CROWN POINT COMMUNITY
SCHOOL CORPORATION

School Improvement Plan
Crown Point High School

Principal

Russ Marcinek

October, 2023

SCHOOL INFORMATION

School Name	Crown Point High School
School Number	3901
Street Address	1500 S. Main Street
City	Crown Point
Zip Code	46307

SCHOOL and CONTACT INFORMATION

Principal	Russ Marcinek
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SCHOOL IDENTIFICATION

Choose the appropriate response from the drop down box.

For implementation during the following years:	2022-25 ▾
This is an initial three year plan.	No ▾
This is a review/update of a plan currently in use.	Yes ▾

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	No ▾
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	No ▾
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	No ▾
This school is not identified as CSI, TSI, or ATSI.	No ▾

SECTION A
NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the SIOT Analysis and Root Cause Analysis.

Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.

General Academic	Specific Student Groups		General School Data
☑ Statewide Assessments	☑ Statewide Assessment Data	☑ English Language Learner (ELL) Assessment(s)	☑ Attendance*
☑ Federal (ESSA) Data	☑ Federal (ESSA) Data	☑ Individual Education Plans (IEPs)	☑ School Discipline Reports*
☑ District Assessments	☑ IAM Assessment	☑ Individual Learning Plans (ILPs)	☑ Bus Discipline Reports*
☑ Dyslexia Assessments	☑ Aptitude Assessment(s)	☑ Staff Training	☑ Surveys (parent, student, staff) *
☑ Common Formative Assessments	☑ Special Education Compliance Rpt	☐ Aptitude Assessment (e.g. CogAT)	☑ Daily Schedule Configuration
☑ PSAT/SAT/ACT	☑ Subgroup Assessment Data	☐ Current High Ability Grant	*Including student subgroups
List or Link Other Data Sources Below			
Link:		**Link:**	
Link:		**Link:**	

Reminder - Under the Family Educational Rights and Privacy Act (FERPA), no personally identifiable information (PII) can be included in any linked or uploaded student data.

SECTION B
SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE

Schools that are required to conduct a CNA and/or SIP must assess the school's needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Subcommittee(s) column below. **To ensure the needs of each underperforming student group is addressed, schools classified as TSI or ATSI must have a sub-committee for each underperforming group**.

List members of the committee below. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: *Alma Smith*	*Teacher*	SIP	*ELA, Wht, SpEd, Multiracial*
Linked Below		SIP ▾	
Link additional information here (if necessary) ☐	**CPHS School Improvement Team**		

SCHOOL AND COMMUNITY NARRATIVE

A narrative description of the school, community, and educational programs.

Crown Point High School is a four year comprehensive public school located 45 miles southwest of Chicago, Illinois, and 145 miles northwest of Indianapolis, Indiana. Serving the suburban communities of Crown Point, Winfield, Cedar Lake, and Lakes of the Four Seasons, the school district's 65 square miles includes seven elementary schools (K-5), three parochial schools, two middle schools (6-8), and one high school (9-12). Crown Point High School (2,954 students in 2022-2023) and the nearby communities reflect the strong tradition of support for academic, cultural, and athletic achievement.

A total of 140 professional personnel provide a challenging curriculum for learning. All faculty members teach within their area of specialization. The Guidance Department consists of eight counselors and three social workers. Students are supported by teams which include their teachers, an administrator, a counselor, a social worker, and a graduation coach (interventionist). Administrators, counselors, and graduation coaches remain with students to support them through all four years of their high school experience.

Crown Point High School offers a variety of rigorous courses, including 40 dual credit courses; over 20 AP courses; and a variety of CTE courses. A vast and diverse course catalog allows students to choose a course load and graduation pathway which interests them and best prepares them for future endeavors.

Crown Point High School sponsors over 50 extra-curricular clubs in a wide array of areas and interests. There are 20 Indiana High School Athletic Association (IHSAA) sanctioned sports teams at Crown Point High School.

Crown Point High School promises to help students develop the skills they need to maximize their potential. CPHS strives to be student-centered, forward-thinking, and connection-driven in its instruction, environment, and experience. Crown Point High School believes in the power of partnerships with families and the community to provide the best possible education for all students.

Link additional information here (if necessary) ☐

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals. Assess the school's alignment with the district using this page.

District Vision
Crown Point Community School Corporation compels students to become lifelong learners through the highest quality educational program.

School Vision
We believe our responsibility is to our students, our community, and their future. We will constantly pursue forward-thinking, student-centered, engaging learning experiences and connection-driven opportunities for discovery and understanding. We will help every student develop the skills they need to maximize their potential to make both immediate and future positive impacts in the local and global community. We purposefully cultivate a community of connection in which we show our commitment to courage, citizenship, culture, creativity, connection, and college & career readiness.

District Mission
Our mission is to create lifelong learners through the highest quality educational program.

School Mission
Creating possibilities; ensuring success; inspiring character -- Our promise to help all CPHS students develop the skills needed to maximize their potential.

District Goal(s)
● K-12 students will demonstrate proficiency at or above grade level in reading and math and exhibit above average growth evidenced by the following assessments: NWEA, ILEARN, IREAD-3, WIDA, IAM, PSAT, SAT, and AP. ● Implement Multi-Tiered Systems of Support for all students Pre K - 12. ● Provide all students with inclusive learning environments and opportunities for them to best achieve their potential. https://docs.google.com/spreadsheets/d/1YAtIVZ9aWJmhr4QCRiF1U0_WIv5zWV0tSAsHqhs9I_M/edit?usp=sharing

Does the school's vision support the district's vision?	Yes ▾
Does the school's mission support the district's mission?	Yes ▾
Does the school's vision and mission support the district's goals?	Yes ▾

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to become aligned?	
Link additional information here (if necessary) ☐	

