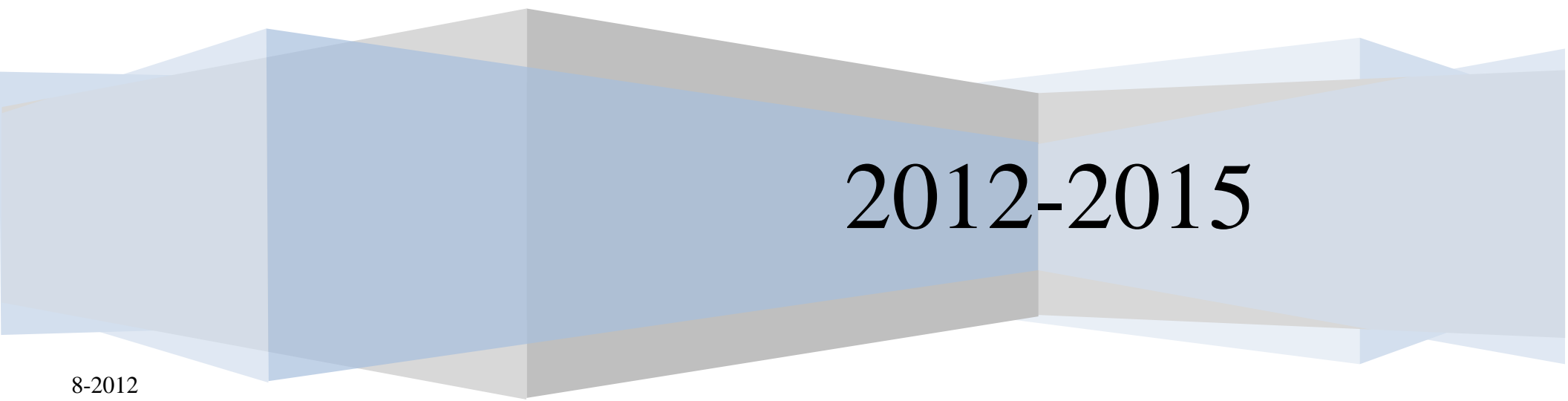


**GREENFIELD-CENTRAL HIGH SCHOOL**

**SCHOOL IMPROVEMENT  
PLAN**

**THREE YEAR PLAN**

An abstract graphic at the bottom of the page consisting of several overlapping, semi-transparent geometric shapes in shades of blue and grey, creating a layered, architectural effect.

**2012-2015**

## **Greenfield-Central High School Mission and Beliefs**

### **Mission**

Learning for All, All for Learning ~ Every Student, Every Day

### **Vision for the Future**

We will be an effective school, becoming a model of academic excellence *in all areas while developing independent life-long learners prepared for the future.*

### **Beliefs:**

We believe ALL students are important.

We believe in developing strong supportive relationships with students to foster academic and social success.

We believe in making learning relevant to students and their future.

We believe in providing instruction from a diverse curriculum that aims at proficiency of content standards in all disciplines.

We believe in the value of professional growth and modeling life-long learning providing continuous improvement for teaching and learning.

We believe in providing a supportive, progressive, safe, and challenging educational environment.

We believe in grade integrity, the mastery of skills, and the use of a variety of assessments.

We believe in the importance of timely communication with parents.

We believe in discipline policies which hold students accountable for their actions and that assist them in becoming productive citizens.

We believe all students should be provided remediation as needed.

We believe in offering every opportunity for our students to become successful.

We believe in challenging programs and curriculum that increase students' ability to demonstrate in-depth knowledge, understanding, and higher order thinking skills.

We believe programming and curriculum is best delivered by developing strong student-adult relationships.

We believe programming and curriculum must be relevant to students' world and their futures.

We believe that rigor in programming and curriculum will increase the students' ability to demonstrate in-depth knowledge and understanding; and higher order thinking skills.

### **Our Community**

#### **Location... *This is Where We Live:***

Founded in 1828, Hancock County is a suburban community located approximately 20 miles east of Indianapolis, and home to four school districts: Greenfield-Central, Eastern Hancock, Southern Hancock, and Mt. Vernon.

#### **Communities... *This is How We Began:***

In 1969, the Greenfield High School and Hancock Central High School consolidated to form Greenfield-Central Community School Corporation. Greenfield-Central Central currently includes four elementary schools (grades K-3), two intermediate schools (grades 4-6), Greenfield Central Junior High School (grades 7-8) and Greenfield-Central High School (grades 9-12).

