Crown Point Community School Corporation
The Next Decade

ALL students will demonstrate increasing academic achievement levels with the rate of learning and learner outcomes determined by the aptitude of each student.

ALL students will experience the highest quality school corporation programs, processes, and services that are articulated horizontally, vertically, and systemically.

ALL students will be nurtured by our community through shared expertise, collaborations, communications, and resources that maximize each student's holistic development intellectually, creatively, emotionally, socially, and physically.

Legend: Research (Gray) · Plan (Yellow) · Implement (Green) · Evaluate (Blue) · Abandon (Red)

Learner Centered	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Improving student learning by improving teacher effectiveness AdvancED 2.6, 3.4, 4.1	Research/Implement/Evaluate	Research/Implement/Evaluate	Research/Implement/Evaluate	Research/Implement/Evaluate	Implement/Evaluate	Implement/Evaluate	Implement/Evaluate			

To improve student achievement and growth by improving teacher effectiveness, the Crown Point Community Schools implemented the Marzano elements and the iObservation online recording and monitoring tool beginning in the 2013-2014 school year. The tool provides an analytic and diagnostic capacity for continuous development and improvement, as well as a holistic evaluation of teacher effectiveness. The elements yielding high impact on student learning and providing focus include: providing rigorous learning goals and scales and students tracking their own progress and deepening understanding by helping students examine similarities and differences; examine their reasoning; practice skills, strategies, and processes; and revising knowledge. Results of TeacherInsight, a teacher selection assessment predictive of teacher potential, demonstrates 58% of new hires in 2015-2016 to be in the top quartile. New teacher compensation provides an incentive to teach in Crown Point. The CPCSC Teacher contract recognizes teacher effectiveness, leadership, and meeting the academic needs of students.

| Personalized Learning   AdvancED 3.3 | Research/Plan | Implement/Evaluate | Implement/Evaluate | Implement/Evaluate | Implement/Evaluate | Implement/Evaluate | Implement/Evaluate | Implement/Evaluate | | |

Each learner increasingly becomes the focus of teacher instruction using college and career ready learning goals and scales, learning progressions, and the learner profile. Learners and their teachers plan for continuous achievement and growth using instructional strategies that require student collaboration, self-reflection, development of critical thinking skills, application of knowledge and skills, integration of content and skills with other disciplines, and use of technology as an instructional resource and learning tool.

CP 2.0 Personalized Learning

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
CPHS Blended 9th and 10th grade	Implement/Evaluate	Implement/Evaluate	Implement/Evaluate							
CPHS Blended 11th grade	Implement/Evaluate	Implement/Evaluate	Implement/Evaluate	Implement/Evaluate						
CPHS Blended 12th grade	Plan	Evaluate	Evaluate	Evaluate	Evaluate					
K-8 English Language Arts	Implement/Evaluate	Implement/Evaluate	Implement/Evaluate							
K-8 Social Studies	Plan	Evaluate	Evaluate	Evaluate	Evaluate					
K-8 Mathematics		Plan	Plan	Implement/Evaluate	Implement/Evaluate	Implement/Evaluate	Implement/Evaluate			
K-8 Science			Plan	Implement/Evaluate	Implement/Evaluate	Implement/Evaluate	Implement/Evaluate			

Creating a personalized learning environment to improve college and career readiness focusing on literacy and critical and creative thinking skills within content areas. Leveraging online and print resources and the ability to monitor learning, teachers and students can create and adapt quickly to meet learning needs. Note: In 2016-2017, every student K-12 has a device. Courses are accessible on the devices anywhere internet is available.

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Learner Centered	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Credit Acceleration Program AdvancED 3.1	Implement/Evaluate	Implement/Evaluate	Implement/Evaluate							
Parent Teacher Conference AdvancED 3.8	Implement/Evaluate	Implement/Evaluate	Implement/Evaluate							
Pre-school AdvancED 3.1	Research	Plan	Implement/Evaluate	Implement/Evaluate	Implement/Evaluate					
Achievement and Growth Model AdvancED 3.2, 5.1	Implement/Evaluate	Implement/Evaluate								

Credit Acceleration Program AdvancED 3.1

The High School Credit Acceleration Program (CAP) is housed at the newly constructed CPCSC Learning Center and serves over 50 students. CAP uses technology to help students accelerate or recover credits. Students have some flexibility with their daily schedule and progress through courses at their own pace. CAP is facilitated by a certified teacher, with support from a social worker and para-professional. In addition, students have access to the CPHS administration, guidance counselors, and college and career counselor.

Parent Teacher Conference AdvancED 3.8

Due to changes in DOE instructional time requirements and being identified as a high-performance qualified district, the 2nd year of Elementary and Middle School Parent-Teacher conference were conducted in 2015-2016. A Parent-Teacher Conference is defined as a face-to-face meeting between the parent and teacher to discuss a student's learning progress and behaviors, as well as interests, passion, and college and career aspirations. 98.7% of elementary parents attended conference and 57.5% of middle school parents.

Pre-school AdvancED 3.1

Provide every parent in the Crown Point Community School Corporation the opportunity for their children to engage in a developmentally appropriate suite of early learning activities and digital learning applications (apps) before entering kindergarten. Whether a child is at home, attends a local pre-school, or is provided care by a friend, family member, or day care facility, s/he will have the opportunity to learn and be ready for kindergarten success. In addition, parent awareness, education, and support will be available to families in our community. To reach our 3000+ preschoolers and their families as well as provide awareness and understanding of the importance of at-home learning where parents are a child's first teachers, the CPCSC will seek to partner with various community institutions, such as community libraries, pre-schools, day care centers, hospitals and clinics, and public agencies.