EDUCATIONAL PROGRAMMING AND THE LEARNING ENVIRONMENT

Use the space below to add additional information about educational programming and the learning environment.
Crown Point High School strives to provide a diverse and rigorous learning environment for all our students in order to fulfill our mission of giving all students the skills they need to maximize their potential. CPHS offers a robust course catalog which includes a variety of courses in each of our twelve Departments. CPHS offers Dual Credit opportunities in Business, English, Family and Consumer Sciences, Industrial Tech, Mathematics, Science, Social Studies, and World Language. CPHS offers a variety of Career and Technical Education courses, and the class of 2025 will have 17 different CTE Pathways to choose from at CPHS. These pathways are diverse and offer students pathways which meet their interest and post-secondary goals. CPHS offers 24 different AP courses. In 2022-2023, students participated in AP testing for 22 of those courses. No students participated in the AP French or AP Drawing exams in 2022-2023. CPHS also offers co-taught courses in which a general education teacher and a special education teacher partner to offer instruction that meets the needs of all learners. There is an increased focus on Universal Design for Learning in all courses, and teachers are encouraged to offer students multiple means of representation, engagement, and expression. Upper-classmen may also qualify for an internship experience which allows them to continue to build employability skills while pursuing work outside of their high school courses. CPHS strives to be student-centered, forward-thinking, and connection-driven in the ways we design our instruction, build our environment, and cultivate the student experience. With this in mind, CPHS considers adding new courses to enhance the experience and opportunity for our students.
Link additional information here (if necessary) ☐	2023-2024 Course Selection Guide CPHS AP & Dual Credit Information Site CPHS Internship Information Site

CURRICULUM AND INSTRUCTIONAL STRATEGIES

Use the space below to add information about how the school's curriculum and instructional strategies support the achievement of Indiana's Academic Standards.

All CPHS courses undergo a systematic review by our Blended Learning Specialist and team which includes a review of technology, content, course accessibility, and the build of the course against the National Blended Course standards.

All CPHS teachers participate in a professional learning model which focuses on the study and implementation of highly effective instructional strategies. This model includes the study and review of evidence-based resources; discussion of strategies; goal-setting around implementation of practices; and reflection of implementation. These practices take place in interdisciplinary teams, in course-based departments, and in PLC-teams. The PLC process includes a belief in continuous improvement. Data analysis leads to adjustments in instruction, assessment, and curriculum as needed. Evidence-based, high impact instructional strategies such as building classroom norms, utilizing learning targets, providing targeted feedback, and employing questioning as part of the formative assessment process are ongoing topics of study for teachers. These strategies are regularly used and reflected upon in classroom practice. Additionally, there is a focus on universal design for learning and providing guaranteed Tier 1 interventions to all students. This continuous focus on sound instructional practices along with the pursuit of a guaranteed and viable curriculum across courses supports the achievement of Indiana's Academic Standards at CPHS.

Link additional information here (if necessary) ☐	CPHS Blended Course Review

STUDENT ACHIEVEMENT

Analyze student achievement from assessments used to answer the guiding questions below.

Areas of notable achievement
1. What area(s) are above the expected levels of performance?
   CPHS students continue to take advantage of AP course and test offerings. CPHS saw an increase in the number of students enrolled in AP courses in 22-23, and that increase in enrollment represented an increase in every ethnicity/race subgroup as well. Students earned a score of 3 or better on 59% of the AP exams taken. CPHS students continue to out-perform the state in both Math and Evidence-Based Reading and Writing exams on the SAT.

   In examining SAT scores by subgroup, data shows that the percentage of students in each ethnicity subgroup who met the benchmark in Evidence-Based Reading and Writing is higher in 22-23 than in 21-22.

   In 2022-2023, 65.26% of students met the ERBW benchmark on the SAT, meeting our school improvement goal of 65.2% of students meeting that benchmark.

2. What area(s) indicate overall highest expected levels performance?
   CPHS students taking AP exams continue to maintain a high percentage of 3+ scores, even with an increase in enrollment, which represents an increase in all subgroups.

3. What subgroup(s) and area(s) are above expected levels of performance?
   In examining SAT scores by subgroup, data shows that students in the Asian subgroup outperform all other subgroups on the Math portion of the SAT. Additionally, English Language Learners classified as Fluent, perform similarly to 'all students' on both sections of the SAT. These students outperformed 'all students' on the EBRW section of the SAT.

4. What subgroup(s) and area(s) indicate notable performance?
   The percentage of students in the multi-racial subgroup who met the benchmark in Math was greater in 22-23 than in 21-22. Additionally, English Language Learners classified as Fluent, perform similarly to 'all students' on both sections of the SAT. These students outperformed 'all students' on the EBRW section of the SAT.

Areas in need of improvement
1. What area(s) are below the expected levels of performance?
    While CPHS outperforms the state in students meeting cut scores on the SAT, CPHS scores lower than schools with similar demographics in both EBRW & Math proficiency.

2. What area(s) indicate overall lowest expected levels performance?
When examining SAT data from 2021-2022 and 2022-2023, there is little difference between the performance of students in each cohort. This lack of growth is supported when examining PSAT 8/9; NMSQT; and SAT data from the 2022 cohort and 2023 cohort. The cohorts do not demonstrate growth, and both cohorts perform similarly over the course of time.

3. What subgroup(s) and area(s) are below expected levels of performance?
   Data indicates that a lesser percentage of students in the Black subgroup are meeting benchmark scores in EBRW and Math than any other subgroup other than Special Education.
4. What subgroup(s) and area(s) are of significant concern?

Special Education; English Language Learners (LEP); Black; Hispanic

Intervention (for reference [MTSS Framework](#))
To address areas of improvement, what interventions are proposed for consideration?
- Increased focus on NWEA testing process, including how best to use data to address needs of students
- Student goal-setting using NWEA data
- Exploration of intervention programs to address skill gaps in students grades 9-12
- Individualized intervention based on NWEA / PSAT / SAT scores
- Implementation of SAT test-taking strategies / practice in Resource and in appropriate courses
- Continued exploration of instructional best-practices
- Continued review of courses

| **Link Student Data here** (Optional) ☐ | |

ESSENTIAL INFORMATION & CORE ELEMENTS

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses will not be used to monitor compliance. After discussion, place an 'X' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'X' column exists.