#### **Population... *This is Who We Are:***

Hancock County has seen a 26.4% increase in population since 2000. Of the approximately 70,000 residents of the county, 95.4% are white, 2.3% are black, and 1.8% are Hispanic. 13.1% of our residents are at least 65 years old, and 19% are school-aged.

Single parents account for 9.4% of family households (1.1% higher than three years ago). Approximately 87.8% of adults aged 25 years and older have at least a high school diploma (or equivalent). College degrees (Bachelors or higher) have been earned by 16.3% of the population. Finally, as of 2010, 12.7% of our population lives at or below the poverty line. Sadly, we have also realized an increase in childhood poverty of 90.8% since 2004, with the current rate of 14.5%. Approximately 27.4% of Greenfield-Central High School students receive free or reduced lunch. For the past three summers, Greenfield-Central Central has participated in the Summer Food Service program through the U.S. Department of Agriculture, providing free lunches to any school-aged student desiring a meal.

**Work... This is What We Do:**

Employment- Greenfield has several large companies. The top employers in Greenfield are:

1. Hancock Regional Hospital
2. Covance
3. Elanco
4. Black and Decker
5. Keihan Automotive
6. IPT
7. Greenfield-Central Community School Corporation

- Per capita income= \$22,395
- Median Household income= \$48,963

**Education... This is What We Offer:**

**Academies**-We have multiple academies including PLTW pre-engineering, and Biomedical engineering, Finance Academy and a Career Academy, where students can begin working or training in their chosen career field.

**On-line HS (Cougar Academy)** – offers over 40 state approved courses that meet the needs of students wanting to accelerate their date of graduation, Career Academy students that are on an adjusted schedule due to work, vocational/trades schooling, internships, hardship, etc. The online academy continues to offer other credit recovery classes. The Academy is open to students before, during, or after school and Saturdays. The curriculum through NovaNet is web-based so much of the work (other than the monitoring of assessments) can be done at home.

**Graduation Task Force:** A community-based task force was created to study reasons why students drop out and to create actions to keep them in school. Our assistant principal and a school board member attended a state-wide consortium and brought back the concept to our Leadership Hancock County program for its consideration to endorse and support the program. Town meetings have been held with State Superintendent Tony Bennett, state political leaders, business/industry representatives, and leaders of other social/community organizations. The task force has determined that the work on keeping students in school has to be a pre-school – senior year focus. Action teams representing different age levels have been established.

**On-line Assessments:** G-CHS has increased the amount of time students take summative/non-standardized assessments on-line, including: Acuity in Algebra I, Write to Learn (6+1) program, locally developed reading comprehension assessment, writing

benchmarks, piloted CTBS Common Core (PARCC) assessment, and other individual teacher created on-line assessments. More than 50% of our teachers have been trained in Moodle that has student on-line assessment features.

**Non-Traditional Student Scheduling:** *Looping:* 2011-12 was the first year that sophomore English students have had the same teacher both freshmen and sophomore years. The cohort class of 2014's English 10- ECA scores increased by 5 %. *Linking:* Traditionally, all student schedules might assign them to a different teacher second semester. This school year, students enrolled in Algebra 1, Biology 1 and English 9 and 10, were scheduled to have the same teacher both semesters. *Freshmen Forum:* In the spring of 2012 our counselors have chosen 50 freshmen to take English, math, science, and social studies every day for 45 minutes in lieu of every other day for 90 minutes. It is the hope that this pilot program will increase in the number of students assigned to the Freshmen Forum in the future. We will use course success and test scores to determine the program's validity. *Cougar Connection:* We implemented a mentoring program where teachers meet with the same group of students for 17 minutes every day for their high school career. The classes help create a pathway for college and career readiness.

### **Parent Involvement**

Parents are very involved in our School Improvement Plan. Parents served on the AdvancED committee and participated in the visit. In addition, parents volunteer their time for to work in our offices, tutoring and support clubs for many sports, music and academic organizations. Two parents take on the role of recruiter and liaison to the other parents who are interested in helping. Teachers make contact with parents of students who are failing and personally invite them to the parent-teacher conferences. Teachers in whose classes have online textbooks also send those resources home with students. Additionally, parents have access to grades and attendance daily, through PowerSchool.

