



Indiana School Improvement Plan

Columbus North High School

Bartholomew Consolidated Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

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 91.3 % is representative of the demographics that make up our student body. Our attendance rate of 95.8 % is in line with state averages and a testament to the focus our community places on education. Our SAT scores 1057 and ACT scores 21.9 are above or very close to both State (SAT: 997 ; ACT: 21.9) and National averages (SAT: 1010; 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.

School's Purpose

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

To meet the educational needs of our students (population: 2020) 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 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

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

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 (itsLearning) and implementation of one-to-one computing. In addition, a substantial increase in curricular offerings for dual credit and AP classes have 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 the 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 key. 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

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

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.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

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 consist 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 the 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 way to get parent, community and business involvement and opinions is through extensive personal contact, conversation at open houses, and through formalized input by way of workshops, leadership committees, interviewing committees, and continuous improvement councils. As examples of this, we have included parents, business and community leaders on those committees. We find their input very valuable.

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 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.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.33

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

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Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is 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.	<ul style="list-style-type: none"> •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. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a 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.	<ul style="list-style-type: none"> •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to 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. 	Level 3

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

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

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

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

Overall Rating: 3.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices 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.	<ul style="list-style-type: none"> •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. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
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.	<ul style="list-style-type: none"> •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 to all parties on-line 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body 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.	<ul style="list-style-type: none"> •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 level leadership. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff 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.	<ul style="list-style-type: none"> •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. 	Level 4

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

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The 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.	<ul style="list-style-type: none"> •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 given special training. In-house training in topical issues via TIE, PBIS and UDL. Committee reviews of outcomes. 	Level 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.

BCSC and CNHS foster highly collaborative environments. Our Corporation HEO 2 of "Deep Community Commitment to All Learners' Success" is met in this standard. Below is a listing of activities, groups, or events that would demonstrate this alignment.

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- * Bartholomew County School Foundation
- * iGrad partnership
- * Senior Project participation
- * Athletic Booster Club
- * Student job shadowing opportunities
- * Business Advisory boards (C4)
- * Alumni Association
- * Fine Arts Booster Clubs

Senior Project outcomes and data with mentoring partnerships. 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 policy, agenda, 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

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

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills 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.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Graduate follow-up surveys •Learning expectations for different courses •Posted learning objectives •Course schedules •Enrollment patterns for various courses •Course descriptions •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 on-line. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from 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.	<ul style="list-style-type: none"> •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. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers 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.	<ul style="list-style-type: none"> •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. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders 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.	<ul style="list-style-type: none"> •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. 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. 	Level 4

Indiana School Improvement Plan

Columbus North High School

Indicator	Statement or Question	Response	Evidence	Rating
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 causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •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. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	<ul style="list-style-type: none"> •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 corporations instructional expectations and drive our support of student learning. 	Level 3

Indiana School Improvement Plan

Columbus North High School

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	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.	<ul style="list-style-type: none">•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.	Level 3

Indiana School Improvement Plan

Columbus North High School

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> •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, 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. 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. 	Level 2

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

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	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.	<ul style="list-style-type: none"> •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 course have common final exams ensuring that instruction is closely aligned within those courses. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	<ul style="list-style-type: none"> •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. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel 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.	<ul style="list-style-type: none"> •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 	Level 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.

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. After each HEO I will list the activity/club/or event that demonstrates our alignment.

HEO #1: Welcome and Diverse Learning Culture:

- *International Education Week
- *PBIS training sessions
- *UDL
- *Habits of Mind
- *Alignment of teacher goals
- * Principals Diversity Committee
- *Parent ELL liason
- * Triangle publications
- * Medical Interpreters certification
- *Clubs/Co curricular programs
- * Cross age access to courses* LEED Certified/ Environmental improvements

HEO #3: Enable Achievement of Core Academic Knowledge and Critical Thinking:

- *Dual Credit
- * Creative Course designs
- * Advanced Placement

Indiana School Improvement Plan

Columbus North High School

- *C4 Certifications
- * National Merit winners
- * Study Team Strategies
- *Formative Assessments
- * Habits of Mind
- * School Wide Learning Outcomes
- *Open Course Enrollment
- * UDL in house workshops
- * Course alignment Scope/Sequence

