

2012



# Calumet High School

School Improvement Plan

2012-2015



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## I. Introduction

### A. Narrative Description of the School Community and Educational Program

Calumet High School is part of the Lake Ridge School Corporation, located in unincorporated Calumet Township in Gary, Indiana. Calumet High School is one of five schools in the Lake Ridge School Corporation. The Lake Ridge School Corporation consists of one high school, one middle school and three elementary schools.

Calumet High School lies outside of the city limits of Gary, Indiana, approximately 34 miles east of Chicago, Illinois. While the high school lies outside of the borders of incorporated Gary, approximately one half of the student population resides in the Black Oak section of Gary, Indiana which is within the city limits of Gary, Indiana. Only one of five Lake Ridge Schools lays within the city limits of Gary, Indiana. As a result, Lake Ridge School Corporation does not have a centralized governing body. The School Board serves as the only governing body of the school district.

Calumet High School first opened in the fall of 1964 at the current location. It has undergone renovations in 1969 with the addition of a Fieldhouse and in 2010 and 2012 with the renovations for building-wide New Tech. The multi-level building has 35 classrooms, a gymnasium, three locker rooms, an auditorium, a cafeteria, a Title 1 parent room, a media center, a guidance office, two computer labs, two teacher's lounges. The campus also has a football field, swimming pool, baseball field, tennis courts, and practice fields.

Calumet has a total staff of 77, including administrators, teachers, instructional assistants, administrators, custodians, food service, and office personnel. Special services are provided for our students. Calumet High School is part of the Northwest Indiana Special Education Cooperative. Calumet houses the moderate, mild, and emotionally handicap programs for the cooperative. Calumet High School also provides services for English as a New Language (ENL) and Title 1. Calumet also houses a school-based health clinic through Gary Community Health Services. There are 2 full time guidance counselors and a part time nurse on staff. The present enrollment is 672 students. Approximately 73% of the students qualify for free/reduced lunch. The socioeconomic levels can be found here: [link to free/reduced lunch and ethnicity](#).

Parents and the community are a welcome part of the Calumet school community. Our building is open for public use and houses many community events such as rental of the swimming pool, open use of the track and gym for exercise, community gatherings and other student-centered needs.

The following list includes some of the many activities at Calumet High School: athletics (football, basketball, volleyball, wrestling, tennis, cross country, track and field, bowling), National Honor Society, Student Senate, VOICE, Drama, and Academic Teams.

The parent and community involvement at Calumet High School is active. Parents run a successful Booster Club to assist the athletic teams at Calumet. Parents are also an active part of the school improvement process and are encouraged to volunteer in organizing activities such as Open House and Orientation. Community Partners are also very active at Calumet. Community Partners assist in the creation of projects, evaluation of student work, provide internships and also assist with fundraising for school programs. Any monies earned through these efforts are used to benefit the students at our school.

### **B. Description and location of the curriculum**

The Calumet High School curriculum is closely tied to the curriculum maps of the Lake Ridge School Corporation. It is based on and aligned with the Indiana, National, and Quality Core Standards. Calumet High School curriculum ensures that all students will be prepared for college and career readiness. The curriculum maps are reviewed and revised as projects are developed. The teachers have copies of their project maps in their classrooms. Project maps and Project Toolkit documents and can be found archived in courses on ECHO.

### **C. Titles and descriptions of assessment instruments to be used in addition to the ISTEP+ GQE**

Calumet High School students in grades 9-12 are given benchmark assessments in all subject areas every 5 weeks. The benchmark assessments are given in the same rigor, format, and content of the ECA and/or ACT/SAT assessments. All Calumet students take the STAR Reading Assessment three times per year. All first-time testers and retesters of the State Assessment will take Acuity three times per year. One time per year the 9<sup>th</sup> grade students take ASPIRE, 10<sup>th</sup> grade students take PSAT, 11<sup>th</sup> and 12<sup>th</sup> grade students take ACT. Individual Assessments of Knowledge and Thinking are given once per project. College Readiness Assessments are given twice per year in the core subject areas of English, Math, and Science. Students also take teacher-made tests and assessments.

## **II. Statement of Mission and Vision**

### **A. Lake Ridge School Corporation Mission Statement**

To provide all students opportunities to achieve a quality education

### **C. Calumet High School Vision Statement**

Changing learning, changing lives, changing the world.

### **D. Calumet High School Mission Statement**

The mission of Calumet High School is to prepare all learners by creating an engaging, educational culture with 21<sup>st</sup> Century skills to be productive citizens in an ever-changing world.

### III. Summary of data

#### [A. Link to ISTEP+ Test Scores](#)

(Click on specific grade/benchmark at links on side and tabs across top)

#### **B. Data related to Other Performance Indicators Other Than Those Included in the Annual Performance Report**

Students are informally tested on language arts, reading, math and science essential skills at each grade level every 5 weeks. Benchmark and cumulative assessments, covering previously taught standards are collaboratively developed for each content and grade level. All students take the STAR reading assessment three times per year. The teachers use the 5 week assessments, along with the Star Reading and/or Acuity Diagnostic data to measure growth and mastery of the standards. Summative assessments are given one time per year to all students as well. These assessments include ASPIRE, PSAT, and ACT. All of the assessment data is continuously reviewed in order to use data to drive instructional practices at the classroom level.

### IV. Conclusions about the current educational programming, derived from an assessment of the current status of educational programming, including the following:

#### **A. Information about how the school's curriculum supports the achievement of the Indiana Academic Standards**

The district curriculum, under which Calumet High School operates, is based on the Indiana, National, and Quality Core Standards. Curriculum project maps have been developed based on these standards. Benchmark assessments have been developed based on the curriculum project maps. The following actions have been taken:

- Corporation-wide, curriculum maps, instructional pacing calendars, and benchmark assessments are being used by all teachers pursuant to the 8-Step Process
- Course pairings in the New Tech model have been developed to maximize effectiveness and efficiency of instruction of the standards
- Collaborative Plan teams have been developed to facilitate the embedding of standards into daily project work.
- Weekly Collaborative Plan time has been established.
- Weekly staff meeting time has been instituted to monitor and evaluate effectiveness of instructional process

- Focus of the curriculum is being organized and directed to ensure that all academic standards are being met as well as college and career readiness skills essential for success in the 21<sup>st</sup> Century

## **B. Information about how the school’s instructional strategies support the achievement of the Indiana Academic Standards**

The alignment of the standards into curriculum maps, instructional pacing calendars, and benchmark assessments insures that instruction is tailored to the Indiana, National, and Quality Core standards. Teachers use the project curriculum maps to drive the instructional process and the data from assessments to ensure remediation, enrichment and mastery. Flex Time and workshops within the PBL classroom ensure all students achieve at high levels.

## **C. Analysis of student achievement based on ISTEP+ and other assessment strategies**

[Link to Calumet ECA Information](#)

Calumet High school uses the ISTEP+ ECA assessment data, Star Reading, Acuity, ASPIRE, PSAT, ACT, and Benchmark Assessment scores to drive the improvement of student academic performance. The data gathered from these resources are used to guide the staff in diagnosing areas of challenge and strength for our students. The results provide teachers with the data needed to differentiate instruction, provide remediation and enrichment, and plan appropriate pacing of the curriculum for our students. Teachers meet on a twice-weekly basis to review data and create instructional goals to increase student achievement for both individuals and the school as a whole.

## **D. Parental participation in the school**

Calumet High School welcomes all parental involvement and participation. We are continuously working to advance the level of parent participation in the school setting. The school has a Parent Voice committee that works in conjunction with the staff to create activities and opportunities for parent involvement. The school calendar reflects numerous opportunities that are available.

- Open House
- Orientation
- Registration
- Hi-Def Parent Classes
- Student-led conferences
- Weekly Athletic Events
- Parent Side-by-Side Visits
- Monthly Parent Voice Coffees

- Bi-Monthly School Board Meetings
- Safe Trick or Treat
- 24 hour On-line Access to Powerschool and ECHO
- Calumet High School Website, Twitter, and Facebook Page
- Email/Phone Distribution System

### **E. Technology as a learning tool**

A district technology plan is in place that includes a major effort in staff development of technology tools. One corporation technology director and one technology assistant are available to the staff in each building. In addition to planned professional development opportunities are also given on as needed. One computer assistant is assigned to Calumet to keep the computers, printers, and network running smoothly. During the 2013-14 school year, Calumet utilized laptop computers to create a complete 1:1 technology environment to support the school curriculum. In addition, the media center also hosts a lab with 20 computers, and an editing room with 4 IMAC computers and an interactive projector. All classrooms also have wireless capability, printers, and projectors.

Specific Uses for Technology are as follows:

- All teachers use Powerschool and ECHO
- All students use ECHO
- All parents have access to Powerschool and ECHO
- All teachers have laptops
- All students have 1:1 access in courses
- Teachers have participated in Powerschool and ECHO training
- Projectors have been incorporated into teachers' daily lesson plans
- Student report cards are computer generated
- Teachers are continually updated and trained on Web 2.0 tools for classroom use
- All teachers and students have a Google Docs account
- All students and teachers have email
- Daily attendance is done through Powerschool
- ISTEP+ ECA, Acuity, Star Reading, and Benchmark Assessments are conducted online
- Study Island, Cognitive Tutor, Compass are utilized by teachers via the internet

## **F. Safe and disciplined learning environment**

Calumet High School operates under the School Safety Plan adopted by the Lake Ridge School Corporation. Elements of this program include the following:

- All exterior doors are locked. Visitors enter through the front door only through the remote door opener in the Main Office
- School Resource Officer (SRO) signs all visitors into the building through the Main Entrance
- SRO and signs direct visitors to the Main Office
- All visitors must sign in/out and wear identification
- Emergency drills are practiced regularly as outlined in the Lake Ridge School Safety Plan
- Teachers at Calumet are being trained and implementing the Positive Behavior Intervention Strategies to promote a proactive and positive approach to deal with student behavior
- Staff at Calumet have been trained in CPI, CPR, and Suicide Prevention

## **G. Professional Development**

The Calumet High School professional development program is conducted within the district and school goals and objectives and includes the following:

- 8-Step Process workshops, professional development, and weekly data reviews
- New Tech Network national conference attendance, monthly coaching, Professional Learning @NTN attendance, webinars, courses, and coaching through the New Tech Network
- CRISS Training for all teachers
- STAR Training for all teachers
- Criterion Training for all teachers
- Weekly workshops based on teacher needs
- Weekly grade-level collaborative planning time
- Weekly school-wide professional development
- In-house Literacy Coach for support, observation, and coaching
- In-house College and Career Readiness Coordinator for support, observation, and coaching
- In-Service Training conducted by in-house Certified New Tech Trainers Charlie Wierzbicki, Renee Manno, Rachel Niemann, Karen Lee, and Dan Brugioni



Calumet High School looks forward to the professional development funds that will be available to facilitate the implementation of the school improvement process. The staff believes that targeted professional development activities will be the key to evaluating student achievement data, implementing research-based intervention strategies, and focusing instruction to ensure all students achieve at high levels.