### **Curriculum**

Our staff is diligent about updating and revising curriculum. Department Chairs oversee the curriculum writing and many teachers have posted their curriculum through Moodle on the web. Much of school year 2012-13 will be dedicated to revising and mapping curriculum to reflect the Common Core and Literacy Standards. All diploma track students are eligible to earn the Academic Honors Diploma and are encouraged by their guidance counselor each year to continue pursuing the highest diploma appropriate for the student.

### **Technology as a Learning Tool at Greenfield-Central High School**

Greenfield-Central High School has been in the forefront of technological advance. We were the first high school in Indiana to have our own web page, and the administration has followed a very progressive program of supplying technology needs to teachers and to students. These advances have helped to connect the school more with the parents through the availability of external E-mail

and to connect students with the world through ample opportunity to access the Internet. The addition of the Cougar Café tutoring lab with 24 computers and wireless capabilities has created a great opportunity for students and staff. We have in effect, a Bring your own device (BYOD) policy where students may connect to the wifi network anywhere in the building with their own wireless device. PowerSchool is the grading program where staff, students, and parents can access grades in real time from any web-enabled device. Our IT manager conducts a yearly technology survey to gauge staff needs and desires for technology in the classroom.

### Safe and Disciplined Learning Environment

Greenfield-Central has a regular focus on maintaining a safe and disciplined learning environment. Our building has a state of the art security camera system as both a deterrent and a way to collect evidence. A door monitoring software is in place to ensure from a single computer that doors are locked throughout the building. In addition, a student resource officer is visible at the front door or in the parking lot during the school day. K9 officers bring their dogs to sweep the building on a monthly basis. We meet or surpass the state’s requirements for fire, tornado, manmade disaster and earthquake drills. We also have a contract with Safe Schools Hotline for students to call anonymously to report any potential danger. All administrators see students for discipline issues and students receive a board-approved student policy handbook on the first day of school.

### Data

| Graduation Rate |         | Attendance |        | Types of Diploma |         |        |         |
|-----------------|---------|------------|--------|------------------|---------|--------|---------|
| Year            | Percent |            |        | Year             | Core 40 | Honors | General |
| 2008            | 77.1    | 2011-12    | 95.81% | 2006             | 45.0    | 21.2   | 33.8    |
| 2009            | 81.1    | 2010-11    | 96.40% | 2007             | 44.8    | 29.3   | 25.9    |
| 2010            | 90.4    | 2009-10    | 96.34% | 2008             | 52.2    | 28.6   | 19.2    |
| 2011            | 86.5    | 2008-09    | 96.45% | 2009             | 49.2    | 31.7   | 19.2    |
|                 |         | 2007-08    | 96.45% | 2010             | 55.3    | 33.2   | 11.5    |
|                 |         | 2006-07    | 96.18% | 2011             | 47.3    | 41.5   | 11.3    |