HEO #6: Agile Collaborative Learning Environment:

- *Universal Design for Learning
- *Transition to teaching
- * Parent Portal
- *Learning management systems
- * Laptop lunches
- * Continuous Improvement Council
- * Open Houses
- * Orientations
- * Monthly New Teacher meetings
- *Structured Facility Groups
- *Co-teaching
- * Open Resources

HEO #7: Commitment to Life-Long Learning:

- *Dual Credit
- * College Fair
- * Internships
- *Senior Projects
- * Service Learning
- * Job Shadowing
- *Early College
- * Habits of Mind
- * Evaluation System embeds life long learning
- * Required Careers Class
- *The Bull Dog Way
- * Licensing Renewal

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: Resources and Support Systems

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

Overall Rating: 3.29

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

Indiana School Improvement Plan

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

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or 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.	<ul style="list-style-type: none"> •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. 	Level 3

Indiana School Improvement Plan

Columbus North High School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve 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.	<ul style="list-style-type: none">•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.	Level 3

Indiana School Improvement Plan

Columbus North High School

Indicator	Statement or Question	Response	Evidence	Rating
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.	<ul style="list-style-type: none"> •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 challenges us. 	Level 4

Indiana School Improvement Plan

Columbus North High School

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a 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.	<ul style="list-style-type: none"> •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 Parent Liasons are assigned to each building. Career classes are required. 	Level 4

Indiana School Improvement Plan

Columbus North High School

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

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

At least two of the corporations HEOs are met in this standard. Following each HEO a list will be given to demonstrate our alignment.

HEO #4: Multiple Perspectives to Develop Global Citizens:

- *International Education Week
- * 1-1 technology
- * IU Honors World Language program
- *Principal's Diversity Committee
- * Earth Day
- * iGrad
- *Project Stepping Stone
- * Global Studies Pathway
- * Hiring practice to encourage Minorities
- * *College field trips for traditionally under represented students

HEO #5 Multiple Pathways:

- * C4
- * Global Studies Pathway
- *Advanced Placement
- * English Language Learners
- * Dual Credit
- * CSA New Tech
- * McDowell
- * Early College
- * PE Option
- * Computer Based Courses
- * Universal Design for Learning

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

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

Overall Rating: 3.2

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

Indiana School Improvement Plan

Columbus North High School

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	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.	<ul style="list-style-type: none"> •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. Stanardized 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 itsLearning as an instructional management system. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are 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.	<ul style="list-style-type: none"> •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 have 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. 	Level 3

Indiana School Improvement Plan

Columbus North High School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	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.	<ul style="list-style-type: none"> •Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •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. 	Level 3

