



# Indiana School Improvement Plan

## Crown Point High School

Crown Point Community School Corp

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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?**

### THE CITY OF CROWN POINT

A rapidly growing suburban community of approximately 27,317 (according to the 2010 Census), Crown Point, Indiana, is located less than one hour southeast of Chicago, Illinois. Anchored by the old Lake County Courthouse built in 1878, the steadily growing city features something for everyone: eighteen parks with hiking trails and playgrounds; the Lake County Fairgrounds, which is the home of the Lake County Fair in August and several events throughout the year; St. Anthony's Hospital, which includes a cancer center and cardiology facility; the Crown Point Historical District with elegant homes and the old Lake County Jail; a newly constructed public library, which opened in 2012 and fully embraces the changing role of libraries in community life; twenty churches of various denominations; and a blend of rural areas and varied residential housing. As one can see, quality schools and a growing business community in Crown Point contribute to making it a desirable and attractive residential community for families. In fact, Crown Point has earned first place in the "Best Place to Live" by the NWI Times for the last six years in a row, 2010-2015.

### CROWN POINT HIGH SCHOOL

#### OVERVIEW

Growth in the city of Crown Point has been steady since the opening of the new Crown Point High School in the fall of 2003. Along with the community embracing the facility and its educational and extracurricular programs, the current facility underwent an expansion in the fall of 2009 to include an academic wing on the northeast corner of the building along with a cafeteria extension, increasing the school's capacity to 3,000 students. Additional improvements were made in the summer of 2014 when the main entrance and office were reconfigured to provide a better sign-in procedure for visitors and a heightened security presence. The tenth largest high school in Indiana, CPHS's enrollment has steadily grown since its opening and the school now services over 2,600 students from grades nine through twelve and employs approximately 115 full time faculty members who actively participate in many state and national organizations in addition to coaching and sponsoring clubs and organizations. Six elementary schools and two middle schools feed into the student population along with several local parochial schools. The two middle schools, Taft and Wheeler, primarily contribute to Crown Point High School's student body. The passing of a referendum in May of 2011 validated the importance of the Crown Point Community School Corporation in the eyes of the community and ensured the continuation of quality programs and staff at CPHS.

Crown Point High School, which serves 9th-12th grade students, has grown in population from 2,432 in 2008-2009 to 2,673 in 2014-2015 with a variety of changes in student ethnicity. Regarding gender, the female to male ratio has been almost equal for the last five years. Native American, Asian, Black, and Multi-racial populations remain virtually the same from 2009-2010 to 2014-2015. However, the Hispanic population increased by 184 students from 2009-2010 to 2014-2015 and comprises 12% of the total population. The economy has played a large role in the increased free-and-reduced lunch population since 2009-2010. Beginning in 2009-2010, the upward trend continues to increase in 2014-2015 with 21% of CPHS students receiving benefits, the highest percent in five years. English Language Learner students have fluctuated between 0.8% and 1.2% of the total student body over the last five years. Students with specific learning disabilities comprise the largest disability in the special needs' population currently includes over 250 students from 9th through 12th grades (Specific Learning Disability:99, Emotional Disability: 26, Mild Cognitive:14, Moderate Cognitive: 9, Autism Spectrum Disorder: 30, Other Health Impairment: 61, Other: 15). High ability core academic classes, which include pre-AP, Dual Credit, and AP, are offered in science, social studies, math, English, and world language. Additional Dual Credit offerings are available to students also enrolled in business and industrial technology courses.



## 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.**

Statement of Vision, Mission, and Beliefs

Crown Point High School

The Vision for Learning

With a student focus on rigor, relevance, and relationships, CPHS's vision is based on preparing students for the competitive and global world and workplace of the 21st century. Proven traditional techniques, experiential learning, differentiated instruction supported by the implementation of Elements 1 and 2 of the Marzano framework, academic support, and blended courses connect students to the real world while meeting their individual needs. In the process, communication and relationships with community stakeholders help align expectations and create a dynamic, adaptable environment which trumpets recognition, hard work, and success for student learning and skill development. To foster moral and ethical citizens, students are guided on 6 C pathways (College, Career, Citizenship, Creativity, Courage, and Culture) that give them some of the support they need to succeed. Last of all, college and business partnerships encourage students to take ownership of their learning and help them engage in stronger tools to manage their post-secondary goals.

Crown Point High School's programming is organized into three distinct areas:

Engage (freshman transitions), Experience (21st Century Learning) and Excel (College and Career Programming).

Engage (freshman transitions): Incoming students engage in a whole school culture that supports their social, personal, and academic growth. Strategies include the following:

- Parent and student orientations
- Core academic skill development along with individualized math and reading acceleration and remediation
- 8th to 9th grade vertical articulation and transition programming
- Weekly resource period that targets academic assistance, college and career readiness, and at-risk behavior programming
- Extra- and Co-curricular recruitment and rush activities
- Personalization of learning process: technology, individual & student growth
- High Impact Teaching Strategies (HITS) and Project CRISS
- Career exploration and college planning and admissions

Experience (21st Century Learning): Students experience rigorous and relevant programs that utilize emerging technologies to develop critical thinking for a competitive global world. Programs and strategies include the following:

- ACT College and Workforce Readiness Standards: essential skills and knowledge needed for college and career
- Blended and Online Courses
- Digital credit recovery programs
- Project-based Learning (PBL)
- High Impact Teaching Strategies (HITS) and Project CRISS
- Career exploration and college planning and admissions
- Co-curricular clubs

Excel (College and Career Programming): Twenty-two Advanced Placement classes and over fifty Dual Credit courses offered through Purdue Calumet, Indiana University Bloomington & Northwest, and Ivy Tech accelerate students into post-secondary education while appealing to the interests and needs of the large student body. College and career programs and strategies encompass the following:

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- Advanced Placement courses
- Dual Credit courses
- Industry certifications
- Internships and job placement services
- Community service projects
- Career exploration and college planning and admissions

### Mission Statement

College - Career - Citizenship - Creativity - Courage - Culture

Our promise to ensure all CPHS students maximize their potential

Crown Point High School's mission centers on the core values of the six C's of College, Career, Citizenship, Creativity, Courage, and Culture.

The 6 C's provide students an opportunity and purpose to connect with all facets of Crown Point High School as well as being focused on important societal attributes.

- College / Career - strong preparation for post-secondary education and careers
- Citizenship / Culture - care and understanding to improve local and global communities
- Creativity / Courage - problem solving to help the environment and human condition

A mission team of stakeholders with faculty feedback and suggestions revised our previous mission statement to better align with our values.

Research from Indiana "league" schools, the highest performing Indiana high schools to which CPHS competitively compares itself, contributed to the revision of the CPHS mission statement. Data comparisons between the "league schools" and CPHS are made in accordance with the availability of pertinent data.

### Beliefs and Community Agreements

All students will

- Work in a safe and inviting learning environment.
- Set goals for their future.
- Think critically and communicate clearly.
- Be valued, respected, and supported in discovering and nurturing their unique gifts.
- Demonstrate achievement with responsibility, pride, and spirit.
- Have an adult advocate in the building who knows them as a learner and person.
- Compete and contribute as a 21st century global citizen.
- Maximize their potential.

In summary, through its Vision, Mission, Beliefs, and Community Agreements, Crown Point High School works diligently to prepare all students to succeed in the global community after graduation.

## 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.**

Crown Point High School is deserving of its recognition in the state as a Washington Post 2011 ACT college readiness research site and the first ACT lab school in the country. In fact, CPHS has partnered with ACT on a project to enhance CPHS's ability to project scores, measure student growth, assess value-added, and monitor change over time in student growth. Superintendent of Public Instruction Glenda Ritz also named Crown Point High School a Four Star School, the state's highest distinction, in 2012-2013, 2013-2014, and 2014-2015. Additionally, in 2014-2015 all Crown Point Community Schools earned A's on the 2015 A-F Accountability Report Card. Crown Point Community School Corporation continues to meet high quality standards, implement a continuous process of improvement, and was externally recognized by its accreditation from the North Central Association Commission on Accreditation and School Improvement (NCA CASI), an accreditation division of AdvancED in 2014. In 2014, the Indiana Department of Education recognized Crown Point High School as one of the Indiana schools to receive the Indiana Gold Star School Counseling Award. CPHS also offers extensive music, theater, and athletic programs to its students as well as over fifty clubs and organizations.

The principal along with a freshman principal, two assistant principals, two deans, six guidance counselors, one home-school facilitator, 115 faculty members, a visible parent group, a committed team of paraprofessionals, and an efficient support staff form a learning community that facilitates educational objectives for the 2,600 plus student body. In 2014-2015, the administrative team started to explore the concept of developing a school-within-a-school approach in order to best serve its 2,600 students by designating administrators, guidance counselors, and academic advisors to each grade level and continuing to organize teachers into course-based PLCs. In 2015-2016 and beyond, CPHS plans to structure its personnel by grade levels to support two teams (9th & 10th grade and 11th & 12th grades) who will continue to use quarterly report data to inform programming and course selection for all students.

In 2014, the administrative team in conjunction with professional learning communities began to explore ways to offer more rigorous opportunities to all students, and a discussion began about how to allow students to take a course of study beyond the transitional level of courses in order to receive a more complete course experience, which may afford more post-secondary opportunities. To further differentiate instruction and interest, online and blended learning through a 2.0, one-to-one initiative are being systematically implemented to increase student options and personalization of learning. The freshman class of 2013-2014 was the first class to fully implement the one-to-one technology initiative (2.0) which will be fully implemented by 2016-2017. Each course in each department not only applies state academic and college and career readiness standards during daily instruction; but formative and summative assessments, which have been collaboratively written by teachers of the same courses, measure student performance on course-based standards as well as ACT College Readiness skills. Loosely patterned after the understanding by design concept, these assessments ensure students the same curriculum regardless of instructor and are used as one measure to gauge student achievement and program effectiveness.

