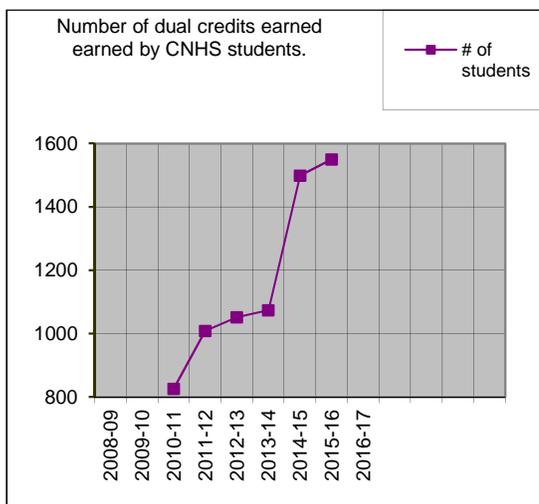
7.1-14 Scholarship dollars garnered by class
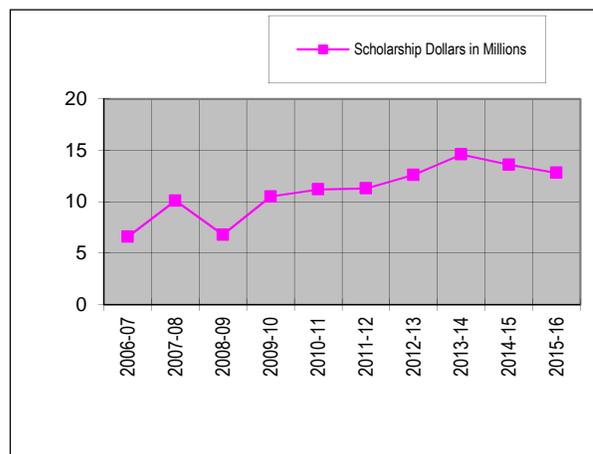
7.2 Student and Stakeholder Focused Results

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 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, by and large, 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. The lack of emphasis placed on this by our State legislators confuses us. That is one of the reasons that we are currently piloting the SWLOs at BCSC. Our desire is for our community to understand the current popular measures of school success. But more importantly we desire our community understands the greater value that is garnered by students excelling at the 21st Century Skills that will set them apart in the work force of tomorrow.

We are currently 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.

Universal Design for Learning

In an effort to measure what we feel is important, BCSC has designed an evaluation instrument according to the specifications given to us by the IDOE that reflects our emphasis on the instructional framework of Universal Design for Learning principles UDL . (See Appendix 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 collected this data for two years in a row. 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 we are looking forward to ways we may revise the rubric to give us better data.

We have emphasized UDL with our staff by making it a part of our evaluation process. Every staff member is accountable for implementing and regularly utilizing UDL as their main instructional methodology in their classroom and/or office. This has significantly changed the value for our staff. After changing to this evaluation format, most staff have felt the fairness of this paradigm shift.

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. Interestingly it seems that the more they know about UDL the more they realize that there is much to still learn.

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 third year that a district initiative has given the training and support to fully implement Positive Behavior Instructional Supports (PBIS) as a formal tool for the entire school. The following link will take you to our school PBIS web page CNHS PBIS   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.

7.4 Faculty and Staff Results

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
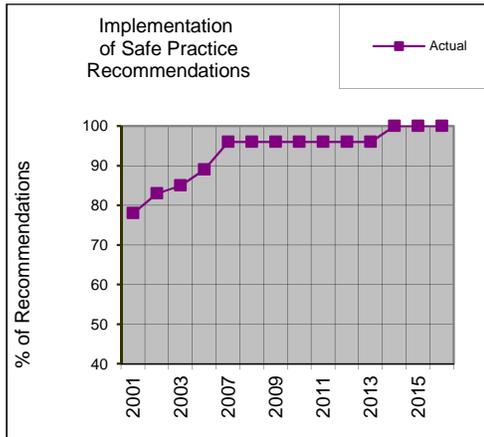
Fig. 7.4-2

Number of Accidents requiring outside emergency assistance
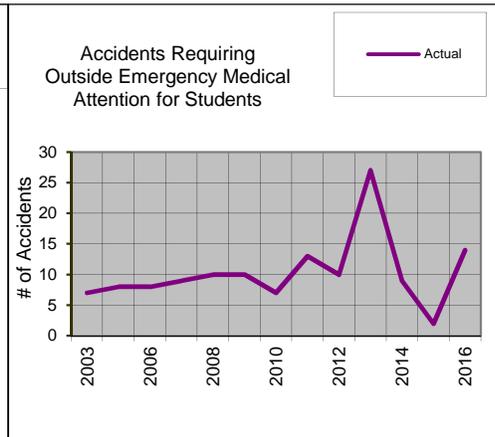