Indiana School Improvement Plan

Columbus North High School

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

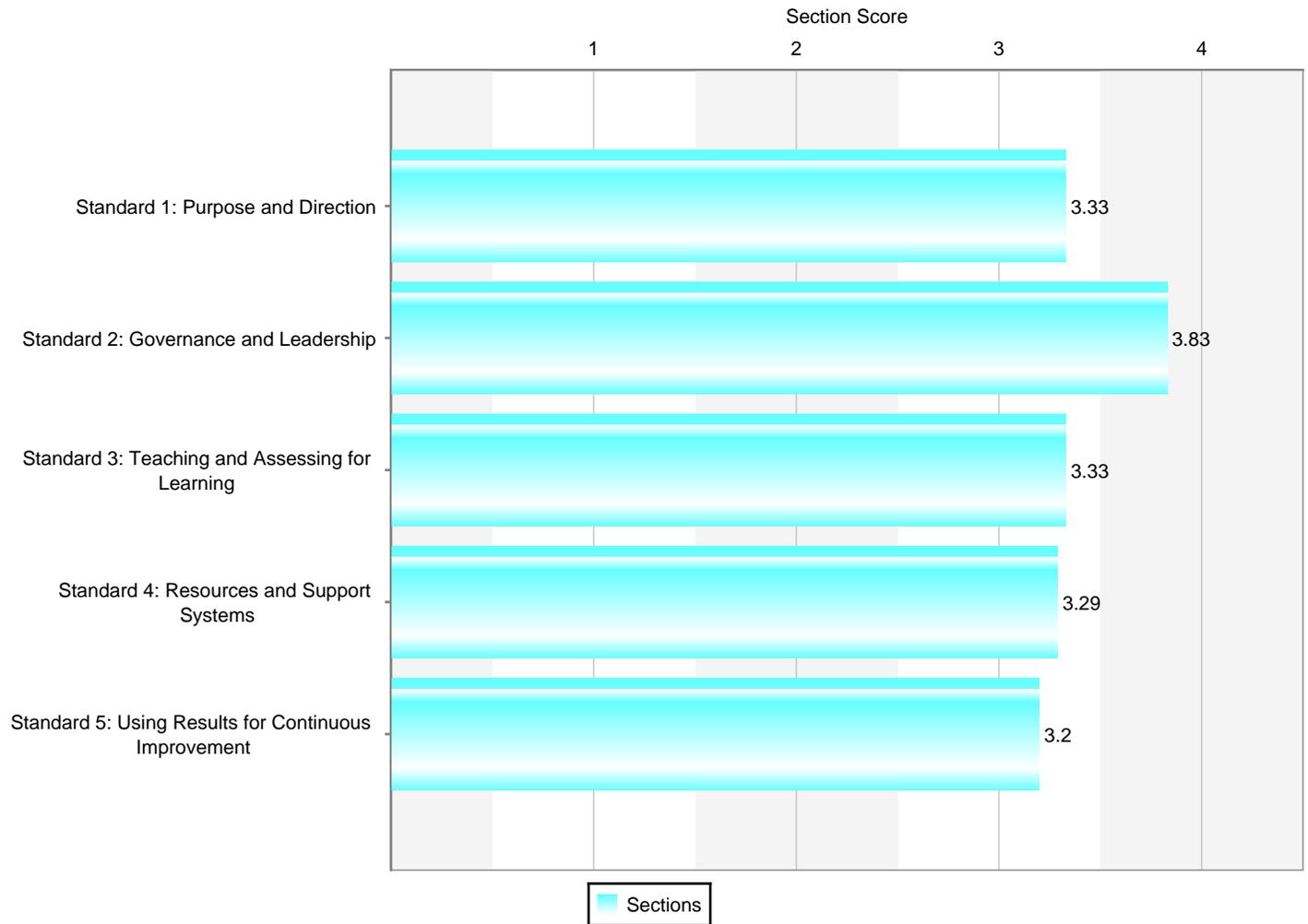
Quality tools and use of data are embedded in both learning and reporting environments. Key sources are testing reports, annual report, safety reports, committee agenda and reports, and resource assignment processes.

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.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		CNHS Student Performance Data 2014-15

Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

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.

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.

Which area(s) indicate the overall highest performance?

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

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.

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.

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

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.

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

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

Which area(s) indicate the overall lowest performance?

English is the overall lowest performing area.

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.

Between which subgroups is the achievement gap becoming greater?