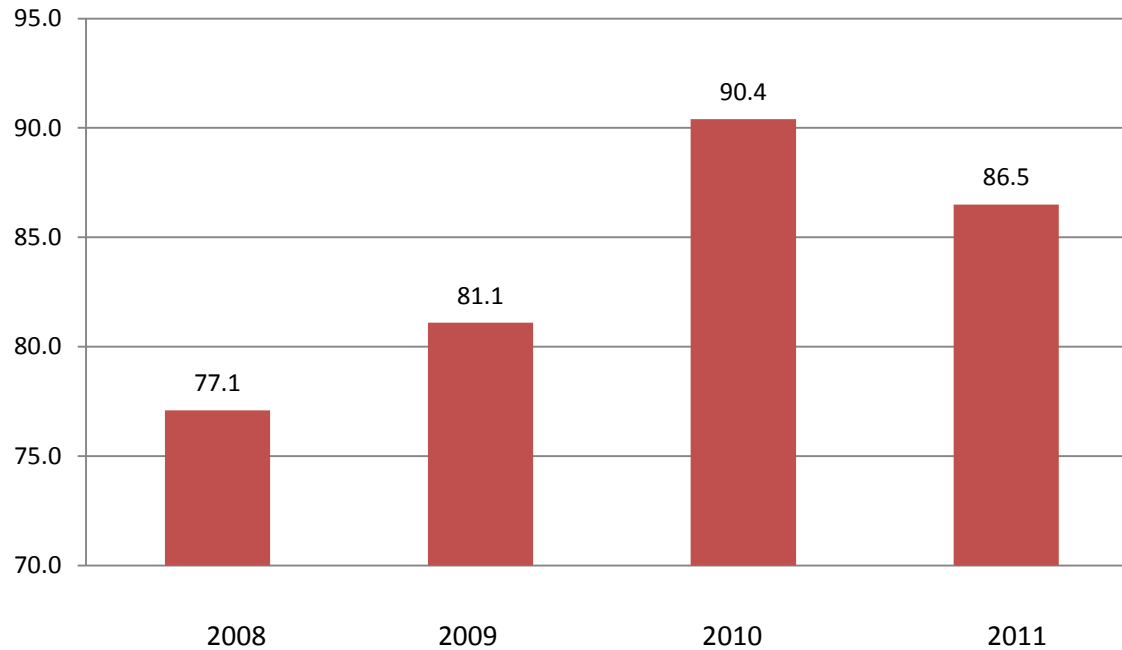
# AYP English

| Year                 | All<br>Students | Free/Reduced | Special<br>Ed. |
|----------------------|-----------------|--------------|----------------|
| 2002                 | 79.4            | 73.7         |                |
| 2003                 | 78.3            | 58.1         | 43.3           |
| *2004                | 76.7            | 61.1         | 29.8           |
| *2005                | 81.5            | 64.4         | 37.0           |
| *2006                | 76.7            | 60.9         | 40.0           |
| *2007                | 76.1            | 56.9         | 41.0           |
| 2008                 | 81.7            | 71.8         | 54.0           |
| *2011                | 80.9            | 69.6         | 47.5           |
| *Did Not Make<br>AYP |                 |              |                |

# AYP Math

| Year                 | All<br>Students | Free/Reduced | Special<br>Ed. |
|----------------------|-----------------|--------------|----------------|
| 2002                 | 79.4            | 73.7         |                |
| 2003                 | 76.1            | 61.3         | 41.7           |
| *2004                | 69.7            | 59.3         | 34.0           |
| *2005                | 70.2            | 54.5         | 31.5           |
| *2006                | 72.7            | 64.5         | 41.0           |
| *2007                | 70.6            | 46.2         | 31.1           |
| 2008                 | 71.8            | 60.5         | 45.1           |
| *2011                | 82.1            | 73.5         | 57.5           |
| *Did Not Make<br>AYP |                 |              |                |

### Four Year Trend Analysis of the Graduation Rate for GCHS



#### Professional Development

We have carefully looked at our data and set goals to improve on several areas:

- Graduation Rate- our graduation rate has flexed from 77% to 90% over the past 5 years. Our goal is to consistently reach 90% graduation rate and keep more students in school all four years. We also acknowledge that while our attendance rate has been consistently in the mid 90s, we must continue to find ways to ensure students are in class and learning every day.
- ECA Scores- Our Algebra 1 ECA scores are consistently lower than our expectations. We expect to reach 90% pass rate by 2015. Although our English ECA scores have risen over the past years, we would like to see them consistently above 90% pass.

- Types of diplomas- some of our students are not reaching their potential in high school. Many more need to be earning the Academic Honors Diploma. Our goal is that at least 50% of our students earn AP, dual credit or other industry certification.

Greenfield-Central High School is continuing professional development led by the Cougar Leadership Team (CLT). This team of teacher-leaders and administrators develop professional development strategies and facilitate in weekly faculty, departmental and teacher cohort meetings. Topics include engaging students, effective cooperative learning, mentoring strategies, aligning, mapping and assessing curriculum. Teachers will be able to give feedback to their cohort leaders on the effectiveness of the professional development time.

Additionally, teachers will meet at designated times throughout the school year.

- Providing meals and other incentives for teachers to meet as departments/teams to be trained on technology/new teacher strategies/data analysis.
- Teachers will be attending several state workshops. Our school corporation provides a substitute teacher only. Many teachers pay registration out of pocket; attend conference that do not require a registration fee; and/or, have written grants to cover expenses. Teachers receive yearly training through our Finance, PLTW (pre-engineering), and Bio-Med Academies' grants, corporate support, and membership in related organizations.
- Many teachers receive training from universities that have partnered with G-CHS in dual-credit programs like Advanced College Project. Many teachers are trained through Advanced Placement through the College Board.
- Department Chairpersons are encouraged to spend some meeting time with departments on developmental topics. For an example, our English teachers were trained on how to align our curriculum to the new Common Core Standards.