**V. Student achievement objectives, derived from an assessment of the current status of educational programming, including the following:  
(See School Improvement Action Plans)**

A. Graduation Rate

[Link to Graduation Rate](#)

B. Percentage of Students meeting academic standards under the ISTEP+ program

[Link to Academic Standards](#)

**VI. Specific Areas where improvement is needed immediately**

As identified through the information on the DOE website, the areas for focus for the 2012-15 school years will be reading comprehension, writing process, algebra skills, and graduation rate.

**VII. Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system.**

See School Improvement Action Plans

**IX. Proposed interventions based on the school improvement goals**

See School Improvement Action Plans

**X. Professional development that is coordinated with the proposed interventions and that supports sustainable school improvement efforts.**

See School Improvement Action Plans

**XI. Statutes and rules to be waived**

None

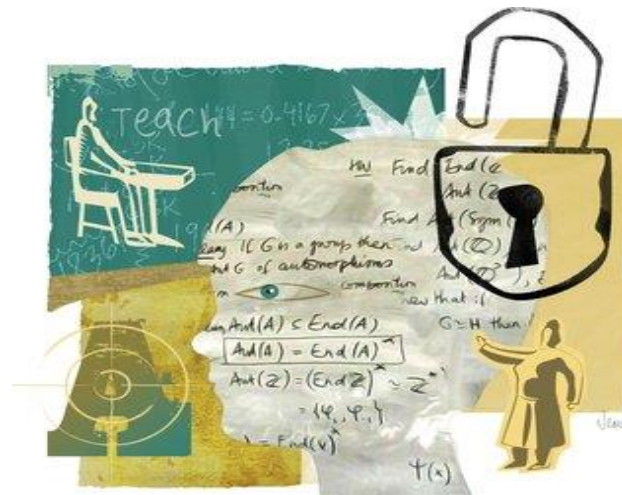
## **XII. Three (3) year time line for implementation, review, and revision**

- A one year time line has been established with each benchmark. Implementation will include reviewing and revising the improvement plan for each school year. Data will be the key driver of the improvement plan.
- The achievement of students will be reviewed annually by the principal, school improvement committee, teachers, and other stakeholders at Calumet High School.
- The achievement review will include data provided by the Indiana Department of Education, ISTEP+ data, results of local assessments, and other broad indicators of students' achievement goals.

2012-15

# Calumet High School

Changing Learning, Changing Lives, Changing the World.



## [SCHOOL IMPROVEMENT ACTION PLANS]

Providing students with clear expectations, interventions, and strategies to graduate career and college ready for the 21<sup>st</sup> Century.

**Whole School Goal #1: Student Graduation Rate will improve throughout the 2012-15 school years.**

<p><b>Support Data:</b>                  Graduation Rate                  4 year plans                  College Attendance/Completion Data                  College and Career Readiness Data</p>	<p><b>Standardized Assessments:</b>                  ISTEP+ ECA Scores                  ACT/SAT Scores                  Aspire, PSAT Scores</p>	<p><b>Local Assessments:</b>                  Personality Styles Assessment                  Student Survey                  Parent Survey                  Teacher Survey</p>
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**Intervention:**  
 Ensure 21<sup>st</sup> Century School Wide Learning Outcomes (SLOs) are raising student achievement through a rigorous and relevant curriculum.

- Ensure teachers are effectively implementing 21<sup>st</sup> Century School Wide Learning Outcomes for college and career readiness.
- Ensure that all teachers are effectively evaluating 21<sup>st</sup> Century School Wide Learning Outcomes for college and career readiness.

**Research/Best Practices:** Buck Institute, New Tech Network, ACT Quality Core, ACT Aspire

***RATIONALE – To create a learning environment that is consistent and encourages expectations and accountability for all stakeholders.***

Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Provide “New” New Tech teachers with PD on SLOs	7/1/2012	Director of NT NT Team NT Coaches NTN Certified Trainers	<ul style="list-style-type: none"> <li>• New Tech “New” Teacher Training by current NT Staff</li> <li>• Staff Meetings</li> <li>• Title 2 PD funds for Summer NTN Training</li> <li>• Title 2 PD funds for weekly summer NT training</li> </ul>	Interims every 5 weeks IAKTs, 1 per project per course CRAs, 1 per semester	<ul style="list-style-type: none"> <li>• Attendance at NT “New” Teacher PD</li> <li>• Attendance at NTN Summer Training</li> <li>• Attendance at weekly summer NT meetings</li> </ul>
Implement SLOs school-wide	8/21/2012	CNTHS Staff	<ul style="list-style-type: none"> <li>• Weekly NT Team Meetings</li> <li>• Staff Meetings</li> <li>• Administrative walkthroughs</li> <li>• Teacher Advocate Observations</li> </ul>	Interims every 5 weeks IAKTs, 1 per project per course CRAs, 1 per semester	<ul style="list-style-type: none"> <li>• Implementation indicated on ECHO</li> <li>• Student ability to articulate SLOs</li> <li>• Observation of SLOs in action</li> </ul>

<b>Whole School Goal #1: Student Graduation Rate will improve throughout the 2012-15 school years.</b>					
<b>Support Data:</b> Graduation Rate 4 year plans College Attendance/Completion Data College and Career Readiness Data		<b>Standardized Assessments:</b> ISTEP+ ECA Scores ACT/SAT Scores Aspire, PSAT Scores		<b>Local Assessments:</b> Personality Styles Assessment Student Survey Parent Survey Teacher Survey	
Evaluate effectiveness of implementation SLOs on student achievement	9/23/2012	Administration NT Facilitators (teachers) School Counselors Literacy Coach CCR Coordinator	<ul style="list-style-type: none"> <li>• Summer NTN PD</li> <li>• Weekly NT Team Meetings</li> <li>• Teacher Advocate Observations</li> <li>• Administrative Walkthroughs</li> </ul>	Interims every 5 weeks	<ul style="list-style-type: none"> <li>• Student mastery in courses</li> <li>• Decrease in student discipline referrals</li> <li>• Student progress toward meeting diploma requirements</li> </ul>
				IAKTs, 1 per project per course	
				CRA, 1 per semester	
Evaluate effectiveness of evaluation of SLOs	9/23/2012	Administration NT Teacher Advocate	<ul style="list-style-type: none"> <li>• Summer NTN PD</li> <li>• Weekly NT Team Meetings</li> <li>• Teacher Advocate Observations</li> <li>• Administrative Walkthroughs</li> </ul>	Interims every 5 weeks	<ul style="list-style-type: none"> <li>• Student mastery in courses</li> <li>• Decrease in student discipline referrals</li> <li>• Student progress toward meeting diploma requirements</li> </ul>
				IAKTs, 1 per project per course	
				CRA, 1 per semester	
Review and Revise SLOs	1/13/2012	CHS Staff	<ul style="list-style-type: none"> <li>• School-wide PD on SLOs</li> <li>• Department Chair Meetings</li> <li>• NT Advocate Coaching for small group/individual</li> <li>• Professional Growth Plans as needed</li> </ul>	Interims every 5 weeks	<ul style="list-style-type: none"> <li>• Student mastery in courses</li> <li>• Decrease in student discipline referrals</li> <li>• Student progress toward meeting diploma requirements</li> </ul>
				IAKTs, 1 per project per course	
				CRA, 1 per semester	

<b>Whole School Goal #1: Student Graduation Rate will improve throughout the 2012-15 school years.</b>					
<b>Support Data:</b> Graduation Rate 4 year plans College Attendance/Completion Data College and Career Readiness Data		<b>Standardized Assessments:</b> ISTEP+ ECA Scores ACT/SAT Scores Explore, Plan, PSAT Scores		<b>Local Assessments:</b> Personality Styles Assessment Student Survey Parent Survey Teacher Survey PBIS SWIS Data	
<b>Intervention:</b> Ensure students are provided an educational environment that is conducive to successfully completing high school through PBIS. <ul style="list-style-type: none"> <li>• Ensure school staff proactively provides students with behavior modifications necessary to be successful in the instructional environment.</li> <li>• Ensure instructional time is maximized to ensure all students succeed at high levels.</li> </ul> Research/Best Practices: PBIS Institute, New Tech Network  <b><i>RATIONALE – To create a learning environment where students’ behavioral deficits are met to maximize academic achievement.</i></b>					
Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Analyze and assess student data	11/01/2012	Administration NT Facilitators (teachers) School Counselors Literacy Coach CCR Coordinator	<ul style="list-style-type: none"> <li>• Weekly NT Team Meetings</li> <li>• Learning Log Meetings</li> <li>• Administrative Walkthroughs</li> </ul>	Interims every 5 weeks  IAKTs, 1 per project per course  CRAs, 1 per semester	<ul style="list-style-type: none"> <li>• Increased CONTENT SLO across disciplines</li> <li>• Increased Reading Levels</li> <li>• Flexible Success Time Grouping to Accommodate Skill Changes</li> <li>• Increased NWEA Scores Fall-Spring</li> <li>• Current data impacts instructional decisions; reflected in NT project outcomes</li> </ul>

Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Review and Revise student handbook	5/01/2012	Administration NT Teacher Advocate Attendance Officer School Counselors NT Student Advisory Committee	<ul style="list-style-type: none"> <li>• Student Survey</li> <li>• Meetings</li> <li>• Staff Voice</li> </ul>	Interims every 5 weeks	<ul style="list-style-type: none"> <li>• Student-friendly language</li> <li>• Direct correlation between SLOs and rules, privileges, and consequences</li> <li>• Student ability to articulate SLOs</li> <li>• Consistent implementation</li> </ul>
				IAKTs, 1 per project per course	
				CRAs, 1 per semester	
Provide PD to staff on PBIS/NT Culture	4/01/2012	NT Director PBIS School Team NT Network	<ul style="list-style-type: none"> <li>• Weekly NT Meetings</li> <li>• Summer NTN PD</li> <li>• NT Teacher Advocate</li> <li>• Observations and PD</li> </ul>	Interims every 5 weeks	<ul style="list-style-type: none"> <li>• Closer relationship between SLO grades and Content in ECHO</li> <li>• Increased SLO scores in ECHO</li> <li>• Increased Community Presence in classroom and school</li> <li>• School-wide Culture Building Days</li> </ul>
				IAKTs, 1 per project per course	
				CRAs, 1 per semester	
Conduct discipline reviews with students	4/01/2012	Administration School Counselors Attendance Officer NT Facilitators	<ul style="list-style-type: none"> <li>• Student Open House</li> <li>• Student Orientation</li> <li>• Advisory Meetings - Handbook K/NTK</li> <li>• Culture Building Days</li> </ul>	Interims every 5 weeks	<ul style="list-style-type: none"> <li>• Fewer student Log Entries</li> <li>• Fewer student ODRs</li> <li>• Fewer student OSS</li> </ul>
				IAKTs, 1 per project per course	
				CRAs, 1 per semester	

Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Conduct discipline reviews with parents	4/01/2012	Administration Grade Level Teams School Counselors	NT Team meetings	Interims every 5 weeks	<ul style="list-style-type: none"> <li>• Increased home-school communication</li> <li>• Increased parent attendance at Forums, etc.</li> <li>• Fewer student Log Entries</li> <li>• Fewer student ODRs</li> <li>• Fewer student OSS</li> </ul>
				IAKTs, 1 per project per course	
				CRAs, 1 per semester	
Continuous analysis and assessment of student discipline data	11/01/2012	Administration Grade Level Teams School Counselors	<ul style="list-style-type: none"> <li>• Prevent Training</li> <li>• Administrative Meetings</li> <li>• Staff Meetings</li> <li>• NT Team Meetings</li> <li>• Department Meetings</li> </ul>	Interims every 5 weeks	<ul style="list-style-type: none"> <li>• Fewer student Log Entries</li> <li>• Fewer student ODRs</li> <li>• Fewer student OSS</li> </ul>
				IAKTs, 1 per project per course	
				CRAs, 1 per semester	
Review and revise PBIS/NT Culture strategies	8/21/2012	CHS Staff Administration Student Voice Parent Voice Community Voice	<ul style="list-style-type: none"> <li>• Administrative Meetings</li> <li>• Staff Meetings</li> <li>• NT Team Meetings</li> <li>• Department Meetings</li> <li>• NTN Coach Support Visits</li> </ul>	Interims every 5 weeks	Behaviors change to reflect mastery of school-wide SLO's
				IAKTs, 1 per project per course	
				CRAs, 1 per semester	



Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Credit Recovery Lab	8/21/2010	Administration Grade Level Teams School Counselors	<ul style="list-style-type: none"> <li>• Develop process/protocol for student referral to CR</li> <li>• Develop process/protocol for analysis of student achievement in CR</li> <li>• Administrative Team meetings</li> <li>• NT Team Meetings</li> <li>• Prevent data analysis</li> </ul>	Interims every 5 weeks	<ul style="list-style-type: none"> <li>• Decreased Drop Out Rate</li> <li>• Increased Graduation Rate</li> <li>• At-Risk students meet grade level required credits and rejoin grade level peers</li> </ul>
				IAKTs, 1 per project per course	
				CRA's, 1 per semester	

**Whole School Goal #2: All Students will increase achievement on English/Language Arts through the 2012-2015 school years**

<p><b>Support Data:</b>                  Writing Process                  Vocabulary                  Reading Comprehension                  Writing Applications</p>	<p><b>Standardized Assessments:</b>                  ISTEP+ ECA English 10 Scores                  Acuity                  ACT/SAT Scores                  ASPIRE, PSAT Scores                  Star Reading and Criterion Scores</p>	<p><b>Local Assessments:</b>                  5 Week Benchmark Assessments                  College Readiness Assessments (CRAs)                  Individual Assessments of Knowledge and Thinking (IAKTs)</p>
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**Intervention:**  
 Implement a school-wide Title 1 program to meet the academic needs of all students.

- Provide teachers with resources to successfully implement literacy and writing strategies across the curriculum.
- Provide students with a research-based literacy program to increase literacy and writing skills

Research/Best Practices: Title 1, Star Reading, PSAT, ACT Quality Core, Acuity

***RATIONALE – To create a learning environment that is centered on rigor, relevance and relationships for success in the 21<sup>st</sup> Century.***

Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Community Voice	3/12/2012	Administrative Team	<ul style="list-style-type: none"> <li>• Conduct NT Presentations</li> <li>• Develop NT Community Partnerships</li> <li>• Conduct Quarterly CV Meetings</li> </ul>	Interims every 5 weeks IAKTs, 1 per project per course CRAs, 1 per semester	<ul style="list-style-type: none"> <li>• CV attendance</li> <li>• School Success Rubric</li> </ul>
Parent Voice	3/12/2012	Administrative Team	<ul style="list-style-type: none"> <li>• Conduct NT Presentations</li> <li>• Develop NT Parent Partnerships</li> <li>• Conduct Monthly PV Coffees</li> </ul>	Interims every 5 weeks IAKTs, 1 per project per course CRAs, 1 per semester	<ul style="list-style-type: none"> <li>• PV attendance</li> <li>• School Success Rubric</li> </ul>

Student Voice	8/21/2012	Administrative Team	<ul style="list-style-type: none"> <li>• Conduct NT Presentations</li> <li>• Develop NT Student Voice</li> <li>• Conduct Monthly SV Meetings</li> </ul>	Interims every 5 weeks	<ul style="list-style-type: none"> <li>• Student achievement data</li> <li>• Discipline data</li> <li>• School Success Rubric</li> </ul>
				IAKTs, 1 per project per course	
				CRAs, 1 per semester	
School Website and Social Media	1/31/2012	Administrative Team Staff	<ul style="list-style-type: none"> <li>• Update school website and social media</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Participation in website and social media</li> </ul>
Student Needs Survey	4/11/2012	Administrative Team	<ul style="list-style-type: none"> <li>• Develop student needs survey</li> <li>• Administer survey</li> <li>• Analyze and assess student needs data</li> <li>• Develop next steps based on data</li> </ul>	End of Semester 1	<ul style="list-style-type: none"> <li>• Student achievement data</li> <li>• Discipline data</li> </ul>
				End of Semester 2	
				Ongoing	
Parent Needs Survey	4/11/2012	Administrative Team	<ul style="list-style-type: none"> <li>• Develop parent needs survey</li> <li>• Administer survey</li> <li>• Analyze and assess student needs data</li> <li>• Develop next steps based on data</li> </ul>	End of Semester 1	<ul style="list-style-type: none"> <li>• Parent participation</li> <li>• Student achievement data</li> </ul>
				End of Semester 2	
				Ongoing	

Student/Parent Orientation	3/12/2012	Administrative Team Guidance Department Student Mentors	<ul style="list-style-type: none"> <li>• NTN Summer Training</li> <li>• NT Summer weekly meetings</li> <li>• Orientation action plan</li> </ul>	2 weeks prior to start of school	<ul style="list-style-type: none"> <li>• Student/Parent participation</li> </ul>
				Beginning of 2 <sup>nd</sup> Semester	
				Ongoing	
Open House	3/12/2012	NT Director Administrative Team Guidance Department Student Mentors Student Voice	<ul style="list-style-type: none"> <li>• Student/Parent Voice Meetings</li> <li>• NT Summer Weekly meetings</li> <li>• Open house action plan</li> </ul>	End of 1 <sup>st</sup> 9 Weeks	<ul style="list-style-type: none"> <li>• Increased Student/Parent participation</li> </ul>
Student-Led Conferences	10/3/2012	Calumet Staff	<ul style="list-style-type: none"> <li>• Develop action plan</li> <li>• Collaborative Plan meetings</li> <li>• Parent/Student Voice meetings</li> </ul>	Semester 1	<ul style="list-style-type: none"> <li>• Student/Parent participation</li> <li>• Student achievement data</li> </ul>
				Semester 2	
Review action plan data from other strategies to determine needs		Administrative Team	<ul style="list-style-type: none"> <li>• Administrative Team meetings</li> <li>• Data collection/analysis from other strategies</li> <li>• Student/Parent/Community Voice meetings</li> </ul>	Interims every 5 weeks	<ul style="list-style-type: none"> <li>• Student/Parent/Community participation data</li> <li>• Student achievement data</li> </ul>
				IAKTs, 1 per project per course	
				CRAs, 1 per semester	