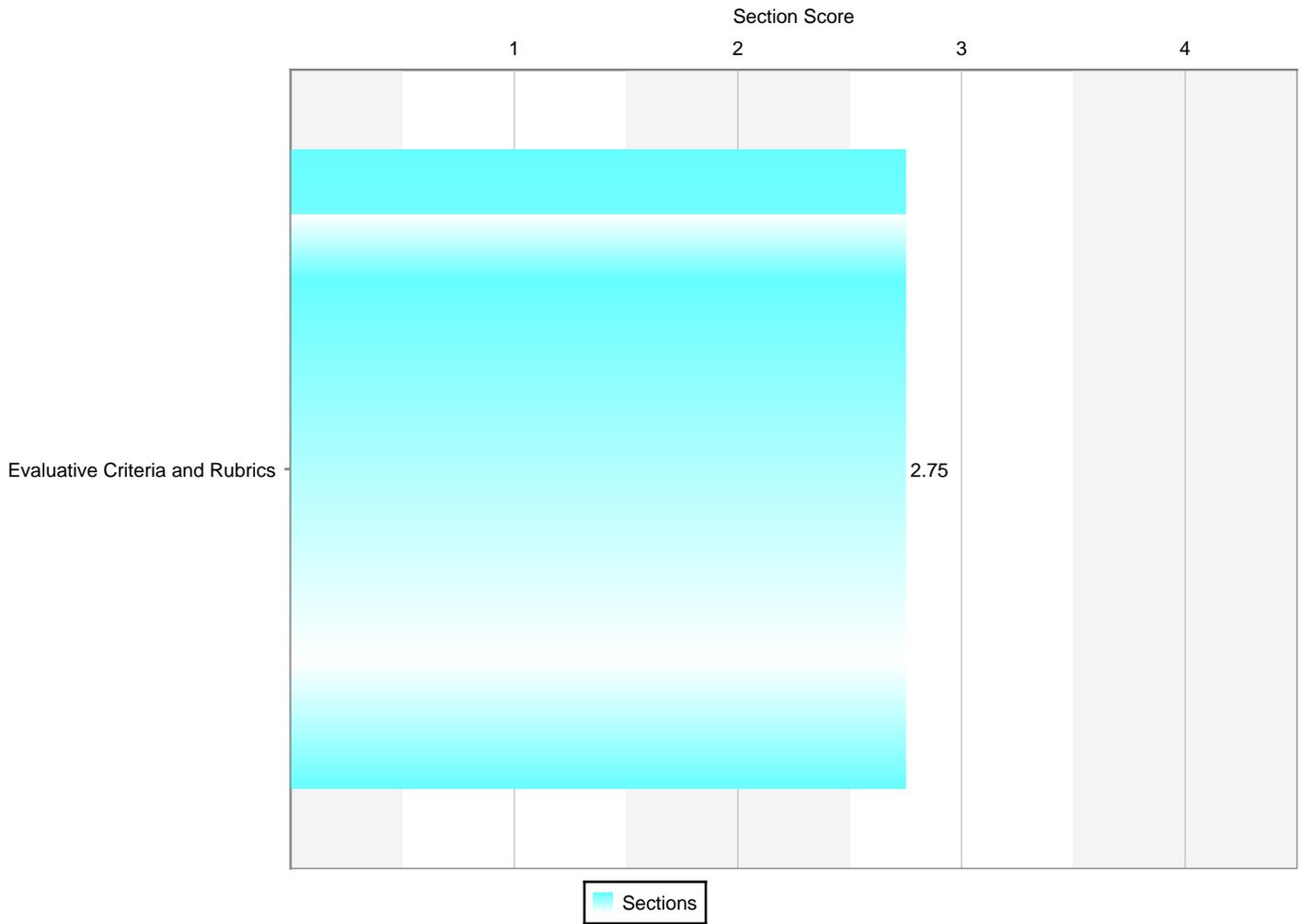
The greatest gap exist between our Caucasian females and our African-American males.

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

Data from the College Board supports these findings.

Report Summary

Scores By Section



Columbus North 2014-15 SIP

Overview

Plan Name

Columbus North 2014-15 SIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	English 10	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Mathematics 10th Graders	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: English 10

Measurable Objective 1:

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 1:

Critical Standards - 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 Cited: Marzano and CAST

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

Activity - Classroom application of critical standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher preparation and delivery of practice on critical standards based on department in-service and collaborative work.	Direct Instruction, Professional Learning	08/01/2016	05/31/2017	\$0	No Funding Required	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.

Goal 2: Mathematics 10th Graders

Measurable Objective 1:

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

Strategy 1:

Critical Standards - 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 Cited: CAST and Carol Dweck

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

Activity - Staff development and implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 .	Other - Monitor implementation, Professional Learning	08/01/2016	05/31/2017	\$0	No Funding Required	Math Department Chair and Math teachers of 10th grade students.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom application of critical standards	Teacher preparation and delivery of practice on critical standards based on department in-service and collaborative work.	Direct Instruction, Professional Learning	08/01/2016	05/31/2017	\$0	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.
Staff development and implementation	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 .	Other - Monitor implementation, Professional Learning	08/01/2016	05/31/2017	\$0	Math Department Chair and Math teachers of 10th grade students.
Total					\$0	

Conclusion

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