### **Statement of Goals**

After careful examination, we have decided on the following goals for Greenfield-Central High School:

- 90% of the cohort will graduate at the end of their fourth year of high school.
- 50% of graduates will earn at least one credit in AP, dual credit or industry certification.
- 90% of the cohort will pass each ECA by the end of their second year of high school.

## FOCUS AREA #1: GRADUATION RATE

**90% of the cohort will graduate at the end of their fourth year of high school.**

**Strategies must be included for the following:**

- Implement Cougar Connection strategies
- Offer regular PD to teachers
- Increase student engagement through differentiated instruction

| Action Strategies   | Driver                    | Timeline                | Evidence   | Status |
|---|---------------------------|-------------------------|--|--------|
| Weekly discussion of credits earned, grade progress, and attendance   | Cougar Connection Teacher | Weekly<br>Years 1,2,3   | Teacher Log                                      |        |
| Revisit monthly goals and various career paths.   | Cougar Connection Teacher | Monthly<br>Years 1,2,3  | Teacher Log                                      |        |
| Put BYOD into practice in the classroom to utilize technology and prepare students for the workplace.       | Qualified Faculty         | Monthly<br>Year 2       | Lesson Plan<br>Curriculum Map<br>Classroom Visit |        |
| Teachers will receive monthly PD in cooperative learning which will increase student engagement and success | Qualified Faculty         | Monthly<br>Years 2,3    | PD Agenda  |        |
| Students who get behind in credits are enrolled in Cougar Academy   | Guidance                  | Semester<br>Years 1,2,3 | Enrollment,<br>Credit board in<br>workroom       |        |

## FOCUS AREA #2: COLLEGE and CAREER READINESS

**50% of graduates will earn at least one credit in AP, dual credit or industry certification.**

Strategies must be included for the following:

- Educate Staff on AP/ACP/Career Readiness/Career Academy (i.e, Ivy Tech) options
- Educate Students and Parents on AP/ACP/Career Readiness/Career Academy (i.e., Ivy Tech) options
- Determine what types of Career Readiness courses students want that we don't offer or if any courses that we do offer is no longer relevant
- Encourage departments without AP/ACP/technical certification options to pursue AP/ACP/technical certification course offerings within the next two years
- Encourage increased student participation in AP/ACP
- Increase the number of students taking the PSAT, SAT, ACT, and COMPASS
- Improve students' scores on PSAT, SAT, and ACT

| Action Strategies  | Driver                             | Timeline   | Evidence  | Status |
|--|------------------------------------|--|---|--------|
| Guidance Dept. provides a staff presentation with creation of PPT and online document explaining the AP/ACP/Career Readiness/Career Academy options, as well as definitions and purposes of PSAT, SAT, ACT, COMPASS, Work Keys, and Accuplace assessments. In addition, the PPT will include what scores are college ready and what the GPA means, as well as what GPAs are required for different post-secondary institutions | Guidance Dept.                     | Presentation, PPT, and online document (for easy reference) presented to teachers by end of November, 2012 | Presentation, PPT, and online document  |        |
| Cougar Connection teachers share the Guidance PPT with their Cougar Connection class   | Cougar Connection teachers and CLT | PPT must be presented to CC class no later than the end of January, 2013                                   | Online survey of teacher/student reaction filled out and e-mailed to CLT cohort leader by CC teacher after presentation – (short survey developed by CLT) |        |
| Guidance Dept. PPT and online reference sheet would be listed under Parent and/or Student Resources on   | G-CHS IT dept. & Principal         | PPT and online reference document  | The uploaded documents to the G-  |        |