Review/revise parent/community liaison action plan		<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly action plan meetings</li> <li>• Review of student achievement data</li> <li>• Staff meetings</li> <li>• Monthly Parent Voice Coffees</li> <li>• Quarterly Community Voice meetings</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Student/Parent/Community participation data</li> <li>• Student achievement data</li> </ul>
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<b>Whole School Goal #2: All Students will increase achievement on English/Language Arts through the 2012-2015 school years</b>					
<b>Support Data:</b> Writing Process Vocabulary Reading Comprehension Writing Applications		<b>Standardized Assessments:</b> ISTEP+ ECA English 10 Scores ACT/SAT Scores ASPIRE, ACUITY, and PSAT Scores Star Reading and Criterion Scores		<b>Local Assessments:</b> 5 Week Benchmark Assessments College Readiness Assessments (CRAs) Individual Assessments of Knowledge and Thinking (IAKTs)	
<b>Intervention: 8-Step Process</b> Ensure all teachers are using formative and summative data to guide instruction. <ul style="list-style-type: none"> <li>• Ensure teachers have access to disaggregated ECA, PSAT, Aspire, Acuity and Interim Assessment Data.</li> <li>• Ensure students are being remediated in areas of weakness and enriched in stronger areas.</li> </ul>					
<b><i>RATIONALE – To create a learning environment that uses power standards and student data to drive instruction.</i></b>					
Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Identify standards directly tied to the ECA, and then implement standards-based English/Algebra assessment calendars	January 2012	Calumet Staff	<ul style="list-style-type: none"> <li>• Title IID funds for subs for teams to work together</li> </ul>	Each Project	<ul style="list-style-type: none"> <li>• Results of interim assessments</li> <li>• Pacing of calendar allows for adequate time to teach instruction and reteach as necessary</li> </ul>
				After Each Interim	
				Monthly Looking At Student Work	
				Grade Check bi-weekly	
				Ongoing	
Schedule Test Talks with Students	January 2012	Administrative Team	<ul style="list-style-type: none"> <li>• Folders for each individual test taker</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Enrollment in Hi-DEF</li> <li>• Students setting goals and tracking their individual test data</li> </ul>
				End of Semester 1	
				End of 3 <sup>rd</sup> 9 weeks	

**Whole School Goal #2: All Students will increase achievement on English/Language Arts through the 2012-2015 school years**

<p><b>Support Data:</b>                  Writing Process                  Vocabulary                  Reading Comprehension                  Writing Applications</p>	<p><b>Standardized Assessments:</b>                  ISTEP+ ECA English 10 Scores                  ACT/SAT Scores                  ASPIRE, ACUITY, and PSAT Scores                  Star Reading and Criterion Scores</p>	<p><b>Local Assessments:</b>                  5 Week Benchmark Assessments                  College Readiness Assessments (CRAs)                  Individual Assessments of Knowledge and Thinking (IAKTs)</p>
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**Intervention: 8-Step Process**  
 Ensure all teachers are using formative and summative data to guide instruction.

- Ensure teachers have access to disaggregated ECA, PSAT, Aspire, Acuity and Interim Assessment Data.
- Ensure students are being remediated in areas of weakness and enriched in stronger areas.

**RATIONALE – To create a learning environment that uses power standards and student data to drive instruction.**

Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Create Data Room with CNTHS overall data, grade level data, individual student ECA, PSAT, CCR data	February 2012	Literacy Coach College and Career Readiness Coordinator Administrative Team All Staff	<ul style="list-style-type: none"> <li>• Materials to create the data walls</li> </ul>	Weekly	<ul style="list-style-type: none"> <li>• Teachers utilize the data in the Collaborative Plan room.</li> </ul>
				End of 1 <sup>st</sup> 9 weeks	
				End of 3 <sup>rd</sup> 9 weeks	
Plan learning log meetings after interims to analyze student data	January 2012	All Facilitator Teachers Principal Literacy Coach College and Career Readiness Coordinator School Counselors	<ul style="list-style-type: none"> <li>• Projector for data to be displayed</li> </ul>	Weekly	<ul style="list-style-type: none"> <li>• Improvement in interim scores</li> <li>• Teachers using this data to differentiate within their classrooms</li> <li>• Students understanding their strong/weak areas within the standards</li> </ul>
				End of 1 <sup>st</sup> 9 weeks	
				End of 3 <sup>rd</sup> 9 weeks	

**Whole School Goal #2: All Students will increase achievement on English/Language Arts through the 2012-2015 school years**

<p><b>Support Data:</b>                  Writing Process                  Vocabulary                  Reading Comprehension                  Writing Applications</p>	<p><b>Standardized Assessments:</b>                  ISTEP+ ECA English 10 Scores                  ACT/SAT Scores                  ASPIRE, ACUITY, and PSAT Scores                  Star Reading and Criterion Scores</p>	<p><b>Local Assessments:</b>                  5 Week Benchmark Assessments                  College Readiness Assessments (CRAs)                  Individual Assessments of Knowledge and Thinking (IAKTs)</p>
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**Intervention: 8-Step Process**  
 Ensure all teachers are using formative and summative data to guide instruction.

- Ensure teachers have access to disaggregated ECA, PSAT, Aspire, Acuity and Interim Assessment Data.
- Ensure students are being remediated in areas of weakness and enriched in stronger areas.

***RATIONALE – To create a learning environment that uses power standards and student data to drive instruction.***

Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Structure Flex time based on student data, where every teacher in the building has a remediation or enrichment class in either Math or Literacy standards.	January 2012	Team Leaders Literacy Coach College and Career Readiness Coordinator School Counselors	<ul style="list-style-type: none"> <li>• PD on Criterion</li> <li>• Training in Literacy and/or Math standards</li> <li>• PD on DOK</li> </ul>	After each Interim Assessment	<ul style="list-style-type: none"> <li>• Improvement on interim assessments</li> <li>• Increased literacy scores as evidenced on standardized assessments</li> </ul>



**Whole School Goal #2: All students will improve their English/Language Arts skills throughout the 2012-15 school years.**

<p><b>Support Data:</b>                  Writing Process                  Vocabulary                  Reading Comprehension                  Writing Applications</p>	<p><b>Standardized Assessments:</b>                  ISTEP+ ECA English 10 Scores                  NWEA Language Usage Scores                  ACT/SAT Scores                  Acuity, ASPIRE and PSAT Scores                  Star Reading and Criterion Scores</p>	<p><b>Local Assessments:</b>                  5 Week Benchmark Assessments                  College Readiness Assessments (CRAs)                  Individual Assessments of Knowledge and Thinking (IAKTs)</p>
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**Intervention: IAKT and CRA ASSESSMENTS**  
 Ensure students are provided a curriculum that prepares them for college/career readiness.

- Ensure teachers have curriculum maps that address the standards and skills necessary for student success in college/careers and post-secondary skills.
- Ensure students are successfully achieving in the standards necessary for success in college/careers and post-secondary skills.

Research/Best Practices: New Tech CRA and Literacy Coaches, ACT Quality Core, Buck Institute

***RATIONALE – To create a learning environment that is centered on rigor, relevance and relationships for success in the 21<sup>st</sup> Century.***

Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Provide PD on IAKTs and CRA Assessment Requirements	9/9/2014	Central Office Administration CRA Team	<ul style="list-style-type: none"> <li>• Staff PD on Indiana Standards and Close Reading Strategies</li> <li>• IAKT and CRA PD with Team Leaders</li> </ul>	Interims every 5 weeks IAKTs, 1 per project per course CRAs, 1 per semester	<ul style="list-style-type: none"> <li>• Qualitative data from staff meetings</li> <li>• Qualitative data from Team Leaders</li> <li>• Participation in PD</li> </ul>
Analyze assessment data to determine areas strengths and weaknesses utilizing NTN Rubrics	9/9/2014	Literacy Coach College and Career Readiness Coordinator	<ul style="list-style-type: none"> <li>• Analyze and assess student achievement data</li> <li>• Review data with Collaborative Teams</li> <li>• Review data with Administration</li> <li>• Determine areas of strength and weakness</li> </ul>	Interims every 5 weeks IAKTs, 1 per project per course CRAs, 1 per semester	<ul style="list-style-type: none"> <li>• Increased student achievement on the Written Communication, Knowledge and Thinking, and Agency rubrics</li> </ul>

**Whole School Goal #2: All students will improve their English/Language Arts skills throughout the 2012-15 school years.**

<p><b>Support Data:</b>                  Writing Process                  Vocabulary                  Reading Comprehension                  Writing Applications</p>	<p><b>Standardized Assessments:</b>                  ISTEP+ ECA English 10 Scores                  NWEA Language Usage Scores                  ACT/SAT Scores                  Acuity, ASPIRE and PSAT Scores                  Star Reading and Criterion Scores</p>	<p><b>Local Assessments:</b>                  5 Week Benchmark Assessments                  College Readiness Assessments (CRAs)                  Individual Assessments of Knowledge and Thinking (IAKTs)</p>
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Research/Best Practices: New Tech CRA and Literacy Coaches, ACT Quality Core, Buck Institute

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Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Map out project curriculum for all courses	5/9/2012	All Staff Team Leaders Literacy Coach College and Career Readiness Coordinator	<ul style="list-style-type: none"> <li>• QC PD for Staff</li> <li>• Complete gap analysis using current Indiana Standards</li> <li>• Review Core Standards</li> <li>• Collaborative Plan meetings to map out curriculum for course projects</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Core courses project-mapped</li> <li>• Assessment calendars match rigor and focus of Indiana standard Guidelines</li> </ul>
Implement CRA and IAKT Assessments System	10/10/14	CRA Team Team Leaders	<ul style="list-style-type: none"> <li>• Create assessment calendar</li> <li>• Provide Rubric Calibration Training</li> <li>• Train teachers to write quality prompts</li> <li>• Meet with LRMS to coordinate CRA work</li> <li>• Staff training on Criterion</li> </ul>	1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Assessment calendar</li> </ul>
				End of 1 <sup>st</sup> Semester	<ul style="list-style-type: none"> <li>• Administration of IAKTs once per project</li> </ul>
				End of 2 <sup>nd</sup> Semester	<ul style="list-style-type: none"> <li>• IAKT and CRA Student participation</li> <li>•</li> </ul>