Furthermore, several systemic programming changes contribute to student performance. First, zero period four days per week is where students receive help from teachers before school for remediation, enrichment, homework assignments, and other additional help in addition to their regularly scheduled classes. As mentioned, in 2013-2014 a 35 minute resource period was added on Wednesdays to extend the opportunity for students to obtain get additional academic support and to provide college and career programming. In addition to departmental meetings and professional development opportunities that take place outside of the traditional day, teachers actively engaged in weekly Professional Learning Community (PLC) work during the Late Start Wednesday beginning in 2008-2009. In 2014-2015, this resource period was expanded to 72 minutes in order to accommodate the need for college and career programming and allow teachers to serve as adult advocates who support students' educational experience. Also in 2014-2015, changes to the schedule allowed for more time for teachers to engage in professional development within their Professional Learning Community(ies) while also increasing the number of minutes that students can receive additional support. Now, teachers are able to meet up to four days a week for 35 minutes a day in their SY 2015-2016

PLCs, and students can still receive 20 minutes of academic support four days a week. The creation of two Small Learning Community chair positions in 2013-2014 directly supports the PLC work being done by teachers of freshman and sophomore-level courses. Designated English lab and math labs were created in 2014-2015 to further support students who have been identified using a variety of data and placed into the lab with the goals of end-of-course assessment success and the meeting of individualized needs. Next, Response to Intervention has been added for struggling students many of whom are exceptional learners and/or qualify for free and reduced lunch. Prior to 2015-2016, many of these students were scheduled into 'Transitional' classes which often did not provide the most rigorous course pathway for students. Beginning in 2015-2016 in order to provide equitable educational opportunities for all students, most 'Transitional' classes were eliminated and students are now scheduled into 'college prep' courses with additional support being provided through a double block 'Engage' period, offered in math and English, as well as through a co-teaching model that will continue to develop. As well as targeted skill development in selected core classes, these students are scheduled into a prescribed study hall facilitated by academic advisors who work with individual student's organization, study skills, and academic progress. Furthermore, ECA remediation classes in Algebra and English 10 have also been developed. In addition, the Engage summer school program for struggling incoming freshmen continues to help students acclimate to the demands of a fast-paced comprehensive high school with rigorous expectations. The school also employs a Positive Behavior Intervention Specialist who provides additional services to students with specified needs. These services include self-esteem groups, stress management groups, and individual counseling for students with severe struggles, including anxiety, depression, and grief. In 2014-2015 and beyond, a designated Resource period which further supports the needs of all students and the mission of the school, expanded its programming to include college and career planning/guidance and to ensure that all students are known by an adult in the building who serves as an adult advocate for their educational experience. Data analysis reflects that the identified struggling students are not performing in the expected and/or above expected ranges on standardized assessments. CPHS will continue to explore and target interventions and support resources to meet the needs of all students, specifically students receiving free and reduced lunch and who are part of the exceptional learner program.

To further the mission of CPHS and foster communication with and involvement of multiple stakeholders, the website has been upgraded and enhanced. Upcoming events, celebrations, college and career opportunities, important forms and deadlines, in addition to operational information are readily available.

Data analysis from 2014-2015 pointed to the necessity to explore grading policies. In 2015-2016 the school improvement team collaborated in order to review and revise the school's grading policies with a focus on assessment of learning and standards based curriculum and assessments.

## **Additional Information**

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

CPCSC and CPHS are committed to providing a quality, personalized educational experience for all students through continual innovation and improvement.

# **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.**

Always opening its doors to the community, the high school family always pursues opportunities to extend connections to Crown Point families, businesses, and citizens in general. The School Improvement Team consists of administrators, teachers, parent/community members, and students. This team collaboratively engages in meaningful discussions focused on driving the school's mission and purpose.

Parents and community members were selected through input from the administrative team and the Parent Leadership Team of CPHS and students were selected through recommendations from faculty members. Teachers were invited to volunteer to participate on the team. The School Improvement Team met in whole group settings, small group settings, and also contributed individual feedback throughout the process. Within this process, roles were defined and executed.

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

Parents, community members, students, teachers, and administrators were all involved in the improvement process. All team members reviewed, analyzed, and interpreted data. This information will drive Crown Point High School's mission and professional development initiatives. All participants had a shared role and contributed to creation of the plan.

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

The final improvement plan is communicated to all stakeholders through weekly principal phone calls, a posting on the school and corporation website, monthly Parent Leadership Team meetings, parent informational nights, informational brochures and mailings, and weekly emails delivered to parents. Through these means of communication, stakeholders receive progress on the mission and purpose of the school as well as progress on important data points.

# **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: 4.0

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 process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Purpose statements - past and present</li> </ul>	Level 4

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"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•The school's statement of purpose</li> </ul>	Level 4

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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 require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•The school data profile</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li> <li>•The school continuous improvement plan</li> </ul>	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.**

Crown Point High School exhibits several areas of strength in relationship to Standard 1. For example, the school has a clear vision and purpose regarding student achievement. The ACT ASPIRE system is the centerpiece that drives the school goal, and the instructional model of Crown Point High School is focused on strategies to achieve growth on the College Readiness Benchmarks provided by ACT. Next, Crown Point High School follows a logical progression in order to increase student achievement. First, data from the ACT is analyzed to determine skill gaps that impact our students. Then, course-based PLC's are asked to address specific skill gaps within their content areas. Data from formative and summative assessments, along with course grades are analyzed to determine student progress as well as course placement. Furthermore, Professional development is focused on instructional strategies such as Project CRISS, Marzano's High Impact Teaching Strategies (HITS), Webb's and Bloom's depth of knowledge, and blended and online learning. The IObservation/Marzano evaluation model allows teachers and administrators to have conversations about quality teaching methods and prompts teachers to introspectively analyze their beliefs about teaching and learning. The model also provides the staff a common vocabulary related to instructional practices. At Crown Point High School, there is a clear purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Crown Point High School is committed to sustaining these areas of strength. To accomplish this, the CPHS staff is given a comprehensive data picture at the start of both semesters that shows the progress of our students in relationship to our school goals. The Instructional Leadership team reviews department and course grading trends to determine what changes can be made to improve the experience of our students. Sustaining the morning professional development time is also a priority for Crown Point High School. The time spent collaborating in Professional Learning Communities allows our staff members to share instructional strategies while analyzing data from course-based teams. New teachers continue to receive support by building level administration as well as from Central Office administration through the

induction process. Meanwhile, the principal, the School Improvement Team, and the Instructional Leadership Team continue to remind staff members of our goals and beliefs. Lastly, the relationship between Crown Point High School and ACT remains strong. CPHS continues to work with ACT to bring clarity to our stakeholders (students, parents, staff) on what the College Readiness Standards and Benchmarks mean for our school and community.

## 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"> <li>•Governing body policies, procedures, and practices</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> </ul>	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"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Governing body training plan</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Communications about program regulations</li> <li>•Historical compliance data</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	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"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	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 align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently 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' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•Communication plan</li> </ul>	Level 4

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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"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Job specific criteria</li> <li>•Representative supervision and evaluation reports</li> <li>•Beginning in 2013-2014, CPHS adopted the Marzano iObservation Art and Science of Teaching framework as its evaluation model. Teachers and administrators targeted Elements 1 &amp; 2 beginning in 2013-2014 and continuing through 2016-2017. Elements 17-20 were added in 2015-2016 and will continue to be targeted in 2016-2017. These Elements were systematically selected in order to support student achievement and growth and incorporation of best practice instructional strategies.</li> </ul>	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.**

In relationship to Standard 2, the Crown Point High School areas of strength center around strong support from the school board and Central Office administration, building level leadership that fosters a positive culture within the school, strong purpose and direction that is driven by data, frequent communication with stakeholders, and goals for improvement based on data-related evidence and evaluative measures. To sustain these areas of strength, the leadership at the corporation and building levels will continue to work together to address staffing and building needs, build upon strengths related to teaching and learning by consistently analyzing student achievement data, and properly implementing blended and online learning to promote and support student performance and school effectiveness. As a result of these measures, professional development for teachers and programming for students will emerge and evolve based on needs.

### 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: 3.42

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"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Graduate follow-up surveys</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Enrollment patterns for various courses</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> <li>•To further differentiate instruction and interest, online and blended learning through a 2.0, one-to-one initiative were systematically implemented, beginning in 2013-2014, to increase student options and personalization of learning. Department and course-based Professional Learning Communities create formative assessments and analyze formative assessment data in order to adapt instruction to increase student learning. Rigorous course pathways support college and career readiness.</li> </ul>	Level 4

# Indiana School Improvement Plan

Crown Point High School

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"><li>•Curriculum guides</li><li>•A description of the systematic review process for curriculum, instruction, and assessment</li><li>•Common assessments</li><li>•Surveys results</li><li>•Curriculum writing process</li><li>•Products – scope and sequence, curriculum maps</li><li>•Lesson plans aligned to the curriculum</li></ul>	Level 4

**Indiana School Improvement Plan**

Crown Point High School

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"> <li>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> <li>•Through the implementation of Marzano Elements 1 &amp; 2, teachers and students work systematically to monitor and achieve targeted goals with timely feedback and opportunities for personalized learning. High Impacting Teaching Strategies, including Project CRISS, encourage class discussion, student engagement, and independent and student-owned learning. PLCs work centers around student achievement strategies that align to goals and scales and which will naturally result in differentiation.</li> </ul>	Level 3

# Indiana School Improvement Plan

Crown Point High School

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"> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Surveys results</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 4

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"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> <li>•Peer coaching guidelines and procedures</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> </ul>	Level 3

# Indiana School Improvement Plan

Crown Point High School

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of 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 immediate feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	Level 4

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"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Survey results</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> </ul>	Level 3

# Indiana School Improvement Plan

Crown Point 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 meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> <li>•Stakeholders work in concert (in person and digitally) to promote student responsibility for learning. Student progress is updated to promote student learning and encourage stakeholder action, if necessary. Parents monitor progress in BUZZ and via email, meeting, and phone calls. Announcements about upcoming assignments, tests, quizzes, etc. are posted weekly in BUZZ along with information concerning due dates and missing assignments. Syllabi are available in all BUZZ courses.</li> </ul>	Level 4