CORE ELEMENT 1: CURRICULUM

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards (IAS). Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Sample: *Reading*	1-6	*ABC Reading is Fun*	Yes ▾	Choose ▾	*Textbooks and readers are core components of a reading program.*	Yes ▾	☐
			Choose ▾	Choose ▾		Choose ▾	☐
			Choose ▾	Choose ▾		Choose ▾	☐
			Choose ▾	Choose ▾		Choose ▾	
			Choose ▾	Choose ▾		Choose ▾	☐
			Choose ▾	Choose ▾		Choose ▾	☐
			Choose ▾	Choose ▾		Choose ▾	☐
			Choose ▾	Choose ▾		Choose ▾	
Link additional information here (if necessary) ☐			2023-2024 Course Selection Guide				

Best Practice/Requirements Self-Check	Yes/No	X
The school uses a district-established curriculum that is aligned to the Indiana Academic Standards.	Yes ˅	☐
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes ˅	☐
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes ˅	☑
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes ˅	☑

The public may view the school's curriculum in the following location(s)
Link additional information here (if necessary) ☐   **Guidance - Request to Inspect** and **Form**

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. Assess your practices using the chart below.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at-risk of failure.	Yes ▾	☐
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes ▾	☐
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes ▾	☑
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes ▾	☐
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes ▾	☐
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes ▾	☑
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes ▾	☑
Instructional strategies foster active participation by students during the instructional process	Yes ▾	☐
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes ▾	☐
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes ▾	☐
Instructional strategies assist with bridging the cultural differences in the learning environment.	No ▾	☑
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes ▾	☑
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes ▾	☐
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes ▾	☐

CORE ELEMENT 3: ASSESSMENT

List the assessments used <u>in addition to</u> the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative [CFA], or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
Advanced Placement (AP)	10-12	Sum… ▾	Advanced Placement Exams allow students opportunities to earn college credit and advanced placement, earn AP Scholar Awards, learn what professors look for, prepare for college success.	Yes ▾	☐
ASVAB	11-12	Sum… ▾	A multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.	Yes ▾	☐
NWEA MAP Math	K-10	Interim ▾	A computer adaptive assessment that determines the math performance level, standards achievement and growth.	Yes ▾	☐
NWEA MAP Reading	K-10	Interim ▾	A computer adaptive assessment that determines the reading performance level, standards achievement and growth.	Yes ▾	☐
WIDA	K-12	Sum… ▾	Measures English language learners' development of reading, writing, listening, speaking, and comprehension skills throughout the year.	Yes ▾	☐
SAT	11	Sum… ▾	SAT is the Indiana college and career summative accountability assessment for High School.	Yes ▾	☐
Link additional information here (if necessary) ☐	Assessment Descriptions and Calendar for 2023-2024				

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Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes ▾	☐
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes ▾	☐
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes ▾	☐

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

Briefly describe how technology is used by students to increase learning.

Educators at Crown Point High School are determined to meet the needs of a broad and diverse group of learners by improving the academic experience by integrating blended learning into the learning process. Blended learning provides support for each student's unique needs. Crown Point High School will continue its growth and development of personalized learning in a blended environment for all students.
 	
Blended-learning includes instruction using face-to-face interactions and digital tools/technology and print resources to
● gather, evaluate, and/or use information for learning;
● present material in differing formats, such as audio, text, visual, animation, simulation;
● conduct research, solve problems, create original works, manipulate digital artifacts, engage in simulations or games;
● communicate and work collaboratively with other students and instructor(s)
● allow instructors to design lessons and experiences in a Universal Design for Learning framework.
 	
The purpose of blended learning at Crown Point High School is to prepare students for college, careers, and life-long learning in ways that support our mission. A blended learning environment also allows our staff to respond to the needs of all students through personalized learning opportunities and address student needs, including skill deficiencies, re-teaching, enrichment, and accelerated learning opportunities. Crown Point High School uses technology to enhance critical thinking, problem-solving, communication, collaboration, creativity and innovation. Assistive technology such as Snap & Read and Co-Writer is available to aid all students. The technology also generates data that serves all stakeholder groups and creates opportunities for students and teachers to respond to data in meaningful ways. Crown Point High School, within the Crown Point Community Schools, is committed to investing in evolving technology to meet the needs of all students.
 	
Crown Point High School teachers still remain at the heart of blend instruction. Successful student outcomes derive from a quality classroom experience – regardless of whether that classroom is a school, online, or a combination of both. All Crown Point High School students have a corporation owned computer for educational use during and outside of the school day.
 	
More information on the personalized blended learning environment can be found at the link below:
    Technology for Learning Spaces
    Personalized Blended Learning

Reference information here ☐   Blended/Personalized Learning FAQ

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes ⌄	☐

A plan is in place to provide in-service training in the use of technology.	Yes ⏷	☐
Protocols and criteria are used to review and select technology hardware, software, and instructional programs	Yes ⏷	☐
There are established procedures for maintaining technology equipment.	Yes ⏷	☐
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes ⏷	☐

Grades 9-12 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes ▾	Job shadowing	Yes ▾
Job-site tours	Yes ▾	Career-related courses	Yes ▾
Guest speakers	Yes ▾	Career day/fair or community day	Yes ▾
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes ▾	Online career navigation program	Yes ▾
Industry-related project-based learning	Yes ▾	Not currently implementing career exploration activities	No ▾
Other:			

If "not currently implementing career exploration activities" was indicated above, explain why.
Link additional information here (if necessary) ☐

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families	Yes ▾	☐
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes ▾	☐
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes ▾	☐
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes ▾	☐
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes ▾	☐
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes ▾	☐
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes ▾	☐
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes ▾	☐

Briefly answer the following:

What practices are in place to maintain a safe environment?
At Crown Point High School we believe that connection is essential to a safe environment. We work to build community throughout the school year through our resource programming, modeling of connection and safe behavior, and through our vast club offerings. Students and staff understand the high expectations for behavior, which are reflected in our student handbook. We review these policies regularly with our students. Our team strives to help students problem-solve when challenges occur, and we intervene quickly to help students choose to avoid unsafe behaviors. We believe it is imperative that every student be known and that students can identify at least one trusted staff member in their daily schedule. We strive to be connection-driven, student-centered, and forward-thinking in our approach to instruction, environment, and experience. It is clear in our daily messaging and

behavior that CPHS is more than achievement in academics; we strive to build a fulfilling high school experience for every student in a safe and supportive environment.

Crown Point High School has eight guidance counselors and three social workers who provide professional development to all staff on at-risk behaviors, peer mediation, and suicide awareness and prevention. Most importantly, social workers work with teams to ensure that students have pathways to receive both academic and social emotional interventions. Crown Point High school has a team of a principal, associate principal, four assistant principals, two full-time Resource Officers who have high expectations for behavior and attendance and who regularly work with families to support strong decision-making in students. The CPHS administration keeps safety top of mind and works to develop staff capacity to further develop a positive culture with established, known rules.