**Whole School Goal #2: All students will improve their English/Language Arts skills throughout the 2012-15 school years.**

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Research/Best Practices: New Tech CRA and Literacy Coaches, ACT Quality Core, Buck Institute

***RATIONALE – To create a learning environment that is centered on rigor, relevance and relationships for success in the 21<sup>st</sup> Century.***

Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Analyze IAKT and CRA assessment data to drive instructional decisions	8/18/2014	Literacy Coach College and Career Readiness Coordinator Team Leaders	<ul style="list-style-type: none"> <li>• Collaborative Plan time</li> <li>• Learning Log plan time</li> <li>• Walkthroughs/evaluations</li> <li>• NT Advocate and Trainer Coaching</li> </ul>	Interims every 5 weeks IAKTs, 1 per project per course CRAs, 1 per semester	<ul style="list-style-type: none"> <li>• Project Toolkits and Maps indicating use of data</li> <li>• Teacher evaluation</li> <li>• Student achievement data</li> </ul>
Conduct College Readiness graduation plan reviews	8/20/2014	Guidance Counselors Course Facilitators Literacy Coach College and Career Readiness Coordinator	<ul style="list-style-type: none"> <li>• Bi-annual 4 year plan updates</li> <li>• Student/Parent Orientation</li> <li>• Student/Parent Open House</li> <li>• Quarterly student achievement data analysis</li> </ul>	1 <sup>st</sup> 9 weeks End of 1 <sup>st</sup> Semester End of 2 <sup>nd</sup> Semester	<ul style="list-style-type: none"> <li>• Graduation rates</li> <li>• Student achievement data</li> <li>• Parent participation data</li> </ul>

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<p><b>Support Data:</b>                  Writing Process                  Vocabulary                  Reading Comprehension                  Writing Applications</p>	<p><b>Standardized Assessments:</b>                  ISTEP+ ECA English 10 Scores                  NWEA Language Usage Scores                  ACT/SAT Scores                  Acuity, ASPIRE and PSAT Scores                  Star Reading and Criterion Scores</p>	<p><b>Local Assessments:</b>                  5 Week Benchmark Assessments                  College Readiness Assessments (CRAs)                  Individual Assessments of Knowledge and Thinking (IAKTs)</p>
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Research/Best Practices: New Tech CRA and Literacy Coaches, ACT Quality Core, Buck Institute

***RATIONALE – To create a learning environment that is centered on rigor, relevance and relationships for success in the 21<sup>st</sup> Century.***

Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Evaluate effectiveness of IAKT and CRA Assessments	8/18/2014	Literacy Coach College and Career Readiness Coordinator Team Leaders Administrative Team	<ul style="list-style-type: none"> <li>• Walkthroughs/evaluations</li> <li>• Learning Log meetings</li> <li>• Department meetings</li> <li>• QC PD</li> <li>• Peer observations</li> <li>• NT Teacher Advocate coaching</li> </ul>	1 <sup>st</sup> 9 weeks <hr/> End of 1 <sup>st</sup> Semester <hr/> End of 2 <sup>nd</sup> Semester	<ul style="list-style-type: none"> <li>• Student achievement data</li> <li>• Graduation rates</li> <li>• Teacher evaluations</li> </ul>
Conduct PD for IAKT and CRA Assessment	8/18/2014	Central Office CHS Administration CRA Team Team Leaders Literacy Coach College and Career Readiness Coordinator	<ul style="list-style-type: none"> <li>• Meet with NTN to determine next steps of PD</li> <li>• Implement IAKT and CRA PD</li> <li>• Walkthroughs/evaluations</li> <li>• Peer Observations</li> <li>• Collaborative Plan meetings</li> <li>• Quarterly implementation and effectiveness reviews of our data analysis</li> </ul>	1 <sup>st</sup> 9 weeks <hr/> End of 1 <sup>st</sup> Semester <hr/> End of 2 <sup>nd</sup> Semester	<ul style="list-style-type: none"> <li>• Participation in IAKT and CRA PD</li> <li>• Teacher evaluations</li> <li>• Student achievement data</li> </ul>

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***RATIONALE – To create a learning environment that is centered on rigor, relevance and relationships for success in the 21<sup>st</sup> Century.***

Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Continuous Improvement Review of IAKT and CRA Assessments	8/18/2014	Literacy Coach College and Career Readiness Coordinator	<ul style="list-style-type: none"> <li>• Administrative Team meetings</li> <li>• Department meetings</li> <li>• Staff meetings</li> <li>• Learning logs</li> <li>• IAKT and CRA PD</li> <li>• Student achievement analysis</li> <li>• Walkthroughs/evaluations</li> </ul>	1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Student achievement data</li> <li>• Graduation rates</li> <li>• Teacher evaluations</li> </ul>
				End of 1 <sup>st</sup> Semester	
				End of 2 <sup>nd</sup> Semester	

**Whole School Goal #2: All Students will increase achievement on English/Language Arts through the 2012-2014 school years**

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**Intervention: New Tech High School Model**  
 Ensure students are prepared for college and career readiness in the 21<sup>st</sup> Century.

- Ensure school staff is effectively implementing the New Tech High School Model with fidelity.
- Ensure students are successfully prepared for college and/or careers in the 21<sup>st</sup> Century.

Research/Best Practice: New Tech Network, Buck Institute

***RATIONALE – To create a learning environment that is centered on rigor, relevance and relationships for success in the 21<sup>st</sup> Century.***

Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
NT Implementation PD to “New” NT Staff	8/2012	Administration NT Facilitators (teachers) School Counselors Literacy Coach CCR Coordinator	<ul style="list-style-type: none"> <li>• Title 2D</li> <li>• General Fund</li> <li>• NT Implementation PD</li> <li>• Staff Meetings</li> <li>• NTN Summer Training</li> <li>• NT Summer Weekly Meetings</li> </ul>	End of 1 <sup>st</sup> 9 weeks  End of Semester 1  End of Semester 2	<ul style="list-style-type: none"> <li>• Attendance at NT Implementation PD</li> <li>• Attendance at NTN Summer Training</li> <li>• Attendance at Summer Weekly Meetings</li> <li>• Collection of Participation Evidence from PDs</li> <li>• Evaluation of NT School Success Rubric</li> </ul>
Parent Voice	5/1/2012	Administration School Counselors CCR Coordinator Parent/Community Liaisons	<ul style="list-style-type: none"> <li>• Monthly Meetings</li> <li>• Quarterly Surveys</li> <li>• Fundraising</li> <li>• Community Outreach</li> </ul>	End of 1 <sup>st</sup> 9 weeks  End of Semester 1  End of Semester 2	<ul style="list-style-type: none"> <li>• Attendance at PV Coffees</li> <li>• Survey Data</li> <li>• Membership Data</li> </ul>

**Whole School Goal #2: All Students will increase achievement on English/Language Arts through the 2012-2014 school years**

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 Ensure students are prepared for college and career readiness in the 21<sup>st</sup> Century.

- Ensure school staff is effectively implementing the New Tech High School Model with fidelity.
- Ensure students are successfully prepared for college and/or careers in the 21<sup>st</sup> Century.

Research/Best Practice: New Tech Network, Buck Institute

**RATIONALE – To create a learning environment that is centered on rigor, relevance and relationships for success in the 21<sup>st</sup> Century.**

Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Student Voice	5/1/2012	Administration School Counselors Literacy Coach CCR Coordinator	<ul style="list-style-type: none"> <li>• Monthly Meetings</li> <li>• Quarterly Surveys</li> <li>• Culture Building Planning</li> <li>• SIP Participation</li> <li>• Data Review</li> <li>• Community Outreach</li> </ul>	End of 1 <sup>st</sup> 9 weeks End of Semester 1 End of Semester 2	<ul style="list-style-type: none"> <li>• Student-led tour data</li> <li>• 38+ hours of Community Service by graduation</li> <li>• Participation Data</li> <li>• Survey Data</li> </ul>
Community Voice	5/1/2012	Administration School Counselors CCR Coordinator Parent/Community Liaisons	<ul style="list-style-type: none"> <li>• Monthly Meetings</li> <li>• Quarterly Surveys</li> <li>• Culture Building Planning</li> <li>• SIP Participation</li> <li>• Data Review</li> <li>• Community Outreach</li> </ul>	End of 1 <sup>st</sup> 9 weeks End of Semester 1 End of Semester 2	<ul style="list-style-type: none"> <li>• Attendance at CV Meetings</li> <li>• Survey Data</li> <li>• Membership Data</li> </ul>

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Research/Best Practice: New Tech Network, Buck Institute

**RATIONALE – To create a learning environment that is centered on rigor, relevance and relationships for success in the 21<sup>st</sup> Century.**

Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
PBL Instruction	8/21/2010	Administration Literacy Coach CCR Coordinator NT Teachers	<ul style="list-style-type: none"> <li>• “New” NT Teacher PD</li> <li>• NTN Summer Training</li> <li>• Administrative Walkthroughs/Observations</li> <li>• Teacher Advocate Coaching</li> <li>• NT Coach</li> <li>• NT Team Meetings</li> <li>• Staff Meetings</li> <li>• Department Chair Meetings</li> </ul>	Interim Assessments every 5 weeks  IAKTs once per project  CRAs once per semester	<ul style="list-style-type: none"> <li>• NT School Success Rubric</li> <li>• 6 A’s rubric</li> <li>• Student Achievement Data</li> <li>• Discipline Data</li> <li>• Teacher Evaluations</li> </ul>
1:1 Technology	8/21/2010	Administration IT Tech	<ul style="list-style-type: none"> <li>• Hire Full time NT IT staff</li> <li>• Monthly IT Meetings with Administration</li> <li>• NTN Summer Training</li> <li>• NT Weekly Summer Meetings</li> </ul>	End of 1 <sup>st</sup> 9 weeks  End of Semester 1  Ongoing	<ul style="list-style-type: none"> <li>• Teacher ECHO use</li> <li>• Student ECHO use</li> <li>• Discipline data</li> <li>• High quality PBL end products</li> </ul>