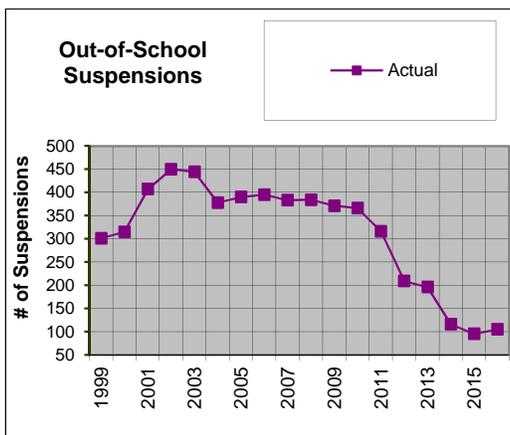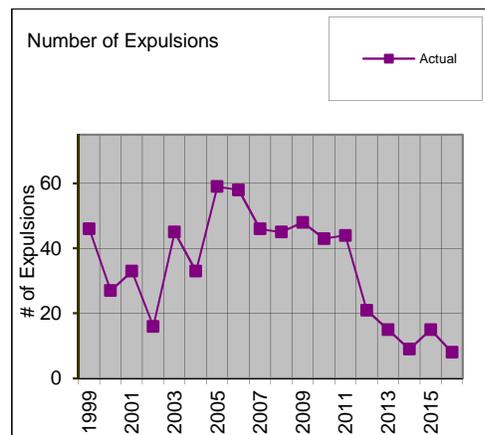**Fig. 7.4-3**   No. of out of School Suspensions

Fig. 7.4-4   No. of Expulsions

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

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

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

One measure of staff satisfaction is the longevity of our staff. Although we have had many retirements in the past few years, staff members who are hired have a tendency to stay at CNHS. We have several staff "get togethers" throughout the year and these are always received well. We also have a culture that encourages openness and collaboration. Our staff feels comfortable sharing new ideas and successful practices with the administration.

7.5 Process Effectiveness Results

One of CNHS's key objectives is to improve overall organizational performance. To do this we have a process known as Plan, Do, Study, and Improve (PDSI). This process helps us to collect, analyze, and use learning center process information for continuous improvement. What follows addresses how this is done. The work is structured through our Continuous Improvement Council (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 has 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 out performs us. 2) The data on the IDOE is not being maintained regularly and often out dated and therefore not much value for us as we look forward. All things considered: We are proud of our staff, students, and school community for investing in the future of Columbus and their commitment to be the best that they can be.

One of the questions we are working to answer in a clear format is "does the school's PDSI process work?" We feel that this could be answered in both the positive and with some reservations. The initial consensus is, "yes." If the PDSI process did nothing else but allow us a format in which we can continually review our work and data and then have conversations around how to improve our work then we feel that it is successful. We feel confident that it provides us with more than a process however. We feel that given the data and with the demographics changing around us each year, that the work we are doing is in the best interest of our students and stakeholders. Concerns exist around the type of measurements that the IDOE requires does not adequately take into account individual situations and overall demographics for schools in the State of Indiana. To compare schools that are large and diverse inner city schools to those that are small, homogenous rural schools, with everything in between based on standardized testing is a poor model that we are asked to work with.

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

BCSC
2015 - 2016 TEACHER SUCCESS RUBRIC

TEACHER BEING EVALUATED

EVALUATOR

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	**UDL**	€ The goal is not posted	€ The goal is posted but not addressed or instructional methods are not aligned with the goal	€ The goal is posted and instructional methods and materials align with the goal	€ The goal is posted, attainable and accessible. Instructional methods and materials align with the goal
		€ Potential barriers are not considered during the planning of the lesson or the design of the learning environment	€ Potential barriers are considered but the teacher is not applying that knowledge to the lesson plan	€ Potential barriers are considered and the teacher applies that knowledge to the learning environment	€ Potential barriers in the curriculum and learning environment are identified and addressed in the design of the lesson and the learning environment
		€ Content and skills are presented without options and scaffolding	€ Content is presented with few options and skills are presented without scaffolding	€ Content and skills are presented in multiple ways with options but with minimal scaffolding	€ Content and skills are presented in multiple ways with options and scaffolding available
		€ Students are not engaged	€ Students are engaged in relevant learning opportunities	€ Students are engaged in relevant and meaningful learning opportunities	€ Students are engaged in authentic, relevant, and meaningful learning opportunities
		€ Students do not interact with or demonstrate content and skill comprehension	€ Students interact with content and skill comprehension but do not demonstrate knowledge	€ Students interact with and demonstrate content and skill comprehension in multiple ways	€ Students consistently interact with and demonstrate content and skill comprehension in multiple ways

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

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

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

COMMENTS: