Crown Point High School

Sabrina Ramirez – 9th Grade Principal

SCHOOL IMPROVEMENT LEADERSHIP

Board Presentation
November 27, 2017
HEALTHY CULTURE & EFFICACY OF ENGAGEMENT

STANDARD 1.9: THE INSTITUTION PROVIDES EXPERIENCES THAT CULTIVATE AND IMPROVE LEADERSHIP EFFECTIVENESS

Leadership and learning are indispensable to each other.

John F. Kennedy

Indiana New Administrator Leadership Institute

The Indiana New Administrator Leadership Institute (INALI) is designed to help beginning administrators become effective instructional leaders and to quickly and comfortably assume the responsibilities of building administration.

INALI is a two-year professional development program that includes extensive teacher evaluation training, coaching by highly qualified mentors, and monthly regional cohort meetings.
CLEAR DIRECTION

STANDARD 1.1 - THE INSTITUTION COMMITS TO A PURPOSE STATEMENT THAT DEFINES BELIEFS ABOUT TEACHING AND LEARNING, INCLUDING THE EXPECTATIONS FOR LEARNERS

STANDARD 1.3 - THE INSTITUTION ENGAGES IN A CONTINUOUS IMPROVEMENT PROCESS THAT PRODUCES EVIDENCE, INCLUDING MEASURABLE RESULTS OF IMPROVING STUDENT LEARNING AND PROFESSIONAL DEVELOPMENT

CPHS MISSION STATEMENT 2017-2018

College • Career • Citizenship • Creativity • Courage • Culture

Our promise to help all CPHS students develop the skills needed to maximize their potential
SCHOOL QUALITY FACTORS & STANDARDS

- **Clear Direction Standard 1.2:**
  Stakeholders collectively demonstrate actions to ensure the achievement of the institution’s purpose and desired outcomes for learners

- **Clear Direction Standard 1.3:**
  The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional development

- **Impact of instruction Standard 2.12:**
  The institution implements a process to continuously assess its programs and organizational conditions to improve student learning

- **Efficacy of Engagement Standard 1.8 & 1.10:**
  Leaders engage stakeholders to support the achievement of the institution’s purpose and direction & Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement

- **Fidelity of Implementation Standard 1.2:**
  Stakeholders collectively demonstrate actions to ensure the achievement of the institution’s purpose and desired outcomes for learners

- **Fidelity of Implementation Standard 1.7:**
  Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning

- **Fidelity of Implementation Standard 2.12:**
  The institution implements a process to continuously assess its programs and organizational conditions to improve student learning
Data Analysis & File
- ACT
- AP Scores
- Attendance
- C-Notes
- DC
- Discipline
- ELL
- Exceptional Learners
- F&R
- Graduation Rate & Diploma Type
- ISTEP+
- PSAT 9 & PSAT
- Semester Failures

School Improvement
- Committee
  - Analyze Data (trends)
  - Opportunities for Improvement
- ASSIST
- Meetings
  - Informational
  - PD
- Sub-committees
  - Faculty & Student Surveys
  - School Improvement Plan
  - Model PLC
    - Solution Tree
    - Commitment to PLC concepts
    - Evidence of Improved Student Learning
    - Practices, Structures, and Culture of the School/District
AdvancED ASSIST Executive Summary 2017

Part 1 Description of the School
a. Narrative description of the school and community
b. Demographics of Students - Grade levels, ethnicity, gender, free and reduced lunch
   Student participation in special programs - Special Education (by disability), High Ability (by program, acceleration option, course), ELL (by proficiency level), Title I (by subject)
c. Characteristics of family, and community – i.e. educational attainment of adults, average household income by community

Part 2 School’s Purpose
Vision for Student Learning Mission – Purpose to achieve the vision for student learning Beliefs – Core Values or Guiding Principles

Part 3 Notable Achievements and Areas of Improvement
In sentence form identify conclusions of notable achievements and areas needing improvement
a. about students’ performance (include subgroups when applicable)
b. about instructional and program improvements. For instance differentiation, advocacy, social/emotional, effective uses of technology, etc.

AdvancED ASSIST Self-Assessment 2017

Standard 2: Governance and Leadership
a. Evidence Standard 2.6 Staff supervision and evaluation for effectiveness process leading to improved practice.

Standard 3 – Teaching and Assessing for Learning
a. Evidence Standard 3.1 Description and location of curriculum
b. Evidence Standard 3.3 Description of instructional strategies
c. Evidence Standard 3.5 Describe communications between the school and parents
d. Evidence Standard 3.8 Means of parent participation – conferences (face-to-face, phone), PTO, advisory groups, etc.
e. Evidence Standard 3.11 Staff participation in professional development, professional development needs
f. Evidence Standard 3.12 Description of School Programs supporting learning for unique needs of students

In the last “Respond” item of Standard 3 identify in the narrative conclusions (strengths, challenge, maintaining) about
a. how the school’s curriculum supports high expectations for student achievement
b. how the school supports individual students in their learning and maximizes teachers effectiveness
b. professional development supports continuous improvement of the teaching and assessing for learning process.

Standard 4 – Resources and Support Services
a. Evidence Standard 4.2 Description of resources used (textbooks, online, enrichment, remediation)
b. Evidence Standard 4.3 Description of school safety programming
c. Evidence Standard 4.6 Description of services to meet the physical, social and emotional needs of students
d. Evidence Standard 4.7 Description of services to meet the counseling, assessment, referral, educational and career planning needs of all students

In the last “Respond” item of Standard 4 identify in the narrative conclusions (strengths, challenge, maintaining) about
a. how technology supports the curriculum and instructional effectiveness

Standard 5 – Using Results for Continuous Improvement
a. Evidence Standard 5.1 Titles and descriptions of assessment instruments
Advanced AssIST Student Performance 2017

Areas of Notable Achievement
“Respond” to the 6 questions based on Data Charts and tables depicting Student Performance.

Areas in Need of Improvement
“Respond” to the 6 questions Data Charts and tables depicting Student Performance.

Data Charts and tables depicting Student Performance
- All students and student subgroups
- Trend data (the most recent 3-5 years) in Chart/Table format.
- Compare to league schools when available.
- For each chart/table, include a interpretation of answering the question “What does it mean to our school?”

<table>
<thead>
<tr>
<th>CPHS</th>
<th>Middle School</th>
<th>Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTEP+ Graduation rate and Diploma types</td>
<td>ISTEP+ (Performance-pass+, pass, did not pass and growth percentiles)</td>
<td>ISTEP+ (Performance-pass+, pass, did not pass and Growth percentiles)</td>
</tr>
<tr>
<td>ACT, ACT Aspire, PSAT, PSAT 9 Advanced Placement</td>
<td>ACT Aspire (Performance-Exceed, Ready, Close, Need support)</td>
<td>Star Early Literacy, Reading, and Math (Performance-met benchmark and growth percentile)</td>
</tr>
<tr>
<td>mClass – Reading levels</td>
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</tr>
</tbody>
</table>

Advanced Goals and Plans
- The Goal-Action-Plan for school improvement must span 3 years.
- Identify at least one goal, no more than three.
- For each goal identify objective(s), strategy(ies), and activity(ies).

Professional Development Plan 3-year plan (see templates)
- Identify professional development goal.
- Align the professional development to the School Improvement goal-action-plan.
- Use a new template for each school year of the Professional Development Plan.
HIGH EXPECTATIONS & EFFICACY OF ENGAGEMENT

STANDARD 2.2: THE LEARNING CULTURE PROMOTES CREATIVITY, INNOVATION AND COLLABORATIVE PROBLEM-SOLVING

STANDARD 2.1: LEARNERS HAVE EQUITABLE OPPORTUNITIES TO DEVELOP SKILLS AND ACHIEVE THE CONTENT AND LEARNING PRIORITIES ESTABLISHED BY THE INSTITUTION
Healthy Culture, Resource Management, Fidelity of Implementation

- **STANDARD 3.1:**
The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution’s effectiveness.

High Expectations

- **Standard 2.5:**
Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

Fidelity of Implementation

- **Standard 1.7:**
Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

Impact of Instruction

- **Standard 2.11:**
Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

Resource Management

- **Standard 3.5, Standard 3.6:**
The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

&
The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.
SUMMER PLC/ILT RETREAT:

- Proficiency Scales, Formative Assessments & Policies to Assess Learning, Prioritized Standards & Feedback

“The formative assessment process boosts student achievement through its consistent and continuous focus on helping students learn how to learn.”

(Moss & Brookhart, p. 61)

“If we care about the learning of all students, we have to care about the progress of each one.”

(Corwin Connect)
1st Semester ½ Day Professional Development

- Prioritized Standards (9/27)

- Summative Assessments; (In)Formative Assessments; Proficiency Scales (10/31)
3 YEAR PROFESSIONAL DEVELOPMENT PLAN

1st Semester 2017-2018

• Technology
  • BUZZ
  • Google Drive
  • Naviance
  • FlipGrid
  • GoGuardian
  • Document Cameras
  • Ditch that Textbook

• Book Study: Crucial Conversations

• De-escalation Techniques
Professional Development Needs: Please rate the priority of the following professional development topics for 2017-2018.

<table>
<thead>
<tr>
<th>Topic</th>
<th>High Priority</th>
<th>Mid-level Priority</th>
<th>Low Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating learning goals that focus on maximizing depth of knowledge</td>
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<tr>
<td>Creating learning scales with defined levels based on well-articulated skill development</td>
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<tr>
<td>Helping students examine similarities and differences (Element 17)</td>
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<td>Helping students understand errors in reasoning (Element 18)</td>
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<tr>
<td>Helping students practice skills, strategies, and processes (Element 19)</td>
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<td>Helping students revise knowledge (Element 20)</td>
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<tr>
<td>HITS (High Impact Teaching Strategies) &amp; Project CRIS strategies commensurate with age and course-appropriate expectations</td>
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<td>Targeted differentiation (remediation and enrichment) based on on-going assessment</td>
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<tr>
<td>Monitoring and analyzing student performance data against appropriate benchmarks</td>
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<tr>
<td>Applying ACT College Readiness Standards commensurate with score range data results from the ACT EPAS/ASPIRE</td>
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<tr>
<td>Technology integration (Google Doc, BUZZ features/settings)</td>
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<tr>
<td>Leveraging content for skills-based instruction</td>
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<td>Rethinking grading: investigation and implementation of grading and reporting practices that authentically reflect accurate accounts of student learning</td>
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<tr>
<td>Developing a growth mindset culture in your classroom with opportunities for re-assessment that support student demonstration of increased ability</td>
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<td>Providing meaningful feedback to students to target increased skill development</td>
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<tr>
<td>Using formative and post assessments with targeted opportunities for skill development in between to monitor student understanding and progress relative to instructional goals</td>
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</table>
RESOURCE MANAGEMENT

STANDARD 3.7: THE INSTITUTION DEMONSTRATES STRATEGIC RESOURCE MANAGEMENT THAT INCLUDES LONG-RANGE PLANNING AND USE OF RESOURCES IN SUPPORT OF THE INSTITUTION'S PURPOSE AND DIRECTION

STANDARD 3.8: THE INSTITUTION ALLOCATES HUMAN, MATERIAL, AND FISCAL RESOURCES IN ALIGNMENT WITH THE INSTITUTION’S IDENTIFIED NEEDS AND PRIORITIES TO IMPROVE STUDENT PERFORMANCE AND ORGANIZATIONAL EFFECTIVENESS

Professional Development Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Type</th>
<th>Resource Type</th>
<th>Instructor</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/3/2017</td>
<td>Teach that textbook: Holton High School</td>
<td>T&amp;AL</td>
<td>Teacher</td>
<td>T&amp;AL</td>
<td>Social Studies</td>
</tr>
<tr>
<td>10/3/2017</td>
<td>Teach that textbook: Holton High School</td>
<td>T&amp;AL</td>
<td>Teacher</td>
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<td>T&amp;AL</td>
<td>Social Studies</td>
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<tr>
<td>10/4/2017</td>
<td>Teach that textbook: Holton High School</td>
<td>T&amp;AL</td>
<td>Teacher</td>
<td>T&amp;AL</td>
<td>Social Studies</td>
</tr>
<tr>
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<td>Teacher</td>
<td>T&amp;AL</td>
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<td>10/4/2017</td>
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<td>Teacher</td>
<td>T&amp;AL</td>
<td>Social Studies</td>
</tr>
</tbody>
</table>

In our school, all faculty members have the opportunity to participate in continuous professional learning based on identified needs of the school.
Impact of Instruction
- **Standard 2.12:**
The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.

Efficacy of Engagement
- **Standard 1.8:**
Leaders engage stakeholders to support the achievement of the institution’s purpose and direction.
- **Standard 1.10:**
Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.
CPHS SURVEYS

- Faculty Survey
  - AdvancED
- Purpose & Direction
- Governance & Leadership
- Using Results for Continuous Improvement
- Teaching & Assessing for Learning
- Resources & Support Systems

CPHS Specific

- Student Survey
HEALTHY CULTURE

STANDARD 2.4: THE INSTITUTION HAS A FORMAL STRUCTURE TO ENSURE LEARNERS DEVELOP POSITIVE RELATIONSHIPS WITH AND HAVE ADULT/PEERS WHO SUPPORT THEIR EDUCATIONAL EXPERIENCE

RESOURCES MANAGEMENT

STANDARD 3.3: THE INSTITUTION IMPLEMENTS, EVALUATES, AND MONITORS PROCESSES TO IDENTIFY AND ADDRESS THE SPECIALIZED SOCIAL, EMOTIONAL, DEVELOPMENTAL, AND ACADEMIC NEEDS OF STUDENTS

C-Note Overview (by Grade)

- Freshmen
- Sophomores
- Juniors
- Seniors

<table>
<thead>
<tr>
<th>Year</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
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<tr>
<td>2013-2014</td>
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<td>2014-2015</td>
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<td>2015-2016</td>
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<tr>
<td>2016-2017</td>
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</tbody>
</table>

CITIZENSHP

COLEGE

CAREER
Goal:
100% Post-Secondary Placement

Goal:
80% of CPHS graduates enroll in a post-secondary institution within one year of graduation
Healthy Culture

- **Standard 3.2:**
  The institution’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

Impact of Instruction

- **Standard 2.11:**
  Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

High Expectations & Efficacy of Engagement

- **Standard 2.2:**
  The learning culture promotes creativity, innovation and collaborative problem-solving.
Our daily PLC time drives teaching and learning by providing collaborative time to discuss best practice and make informed adjustments to instruction and curriculum based on data analysis and the identified Target(s).

139 responses

Teachers in my PLC/I provide students with specific and timely feedback about their learning.

130 responses

29. In my school, teachers work together to improve student learning.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
<th>Total Responded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>18.1%</td>
<td>(362)</td>
</tr>
<tr>
<td>Agree</td>
<td>46.2%</td>
<td>(925)</td>
</tr>
<tr>
<td>Neutral</td>
<td>28.3%</td>
<td>(566)</td>
</tr>
<tr>
<td>Disagree</td>
<td>5.3%</td>
<td>(106)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2.1%</td>
<td>(42)</td>
</tr>
<tr>
<td>TOTAL RESPONDED</td>
<td>100%</td>
<td>(2001)</td>
</tr>
</tbody>
</table>
### Progress Monitoring on SMART Goal(s) (Key Actions Taken, Benchmarks, Notes)

<p>| | | | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>Progress Monitoring on SMART Goal(s) (Key Actions Taken, Benchmarks, Notes)</td>
<td>Though I have worked down the PLC pyramid before, with now actually having a PLC group we have decided to start back up at the top of the pyramid for Jeremy. Much of our time so far has been spent familiarizing him with the curriculum, pacing guide, file, shared resources and how the Buzi course works. We will also be working on making sure our curriculum aligns with the National Latin Exam by accepting the document linked below, which I began last year. NLE curriculum analysis: <a href="https://docs.google.com/spreadsheets/d/1Bq1XZXOE0E9Y2qAvWoCh08rYOMUUn1jOe6WMAA0oaAo/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1Bq1XZXOE0E9Y2qAvWoCh08rYOMUUn1jOe6WMAA0oaAo/edit?usp=sharing</a></td>
<td>We have just taken our first set of formative assessments in class and will closely be monitoring students who need extra help at this early stage. The ability to retake all formative assessments will also be stressed to help students understand concepts before reaching a summative assessment. Our first summative assessment is next week and will give us a better indication of strengths and weaknesses in students. Since we have all freshman except for one sophomore and one senior in our Latin 1 classes, our biggest risk for students not continuing on is for those that find the language too difficult and will switch to another language after freshman year.</td>
<td></td>
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<tr>
<td>2</td>
<td>PLC Pyramid Tier</td>
<td>G-Target Identification &amp; Standard Alignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Assistance Needed</td>
<td></td>
<td>We aren't sure where this would fit on the pyramid.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>PLC SMART Goal(s) for 2017-2018</td>
<td>40% of Latin 1 students will earn National recognition on the National Latin Exam. 90% of Latin 1 students (discounting withdrawals from the school and graduates) will continue one semester to another.</td>
<td></td>
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<tr>
<td>5</td>
<td>Strategy/Action Step to achieve SMART Goal</td>
<td>review NLE curriculum for alignment with Latin 1 curriculum</td>
<td>give mid-semester client survey to gauge student satisfaction and identify areas of improvement</td>
<td></td>
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<tr>
<td>6</td>
<td>Strategy/Action Step to achieve SMART Goal</td>
<td>identify areas of concerns from NLE results last year</td>
<td>after every assessment, identify and support struggling students</td>
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<tr>
<td>7</td>
<td>Strategy/Action Step to achieve SMART Goal</td>
<td>incorporate more simulated practices with class review of results and issues</td>
<td>review and refine curriculum for improvement</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Strategy/Action Step to achieve SMART Goal</td>
<td>create student self assessments to be given after every unit test</td>
<td></td>
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<tr>
<td>9</td>
<td>Who is Responsible?</td>
<td>Sara &amp; Jeremy</td>
<td>Sara &amp; Jeremy</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Target Date or Timeline</td>
<td>March NLE exam results received in April</td>
<td>beginning of each semester</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Evidence of Effectiveness</td>
<td>results of National Latin Exam</td>
<td>enrollment counts at beginning of each semester</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Evidence of Effectiveness</td>
<td>Improvement in areas of concern</td>
<td>results of survey</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Evidence of Effectiveness</td>
<td>student performance on practice exams</td>
<td>performance on assessments</td>
<td></td>
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<tr>
<td>14</td>
<td>Evidence of Effectiveness</td>
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<td>15</td>
<td>Evidence of Effectiveness</td>
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<td>16</td>
<td>Evidence of Effectiveness</td>
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<tr>
<td>17</td>
<td>Evidence of Effectiveness</td>
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**Latin 1 PLC Weekly Reports 17-18**

Last edit was made 4 days ago by Sara Willsbrook.
HEALTHY CULTURE STANDARD 2.4: THE INSTITUTION HAS A FORMAL STRUCTURE TO ENSURE LEARNERS DEVELOP POSITIVE RELATIONSHIPS WITH AND HAVE ADULT/PEERS WHO SUPPORT THEIR EDUCATIONAL EXPERIENCE