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. All students may participate in the structure. The structure allows the school employee to gain 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"> <li>•List of students matched to adult advocate</li> <li>•Survey results</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Master schedule with time for formal adult advocate structure</li> <li>•Description of formal adult advocate structures</li> </ul>	Level 3

# Indiana School Improvement Plan

Crown Point High School

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"> <li>•Evaluation process for grading and reporting practices</li> <li>•Survey results</li> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	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"> <li>•Results of evaluation of professional learning program.</li> <li>•Evaluation tools for professional learning</li> <li>•Survey results</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•Crosswalk between professional learning and school purpose and direction</li> <li>•CPCSC encourages professional development by offering internally created opportunities via LEARN Academy (Lead, Evolve, Advance, Renew, Now) which provides timely and relevant professional learning. CPHS staff members offer in-house sessions during Wednesday morning PLC time and CPCSC encourages teachers to explore external professional development within budgetary confines. Mentored new teachers are Project CRISS trained &amp; participate in Instructional Rounds, in addition to monthly meetings.</li> </ul>	Level 3

# Indiana School Improvement Plan

Crown Point High School

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 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 learning support services to all students.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•List of learning support services and student population served by such services</li> <li>•Training and professional learning related to research on unique characteristics of learning</li> <li>•Data used to identify unique learning needs of students</li> <li>•Designated academic advisors, teachers, and paraprofessionals support personalized learning and development of positive academic behaviors. Resource period pairs students with an adult advocate who helps students stay on track academically, pursue college and career goals, and form positive relationships with peers and adults in the building. An Online &amp; Blended Learning Specialist supports teachers, students, and the transition to a 2.0 environment which differentiates instruction.</li> </ul>	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.**

Major strengths of Crown Point High School related to Standard 3 include a challenging curriculum with diverse course offerings and opportunities, multiple data points for analysis of student achievement, professional development and instructional strategies that are driven by the goals of the school, participation in course-based PLC's that address student skill gaps seen on formative and summative assessments, an evaluation model (iObservation) that fosters communication between administration and faculty, a strong induction program for 1st year teachers, and programs to help struggling and diverse learners.

To sustain these strengths, Crown Point High School will continue to evolve by adjusting these programs and initiatives based on student, faculty, and community input as well as through data analysis of student achievement. Crown Point High School and its stakeholders have established a culture that is progressive and is consistently looking to improve or add programming that benefits our students.

### 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 describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 2

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 solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably 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 concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> <li>•An annual budget is carefully crafted and the high school principal regularly communicates with Central Office administration to determine the best way to use finances to support students and staff. A modified block schedule and a 2.0 environment support personalized learning and best use of instructional time and resources. Teachers use quality and relevant online resources in addition to other selected course materials (traditional and/or digital).</li> </ul>	Level 4

# Indiana School Improvement Plan

Crown Point High School

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"> <li>•Records of depreciation of equipment</li> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> <li>•Administrative team members are trained as School Safety specialists and the Director of Security is housed at CPHS. CPHS now has 80 security cameras throughout the building that monitor doors, hallways, and the cafeteria. Dedicated custodial and maintenance staff systematically provide a hospitable learning environment by maintain indoor and outdoor facilities. A full-time nurse, AED devices, CPR training, and evacuation procedures and drills support a safe environment.</li> </ul>	Level 3

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"> <li>•Budget related to media and information resource acquisition</li> <li>•Survey results</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	Level 3

# Indiana School Improvement Plan

Crown Point 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"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Assessments to inform development of technology plan</li> <li>•Survey results</li> <li>•Policies relative to technology use</li> </ul>	Level 4

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"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Schedule of family services, e.g., parent classes, survival skills</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> <li>•Six guidance counselors, a PBIS specialist, and a designated Resource teacher collaborate to meet varying needs of all students. CPHS offers self-esteem and stress management groups while also offering individual counseling and resources for students with severe struggles including anxiety, depression, and grief. Resource period programming, C-Notes, and extracurricular involvement encourage respectful relationships and support diversified interests.</li> </ul>	Level 4

**Indiana School Improvement Plan**

Crown Point 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"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Survey results</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> <li>•Each student has a Naviance account and a built-in Resource period which provides time for students to explore career and educational pathways that align to post-secondary goals in addition to meetings with their guidance counselor. A College and Career advisor facilitates the development and implementation of a Resource period curriculum focused on college and career readiness and social and emotional needs of students. Designated administrators and guidance counselors meet student needs.</li> </ul>	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 Crown Point High School, significant strengths relative to Standard 4 are a safe, clean environment, a technology structure that supports the CP 2.0 initiative, thriving extracurricular and co-curricular programs, and educational/career planning that is based on data and programming. To a large degree, sustaining these areas of strength will be a result of staying true to the beliefs and values of the school. Keeping the C-Note program highly visible should increase the number of students who become positively involved which should continue to result in a decrease in number of dropouts, suspensions, and expulsions. The Random Drug Testing program continues to deter drug use in our students as evidences by a 99% negative result in 2014-2015.

Continuing to provide opportunities for safety specialist training and ensuring that our technology staff and faculty have the resources to effectively manage CP 2.0 will continue to be priorities. Additionally, the promotion of student planning for college/career goal attainment through valid programming and strategies will also be at the forefront of the CPHS mission. As always, the CPHS leadership and faculty will assess these programs in order to adjust and make improvements when appropriate. Areas of improvement relative to Standard 4 are focused on prioritizing our programming needs and staffing them appropriately. Examples include Response to Instruction, CP 2.0, the Exceptional Learner department, and faculty. This will involve continued communication with Central Office leadership along with program evaluation/needs assessment by CPHS administration that involves an analysis of opportunities given to us within our budget.



### 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: 3.4

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 consistently use a comprehensive 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 all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> <li>•CPHS uses a comprehensive assessment system to produce data on student achievement. Examples include the ACT Aspire system, ACT growth model, the PSAT, Acuity, Indiana End of Course Assessments (ECA), AP tests, and course-based formative summative assessments. Results are evaluated and used to track student progress for growth and to determine course programming and the development of enrichment and remediation opportunities. CPHS was the first ACT lab school and continues this partnership.</li> </ul>	Level 4

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"> <li>•Survey results</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	Level 3

# Indiana School Improvement Plan

Crown Point High School

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"> <li>•Policies specific to data training</li> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 3

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"> <li>•Student surveys</li> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Description of process for analyzing data to determine verifiable improvement in student learning</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> </ul>	Level 3

# Indiana School Improvement Plan

Crown Point High School

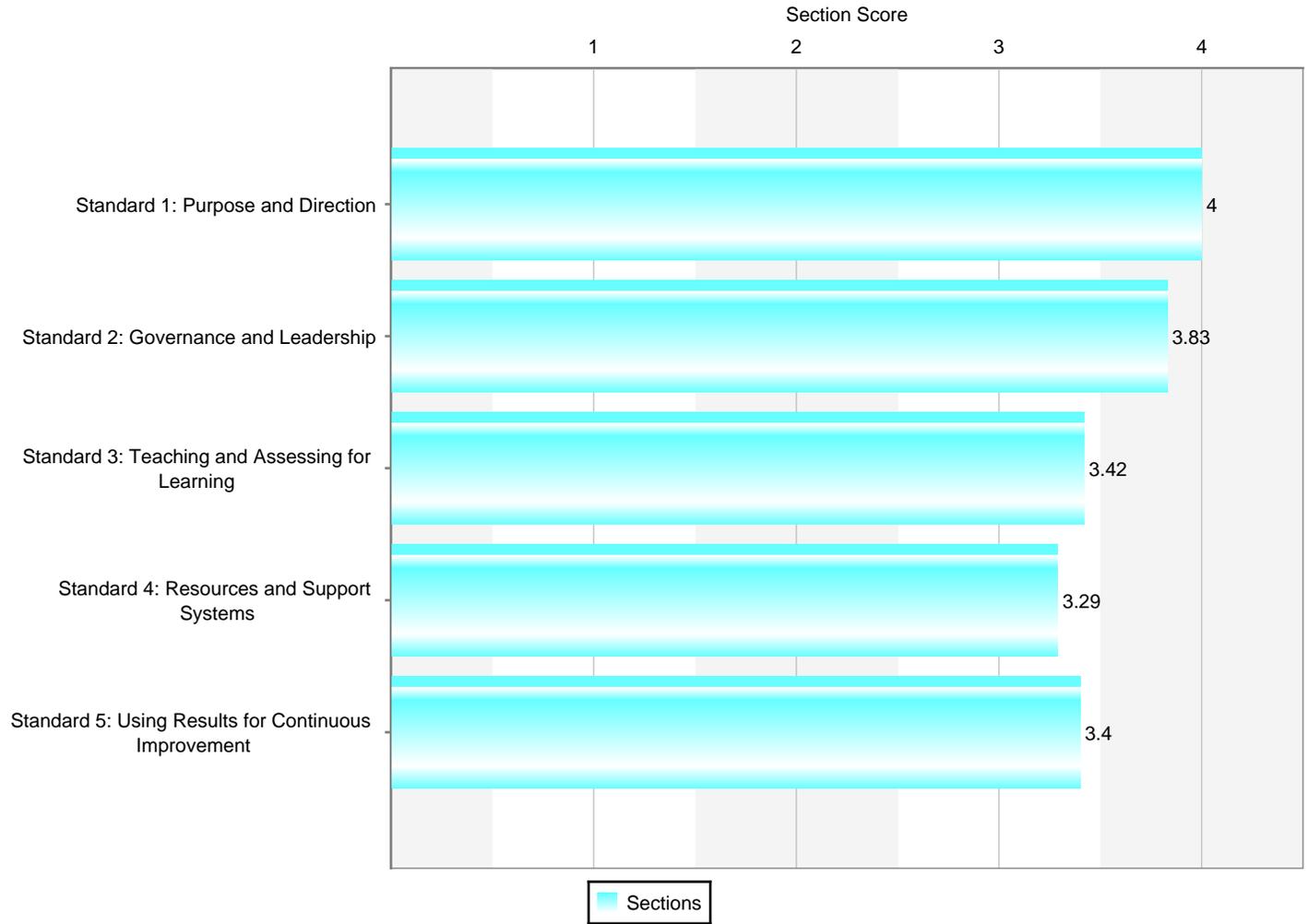
Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about 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"> <li>•Minutes of board meetings regarding achievement of student learning goals</li> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Survey results</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li> <li>•Executive summaries of student learning reports to stakeholder groups</li> </ul>	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.**