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Research/Best Practice: New Tech Network, Buck Institute

***RATIONALE – To create a learning environment that is centered on rigor, relevance and relationships for success in the 21<sup>st</sup> Century.***

Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Culture of Empowerment	8/20/2012	All CNTHS Staff	<ul style="list-style-type: none"> <li>• “New” NT Teacher PD</li> <li>• NT Team Meetings</li> <li>• Student/Parent Orientation</li> <li>• PBIS Implementation</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Discipline data</li> <li>• Attendance data</li> <li>• Student achievement data</li> </ul>
				End of Semester 1	
				End of Semester 2	
Dual Credit	1/5/2012	Administration School Counselors CCR Coordinator	<ul style="list-style-type: none"> <li>• Develop DC contract with Ivy Tech</li> <li>• Evaluate teacher credentials to develop future DC courses</li> <li>• Quarterly Meetings with Community Outreach</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Implementation of DC courses</li> <li>• Student completion of DC courses</li> <li>• Student CCR achievement data</li> </ul>
End of Semester 1					
End of Semester 2					

**Whole School Goal #2: All Students will increase achievement on English/Language Arts through the 2012-2014 school years**

<p><b>Support Data:</b>                  Writing Process                  Vocabulary                  Reading Comprehension                  Writing Applications</p>	<p><b>Standardized Assessments:</b>                  ISTEP+ ECA English 10 Scores                  NWEA Language Usage Scores                  ACT/SAT Scores                  Acuity, ASPIRE and PSAT Scores                  Star Reading and Criterion Scores</p>	<p><b>Local Assessments:</b>                  5 Week Benchmark Assessments                  College Readiness Assessments (CRAs)                  Individual Assessments of Knowledge and Thinking (IAKTs)</p>
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**Intervention: New Tech High School Model**  
 Ensure students are prepared for college and career readiness in the 21<sup>st</sup> Century.

- Ensure school staff is effectively implementing the New Tech High School Model with fidelity.
- Ensure students are successfully prepared for college and/or careers in the 21<sup>st</sup> Century.

Research/Best Practice: New Tech Network, Buck Institute

***RATIONALE – To create a learning environment that is centered on rigor, relevance and relationships for success in the 21<sup>st</sup> Century.***

Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
AP Courses	8/2012	Administration School Counselors CCR Coordinator	<ul style="list-style-type: none"> <li>• Evaluate paired courses for AP</li> <li>• Approve AP courses</li> <li>• Review PSAT data for AP</li> <li>• Department Meetings</li> <li>• Implementation of Aspire</li> <li>• Implementation of QC</li> </ul>	End of 1 <sup>st</sup> 9 weeks End of Semester 1 End of Semester 2	<ul style="list-style-type: none"> <li>• Participation AP courses</li> <li>• Student completion of AP courses</li> <li>• Student AP scores</li> </ul>
Student Portfolios	8/2012	NT Teachers School Counselors CCR Coordinator	<ul style="list-style-type: none"> <li>• Review NTN student portfolios</li> <li>• Develop portfolio criteria</li> <li>• Review portfolio</li> <li>• Review student achievement data</li> <li>• Student Voice Meetings</li> <li>• Quarterly student portfolio reviews with NT Staff</li> </ul>	End of 1 <sup>st</sup> 9 weeks End of Semester 1 End of Semester 2	<ul style="list-style-type: none"> <li>• Portfolio rubric</li> <li>• Student achievement data</li> <li>• College acceptance data</li> </ul>

**Whole School Goal #2: All Students will increase achievement on English/Language Arts through the 2012-2014 school years**

<p><b>Support Data:</b>                  Writing Process                  Vocabulary                  Reading Comprehension                  Writing Applications</p>	<p><b>Standardized Assessments:</b>                  ISTEP+ ECA English 10 Scores                  NWEA Language Usage Scores                  ACT/SAT Scores                  Acuity, ASPIRE and PSAT Scores                  Star Reading and Criterion Scores</p>	<p><b>Local Assessments:</b>                  5 Week Benchmark Assessments                  College Readiness Assessments (CRAs)                  Individual Assessments of Knowledge and Thinking (IAKTs)</p>
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Research/Best Practice: New Tech Network, Buck Institute

***RATIONALE – To create a learning environment that is centered on rigor, relevance and relationships for success in the 21<sup>st</sup> Century.***

Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Student Internships	8/21/2010	CCR Coordinator School Counselor	<ul style="list-style-type: none"> <li>• Quarterly Community Voice Meetings</li> <li>• Develop Internship process/protocol</li> <li>• Develop internship network</li> <li>• Monthly Guidance meetings with CCR Coordinator</li> <li>• Student Voice Meetings</li> </ul>	End of 1 <sup>st</sup> 9 weeks End of Semester 1 End of Semester 2	<ul style="list-style-type: none"> <li>• Community partnerships for internships</li> <li>• Student completion of internships</li> <li>• Student achievement data</li> </ul>
Community Partnerships	3/15/2010	Administration CCR Coordinator Parent/Community Liaisons	<ul style="list-style-type: none"> <li>• NT Community Presentations</li> <li>• One Region, One Vision Meetings</li> <li>• Monthly NWI Times Meetings</li> <li>• Community Voice Meetings</li> </ul>	End of 1 <sup>st</sup> 9 weeks End of Semester 1 End of Semester 2	<ul style="list-style-type: none"> <li>• Attendance at meetings</li> <li>• Partnership participation</li> </ul>

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Research/Best Practice: New Tech Network, Buck Institute

***RATIONALE – To create a learning environment that is centered on rigor, relevance and relationships for success in the 21<sup>st</sup> Century.***

Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
School Success Rubric Reviews	8/21/2010	Administration NT Coach NT Advocate	<ul style="list-style-type: none"> <li>• Walkthroughs/Evaluations</li> <li>• NT Teacher Advocate Coaching</li> <li>• NTN Coaching</li> <li>• NT Team Meetings</li> <li>• Community/Parent/Student Voice Meetings</li> <li>• NTN Summer Training</li> <li>• Meeting of the Minds</li> <li>• “New” NT PD</li> <li>• Quarterly review and revision of rubric</li> </ul>	End of 1 <sup>st</sup> 9 weeks  End of Semester 1  End of Semester 2	<ul style="list-style-type: none"> <li>• NTN School Success Rubric Evaluation</li> <li>• Student Achievement data</li> <li>• Teacher evaluations</li> </ul>

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Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
NT Teacher Advocates	4/5/2012	Administration NT Coach	<ul style="list-style-type: none"> <li>• NTN Summer Training</li> <li>• NTN Advocate Certification</li> <li>• NTN Teacher Trainer Certification</li> <li>• Walkthroughs/evaluations</li> <li>• PGP Progress Monitoring</li> </ul>	End of 1 <sup>st</sup> 9 weeks End of Semester 1 End of Semester 2	<ul style="list-style-type: none"> <li>• NTN Advocate Certification</li> <li>• NTN Teacher Trainer Certification</li> <li>• Student achievement data</li> </ul>
NT Certified Trainers	4/5/2012	Administration NT Advocate NT Coach	<ul style="list-style-type: none"> <li>• NT Teacher Advocate Coaching</li> <li>• NTN Coaching</li> <li>• NTN Summer Training</li> <li>• NT PD</li> <li>• Peer Observations</li> <li>• Walkthroughs/evaluations</li> <li>• PGP Progress Monitoring</li> </ul>	End of 1 <sup>st</sup> 9 weeks End of Semester 1 End of Semester 2	<ul style="list-style-type: none"> <li>• NTN Certified Trainer certification</li> <li>• Student achievement data</li> <li>• Peer Observations</li> </ul>

**Whole School Goal #3: All students will improve their algebra skills throughout the 2012-14 school years.**

<p><b>Support Data:</b>                  Linear Equations and Inequalities                  Graphs                  Systems of Linear Equations                  Polynomials                  Quadratic Equations</p>	<p><b>Standardized Assessments:</b>                  ISTEP+ Algebra 1 Scores                  PSAT Scores                  ACT/SAT Scores                  Acuity, ASPIRE and PSAT Scores                  Accuplacer</p>	<p><b>Local Assessments:</b>                  5 Week Benchmark Assessments                  College Readiness Assessments (CRAs)                  Individual Assessments of Knowledge and Thinking (IAKTs)</p>
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**Intervention: 8-Step Process**  
 Ensure all teachers are using formative and summative data to guide instruction.

- Ensure teachers have access to disaggregated ECA, PSAT, Aspire, and Interim Assessment Data.
- Ensure students are being remediated in areas of weakness and enriched in areas of strength.