IMPACT OF INSTRUCTION STANDARD 2.3: DEVELOP LEARNERS’ ATTITUDES, BELIEFS AND SKILLS NEEDED FOR SUCCESS

<table>
<thead>
<tr>
<th>Tutor Last Name</th>
<th>Tutor First Name</th>
<th>Subjects</th>
<th>Students/Resource Teacher</th>
<th>Subject</th>
<th>Teacher</th>
<th>NOTES</th>
<th>COMMENTS / EXCUSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Emily (12)</td>
<td>Alg. / Biology / Eng. 6</td>
<td></td>
<td>Alg.</td>
<td>Hutchinson</td>
<td>SV</td>
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<td></td>
<td></td>
<td>Biology</td>
<td>Chadwick</td>
<td>KM</td>
<td></td>
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<tr>
<td>2</td>
<td>Alexandra (12)</td>
<td>Eng/Sci, bio &amp; chem, math/alg</td>
<td></td>
<td>Biology</td>
<td>Beach</td>
<td>KM</td>
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<td></td>
<td></td>
<td>Biology</td>
<td>Beach</td>
<td>KM</td>
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</tr>
<tr>
<td>3</td>
<td>Henry (12)</td>
<td>Math &amp; Sci</td>
<td></td>
<td>Chem/Phys. CR</td>
<td>Tamayo</td>
<td>DD</td>
<td>All semester wanted to meet with</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Chem/Geom</td>
<td>Kilman</td>
<td>KM</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Zaki (12)</td>
<td>Honors Bio, geometry, all freshman classes</td>
<td></td>
<td>Geometry</td>
<td>Mander</td>
<td>KM</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td>Geometry</td>
<td>CR</td>
<td>KM</td>
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</tr>
<tr>
<td>5</td>
<td>Sean (12)</td>
<td>Math and some science, doesn't like bio</td>
<td></td>
<td>Alg I</td>
<td>Boll</td>
<td>SV</td>
<td>Teacher request</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Alg II</td>
<td>Fitch</td>
<td>SV</td>
<td>Counselor request</td>
</tr>
<tr>
<td>6</td>
<td>Alexa (12)</td>
<td>Chem, Honors Bio, Honors Pre-Cal, Honors Geo, Alg II H</td>
<td></td>
<td>Alg II</td>
<td>Collier</td>
<td>SV</td>
<td>Counselor request</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DC PreCal</td>
<td>Smith</td>
<td>DD</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Suzi (12)</td>
<td>Chem &amp; Honors Chem</td>
<td></td>
<td>Pre AP Chem</td>
<td>Laba</td>
<td>KM</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Molly (11)</td>
<td>Chemistry (honors or regular) or algebra (1/2, honors/regular)</td>
<td></td>
<td>PreCal</td>
<td>Smith</td>
<td>DD/counselor</td>
<td></td>
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<td></td>
<td></td>
<td>Pre Cal</td>
<td>Boll</td>
<td>DD/counselor</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>AP Chemistry</td>
<td>Hoffman</td>
<td>DD</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Malory (11)</td>
<td>Geometry, Alg I, Alg II (will addings now)</td>
<td></td>
<td>Alg I</td>
<td>Boll</td>
<td>SV</td>
<td>Teachers suggestion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Alg II</td>
<td>David</td>
<td>SV</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Jaden (10)</td>
<td>Geometry</td>
<td></td>
<td>Geometry/CR</td>
<td>Tamayo</td>
<td>DD/SV</td>
<td>All semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Geometry/CR</td>
<td>Tamayo</td>
<td>DD</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Elizabeth (10)</td>
<td>bio, geometry, Eng 9 &amp; 10</td>
<td></td>
<td>Eng 9CR</td>
<td>Tamayo</td>
<td>DD</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Eng 9CR</td>
<td>Tamayo</td>
<td>DD</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Lukes (10)</td>
<td>Algebra, Pre-Cal, Latin 1 &amp; 2</td>
<td></td>
<td>Pre Cal</td>
<td>Hutchinson</td>
<td>DD</td>
<td>All semester</td>
</tr>
</tbody>
</table>
Healthy Culture & Efficacy of Engagement

- Standard 2.3:
The learning culture develops learners’ attitudes, beliefs and skills needed for success

Impact of Instruction

- Standard 2.3:
  Develop learners’ attitudes, beliefs and skills needed for success
SUMMER ENGAGE
MID-SEMESTER REUNION

- Students met with Summer Engage teachers in October
- Students reflected on the challenges and successes
- Students engaged collaboratively as a team

The following quote(s) best describes my current feelings/perspective: (check one)

_____ “Every Day I Graduate.”

_____ “You don’t have to be great to get started, but you have to get started to be great.”—Les Brown

_____ “Be thankful for the difficult people in your life, for they have shown you who you don’t want to be.”

_____ “If it’s not going to matter in 5 years, don’t spend more than 5 minutes being upset about it.”

_____ “Believe you can and you are halfway there.”—Theodore Roosevelt

_____ “I am always doing that which I cannot do, in order that I may learn how to do it.”—Pablo Picasso

A positive experience or accomplishment I have had this school year that I am proud of is.

____________________________________________________________________________________

____________________________________________________________________________________

A challenging experience or situation I have dealt with this school year that I am not proud of is.

____________________________________________________________________________________

____________________________________________________________________________________

Something that I can control and improve over the next 9 weeks is.