8-2012

|   |                     |  |  |  |
|---|---------------------|--|--|--|
| GCHS website. Notification of upload would announced via the Principal's newsletter   |                     | must be uploaded by end of January, 2013   | CHS website  |  |
| Expanded Career Day/Fair  | Schini/Yates        | Career Day/Fair by the middle of February, 2013  | Career Day/Fair  |  |
| Survey of AP/ACP/Career Readiness courses currently offered and desired offerings to be completed by students via their Cougar Connection teachers                      | CLT & CC teachers   | Survey developed by CLT should be completed by students via CC classes by the end of December, 2012                                | Completed surveys returned to CLT Cohort Leader by end of December, 2012   |  |
| To encourage those individuals/departments to pursue AP/ACP, technical certifications the CLT will pair experienced teachers to mentor those desiring help in this area | CLT                 | Requests made to CLT co-hort leaders and pairings by CLT   | List of paired teachers presented to CLT during March, 2013 meeting  |  |
| Develop an Algebra summer math course for entering freshman that would count as their Algebra credit  | Math department     | Develop course content and map along with criteria for eligible students<br>Year 2   | October, 2013 to be able to be offered in summer of 2014   |  |
| Identify students and encourage potential Algebra summer course students  | Guidance/Math Dept. | With criteria set by math dept. the Guidance dept. works with GCJH to identify and encourage students to enroll in class<br>Year 1 | Guidance presents these options at 8 <sup>th</sup> grade parents night and/or through an alternate communication (i.e. letter to parents) informing parents of this option |  |
| Add test prep courses in the evenings or Saturdays to prepare students for the various entrance exams and certificate tests, etc.                                       |                     | Year 2   |  |  |
| Add Senior/Parent College Night   |                     | Year 3   |  |  |

## FOCUS AREA #3: ENGLISH 10 / ALGEBRA 1

**90%(2) of cohort will pass each ECA by the end of their second year in high school.**

Strategies must be included for the following:

- Curriculum Maps & Transition to Common Core
- Formative & Quarterly Summative Assessments
- Data Analysis (Example: GAP analysis)
- A variety of interventions offered at various times
- PD activities that align directly with the identified needs

| Action Strategies  | Driver                    | Timeline   | Evidence                        | Status |
|--|---------------------------|--|---------------------------------|--------|
| Develop a curriculum map based on Common Core standards or other acceptable standard         | Dept. Chair               | Due May 2013   | Curriculum Maps for each course |        |
| Develop Common Quarterly Assessments in every course.  | Dept. Chair               | Due at the end of each quarter                       | The assessment                  |        |
| Analyze 8 <sup>th</sup> Grade Scores (ISTEP/ECA), share areas of need with other departments | Guidance/Teachers         | December and May test dates                          | Scores, lessons and assessments |        |
| Analyze Acuity Scores/Information & share areas of need with other departments               | Math and English Teachers | 3 open test dates<br>November,<br>February and April | Scores, lessons and assessments |        |
| Analyze Freshman Forum Scores/Grades & share areas of concern                                | Freshman Forum Teachers   | Quarterly  | Scores, lessons and assessments |        |

|  |                        |                        |            |  |
|--|------------------------|------------------------|------------|--|
| Incorporate Write to Learn   | English Teachers       | Quarterly              |            |  |
| Investigate & Incorporate Aleks  | Teacher                | Quarterly              |            |  |
| Utilize Benchmark Assessments  | Teachers               | Start of each semester | Scores     |  |
| Investigate the use of BYOD and PD on BYOD PD (TBA depending upon the above) | Administration and CLT | Ongoing, 3 year        |            |  |
| PLC-English & Algebra  | Course Teachers        | Monthly                | Strategies |  |



Indiana Department of Education  
SUPPORTING STUDENT SUCCESS

**IDOE School Improvement and Professional Development  
Corporation Level Assurance Form  
Superintendent / Exclusive Representative Signatures**

**Only Used When Exclusive Representative Signs Each School Individually.**

|                      |                                |
|----------------------|--------------------------------|
| IDOE Building Number | 2595                           |
| Building Name        | Greenfield-Central High School |

As principal, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

|                        |                    |
|------------------------|--------------------|
| Principal Name (Print) | STEVE BREGANT      |
| Principal's Signature  | <i>[Signature]</i> |
| Date Signed            | 8/29/2012          |

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development program for this school listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

|                                       |                    |
|---------------------------------------|--------------------|
| Exclusive Representative Name (Print) | Jeff S. Smith      |
| Exclusive Representative Signature    | <i>[Signature]</i> |
| Date Signed                           | 8/29/2012          |

This signed form should be kept on file at the school's office.

Principals will electronically assure that this form is signed and on file at the school during the Legal Standard 1 School Improvement Plan Submission process.

It is NOT necessary to return this form to the Indiana Department of Education.