Crown Point High School's strengths relative to Standard 5 are centered on a comprehensive system that generates data to drive continuous improvement. The school uses the ACT ASPIRE, Acuity, the PSAT, AP tests, the Indiana End of Course Assessments, and course-based formative and summative assessments to guide our goals for improvement. In addition to test results, data generated by graduation rates, dual credits earned, league schools, college tracking, internships, and surveys help to complete the picture. CPHS leadership monitors results and reports the data picture to faculty members as well as stakeholders. Ultimately, the data is used to create appropriate programming and a professional development plan. To sustain this strength, CPHS leadership has implemented an initiative involving ACT longitudinal testing to develop a local growth model to systematically examine CPHS college and career readiness data, develop reporting tools for teachers and administrators, and implement strategies to promote maximum student achievement. This is done by identifying value-added metrics to measure individual student growth, cohort growth, and year to year course growth in core subjects. Comprehensive data points will be used to build the system over time; these points may include 8th grade statewide assessment, 9th and 10th grade End of Course Assessment scores, and 10th grade PSAT scores.

## 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data Document 2015

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

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

Our students consistently out perform the 11th grade ACT college readiness benchmark for English and continue to acquire more Dual Credits with each passing year. Students are also taking and passing (3+) more AP exams than in previous years. 10th grade PSAT results also reflect high student achievement with an increase in performance relative to state and national trends. ACT growth model analysis indicates that Honors students are performing above expectations when compared to students nationally from schools with similar F/R lunch percentages.

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

AP 3+ success compared to League schools positively trended from 2009-2010 to 2013-2014; League school data for 2014-2015 was unavailable at the time of submission. 8th to 11th grade growth on the ACT English, Science, and Reading assessments demonstrate a positive trend beginning in 2013. Starting with the graduating class of 2016 and continuing with the graduating class of 2018, ECA success rate data reflects a positive trend in English and algebra.

### Which area(s) indicate the overall highest performance?

Concerted focus on improved achievement on all targeted assessments should result in a positive student achievement although it is difficult to indicate highest overall performance given the variety of assessments systems.

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

It is notable that students in traditionally under-represented ethnic subgroups do not show achievement gaps. In addition, students from families receiving F/R lunch are performing better than state and national averages.

### Between which subgroups is the achievement gap closing?

All groups relative to ethnicity and F/R lunch.

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

All cohorts of students are showing an increase/high achievement. Strengths lie in the performance of college bound students (top 75% of student body). While considered a high performing school, CPHS continues to search for appropriate goals/metrics that help to establish student growth targets for individual/cohorts of students over time to assist in school improvement efforts.

## Indiana School Improvement Plan

Crown Point High School

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Data sources:

Algebra I ECA

English 10 ECA

PSAT - 10th grade

ACT Aspire - 9th & 10th grade

ACT+Writing - 11th grade

AP Exam results

Dual credit attainment

## Areas in Need of Improvement

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

Students performing in the lowest quartile; special education students

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

Students in the lowest achievement quartiles (bottom 25%)

**Which area(s) indicate the overall lowest performance?**

All areas tested in the bottom 25%; All areas tested in special education

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

None

**Between which subgroups is the achievement gap becoming greater?**

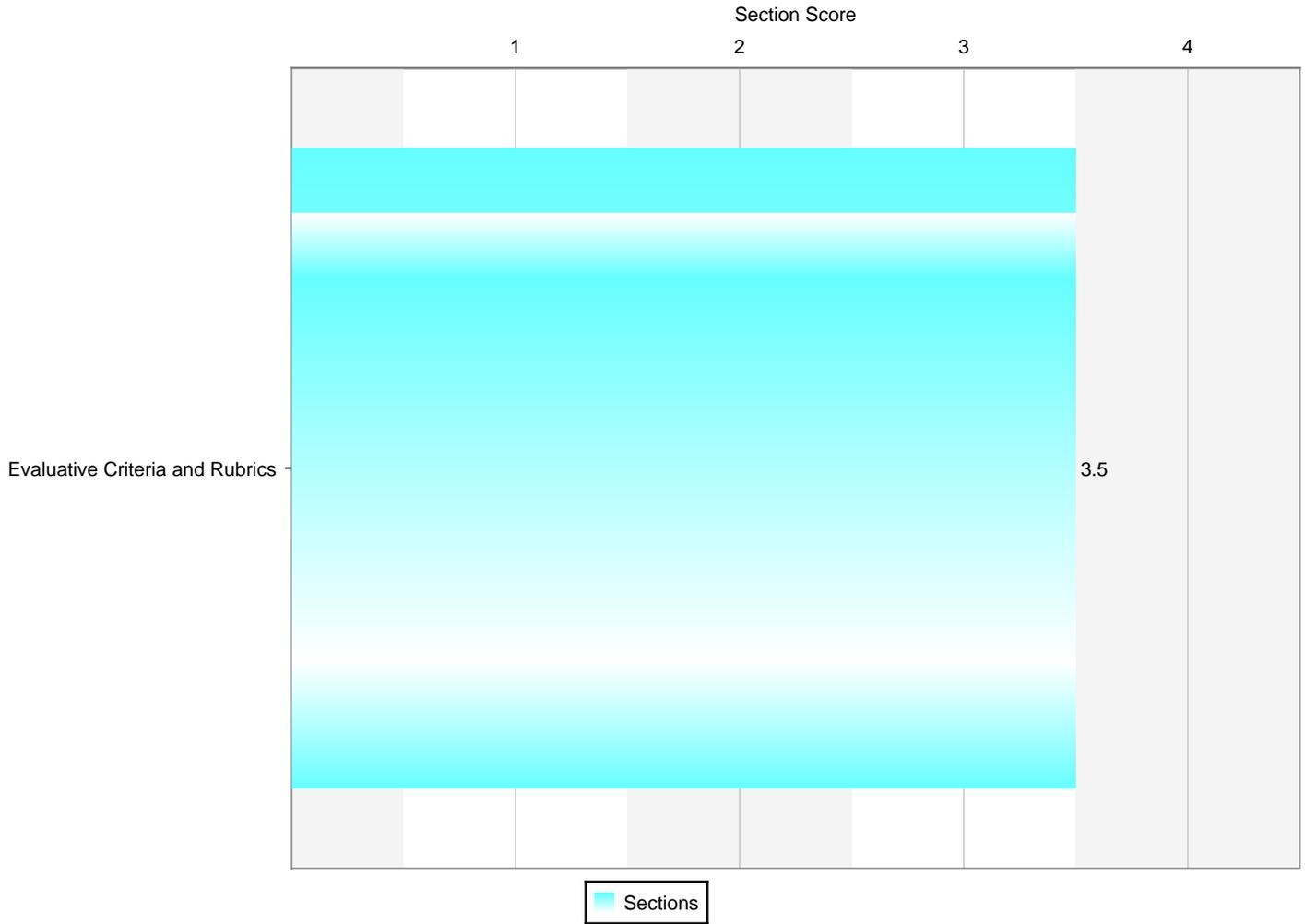
None

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

Need to do a better job with achievement gains for students in the lowest achievement quartiles and special education students (along with need to establish meaningful growth measures).

## Report Summary

### Scores By Section



# **CPHS Goal-Action-Plan 2015-2018**

## **Overview**

### **Plan Name**

CPHS Goal-Action-Plan 2015-2018

### **Plan Description**

CPHS Goal-Action-Plan 2015-2018

## 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	College and Career Readiness	Objectives: 6 Strategies: 2 Activities: 4	Academic	\$0

## Goal 1: College and Career Readiness

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency by demonstrating expected and above expected range scores on ACT assessments. in Mathematics by 06/06/2017 as measured by ACT EPAS results..

### (shared) Strategy 1:

Standards Based Curriculum - (College and career readiness skills include, but are not limited to the following: greatest depth of knowledge in subject-specific areas according to Norman Webb and/or Bloom, content literacy, mathematical problem solving, and scientific data analysis at appropriate score ranges on ACT's College Readiness Standards).

ACT states that college readiness standards are needed because, "the standards serve as a direct link between what students have learned, what they are ready to learn next, and what they must learn before leaving high school in order to be prepared for college [and career]."

CPHS's college and career readiness goal will focus on the following skills to increase student achievement:

Content Literacy in English, Reading, Math, and Science:

English:

Topic Development in Terms of Purpose and Focus; Organization, Unity, and Coherence; Word Choice in Terms of Style, Tone, Clarity, and Economy; Sentence Structure and Formation; Conventions of Usage; and Conventions of Punctuation

Reading:

Main Ideas and Author's Approach; Supporting Details; Sequential, Comparative; and Cause-Effect Relationships, Meaning of Words, and Generalizations and Conclusions

Mathematics:

Basic Operations & Applications; Probability, Statistics, & Data Analysis; Numbers, Concepts & Properties; Expressions, Equations, & Inequalities; Graphical Representations; Properties of Plane Figures; Measurement; and Functions

Science:

Interpretation of Data, Scientific Investigation; Evaluation of Models, Inferences; and Experimental Results

Writing:

Expressing Judgment; Focusing on the Topic; Developing a Position; Organizing Ideas; and Using [Content Specific] Language with [Precise Diction/Word Choice]

Skill Depth of Knowledge:

Reviewing and adjusting curriculum to ensure that Norman Webb's depth of knowledge is in practice, especially levels two through four, increasing rigor and decreasing recall

Research Cited: ACT states that college readiness standards are needed because, "the standards serve as a direct link between what students have learned, what they are ready to learn next, and what they must learn before leaving high school in order to be prepared for college [and career]."

Evidence of success: Student assessment results

## Indiana School Improvement Plan

Crown Point High School

Activity - High Impact Teaching Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
note taking, interactive lecture, vocabulary strategies, Project CRISS, 2.0 blended learning	Direct Instruction	08/17/2015	06/08/2018	\$0	No Funding Required	Teachers
Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
instructional strategies, curriculum maps, formative and summative assessments, targeted assessment identification, standard alignment	Professional Learning	08/17/2015	06/08/2018	\$0	No Funding Required	Teachers
Activity - Marzano Element Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
implementation of Elements 1 & 2, 17-20; iObservation training and feedback	Professional Learning, Direct Instruction	08/17/2015	06/08/2018	\$0	No Funding Required	Teachers, administrators, students

### Measurable Objective 2:

80% of All Students will demonstrate a proficiency by demonstrating expected and above expected range scores on ACT assessments. in English Language Arts by 06/06/2017 as measured by range scores on ACT assessments. .

### (shared) Strategy 1:

Standards Based Curriculum - (College and career readiness skills include, but are not limited to the following: greatest depth of knowledge in subject-specific areas according to Norman Webb and/or Bloom, content literacy, mathematical problem solving, and scientific data analysis at appropriate score ranges on ACT's College Readiness Standards).

ACT states that college readiness standards are needed because, "the standards serve as a direct link between what students have learned, what they are ready to learn next, and what they must learn before leaving high school in order to be prepared for college [and career]."

CPS's college and career readiness goal will focus on the following skills to increase student achievement:

Content Literacy in English, Reading, Math, and Science:

English:

Topic Development in Terms of Purpose and Focus; Organization, Unity, and Coherence; Word Choice in Terms of Style, Tone, Clarity, and Economy; Sentence Structure and Formation; Conventions of Usage; and Conventions of Punctuation

Reading:

Main Ideas and Author's Approach; Supporting Details; Sequential, Comparative; and Cause-Effect Relationships, Meaning of Words, and Generalizations and Conclusions

Mathematics:

Basic Operations & Applications; Probability, Statistics, & Data Analysis; Numbers, Concepts & Properties; Expressions, Equations, & Inequalities; Graphical Representations; Properties of Plane Figures; Measurement; and Functions

Science:

Interpretation of Data, Scientific Investigation; Evaluation of Models, Inferences; and Experimental Results

## Indiana School Improvement Plan

Crown Point High School

### Writing:

Expressing Judgment; Focusing on the Topic; Developing a Position; Organizing Ideas; and Using [Content Specific] Language with [Precise Diction/Word Choice]

### Skill Depth of Knowledge:

Reviewing and adjusting curriculum to ensure that Norman Webb's depth of knowledge is in practice, especially levels two through four, increasing rigor and decreasing recall

Research Cited: ACT states that college readiness standards are needed because, "the standards serve as a direct link between what students have learned, what they are ready to learn next, and what they must learn before leaving high school in order to be prepared for college [and career]."

Evidence of success: Student assessment results

Activity - High Impact Teaching Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
note taking, interactive lecture, vocabulary strategies, Project CRISS, 2.0 blended learning	Direct Instruction	08/17/2015	06/08/2018	\$0	No Funding Required	Teachers

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
instructional strategies, curriculum maps, formative and summative assessments, targeted assessment identification, standard alignment	Professional Learning	08/17/2015	06/08/2018	\$0	No Funding Required	Teachers

Activity - Marzano Element Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
implementation of Elements 1 & 2, 17-20; iObservation training and feedback	Professional Learning, Direct Instruction	08/17/2015	06/08/2018	\$0	No Funding Required	Teachers, administrators, students

### Measurable Objective 3:

80% of All Students will demonstrate a proficiency by demonstrating expected and above expected range scores on ACT assessments. in Science by 06/06/2017 as measured by expected range scores on ACT assessments. .

### (shared) Strategy 1:

Standards Based Curriculum - (College and career readiness skills include, but are not limited to the following: greatest depth of knowledge in subject-specific areas according to Norman Webb and/or Bloom, content literacy, mathematical problem solving, and scientific data analysis at appropriate score ranges on ACT's College Readiness Standards).

ACT states that college readiness standards are needed because, "the standards serve as a direct link between what students have learned, what they are ready to learn next, and what they must learn before leaving high school in order to be prepared for college [and career]."

CPS's college and career readiness goal will focus on the following skills to increase student achievement:

Content Literacy in English, Reading, Math, and Science:

English:

## Indiana School Improvement Plan

Crown Point High School

Topic Development in Terms of Purpose and Focus; Organization, Unity, and Coherence; Word Choice in Terms of Style, Tone, Clarity, and Economy; Sentence Structure and Formation; Conventions of Usage; and Conventions of Punctuation

Reading:

Main Ideas and Author's Approach; Supporting Details; Sequential, Comparative; and Cause-Effect Relationships, Meaning of Words, and Generalizations and Conclusions

Mathematics:

Basic Operations & Applications; Probability, Statistics, & Data Analysis; Numbers, Concepts & Properties; Expressions, Equations, & Inequalities; Graphical Representations; Properties of Plane Figures; Measurement; and Functions

Science:

Interpretation of Data, Scientific Investigation; Evaluation of Models, Inferences; and Experimental Results

Writing:

Expressing Judgment; Focusing on the Topic; Developing a Position; Organizing Ideas; and Using [Content Specific] Language with [Precise Diction/Word Choice]

Skill Depth of Knowledge:

Reviewing and adjusting curriculum to ensure that Norman Webb's depth of knowledge is in practice, especially levels two through four, increasing rigor and decreasing recall

Research Cited: ACT states that college readiness standards are needed because, "the standards serve as a direct link between what students have learned, what they are ready to learn next, and what they must learn before leaving high school in order to be prepared for college [and career]."

Evidence of success: Student assessment results

Activity - High Impact Teaching Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
note taking, interactive lecture, vocabulary strategies, Project CRISS, 2.0 blended learning	Direct Instruction	08/17/2015	06/08/2018	\$0	No Funding Required	Teachers
Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
instructional strategies, curriculum maps, formative and summative assessments, targeted assessment identification, standard alignment	Professional Learning	08/17/2015	06/08/2018	\$0	No Funding Required	Teachers
Activity - Marzano Element Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
implementation of Elements 1 & 2, 17-20; iObservation training and feedback	Professional Learning, Direct Instruction	08/17/2015	06/08/2018	\$0	No Funding Required	Teachers, administrators, students

### Measurable Objective 4:

80% of All Students will demonstrate a proficiency by demonstrating expected and above expected range scores on ACT assessments. in Reading by 06/06/2017 as measured by range scores on ACT assessments. .

SY 2015-2016

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**(shared) Strategy 1:**

Standards Based Curriculum - (College and career readiness skills include, but are not limited to the following: greatest depth of knowledge in subject-specific areas according to Norman Webb and/or Bloom, content literacy, mathematical problem solving, and scientific data analysis at appropriate score ranges on ACT's College Readiness Standards).

ACT states that college readiness standards are needed because, "the standards serve as a direct link between what students have learned, what they are ready to learn next, and what they must learn before leaving high school in order to be prepared for college [and career]."

CPHS's college and career readiness goal will focus on the following skills to increase student achievement:

Content Literacy in English, Reading, Math, and Science:

English:

Topic Development in Terms of Purpose and Focus; Organization, Unity, and Coherence; Word Choice in Terms of Style, Tone, Clarity, and Economy; Sentence Structure and Formation; Conventions of Usage; and Conventions of Punctuation

Reading:

Main Ideas and Author's Approach; Supporting Details; Sequential, Comparative; and Cause-Effect Relationships, Meaning of Words, and Generalizations and Conclusions

Mathematics:

Basic Operations & Applications; Probability, Statistics, & Data Analysis; Numbers, Concepts & Properties; Expressions, Equations, & Inequalities; Graphical Representations; Properties of Plane Figures; Measurement; and Functions

Science:

Interpretation of Data, Scientific Investigation; Evaluation of Models, Inferences; and Experimental Results

Writing:

Expressing Judgment; Focusing on the Topic; Developing a Position; Organizing Ideas; and Using [Content Specific] Language with [Precise Diction/Word Choice]

Skill Depth of Knowledge:

Reviewing and adjusting curriculum to ensure that Norman Webb's depth of knowledge is in practice, especially levels two through four, increasing rigor and decreasing recall

Research Cited: ACT states that college readiness standards are needed because, "the standards serve as a direct link between what students have learned, what they are ready to learn next, and what they must learn before leaving high school in order to be prepared for college [and career]."

Evidence of success: Student assessment results

Activity - High Impact Teaching Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
note taking, interactive lecture, vocabulary strategies, Project CRISS, 2.0 blended learning	Direct Instruction	08/17/2015	06/08/2018	\$0	No Funding Required	Teachers

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Indiana School Improvement Plan

Crown Point High School

instructional strategies, curriculum maps, formative and summative assessments, targeted assessment identification, standard alignment	Professional Learning	08/17/2015	06/08/2018	\$0	No Funding Required	Teachers
<b>Activity - Marzano Element Framework</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
implementation of Elements 1 & 2, 17-20; iObservation training and feedback	Professional Learning, Direct Instruction	08/17/2015	06/08/2018	\$0	No Funding Required	Teachers, administrators, students

### Measurable Objective 5:

80% of Bottom 25% students will demonstrate student proficiency (pass rate) on targeted assessments. in English Language Arts by 06/06/2017 as measured by student performance on targeted assessments..

#### (shared) Strategy 1:

Engage courses - Designated Engage classes in English and math will target skill development that is aligned to targeted assessments. Smaller class sizes will support differentiated instruction as will a co-teaching model.

Research Cited: Norman Webb's Depth of Knowledge; Classroom Instruction That Works by Robert Marzano

Evidence of success: Student performance of targeted assessments.

<b>Activity - Standards Based Curriculum</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will identify skill gaps and will align assessment and instruction with the goal of skill improvement.	Academic Support Program	08/17/2015	06/08/2018	\$0	No Funding Required	Teachers, paraprofessionals

### Measurable Objective 6:

80% of Bottom 25% students will demonstrate student proficiency (pass rate) on targeted assessments. in Mathematics by 06/06/2017 as measured by student performance on targeted assessments..

#### (shared) Strategy 1:

Engage courses - Designated Engage classes in English and math will target skill development that is aligned to targeted assessments. Smaller class sizes will support differentiated instruction as will a co-teaching model.

Research Cited: Norman Webb's Depth of Knowledge; Classroom Instruction That Works by Robert Marzano

Evidence of success: Student performance of targeted assessments.

<b>Activity - Standards Based Curriculum</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will identify skill gaps and will align assessment and instruction with the goal of skill improvement.	Academic Support Program	08/17/2015	06/08/2018	\$0	No Funding Required	Teachers, paraprofessionals

## 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
Standards Based Curriculum	Teachers will identify skill gaps and will align assessment and instruction with the goal of skill improvement.	Academic Support Program	08/17/2015	06/08/2018	\$0	Teachers, paraprofessionals
High Impact Teaching Strategies	note taking, interactive lecture, vocabulary strategies, Project CRISS, 2.0 blended learning	Direct Instruction	08/17/2015	06/08/2018	\$0	Teachers
PLCs	instructional strategies, curriculum maps, formative and summative assessments, targeted assessment identification, standard alignment	Professional Learning	08/17/2015	06/08/2018	\$0	Teachers
Marzano Element Framework	implementation of Elements 1 & 2, 17-20; iObservation training and feedback	Professional Learning, Direct Instruction	08/17/2015	06/08/2018	\$0	Teachers, administrators, students
<b>Total</b>					<b>\$0</b>	

## **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.

## Section 9: Professional Development

<b>School Name:</b> Crown Point High School			<b>School Year:</b> 2015-2016	
<b>Professional Development Goal:</b> Teachers will collaborate in PLC's to review and adapt rigorous curriculum and instruction to address college & career readiness standards in daily instruction and on nine weeks' and formative assessments.			<b>Monitoring</b>	
			<b>Student Achievement Data Sources</b>	<ol style="list-style-type: none"> <li>1. PSAT/ ACT skills reports</li> <li>2. Nine weeks'/formative assessments</li> <li>3. ECA's</li> <li>4. ACT EPAS</li> <li>5. AP end-of-course exam</li> <li>6. Dual Credits earned</li> </ol>
<b>Benchmark:</b> College and career readiness will increase for students yearly by 2 points in each ACT-tested subject area; English, math, science, and reading.			<b>Teacher Implementation Data Sources</b>	<ol style="list-style-type: none"> <li>1. Formative Assessments</li> <li>2. Nine weeks' Assessments</li> <li>3. Teacher-created materials</li> <li>4. Summative Assessments</li> </ol>
<b>Professional Development Activity</b>	<b>Audience</b>	<b>Facilitator</b>	<b>Financial Resources Targeted Date(s) of Activity</b>	<b>Target Date(s) of Activity</b>
Use College Readiness/Common Core and Indiana Academic Standards to target Depth of Knowledge, critical thinking, content literacy, and digitized formative assessments	Teachers	ILT, PLCs + School Improvement Committee	None	ongoing, 2015-2016
Collaboration in PLC's to drive curriculum, instruction, and data analysis	Teachers	Teacher Leaders	None	ongoing , 2015-2016
Embed differentiation and enrichment in blended and non-blended courses through technology and cooperative learning	Teachers	ILT + Teacher Leaders	None	ongoing , 2015-2016
Creating and refining learning goals and accompanying activities that maximize greater depths of knowledge	Teachers	Teacher Leaders	None	ongoing , 2015-2016
Developing and refining strategies for the tracking of student progress and meaningful student and teacher feedback	Teachers	Administrator + ILT	None	ongoing, 2015-2016
Adult advocacy for the educational experience of students	Teachers	ILT+ SI + Guidance	None	2015-2016

<b>School Name:</b> Crown Point High School		<b>School Year:</b> 2016-2017		
<b>Professional Development Goal:</b> Teachers will collaborate in PLC's to review and adapt rigorous curriculum and instruction to address college & career readiness standards in daily instruction and on nine weeks' and formative assessments.		<b>Monitoring</b>		
		<b>Student Achievement Data Sources</b>	<ol style="list-style-type: none"> <li>1. PSAT/ ACT skills reports</li> <li>2. Nine weeks'/formative assessments</li> <li>3. ECA's</li> <li>4. ACT ASPIRE</li> <li>5. AP end-of-course exam</li> <li>6. Dual Credits earned</li> </ol>	
<b>Benchmark:</b> College and career readiness will increase for students yearly by 2 points in each ACT-tested subject area; English, math, science, and reading.		<b>Teacher Implementation Data Sources</b>	<ol style="list-style-type: none"> <li>1. Formative Assessments</li> <li>2. Nine weeks' Assessments</li> <li>3. Teacher-created materials</li> <li>4. Summative Assessments</li> </ol>	
Professional Development Activity	Audience	Facilitator	Financial Resources	Target Date(s) of Activity
Refining learning goals and tracking of student progress; aligning goals and scales to power standards	Teachers	PLC + ILT + SI	None	ongoing, 2016-2017
Understanding ACT College Readiness/Common Core standards along with subject area score ranges	Teachers	PLC + ILT	None	ongoing, 2016-2017
Researching and implementing ACT subject area score range strategies	Teachers	PLC + ILT	None	ongoing, 2016-2017
Writing formative assessments that align to selected subject area ACT score range interventions and/or targeted assessment skills	Teachers	PLC + ILT	Unknown	ongoing, 2016-2017
Implementation of iObservation Elements 17, 18, 19, 20	Teachers	PLC + ILT + SI	Unknown	2016-2017
Targeted collaboration driven by the PLC Pyramid	Teachers	PLC + ILT	None	ongoing, 2016-2017
Embed differentiation and enrichment in blended and non-blended courses through technology and cooperative learning	Teachers	PLC + ILT	None	ongoing, 2016-2017
Locating and using applicable HITS, Depth of Knowledge, and Project CRISS strategies	Teachers	PLC + ILT + SI	Unknown	ongoing, 2016-2017
Adult advocacy for the educational experience of students	Teachers	ILT+ SI + Guidance	None	ongoing, 2016-2017

<b>School Name:</b> Crown Point High School	<b>School Year:</b> 2017-2018
<b>Professional Development Goal:</b> Teachers will collaborate in PLC's to review and adapt rigorous curriculum and instruction to address College & Career readiness standards in daily instruction and on nine weeks' and formative assessments.	<b>Monitoring</b>
	<b>Student Achievement Data Sources</b> 1. PSAT/ ACT skills reports 2. Nine weeks' /formative assessments 3. ECA's 4. ACT ASPIRE 5. AP end-of-course exam
<b>Benchmark:</b> College and career readiness will increase for students yearly by 2 points in each ACT-tested subject area; English, math, science, and reading.	<b>Teacher Implementation Data Sources</b> 1. Formative Assessments 2. Nine weeks' Assessments 3. Teacher-created materials 4. Summative Assessments

<b>Professional Development Activity</b>	<b>Audience</b>	<b>Facilitator</b>	<b>Financial Resources</b>	<b>Target Date(s) of Activity</b>
Refining collaboration in PLC's (ie. content literacy, data analysis, target assessment alignment, Depth of Knowledge, CRISS & HITS)	Teachers	PLC + ILT	None	ongoing, 2017-2018
iObservation Elements 17, 18, 19, 20 implementation to support student achievement and growth; aligned goals and scales to power standards	Teachers	PLC + ILT + SI	None	ongoing, 2017-2018
Embedding differentiation and enrichment in all courses through technology and cooperative learning	Teachers	PLC + ILT + SI	Unknown	ongoing, 2017-2018
Adjusting formative assessments that align to selected subject area ACT score range interventions	Teachers	PLC + ILT	Unknown	ongoing, 2017-2018
Reviewing ACT College Readiness/Common Core standards along with College Readiness score ranges	Teachers	PLC + ILT	None	ongoing, 2017-2018
Researching and implementing ACT subject area score range strategies to increase college and career readiness	Teachers	PLC + ILT	None	ongoing, 2017-2018
Adult advocacy for the educational experience of students	Teachers	PLC + ILT + SI + Guidance	Unknown	ongoing, 2017-2018

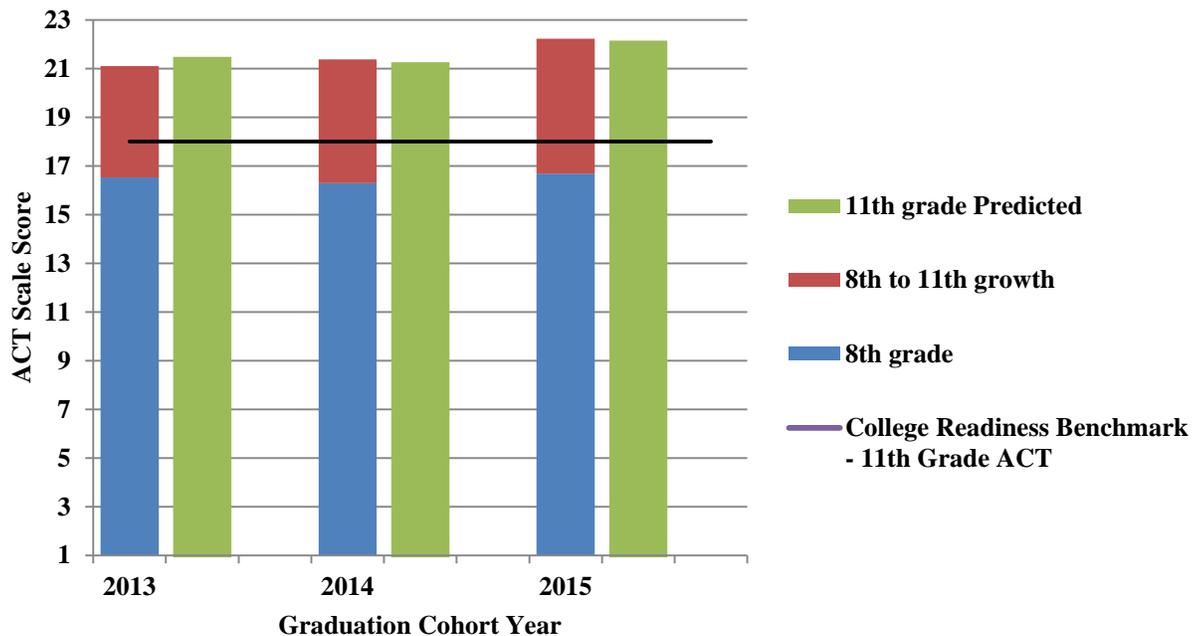


Because CPHS is committed to preparing all students with college and career readiness skills, course-based PLCs align instruction and curriculum to designated external exam standards designated by ACT, AP, and Dual Credit partnerships. PLCs target ACT skill development via course curriculum; AP teachers submit syllabi as part of the course audit requirement; and Dual Credit teachers collaborate with the partnering school to perform inter-rater reliability diagnostics and aligned assessments. CPHS systematically analyzes data in these areas to inform curricular modifications, professional development needs, and appropriate course placement. ACT, AP, and DC are governed by externally-developed professional standards and protocols and provided data reflects adherence. As stated in the ACT Fairness Report, “ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Education Measurement*, guides to the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each *Code*. The AP Program “compiles a vast amount of data each year on AP Exam participation, performance and volume that can be used to compare and contrast exam-takers worldwide...the reports include detailed data separated into a number of categories that can be used to evaluate relative performance during a single school year or over a span of years.”

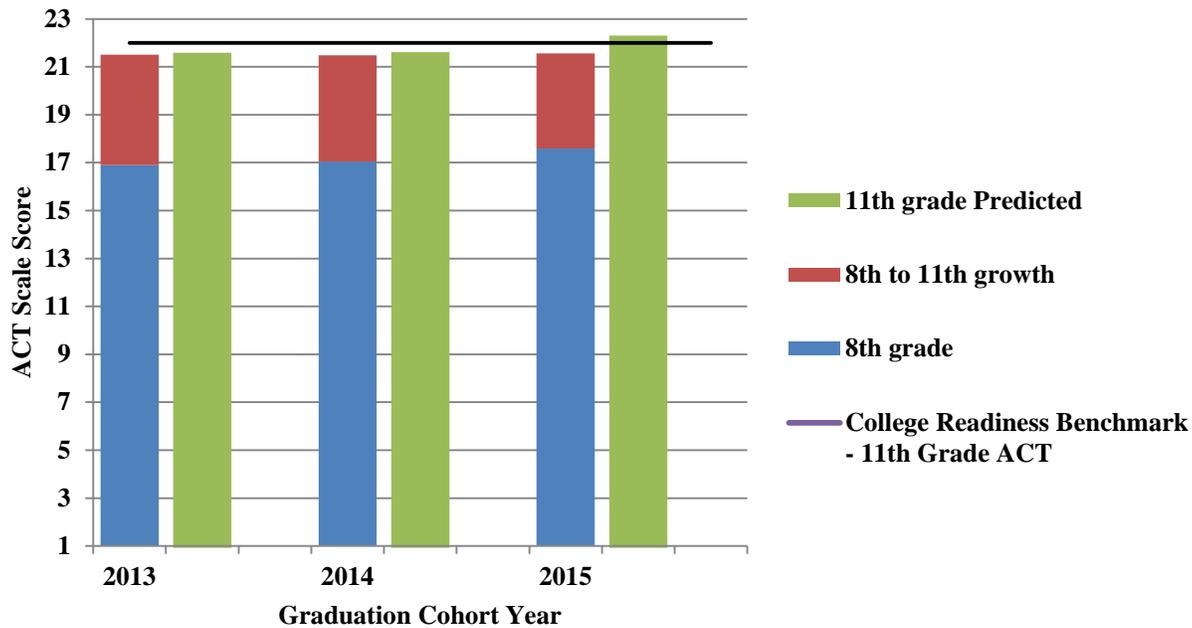
All teachers who may proctor a test throughout the year are required to take the Indiana Department of Education’s Testing Security and Integrity Training. Teachers validate their completion of this training by signing the IDOE’s Testing Security and Integrity agreement, which states that it is the teacher’s responsibility to ensure the security and integrity of tests given under his or her supervision. In-house training is given prior to the administration of any standardized test to ensure that every staff member is briefed on proper administrative procedures.

All CPCSC students participate in ACT’s longitudinal assessment system and therefore data is reflective of the entire student body. Additionally, the graduation qualifying exams (ECAs) are administered to all students as mandated by the state of Indiana. All students enrolled in AP courses whose end of course assessment is paid for by the Indiana Department of Education are automatically registered to take the exam in May; students receiving free and reduced lunch are also automatically registered; and all others students are encouraged to take the end of course assessment, many of whom receive secured scholarship funding to offset the cost of exam(s). All students who earn a Dual Credit(s) have passed the summative assessment provided by the governing institution. Accommodations (as needed) for students participating in these assessments are requested and provided per governing body approval.

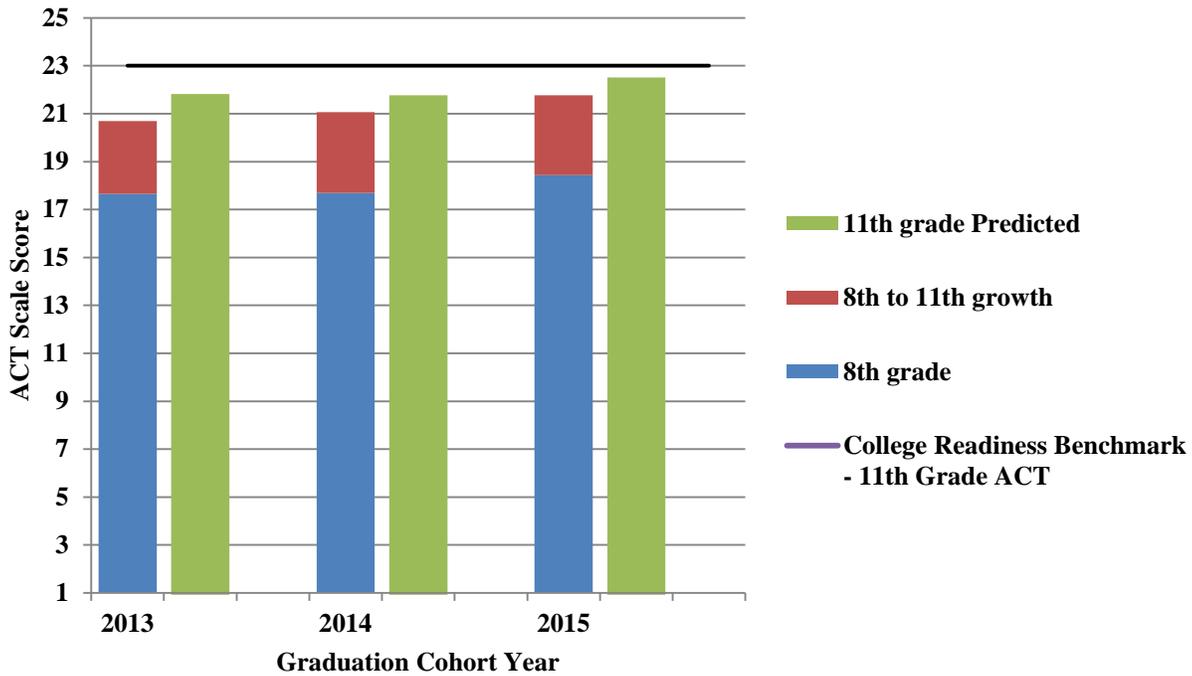
## CPHS ACT Performance vs. Similar High Schools in the United States English - 8th to 11th Grade



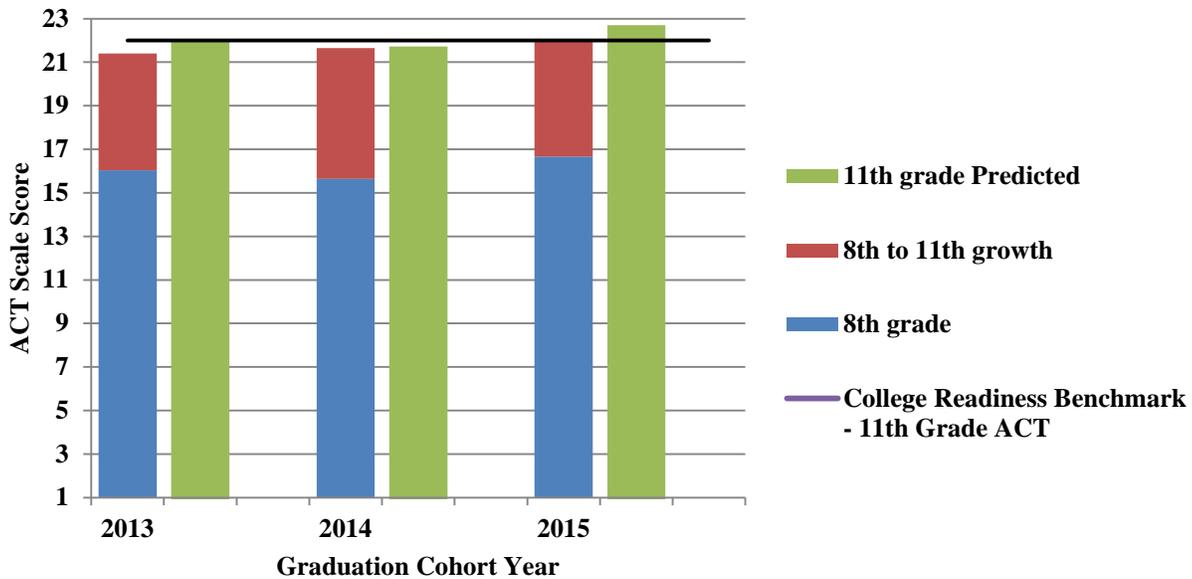
## CPHS ACT Performance vs. Similar High Schools in the United States Mathematics - 8th to 11th



## CPHS ACT Performance vs. Similar High Schools in the United States Science - 8th to 11th Grade

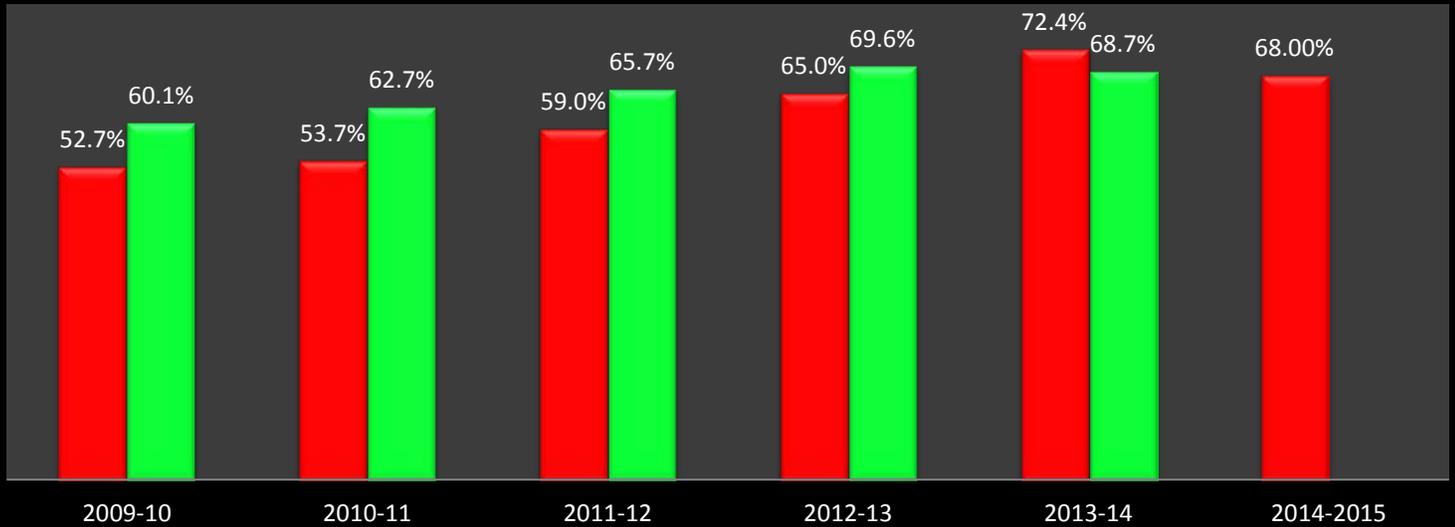


## CPHS ACT Performance vs. Similar High Schools in the United States Reading - 8th to 11th Grade

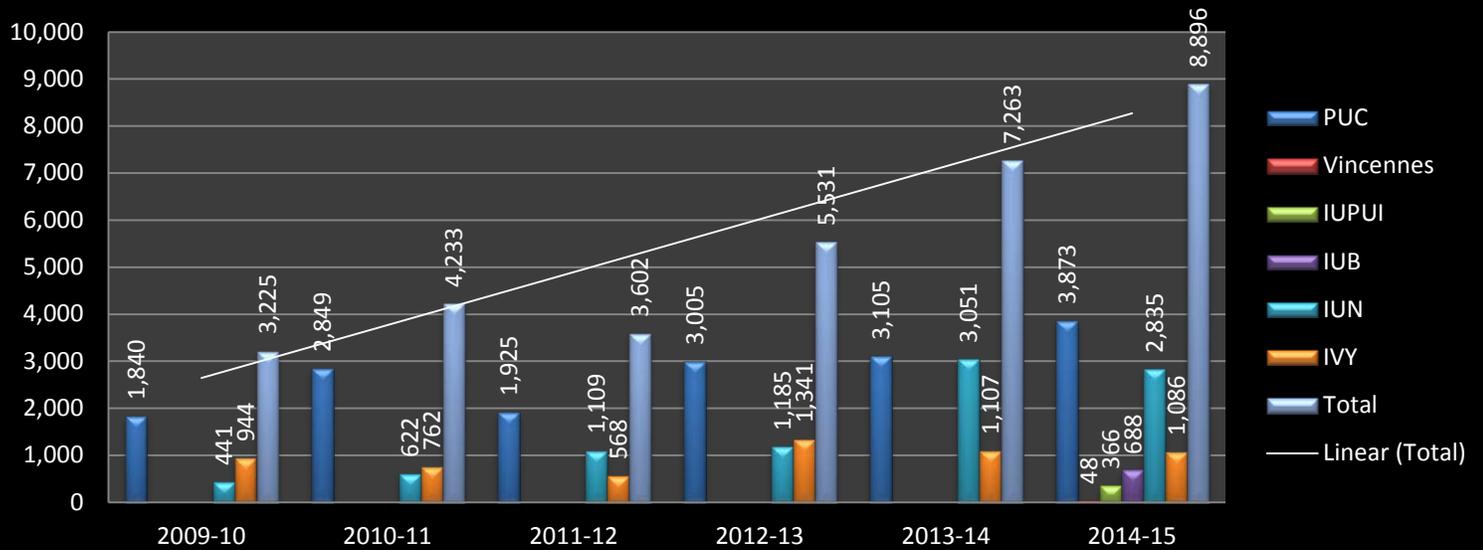


## CPHS AP Exam Pass Percentage (3+) of Total Exams Taken vs. League Average

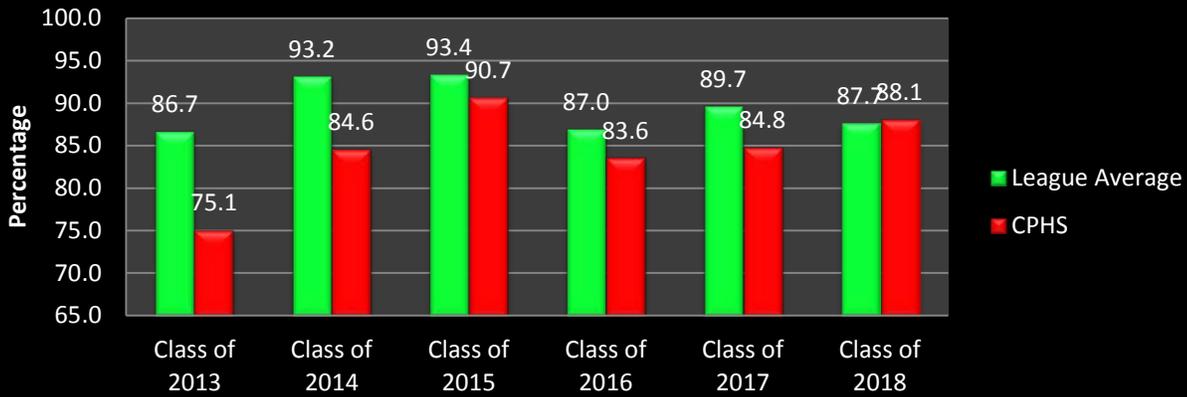
■ Crown Point High School     
 ■ League Average



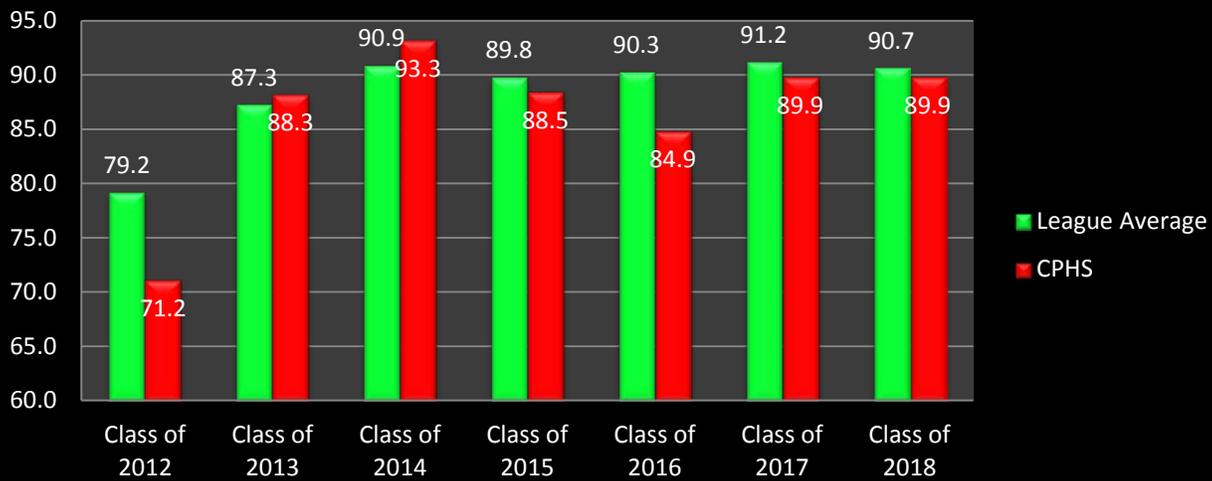
## CPHS Dual Credits Earned 2009-2015



## CPCSC Algebra I (AYP) vs. League Average



## CPHS English 10 ECA Pass Percentage vs. League Average



## CPHS Biology ECA Pass Percentage vs. League Average