**RATIONALE – To create a learning environment that uses power standards and student data to drive instruction.**

Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Identify standards directly tied to the ECA, and then implement standards-based English/Algebra assessment calendars	January 2012	English 9, 10, ECA Remediation Teachers Algebra I Teachers	• Title IIA funds for subs for teams to work together	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Results of interim assessments</li> <li>• Pacing of calendar allows for adequate time to teach instruction</li> </ul>
				End of Semester 1	
				End of Semester 2	
Schedule Test Talks with Students	January 2012	Administrative Team	• Folders for each individual test taker	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Enrollment in Hi-DEF</li> <li>• Students setting goals and tracking their individual test data.</li> </ul>
				End of Semester 1	
				End of Semester 2	
Create Data Room with CHS overall data, grade level data, individual student ECA, IA and CCR data	February 2012	Literacy Coach Team Leaders	• Materials to create the data walls	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Teachers utilize the data in the room.</li> </ul>
				End of Semester 1	
				End of Semester 2	

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***RATIONALE – To create a learning environment that uses power standards and student data to drive instruction.***

Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Plan learning log meetings after interims to analyze student data	January 2012	Administration Literacy Coach Team Leaders All Algebra/English Teachers	<ul style="list-style-type: none"> <li>• Projector for data to be displayed</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Improvement in interim scores</li> <li>• Teachers using this data to differentiate within their classrooms</li> <li>• Students growth in strong/weak areas of standards</li> </ul>
				End of Semester 1	
				End of Semester 2	
Structure FLEX based on student data, where every teacher in the building has a remediation or enrichment class in either Math or English standards.	January 2012	Administration Literacy Coach Team Leaders All Algebra/English Teachers	<ul style="list-style-type: none"> <li>• PD on Acuity</li> <li>• Training in new IAS in English or Math standards</li> <li>• Subs for Team Leaders to create resources for remediation/enrichment</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Improvement on interim assessments</li> </ul>
				End of Semester 1	
				End of Semester 2	

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**Intervention: ACT Quality Core Curriculum**  
 Ensure students are provided a curriculum that prepares them for college/career readiness.

- Ensure teachers have curriculum maps that address the standards and skills necessary for student success in college/careers and post-secondary skills.
- Ensure students are successfully achieving in the standards necessary for success in college/careers and post-secondary skills.

Research/Best Practice: ACT Quality Core, Common Core

***RATIONALE – To create a learning environment that is centered on rigor, relevance and relationships for success in the 21<sup>st</sup> Century.***

Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Obtain Board approval for Quality Core Curriculum	1/10/2012	Administration	<ul style="list-style-type: none"> <li>• Analyze and assess student achievement data</li> <li>• Review QC with ACT</li> <li>• Review QC with Administrative Team</li> <li>• Review QC with Central Office</li> <li>• Present QC to Board</li> <li>• Submit QC approval request to Board</li> </ul>	Interim 1	<ul style="list-style-type: none"> <li>• Approval of QC</li> </ul>
				4/11/2012	
				Interim 2	
				4/18/2012	
				End Point	
4/25/2012					



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Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Provide PD on Quality Core Curriculum	5/9/2012	Administration	<ul style="list-style-type: none"> <li>• Staff meeting on QC</li> <li>• Department meeting on QC</li> <li>• QC PD with Departments</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Qualitative data from staff meetings</li> </ul>
				End of Semester 1	<ul style="list-style-type: none"> <li>• Qualitative data from Team Leaders</li> </ul>
				End of Semester 2	<ul style="list-style-type: none"> <li>• Participation in PD</li> </ul>
Analyze assessment data to determine academic strengths and weaknesses	5/9/2012	Literacy Coach CCR Coordinator	<ul style="list-style-type: none"> <li>• Analyze and assess student achievement data</li> <li>• Review data with Departments</li> <li>• Review data with Administration</li> <li>• Determine areas of strength and weakness</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Student strength and weakness identification</li> </ul>
				End of Semester 1	
				End of Semester 2	

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Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Review/revise curriculum scope and sequence for courses	5/9/2012	Department Chairs	<ul style="list-style-type: none"> <li>• QC PD for Staff</li> <li>• Complete gap analysis on current curriculum maps</li> <li>• Review Core Standards</li> <li>• Complete QC Curriculum maps</li> <li>• Department meetings to map out curriculum</li> </ul>	End of 1 <sup>st</sup> 9 weeks End of Semester 1 End of Semester 2	<ul style="list-style-type: none"> <li>• 6 A’s rubric for quality projects</li> <li>• Assessment calendars mapped to IAS standards</li> </ul>
Implement Aspire System	8/2014	Administration Team Leaders	<ul style="list-style-type: none"> <li>• Order Aspire</li> <li>• Create assessment calendar</li> <li>• Develop assessment protocols</li> <li>• Train teachers to proctor</li> </ul>	End of 1 <sup>st</sup> 9 weeks End of Semester 1 End of Semester 2 Ongoing	<ul style="list-style-type: none"> <li>• Assessment calendar</li> <li>• Administration of Aspire</li> <li>• Student participation</li> </ul>

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Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Analyze Aspire assessment data to drive instructional decisions	5/7/2012	Literacy Coach Team Leaders	<ul style="list-style-type: none"> <li>• Administrative assessment meetings</li> <li>• Department assessment meetings</li> <li>• Staff meetings to review student achievement data</li> <li>• Walkthroughs/evaluations</li> <li>• NT Teacher Advocate Coaching</li> <li>• Learning Log meetings</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Project Overviews indicating use of data</li> <li>• Teacher evaluation</li> <li>• Student achievement data</li> </ul>
				End of Semester 1	
				End of Semester 2	
Conduct graduation plan reviews	8/2012	School Counselors	<ul style="list-style-type: none"> <li>• Bi-annual 4 year plan updates</li> <li>• Student/Parent Orientation</li> <li>• Student/Parent Open House</li> <li>• Learning Log Meetings</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Graduation rates</li> <li>• Student achievement data</li> <li>• Parent participation data</li> </ul>
				End of Semester 1	
				End of Semester 2	

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Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Evaluate effectiveness of Quality Core curriculum	8/21/2012	Literacy Coach Team Leaders	<ul style="list-style-type: none"> <li>• Walkthroughs/evaluations</li> <li>• Learning Log meetings</li> <li>• Department meetings</li> <li>• QC PD</li> <li>• Peer observations</li> <li>• NT Teacher Advocate coaching</li> </ul>	End of 1 <sup>st</sup> 9 weeks End of Semester 1 End of Semester 2	<ul style="list-style-type: none"> <li>• Student achievement data</li> <li>• Graduation rates</li> <li>• Teacher evaluations</li> </ul>
Evaluate implementation of Quality Core Curriculum	8/21/2012	CHS Administration	<ul style="list-style-type: none"> <li>• Walkthroughs/evaluations</li> <li>• Learning Log meetings</li> <li>• Department meetings</li> <li>• QC PD</li> <li>• Peer observations</li> <li>NT Teacher Advocate coaching</li> </ul>	End of 1 <sup>st</sup> 9 weeks End of Semester 1 End of Semester 2	<ul style="list-style-type: none"> <li>• Student achievement data</li> <li>• Graduation rates</li> <li>Teacher evaluations</li> </ul>

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Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Conduct PD for Quality Core Curriculum	8/21/2012	Central Office CHS Administration	<ul style="list-style-type: none"> <li>• Meet with ACT to determine cost of PD</li> <li>• Implement QC PD</li> <li>• Walkthroughs/evaluations</li> <li>• Peer Observations</li> <li>• Department meetings</li> <li>• Quarterly implementation and effectiveness reviews</li> </ul>	End of 1 <sup>st</sup> 9 weeks End of Semester 1 End of Semester 2	<ul style="list-style-type: none"> <li>• Participation in QC PD</li> <li>• Teacher evaluations</li> <li>• Student achievement data</li> </ul>
Continuous Improvement Review of Quality Core Curriculum	8/21/2012	Literacy Coach Team Leaders	<ul style="list-style-type: none"> <li>• Administrative Team meetings</li> <li>• Department meetings</li> <li>• Staff meetings</li> <li>• Learning logs</li> <li>• Walk-throughs/evaluations</li> </ul>	End of 1 <sup>st</sup> 9 weeks End of Semester 1 End of Semester 2 Ongoing	<ul style="list-style-type: none"> <li>• Student achievement data</li> <li>• Graduation rates</li> <li>• Teacher evaluations</li> </ul>

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Research/Best Practice: New Tech Network, Buck Institute

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Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
NT Implementation PD to “New” NT Staff	8/2012	Administration NT Facilitators (teachers) School Counselors Literacy Coach CCR Coordinator	<ul style="list-style-type: none"> <li>• Title 2D</li> <li>• General Fund</li> <li>• NT Implementation PD</li> <li>• Staff Meetings</li> <li>• NTN Summer Training</li> <li>• NT Summer Weekly Meetings</li> </ul>	End of 1 <sup>st</sup> 9 weeks  End of Semester 1  End of Semester 2	<ul style="list-style-type: none"> <li>• Attendance at NT Implementation PD</li> <li>• Attendance at NTN Summer Training</li> <li>• Attendance at Summer Weekly Meetings</li> <li>• Collection of Participation Evidence from PDs</li> <li>• Evaluation of NT School Success Rubric</li> </ul>
Parent Voice	5/1/2012	Administration School Counselors CCR Coordinator Parent/Community Liaisons	<ul style="list-style-type: none"> <li>• Monthly Meetings</li> <li>• Quarterly Surveys</li> <li>• Fundraising</li> <li>• Community Outreach</li> </ul>	End of 1 <sup>st</sup> 9 weeks  End of Semester 1  End of Semester 2	<ul style="list-style-type: none"> <li>• Attendance at PV Coffees</li> <li>• Survey Data</li> <li>• Membership Data</li> </ul>

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Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Student Voice	5/1/2012	Administration School Counselors Literacy Coach CCR Coordinator	<ul style="list-style-type: none"> <li>• Monthly Meetings</li> <li>• Quarterly Surveys</li> <li>• Culture Building Planning</li> <li>• SIP Participation</li> <li>• Data Review</li> <li>• Community Outreach</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Student-led tour data</li> <li>• 38+ hours of Community Service by graduation</li> <li>• Participation Data</li> <li>• Survey Data</li> </ul>
				End of Semester 1	
				End of Semester 2	
Community Voice	5/1/2012	Administration School Counselors CCR Coordinator Parent/Community Liaisons	<ul style="list-style-type: none"> <li>• Monthly Meetings</li> <li>• Quarterly Surveys</li> <li>• Culture Building Planning</li> <li>• SIP Participation</li> <li>• Data Review</li> <li>• Community Outreach</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Attendance at CV Meetings</li> <li>• Survey Data</li> <li>• Membership Data</li> </ul>
				End of Semester 1	
				End of Semester 2	