____________________________________________________________________________________

____________________________________________________________________________________
During Resource Period

- ½ of our Summer Engage students are on track for an AHD!
- Looking to increase this number at our first semester reunion

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**SUMMER ENGAGE MID-SEMESTER REUNION**

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CROWN POINT HIGH SCHOOL
CAREER CITIZENSHIP COLLEGE COURAGE CREATIVITY CULTURE

First 9 weeks: I'm on track for an Academic Honors Diploma

Congratulations!

has earned a C or higher in all 9th grade core courses as of 10/17/17 and participated in the Summer Engage Program.

CPHS Official Signature ____________________________ Date __________

“Every day I graduate.”
Students set goals for the next 9 weeks

- Shared with guidance counselors
- Will be sent to students

---

As of 10/16, my grades in my core classes are:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>PERCENTAGE</th>
<th>LETTER GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td></td>
<td></td>
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<tr>
<td>Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History &amp; Geography of the World</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At the end of the semester in 9 weeks, I want to EARN the following grades:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>PERCENTAGE</th>
<th>LETTER GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td></td>
<td></td>
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<tr>
<td>Algebra</td>
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<td>Biology</td>
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<td></td>
</tr>
<tr>
<td>History &amp; Geography of the World</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In order to EARN the grades I want by the end of the semester, I ____. (check all that you can commit to actually doing)

- Will stay on task in class and use any in-class time provided to complete required work.
- Will ask my teacher(s) questions and for help/feedback.
- Will come to class every day ready to learn and participate.
- Will complete and submit any missing assignments that I can still turn in.
- Will redo any assignment(s) that allow retakes to demonstrate my increased knowledge and improve my grade(s).
- Will attend 8 period on Mondays, Tuesdays, Thursdays, & Fridays from 7:10-7:30.
- Will ask my teacher(s) for a pass for Academic Assistance.
- Will meet with my guidance counselor and/or graduation coach (Mr. Miller).
- Will attend Peer Tutoring during Academic Assistance; my guidance counselor or graduation coach will sign me up.
Healthy Culture

- **Standard 3.2:**
The institution’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

High Expectations

- **Standard 2.1:**
Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.

Impact of Instruction

- **Standard 2.7:**
Instruction is monitored and adjusted to meet individual learners’ needs and the institution’s learning expectations.

Efficacy of Engagement

- **Standard 2.1:**
Learners have equitable opportunities to develop skills and achieve the content established by the institution.
As an educator, I believe it is my job to____. (select one)

- Select talent: grades are meant to discriminate among students to identify differences in their performance
- Develop talent: grades reflect the degree to which students have learned, accomplished, or achieved what they were taught

130 responses

- Measure the **growth** of students from Day 1 to Day 180
- Give stakeholders a clear indication of how close to **mastery of skills** a student is
- Show student **growth** on the topic being instructed
- Provide an **accurate** reflection of learning
- Track progress **as the year goes on** and find weaknesses in my teaching and/or student understanding
- Assess strengths, weaknesses, and **progress**
- To let both the student and the instructor gauge **growth** on the path to **mastery**

THE PURPOSE OF GRADING IS TO...
Healthy Culture
- Standard 2.4:
The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experience.

Impact of Instruction
- Standard 2.10:
Learning progress is reliably assessed and consistently and clearly communicated.

Resource Management
- Standard 3.3:
The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.
ADULT ADVOCACY

- Resource Period
  - 4-year loop

- Weekly Grade Checks
  - Guidance Counselors
  - Graduation Coach
  - RTI Lab
  - PBIS Support
  - Administration

- 9th Grade Core Teachers
  - Weekly Professional Development Email Share
    - Growth Mindset
    - The Power of “YET”
    - Academic Courage & Mistakes with High Confidence
    - Collaborative Classroom Work
    - Flexible and Smart Grading Practices
    - Using Technology to Improve Teaching & Learning
Vision for Learning at CPHS

Rigor, Relevance, Relationships

Research by ACT shows that, “no single program or isolated reform can be a substitute for a coherent, long-term, system-wide approach to improving teaching and learning.”

School Improvement Goal
Increase college and career readiness skills across the curriculum to maximize student potential and academic achievement.
Thank You!

"Do the best you can until you know better. Then when you know better, do better."

Maya Angelou