To help ensure a safe environment at Crown Point High School the following procedures/practices are in place:
- Emergency Response Plan
- Critical Incident Plan
- Building Safety Teams
- Multi-tiered Systems of Support
- High School Student Handbook
- Standard Response Protocol is used
- Anonymous Tip Line
- Classroom Management Plans
- Security Cameras
- Fire Drills and Tornado Drill
- Lockdown Drills
- K9 Searches
- Secure Doors
- Conflict Mediation/Guidance Services
- Student of the Week
- Positive Incentive Button Recognition
- Progressive Discipline System
- Staff IDs
- School Resource Officers
- District Director of Security
- Staff is trained in ALICE and other district wide safety protocols
- CrisisGo
- Building-wide Supervision Schedule
- Standard Response Protocol
- School Board Policies
- Administrators who are trained School Safety Specialists

Reference information here □	CPCSC Emergency Response Plan Building Safety Team Standard Response Protocol

CORE ELEMENT 7: CULTURAL COMPETENCY

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school using the dropdowns below.

Group	X	Group	X	Group	X
American Indian/Alaskan Native	☑	English Language Learner	☑	Multiracial	☑
Asian	☑	Free/Reduced Lunch	☑	Native Hawaiian or Other Pacific Islander	☑
Black	☑	Hispanic Ethnicity	☑	White	☑

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
Racial, ethnic, language-minority, and socio-economic groups are identified through self-reporting tools completed by families at registration.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

Crown Point High School will continue to study course enrollment and achievement by demographic breakdown of ethnicity, socio-economic and special education status. Increasing opportunities and academic performance for all is an important key to student success at CPHS.
 	
 Strategies to increase educational opportunities and performance include:
 ● A focus on building relationships with all students
    ○ Equitably-built relationships with all students
    ○ Communicated high expectations for all students
    ○ A learning environment and experience that respects all learners
    ○ Purposeful collaborative work within classrooms
 ● A focus on connecting with families
    ○ Teachers work to create genuine partnerships with parents/guardians
    ○ Focus on communication with family from school team as part of the guaranteed CPHS experience

- Use of assessments to measure growth
  - Formative assessments are used to collect information to impact instruction throughout the learning process
  - Multiple means of representation are available to students to demonstrate learning / mastery
  - use of NWEA and PSAT data informs scheduling process to encourage rigorous course placement for students
- A focus on rigorous high impact instruction
  - Student-Centered, Forward-Thinking, Connection-Driven Instruction
  - Hands-On learning opportunities, including inquiry-based learning
  - Universal Tier 1 intervention strategies regularly utilized
  - A focus on practicing classroom norms; designing learning targets; utilizing high-level questioning strategies; and providing feedback that generates dialogue with students (all supported by professional development)

Reference information here ☐	To increase access to educational experiences, create a compassionate, humble, and empathetic learning environment that is grounded in understanding the attitudes and beliefs of students, family, staff, and community for all to learn, grow, and work. A component of the CPCSC blended course development and review includes compliance with the ADA expectations. Reviewers examine each course for ADA Compliance for links, texts, images, audio, video, presentation slides, and heading, list structure, and worksheet features on Google Docs and PDFs.

What professional development might be necessary for staff to work effectively in cross-cultural situations?
● Understanding issues that students in underrepresented groups face. ● An overview on culturally responsive instruction. ● Encouraging family involvement / Partnering with families. ● Learning how poverty impacts the classroom/school. ● Discourse in the classroom. ● Creating learning experiences that integrate and provide opportunities for the expression of diverse perspectives. ● Creating opportunities for students who transfer to CPHS to feel connected.
What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
Each CPHS course is reviewed by a team of educators to ensure cultural differences are recognized.

CORE ELEMENT 8: REVIEW OF ATTENDANCE

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

What may be contributing to the attendance trend?	Though CPHS has taken measures to address the impact of the pandemic on attendance, there does still appear to be a residual impact on attendance rates when comparing rates from before and after the 2020-2021 school year. Additionally, a technology event which occurred in the first semester of the 2022-2023 school year hampered our ability to send letters home to families whose students were demonstrating poor attendance.
What procedures and practices are being implemented to address chronic absenteeism?	CPHS will continue to contact parents through email, phone, and in-person conferences when an attendance issue is identified via attendance records. Additionally, teachers have the opportunity to draw attention to a student's attendance issue through a form that goes to CPHS administration and the student's support team. When student attendance issues are identified in this way, the team involves the family in problem-solving the issue as quickly as possible. Chronic absenteeism is addressed through the district Attendance Officer who provides outreach and when necessary involves CPS and/or the courts.
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	Results are monitored by administrators and attendance staff personnel on a weekly basis.
Number of students absent 10% or more of the school year:	

Last Year:	565	**Two Years Ago:**	713	**Five Years Ago:**	713

Best Practice/Requirements Self-Check	Yes/No
The school has and follows a chronic absence reduction plan.	No
An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students	Yes

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

How does the school maximize family engagement to improve academic achievement?

Family engagement is a vital part of the educational program and process at Crown Point High School. Parents assist, support, and encourage students on a daily basis increasing educational outcomes. We believe the school-home connection/collaboration directly impacts our success. CPHS administrators, teachers, and staff understand that families are our greatest partners in the education of our students.

Weekly communication through phone calls, emails, newsletters, and social media keeps families engaged about such topics as scheduling, assessment, college/career opportunities, volunteering opportunities, important academic deadlines, and other guidance topics. New families are invited to attend orientations that provide a comprehensive overview of Crown Point High School, including how technology plays a role in their student's learning. Freshman families attend a series of orientations to prepare them for this important transition to high school beginning when their student is in 8th grade. Families with students who are interested in Advanced Placement courses are encouraged to attend a parent night to gain more knowledge of the advantages and processes involved in AP course work.

Open House is held annually. It is an opportunity to establish a working relationship between parents and teachers. Parents are invited to come in during the evening and follow their student's schedule, visiting each class throughout the night. During this time parents receive information regarding curriculum, expectations, assessment, homework, and other information critical to student success directly from each of their child's teachers.

Throughout the year, the guidance department facilitates a variety of parent-teacher communication opportunities. Every fall Crown Point High School offers a College/Career Fair which is well attended. Members of Crown Point High School's guidance department often partner up with teachers in our exceptional education department to attend case conferences or provide additional family support as necessary. Crown Point High School also offers a Transitions Fair for families of students who are transitioning out of high school but who may not be pursuing traditional post-secondary placements.

Crown Point High School participates in hosting a group of parents from the CPCSC Parent Ambassador Program to shadow an administrator for the day. This is an excellent opportunity to form partnerships with involved parents from the district and embrace transparency in allowing them a behind-the-scenes look at our school.

Crown Point High School utilizes ParentSquare as a means to streamline communication and collaboration with families within the district. This will become CPHS's go-to communication system with families, allowing parents to find a wealth of information in one format for all of their children within our schools.

The school makes a conscious effort to communicate information about grades. Grades are viewable in real time, and the final semester grade is recorded on student transcripts. Families are given anytime, anyplace technology access so that parents are able to view their student's progress not only at the end of

marking period but throughout with real time updates. All teachers utilize the BUZZ learning management system, which allows teachers to communicate key information about their classes to parents and their students at any time. All school personnel have email accounts, as well as telephones with voicemail capabilities. The school office is open from 7:00 a.m. - 3:00 p.m. daily allowing families the opportunity to connect in person when asking questions, sending information or to share a concern. Parent meetings are conducted routinely and encouraged both face to face, via phone, and zoom.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

Parents have many opportunities to get involved by expressing ideas, concerns, and/or suggestions.. Crown Point Community School Corporation Ambassadors program is a seven-session behind-the-scenes look at our district. It is open to selected residents in the CPCSC boundaries who would like to learn more about our schools and what we do. Topics include finances, operations, curriculum and instruction, and student services. The program gives a direct voice to parents about issues that matter to them and their students with a direct, clear line of communication to the Crown Point High School administration.

Parents and students also have access to an anonymous tip line which is monitored to provide quick intervention when necessary. Student and parent internally-generated surveys are often distributed through electronic means to gather information about topics important to schooling.

Crown Point High School prides itself on being available to families and hearing their concerns and suggestions. Weekly communication from the principal highlights important contact information and reminds parents that we are here to help or just to listen when necessary. Our school takes a personalized approach to parent partnerships and understands the value of the home-school connection to impact student learning positively.

Our student-support teams meet weekly. As a result of conversations in these meetings, parents are often invited to a meeting with the support team to discuss what supports are in place for their child and how the team can better serve the student.

We believe that parents and families are our best partners in student success and we make this clear in our messaging regularly.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

Attendance expectations are located in the Crown Point High School Handbook. These expectations are reviewed with all students within the first week of school. When a student is absent and there has been no contact from the family indicating that the student would be absent, a member of the attendance team provides outreach to the family. After a period of absences, outreach is provided electronically and from a Crown Point High School administrator. This outreach begins the process of problem solving to explore a student's lack of attendance. Students accumulate absences for various reasons. The family plays an important role in identifying those reasons. Research shows that when the school and home have a strong partnership student attendance increases.

How do teachers and staff bridge cultural differences through effective communication?

Teachers and staff bridge cultural differences through effective communication by establishing genuine partnerships. Information is available to parents in a variety of ways - phone calls, emails, Buzz agenda, ParentSquare, etc. Teachers intentionally try to learn about cultural differences to support families as necessary. When appropriate, teachers may consult with our ELL educator to learn strategies to provide clearer communication to families. Above all, our educators believe that families and the school share a common goal - to provide the best possible instruction, environment, and experience for students in order to help them build skills to maximize their potential.

CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS
[Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?
Crown Point High School offers a strong and plentiful selection of courses. Students not only have traditional course offerings, but a multitude of honors, AP, CTE, and dual credit offerings as well. Earning additional math credits to satisfy the requirement for an Academic Honors Diploma is easily accomplished with 12 course selections in mathematics which not only includes Calculus, but also Statistics and Finite at the upper levels. Four foreign languages are available with all languages offering AP and/or dual credit opportunities. Students have a variety of courses to choose from in the Fine Arts Department to satisfy the requirement as well. Crown Point High School offers twenty-two Advanced Placement Courses and twenty-one dual credit courses.The curriculum has a strong focus on SAT standards and practices, helping students to be ready for the challenge of these college readiness assessments. Guidance counselors are prepared to help students and families build schedules which satisfy the requirements for an academic honors diploma and continually monitor student progress and communicate that progress with families.
How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?
All students enter Crown Point High School on an Academic Honors Diploma track if they are seeking a diploma. Wrap around services are provided from academic coaches, student support staff, peer tutors, guidance staff, and the admin team to assist students and teachers to help maintain that path. The Crown Point High School Guidance Department monitors each member of their cohort to make adjustments as necessary after problem solving with all stakeholders involved in educating a student, including parents. Finding ways for students to be successful in whatever their post secondary goals are is a priority of all staff. Remediation opportunities are offered to help students stay on track. Also, clear communication is shared with students and families beginning in a student's 8th grade year about graduation requirements and diploma types.
How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?
Students at Crown Point High School have access to college courses and programs that offer up to a 90% savings in tuition and over 20 AP courses. Advanced Placement opportunities are promoted through a readily available course catalog which both students and parents can review. Advanced Placement teachers, resource teachers, and guidance counselors talk to students directly about enrolling in classes when it is time for students to select future classes. Orientation meetings are held for students and parents in both the first and second semester to share information on which AP courses are available to students and how they can enroll in these classes. Information is available on the website and may even be communicated via weekly or monthly communication sent from the high school to parents and families.   Students at Crown Point High School have access to 17 Career and Technical Education Pathways, aligned with Next Level Programs of Study. CTE opportunities are promoted through a readily available course catalog which both students and parents can review. CTE teachers, resource teachers, and guidance counselors talk to students directly about enrolling in classes when it is time for students to select future classes. Orientation meetings are held for students and parents in both the first and second semester to share information on which CTE courses are available to students and how they can enroll in these classes. Information is available on the website and may even be communicated via weekly or monthly communication sent from the high school to parents

and families. CTE students have taken part in numerous offsite experiences through field trips, project-based learning experiences, and club/organization membership.			
Graduation rate last year:	97.6%	**Percent of students on track to graduate in each cohort:**	98%
Link additional information here (if necessary) ☐			

SCHOOL IMPROVEMENT PLAN
[Required for all schools]

Demographic Data / Brief Introduction
Performance and Progress

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
   a. A continuation of existing goals and/or
   b. New goals based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
   a. Strategies in the school improvement plan.
   b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identity and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA Title II Title III	Title IV McKinney-Vento High Ability	Education funds Head Start

Using the Goal Template

Goals
Are a result of identified priorities (where improvement is needed immediately)
Are based on a three-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3")

Evidence-Based Strategy
A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions HERE. In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL 1	
Goal	By the end of the 2023-2024 school year, at least 45.5% of 11th grade students at Crown Point will meet or exceed the college-ready benchmark as measured by SAT in Mathematics and at least 66.7% of 11th grade students at Crown Point High School will meet or exceed the college-ready benchmark as measured by SAT in Evidence-Based Reading and Writing.
Sub-group focus	Special Education
The strategies we are going to implement are	data analysis & response; improved Questioning strategies (as a Tier 1 intervention) (*Using Questions to help students elaborate on content - Teacher uses a sequence of increasingly complex questions that require students to critically think about content*); collective teacher efficacy (*the shared belief by a group of teachers in a particular educational environment that they have the skills to positively impact student outcomes*); co-teaching model
To address the root cause	continued focus on upper-level thinking skills and reasoning skills; need for exposure to SAT-level passages and problems
Which will help us meet this student outcome goal*	increasing exposure to SAT-like material, questioning, and thinking processes while continuing to strengthen content based skills for all learners will help students demonstrate improved proficiency on the SAT

How Will We Get There?			
Evidence Based <u>Strategies</u> to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Data Analysis & Response	John Hattie, Visible Learning MetaX, 2023: *Teacher estimates of achievement* (Effect size 1.29 - potential to considerably accelerate)	Administrators and Teachers	2024-2027
Questioning Strategies (as a Tier 1 strategy)	John Hattie, Visible Learning MetaX, 2023 (Effect size .49 - potential to accelerate)	Teachers	2024-2027
Collective Teacher Efficacy	John Hattie, Visible Learning MetaX, 2023 (Effect size 1.34 - potential to considerably accelerate)	Administrators and Teachers	2024-2027
Co-Teaching / Co-Planning Model	DeMartino, P., & Specht, P. (2018). Collaborative co-teaching models and specially designed instruction in secondary education: A new inclusive consultation model. *Preventing School Failure*, *62*(4), 266–278. https://doi.org/10.1080/1045988X.2018.1446413	Teachers	2024-2027

Coaching	John Hattie, Visible Learning MetaX, 2023: *Coaching* (Effect size .26 - likely to have a positive influence)	Administrators and Instructional Coaches	2024-2027
Link additional information here (if necessary) ☐			

Strategy #1	Data Analysis & Response

What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Seek to understand meaningful use of NWEA data as it crosswalks with SAT performance	CPHS administration and instructional leaders will work with District Instructional Specialists to mine and understand meaningful NWEA data, especially as it relates to being predictive with SAT performance	Admin Instructional Specialists	Data analysis	Data	2024-2025	In Progress ⌄
Consider restructuring of English / Math professional learning model so that Department meetings focus on data-based decision-making relative to NWEA & SAT	Currently, Department Meetings support the CPHS school-wide goal (high-impact instructional strategy at the tier 1 level). When NWEA and/or PSAT data can be used meaningfully to direct teachers to areas of strength and weakness, English and Math department meetings can be restructured to discuss such data and explore curricular decisions which will positively impact student learning.	Admin Department Chairs Teachers	Department Meetings	Meeting Time Data	2024-2025	Not Started ⌄
Explore curricular updates which increase exposure to upper-level thinking/reasoning and upper-level texts, visuals, etc.	In an effort to increase student exposure to upper-level thinking and reasoning challenges as well as text and visuals similar to what is found on the SAT, teams may consider curricular updates.	Department Chairs Instructional Specialists Teachers Buzz Editors	Curriculum Map Lesson Plans	SAT practice tests Data	ongoing	In Progress ⌄

Monitoring Implementation of the strategy

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	
How has student achievement been impacted? What is the evidence?	
How will implementation be adjusted and/or supported moving into next year?	
Link additional information here (if necessary) ☐	

Strategy #2	Questioning Strategies (Collective Teacher Efficacy)

What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Cross-Curricular Collaborative Sessions on Questioning Strategies	Professional Learning model to support school-wide goal of *designing focus questions for lessons or units and utilize them with students to generate dialogue and feedback about learning.*	Administrators Instructional Coaches Teachers	CPU Session Agenda	Best practice research	1/25 - 2/25 then ongoing	In Progress ▾
PLC & Department Meetings to support work with Questioning Strategies	Professional Learning model to support school-wide goal of *designing focus questions for lessons or units and utilize them with students to generate dialogue and feedback about learning.*	Department Chairs Instructional Coaches Teachers	PLC Reflection Tool ILT Session Feedback PLC agendas	Meeting Agendas & Templates	1/25-2/25 then ongoing	In Progress ▾
Marzano Element Framework	Post-observation meetings focus on Marzano Element "Using Questions to Help Students Elaborate on Content"	Administrators Teachers	Marzano Element Framework	Post-Observation Conferences	ongoing	In Progress ▾
Coaching	Continue to explore ways to utilize CPHS instructional coaches to support instructions	Administrators Instructional Coaches	Faculty Surveys	Continued support for Instructional Coaches	ongoing	In Progress ▾

Monitoring Implementation of the strategy

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	
How has student achievement been impacted? What is the evidence?	
How will implementation be adjusted and/or supported moving into next year?	
Link additional information here (if necessary) ☐	

Strategy #3	Co-teaching / Co-Planning Model

What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Examine current practices	CPHS administration in collaboration with our Director / Assistant Director of Special education will examine current co-teaching practices at CPHS	Administrators	Current model Best practice	Professional Development schedule and Observation data		Not Started ⁃
Offer ongoing professional development to co-teaching partnerships	Determine appropriate times for co-teaching partnership to engage in professional development in order to learn best-practice strategies relative to co-teaching; determine who is best to present such opportunities Explore possible common prep period for planning purposes	Administrators Teachers	Professional Development schedule	Professional Learning opportunities		Not Started ⁃
Involve co-teachers in review of courses / planning to allow all students to access content	Involve special education teachers in each course build, with a special emphasis on UDL and accessibility.	Blended Learning Specialist Teachers	Buzz Curriculum	Course Review		In Progress ⁃
Coaching	Continue to explore ways to utilize CPHS instructional coaches to support instructions; consider the impact our special education staff / co-teachers and/or assistant Director of Special Education might have	Administrators Instructional Coaches	Faculty Surveys	Continued support for Instructional Coaches	ongoing	In Progress ⁃

Monitoring Implementation of the strategy

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	
How has student achievement been impacted? What is the evidence?	
How will implementation be adjusted and/or supported moving into next year?	