Achievement and Growth Model AdvancED 3.2, 5.1

The Crown Point Community School Corporation uses standardized assessments to inform students and teachers of achievement and growth, monitor the effectiveness of curriculum, resources, and instruction, and monitor readiness for what is beyond high school. To standardize an assessment means the content, skills, and processes being assessed is equivalent across administrations and that the conditions under which the assessment is administered are the same for all test takers. Crown Point uses standardized assessments that are locally determined and state and federally mandated.

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Learner Centered	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Assessing Personalized Learning AdvancED 3.2, 3.10	🟩🟦	🟩🟦								

Learning is personalized when it occurs anytime and anywhere at the student's pace and along their path of understanding within a subject or course. Attainment and monitoring of student learning is measured when accomplished independently. Learning in the personalized environment is informed by assessments administered when instruction and learning pauses; during instruction when the teacher intentionally observes a student performing or demonstrating skill(s) or knowledge, listens to or reads a student explanation of a skill, a process, or thinking, or interacts with an individual student while working in whole group, small group, or one-to-one settings; by performance tasks when a student is applying, synthesizing, evaluating, or creating using the knowledge, skills, and processes when instruction pauses or is occurring; and/or when the student determines their own means of explaining, demonstrating, or proving their learning.

Safe Learning	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Positive Behavior Intervention and Support (PBIS) AdvancED 3.12	🟩🟦	🟩🟦								

During the 2014-2015 school year the elementary PBIS program incorporated a model to monitor student academic behaviors based on the ACT Academic Behaviors. PBIS contacts related to the academic behaviors are tracked at the elementary and the middle level. PBIS has provided supports for students with behavior problems at the elementary level allowing for the special education department to phase out the Emotional Disturbance itinerant services. The PBIS program and the special education program positions itself to effectively utilize behavior specialists.

School Safety and Security AdvancED 4.3	🟩🟦	🟩🟦								

Sally ports have been installed at all schools. The Ekahau alert badge system has been implemented at all schools. This system allows a school to alert others in the building when a disciplinary or medical event occurs or to call a lockdown. When an alert is signal the Director of Security and the Director of Personnel are alerted. These directors are able to log onto software that allows them to see if employees are responding and the location. The directors are then able to phone to check status or report to the school if needed. The Rem4ED system has also been implemented allowing for the emergency response guides to be accessible from a staff members mobile device. Additionally, floor plans are available as well as a set-by-set response protocol for various emergency/crisis situations. The Director of Personnel and the Director of Security are able to use the floor plans in Rem4Ed in combination with the Ekahau alert badges. If an alert is sounded they look up the location using the Rem4Ed mobile app.

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Research ▨ Plan ▨ Implement ▨ Evaluate ▨ Abandon ▨

Relevant Learning	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Differentiate to Support Personalization **AdvancED 3.3, 3.6**										
Learners and educators work together to make decisions about learning aligned to standards and intended learning goals, considering the "why" of learning, and in doing so give meaning and focus to instruction. Teachers actively involve students in designing the learning path, identifying learning options and resources, monitoring progress, and demonstrating what they have learned. Variations in how quickly students learn are respected and accommodated. Instruction focuses on broader concepts and deepening student understanding. Instruction enlists students to frame problems, design solutions, create models, and build lifelong interests and skills.										
College and Career Planning AdvancED 4.8										
To assist students with their post-secondary plans, guidance counselors, grade-based team members, and administrators assist students with college and career planning. Each student at CPHS and the middle school has a Naviance account (CPHS) or Career Cruising (Middle School) and a built-in resource period that provides time for students to explore and use the software program designed to assist them with college and career planning. Additionally, CPHS administers several formal assessments to provide a base for post-secondary goals. Career pathways are posted on the CPHS school website so that students can align high school courses to their career goals. Through our student resource period, staff members assist each student in creating/fulfilling their post-secondary goal. During the 2016-2017 school year, CPHS will launch a 4-year/post-secondary goal program that will allow students the opportunity to create/track a fluid plan. The plan will be visible to all key stakeholders.										
Literacy - Critically and Creatively Observe, Read, Write, Speak, Listen AdvancED 3.1										
College and career literacy skills aligning with the Indiana College and Career standards and the ACT college readiness standards is incorporated into curriculum development for courses. Resources are aligned to the standards and the associated text complexity indices for each grade level. Instructional strategies and practices that have high effect size are incorporated into face-to-face and digital learning design.										

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Relevant Learning	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Student Culminating Projects AdvancED 3.1	▣									

CPHS offers the opportunity of a senior project that allows students to pair up with a CPHS faculty member or mentor to research a potential career throughout a semester. The student project culminates in a presentation in front of the principal, assistant principal, and other faculty and community members. Additionally, CPHS students participate in culminating projects involving real-life experiences that align with their post-secondary goals. Examples include participation in work-based learning and internships that provide on-site training at a workplace. Students participating in these programs also are taught proper workplace and employment etiquette by CPHS faculty.

| **Student Advocacy   AdvancED 3.9** | ▣ | | | | | | | | | |

The purpose of the Crown Point Student Advocacy is to introduce a school-based adult (advocate) to each student while creating a safe, friendly place for students to foster personal, academic, and social growth and provide a forum for topics relevant to adolescents during their school experience. Advocates take an active role as a point of contact for the student keeping up with each student's status at school by talking with the student and gathering information about their academic standing, attendance and behaviors. Advocates intervene in situations where a student's pattern of personal, academic, or social behavior is at risk by listening, providing support, developing strategies to address the problem, or seeking out additional services.

| **Problem-based learning   AdvancED 3.1** | ▣ | | | | | | | | | |

Problem-based learning is personalized, focused, experiential learning (minds-on, hands-on) organized around the investigation and resolution of messy, real-world problems within a student's course of study and career aspiration.