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Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
PBL Instruction	8/21/2010	Administration Literacy Coach CCR Coordinator NT Teachers	<ul style="list-style-type: none"> <li>• “New” NT Teacher PD</li> <li>• NTN Summer Training</li> <li>• Administrative Walkthroughs/Observations</li> <li>• Teacher Advocate Coaching</li> <li>• NT Coach</li> <li>• NT Team Meetings</li> <li>• Staff Meetings</li> <li>• Department Chair Meetings</li> </ul>	Interim Assessments every 5 weeks  IAKTs once per project  CRAs once per semester	<ul style="list-style-type: none"> <li>• NT School Success Rubric</li> <li>• 6 A’s rubric</li> <li>• Student Achievement Data</li> <li>• Discipline Data</li> <li>• Teacher Evaluations</li> </ul>
1:1 Technology	8/21/2010	Administration IT Tech	<ul style="list-style-type: none"> <li>• Hire Full time NT IT staff</li> <li>• Monthly IT Meetings with Administration</li> <li>• NTN Summer Training</li> <li>• NT Weekly Summer Meetings</li> </ul>	End of 1 <sup>st</sup> 9 weeks  End of Semester 1  Ongoing	<ul style="list-style-type: none"> <li>• Teacher ECHO use</li> <li>• Student ECHO use</li> <li>• Discipline data</li> <li>• High quality PBL end products</li> </ul>



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Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Culture of Empowerment	8/20/2012	All CNTHS Staff	<ul style="list-style-type: none"> <li>• “New” NT Teacher PD</li> <li>• NT Team Meetings</li> <li>• Student/Parent Orientation</li> <li>• PBIS Implementation</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Discipline data</li> <li>• Attendance data</li> <li>• Student achievement data</li> </ul>
				End of Semester 1	
				End of Semester 2	
Dual Credit	1/5/2012	Administration School Counselors CCR Coordinator	<ul style="list-style-type: none"> <li>• Develop DC contract with Ivy Tech</li> <li>• Evaluate teacher credentials to develop future DC courses</li> <li>• Quarterly Meetings with Community Outreach</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Implementation of DC courses</li> <li>• Student completion of DC courses</li> <li>• Student CCR achievement data</li> </ul>
				End of Semester 1	
				End of Semester 2	

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Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
AP Courses	8/2012	Administration School Counselors CCR Coordinator	<ul style="list-style-type: none"> <li>Evaluate paired courses for AP</li> <li>Approve AP courses</li> <li>Review PSAT data for AP</li> <li>Department Meetings</li> <li>Implementation of Aspire</li> <li>Implementation of QC</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>Participation AP courses</li> <li>Student completion of AP courses</li> <li>Student AP scores</li> </ul>
				End of Semester 1	
				End of Semester 2	
Student Portfolios	8/2012	NT Teachers School Counselors CCR Coordinator	<ul style="list-style-type: none"> <li>Review NTN student portfolios</li> <li>Develop portfolio criteria</li> <li>Review portfolio</li> <li>Review student achievement data</li> <li>Student Voice Meetings</li> <li>Quarterly student portfolio reviews with NT Staff</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>Portfolio rubric</li> <li>Student achievement data</li> <li>College acceptance data</li> </ul>
				End of Semester 1	
				End of Semester 2	

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Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Student Internships	8/21/2010	CCR Coordinator School Counselor	<ul style="list-style-type: none"> <li>• Quarterly Community Voice Meetings</li> <li>• Develop Internship process/protocol</li> <li>• Develop internship network</li> <li>• Monthly Guidance meetings with CCR Coordinator</li> <li>• Student Voice Meetings</li> </ul>	End of 1 <sup>st</sup> 9 weeks End of Semester 1 End of Semester 2	<ul style="list-style-type: none"> <li>• Community partnerships for internships</li> <li>• Student completion of internships</li> <li>• Student achievement data</li> </ul>
Community Partnerships	3/15/2010	Administration CCR Coordinator Parent/Community Liaisons	<ul style="list-style-type: none"> <li>• NT Community Presentations</li> <li>• One Region, One Vision Meetings</li> <li>• Monthly NWI Times Meetings</li> <li>• Community Voice Meetings</li> </ul>	End of 1 <sup>st</sup> 9 weeks End of Semester 1 End of Semester 2	<ul style="list-style-type: none"> <li>• Attendance at meetings</li> <li>• Partnership participation</li> </ul>

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Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
School Success Rubric Reviews	8/21/2010	Administration NT Coach NT Advocate	<ul style="list-style-type: none"> <li>• Walkthroughs/Evaluations</li> <li>• NT Teacher Advocate Coaching</li> <li>• NTN Coaching</li> <li>• NT Team Meetings</li> <li>• Community/Parent/Student Voice Meetings</li> <li>• NTN Summer Training</li> <li>• Meeting of the Minds</li> <li>• “New” NT PD</li> <li>• Quarterly review and revision of rubric</li> </ul>	End of 1 <sup>st</sup> 9 weeks  End of Semester 1  End of Semester 2	<ul style="list-style-type: none"> <li>• NTN School Success Rubric Evaluation</li> <li>• Student Achievement data</li> <li>• Teacher evaluations</li> </ul>

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Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
NT Teacher Advocates	4/5/2012	Administration NT Coach	<ul style="list-style-type: none"> <li>• NTN Summer Training</li> <li>• NTN Advocate Certification</li> <li>• NTN Teacher Trainer Certification</li> <li>• Walkthroughs/evaluations</li> <li>• PGP Progress Monitoring</li> </ul>	End of 1 <sup>st</sup> 9 weeks <hr/> End of Semester 1 <hr/> End of Semester 2	<ul style="list-style-type: none"> <li>• NTN Advocate Certification</li> <li>• NTN Teacher Trainer Certification</li> <li>• Student achievement data</li> </ul>
NT Certified Trainers	4/5/2012	Administration NT Advocate NT Coach	<ul style="list-style-type: none"> <li>• NT Teacher Advocate Coaching</li> <li>• NTN Coaching</li> <li>• NTN Summer Training</li> <li>• NT PD</li> <li>• Peer Observations</li> <li>• Walkthroughs/evaluations</li> <li>• PGP Progress Monitoring</li> </ul>	End of 1 <sup>st</sup> 9 weeks <hr/> End of Semester 1 <hr/> End of Semester 2	<ul style="list-style-type: none"> <li>• NTN Certified Trainer certification</li> <li>• Student achievement data</li> <li>• Peer Observations</li> </ul>

**Professional Development Plan**

Ensure professional development is aligned to the needs of the staff.

- Ensure staff receives individualized and school-wide professional development.
- Ensure effectiveness of the professional development in increasing achievement of students.

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Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
Review PGP data from 2011-2014	1/10/2012	Administrative Team	<ul style="list-style-type: none"> <li>• Teacher Evaluation meetings</li> <li>• Administrative meetings</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Successful completion of PGP goals</li> </ul>
				End of Semester 1	
				End of Semester 2	
Review Evaluations for 2011-2014	1/10/2012	Administrative Team	<ul style="list-style-type: none"> <li>• Teacher Evaluation meetings</li> <li>• Administrative meetings</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Meets/exceeds expectations on Teacher evaluation</li> </ul>
				End of Semester 1	
				End of Semester 2	
Correlate PGP data, Evaluations, and student achievement data for 2011-2014	1/10/2012	Administrative Team	<ul style="list-style-type: none"> <li>• Teacher Evaluation meetings</li> <li>• Administrative meetings</li> <li>• Department Chair meetings</li> <li>• NT Team meetings</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Student achievement data</li> <li>• Graduation rates</li> </ul>
				End of Semester 1	
				End of Semester 2	
Review and Revise PD Protocol based on data correlation for 2011-2014	5/7/2012	Administrative Team	<ul style="list-style-type: none"> <li>• Administrative Team meetings</li> <li>• Analyze student achievement data</li> <li>• Analyze teacher</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Student achievement data</li> <li>• Graduation rates</li> </ul>
				End of Semester 1	
				End of Semester 2	

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Action	Start Date	Personnel	Finances/Resources PD/Training	Review Data	Success Criteria
			effectiveness <ul style="list-style-type: none"> <li>• Walkthroughs/evaluations</li> <li>• NT Team meetings</li> <li>• Peer Observations</li> <li>• NT Teacher Advocate Coaching</li> <li>• Learning logs</li> </ul>		
Review PD Protocol with Staff	6/7/2012	Administration	<ul style="list-style-type: none"> <li>• Staff meeting</li> <li>• Department meetings</li> <li>• Emails</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Completion of PD evaluation tool</li> </ul>
				End of Semester 1	
				End of Semester 2	
Develop PGP with staff	8/22/2012	Administrative Team	<ul style="list-style-type: none"> <li>• Staff meeting</li> <li>• Department meetings</li> <li>• Emails</li> <li>• Teacher evaluation meetings</li> <li>• Learning logs</li> <li>• Walkthroughs/evaluations</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Completion of PGP</li> <li>• Student achievement data</li> </ul>
				End of Semester 1	
				End of Semester 2	
Monitor progress of PGP	8/22/2012	Administrative Team	<ul style="list-style-type: none"> <li>• Teacher evaluation meetings</li> <li>• Learning logs</li> <li>• Walkthroughs/evaluations</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Participation in PD</li> <li>• Student achievement data</li> </ul>
				End of Semester 1	
				End of Semester 2	

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Conduct observations of PD strategies	8/22/2012	Administrative Team	<ul style="list-style-type: none"> <li>• Walkthroughs/evaluations</li> <li>• Peer observations</li> <li>• NT Teacher Advocate observations</li> <li>• Department meetings</li> <li>• NT Team meetings</li> </ul>	End of 1 <sup>st</sup> 9 weeks	<ul style="list-style-type: none"> <li>• Peer observation forms</li> <li>• Teacher evaluations</li> </ul>
				End of Semester 1	
				End of Semester 2	