Link additional information here (if necessary) ☐	

GOAL 2		
Goal	Continually improve the learning environment in which all stakeholders actively exhibit the six pillars of Crown Point High School's "Portrait of a Graduate" to decrease our percentage of "chronically absent students."	
Sub-group focus	Chronically absent students	
The strategies we are going to implement are	Purposeful partnership with families; focus on self-efficacy; Utilizing classroom norms	
To address the root cause	students and families must feel connected to their school community, responsible for their learning, and believe in their ability to be successful	
Which will help us meet this student outcome goal*	student attendance, behavior, and employability skill data indicates an improvement in attendance; discipline referrals; and social work data	
How Will We Get There?		

Evidence Based <u>Strategies</u> to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Utilizing classroom norms	John Hattie, Visible Learning MetaX, 2023:*Classroom Management* (Effect size .43 - potential to accelerate) John Hattie, Visible Learning MetaX, 2023:*Belonging* (Effect size .46 - potential to accelerate) John Hattie, Visible Learning MetaX, 2023:*Strong Classroom Cohesion* (Effect size .66 - potential to considerably accelerate) John Hattie, Visible Learning MetaX, 2023:*Self-Efficacy* (Effect size .64 - potential to considerably accelerate)	Teachers	2024-2027
Parental Involvement	John Hattie, Visible Learning MetaX, 2023:*Parental Involvement* (Effect size .30 - likely to have a positive impact)	Administrators Teachers	2024-2027
Emphasis on school values	John Hattie, Visible Learning MetaX, 2023:*School climate effects* (Effect size 1.29 - potential to considerably accelerate)	Administrators Teachers All stakeholders	2024-2027

Strategy #1	Utilizing classroom norms

What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Cross-Curricular Collaborative Sessions on utilizing classroom norms	Professional Learning model to support school-wide goal of *collaborating with students to create classroom norms around how to participate in collaborative learning and one area of need related to behaviors; practicing and reviewing these norms regularly.*	Administrators Instructional Coaches Teachers	CPU Session Agenda	Best practice research	1/25 - 2/25 then ongoing	In Progress ▾
PLC & Department Meetings to support work with Questioning Strategies	Professional Learning model to support school-wide goal of *collaborating with students to create classroom norms around how to participate in collaborative learning and one area of need related to behaviors; practicing and reviewing these norms regularly.*	Department Chairs Instructional Coaches Teachers	PLC Reflection Tool ILT Session Feedback PLC agendas	Meeting Agendas & Templates	1/25-2/25 then ongoing	In Progress ▾
Marzano Element Framework	Post-observation meetings focus on Marzano Element "Establishing and Acknowledging Adherence to Rules and Procedures"	Administrators Teachers	Marzano Element Framework	Post-Observation Conferences	ongoing	In Progress ▾
Coaching	Continue to explore ways to utilize CPHS instructional coaches to support instruction	Administrators Instructional Coaches	Faculty Surveys	Continued support for Instructional Coaches	ongoing	In Progress ▾

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	
How has student achievement been impacted? What is the evidence?	
How will implementation be adjusted and/or supported moving into next year?	
Link additional information here (if necessary) ☐	

Strategy #2	Purposeful partnership between school, students, and families, including building connections

What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Solidify process for parent notification relative to absences	Administration will work with attendance office staff to ensure consistent notification of parents relative to absences (phone calls, letters, etc.)	Administrators	Attendance Reports	PowerSchool	23-24 (ongoing)	Choose ⌄
Parent Meeting / Attendance Contract meeting agenda	Assistant principals will develop a protocol / agenda for parent meetings relative to attendance needs and attendance contracts	Administrators	Attendance Reports Log Entries	PowerSchool	23-24 (ongoing)	Choose ⌄
Purposeful Outreach to parents	Teachers will reach out to parents as a Tier 1 intervention; teachers will be encouraged to reach out to parents when they award a student a button as part of our focus on values	Teachers	Teacher Surveys	PowerSchool	23-24 (ongoing)	Choose ⌄

Monitoring Implementation of the strategy

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	
How has student achievement been impacted? What is the evidence?	
How will implementation be adjusted and/or supported moving into next year?	
Link additional information here (if necessary) ☐	

Strategy #3	Emphasis on school values

What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Resource Period activities to increase school connectedness	Resource period lessons will include Challenge Ed activities and other activities designed to highlight CPHS Values (6 C's)	Teachers	Teacher Surveys Student Surveys	Challenge Ed materials	23-24 (ongoing)	In Progress ⌄
CPHS Values Buttons	Teachers are encouraged to recognize 3 students per month who are demonstrating the monthly value. We are able to potentially recognize over 400 students each month in this way.	All CPHS Certified Staff members	Buttons Teacher Surveys Student Surveys	Buttons	23-24 (ongoing)	In Progress ⌄
Bulldog Mentor Program	Student mentors are utilized to allow upperclassmen students to form connections with incoming freshmen. Mentors will help incoming freshmen to pursue forward-thinking and engaging learning experiences, implement problem solving strategies and use connection-driven opportunities for discovery and understanding.	CPHS Guidance counselors and mentor sponsors	Student Surveys	Adult sponsors	23-24 (ongoing)	In Progress ⌄
Clear goal intentions (utilized in conjunction with school discipline consequences)	School administrators will work with students who demonstrate a pattern of behavior that distracts them from learning to create plans to overcome expected obstacles	Administrators Guidance counselors Academic Coach Teachers Coaches Club Sponsors	Discipline data	PowerSchool Goal / Plan template	23-24 (ongoing)	Not Started ⌄

Monitoring Implementation of the strategy

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	

How has student achievement been impacted? What is the evidence?	
How will implementation be adjusted and/or supported moving into next year?	
Link additional information here (if necessary) ☐	

PROGRESS INDICATORS TEMPLATE
[Required for all schools]

		PROGRESS INDICATORS		
Check-in Schedule	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
Key Performance Indicator (Assessment)	**BOY NWEA** **Attendance Data** **Discipline Referral Data**	**PSAT Data** **Attendance Data** **Discipline Referral Data**	**MOY NWEA** **Attendance Data** **Discipline Referral Data**	**EOY NWEA** **SAT Data** **Attendance Data** **Discipline Referral Data**
Results	BOY Data Presentation ▪ District SAT Projected P… ▪ District NWEA Summar… ▪ CPHS BOY 2023 Readi… ▪ CPHS BOY 2023 Math …	Exam to be given 10/11, results to follow Will link when available	Will link when available	Will link when available
On Track to Meet Goals?	No; projections for SAT-readiness align with PSAT projections, which indicate that there will not be significant improvements in percentage of students meeting benchmark scores in Math and EBRW			
Strengths	"High-performing" students (61st-100th %ile) maintain relatively steady from 9th to 10th grade in Reading and Math			
Areas for Growth	Explore ways to improve average Lexile range Explore ways to ensure student growth over the course of the year, especially in Reading			

Next Steps	• Meet with English department chairs to discuss NWEA data • Explore ways to use NWEA data relative to MTSS placement (Academic Skills Lab versus Guided Study Hall)			
Link additional information here (if necessary) ☐				

PROFESSIONAL DEVELOPMENT PLAN
[Required for all schools]

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal	Support high-impact instructional strategies for use with all learners. In 2023-2024, CPHS professional use will support the use of classroom norms; use of learning targets; use of questioning strategies/focus questions; use of purposeful feedback
Is professional development linked to SIP goals?	Yes ⌄
Possible Funding Sources	Education Fund Title II
Plan for coaching and support during the learning process	Teachers will be supported by collaborative work within several teams: CPU (Interdisciplinary teams facilitated by an instructional coach and administrator); Department Team; PLC Team. Work within these teams will be supported by the Instructional Leadership Team and instructional coaches.
Evidence of Impact	Increase in teacher self-efficacy Increase in participation in collaborative learning by teachers Increase in standardized scores on both local and state assessments
How will effectiveness be sustained over time?	The model will evolve based on teacher feedback, ability to support school improvement plan goals, and best practice / research. CPU teams will remain together for two years and then teams will be redeveloped to ensure diversity. Effectiveness will be sustained over time by regular meetings with the Instructional Leadership Team in which reflection is encouraged and teachers and administrators engage in feedback dialogue. A PLC Reflection Tool will be submitted bi-monthly. Time is allotted in the schedule for meeting, building leadership capacity, and reviewing data.
Link additional information here (if necessary) ☐	**Crown Point High School Professional Learning Model 23-24**

Professional Development Goal	Cultivate and foster a coaching environment at CPHS in order to support best instructional practices
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Education Fund Title II
Plan for coaching and support during the learning process	A designated administrator will regularly meet with District Instructional Specialists and participate with instructional coaches in their regular meetings. CPCSC High School Coaching Guidance 2023-24 Teachers will participate in reflection and feedback dialogue about professional practices on a bi-monthly basis while in CPU teams. Instructional rounds for teachers new to CPHS
Evidence of Impact	Increase in teacher self-efficacy Increase in participation in collaborative learning by teachers Increase in standardized scores on both local and state assessments Increased requests from teachers to meet with instructional coaches Professional learning led by coaches / Instructional tools developed by coaches
How will effectiveness be sustained over time?	Effectiveness will be sustained over time by collecting PLC documentation/updates once a month, continuous PD, allotted time in the schedule to meet, building leadership capacity, and continuous data reviews to check progress.
Link additional information here (if necessary) □	

Professional Development Goal	Support best practice in co-teaching partnerships
Is professional development linked to SIP goals?	Yes ⌄
Possible Funding Sources	Education Fund Title II
Plan for coaching and support during the learning process	An administrator will be designated as a "go-to" administrator for teachers in co-teaching partnerships and an additional goal is to build the administrative team's capacity and involvement in supporting special education and co-teaching
Evidence of Impact	Increase in standardized scores on both local and state assessments, with focus on Special Education subgroup Increase in teacher self-efficacy Increase in positive attitude toward co-teaching partnerships, instructional methods, etc.
How will effectiveness be sustained over time?	Effectiveness will be sustained over time by continuous PD, allotted time in the schedule to meet, building leadership capacity, and continuous data reviews (observation notes) to check progress.
Link additional information here (if necessary) ☐	

Professional Development Goal	Cultivate and foster a more inclusive learning environment at Crown Point High School
Is professional development linked to SIP goals?	Yes ⌄
Possible Funding Sources	Education Fund Title II
Plan for coaching and support during the learning process	- Utilizing the vision statement for what inclusive education looks like at Crown Point High School by referring to that vision regularly - Adult advocacy for the educational experience of students with implementation of social-emotional learning supports and purposeful stakeholder communication. - Creating learning experiences that integrate and provide opportunities for the expression of diverse perspectives. - Initiating an understanding of issues that students in underrepresented groups face. - Considering various instructional accommodations for English Language Learners. - Interpretation of standardized assessment data relative to individual student results. - Embedment of policies to assess mastery learning that align with the development of student talent. - Further refinement of the MTSS framework. - Implementation of Tier 1 interventions in all classrooms. - Using district and peer instructional coaches. - Exploring strategies to strengthen parent/school relationships. - Exploring culturally responsive instruction. - Focus on belonging/connection with all stakeholder groups to improve the overall CPHS experience. - Digging deeper into personalized learning and adding tools to the teacher toolkit for differentiation.
Evidence of Impact	Increase in standardized scores on both local assessments and state assessments. An overall increase in school climate. (Including an increase in the self efficacy of students) Reduction in discipline referrals Decrease in chronically absent students
How will effectiveness be sustained over time?	Effectiveness will be sustained over time by collecting PLC documentation/updates once a month, continuous PD, allotted time in the schedule to meet, building leadership capacity, and continuous data reviews to check progress.
Link additional information here (if necessary) ☐	