

GREENFIELD-CENTRAL HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN THREE YEAR PLAN

2015-2018

Greenfield-Central Community School Corporation

School	Greenfield-Central High School
Address	810 N. Broadway
City/State/Zip Code	Greenfield, Indiana 46140
Phone	(317) 462-9211
Corporation #	3125
Grades	9-12
Enrollment	1456

**School Improvement Plan
2015-2018
(2015-2016/2016-2017/2017-2018)**

Dr. Harold Olin, Superintendent of Schools

Retta Livengood, President of the Board of School Trustees

Russell Wiley, Exclusive Representative of the GCCSC Teachers Association

Steve Bryant, Principal

**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 a 90.8% increase in childhood poverty 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 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. Keihin Automotive
6. Indiana Precision Technology
7. Greenfield-Central Community School Corporation

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

Our Educational Program... This is What We Offer:

The education program at Greenfield-Central High School is designed to make each student successful. Our building is divided into the following departments: Agriculture, Art, Business, Engineering and Technology Education, English, Family and Consumer Science, Mathematics, Performing Arts, Physical Education/Health, Science, Social Studies, Special Education, Vocational Studies, and World Language. While being encouraged to take courses that lead to a Core 40 diploma, students have the option to take courses from each department. The Guidance department meets with each student every year to effectively plan an academic schedule that leads toward a Core 40 diploma and meets post-secondary goals.

Greenfield-Central High School also offers students numerous opportunities for advanced diplomas, including Academic Honors and Technical Honors. Advanced Placement courses are offered in the Art, English, Mathematics, Performing Arts, Science, and Social

Studies departments. Dual credit courses taught through the Advance College Project (ACP) from Indiana University are also taught in the English, Science, and Social Studies departments. Dual credit work through Ivy Tech is also offered through courses in the Art, Business, and World Language departments. Those students not directly working toward an Academic Honors diploma are encouraged to work toward vocation programming that potentially could include industry certification. Programs toward this goal are offered through the Agriculture, Art, Business, Engineering and Technology Education, Family and Consumer Science, and Vocational Studies departments. No matter the path, students are pushed to be successful in their selected path in order to be productive and successful members of the Greenfield community when they graduate from Greenfield-Central High School.

Special Education students are also included in this model. Each student is assigned a Teacher of Record to monitor his or her progress while a student at Greenfield-Central High School. All special education students have an IEP that is used to ensure success in the classroom. Greenfield-Central High School typically uses an inclusion model to help special education students work in a least restrictive environment. A Resource room is available to these students for testing and homework support.

In addition to the general descriptions above, special areas of the Greenfield-Central curriculum include:

Academies-We have multiple academies including PLTW pre-engineering, and Biomedical engineering, Advanced Manufacturing, Career Academy, where students can begin working or training in their chosen career field. Those students who choose to work in the Project Lead the Way Engineering Academy take the following sequence of courses:

- 9th Grade: IED – Introduction to Engineering Design
- 10th Grade: POE – Principles of Engineering
- 11th Grade: DE – Digital Electronics and one of the following:
 - AE – Aerospace Engineering
 - CEA – Civil Engineering and Architecture
 - ES – Environmental Sustainability
 - CIM – Computer Integrated Manufacturing (not offered at this time)
- 12th Grade: EDD – Engineering Design and Development

Those students who choose to work in the Project Lead the Way Biomedical Academy take the following sequence of courses:

- 9th Grade: PBS – Principles of Biomedical Sciences
- 10th Grade: HBS – Human Body Systems

11th Grade: MI – Medical Interventions
12th Grade: BI – Biomedical Innovation

On-line HS (Cougar Academy) – This program offers over 40 state approved courses that meet the needs of students wanting to accelerate their date of graduation. Career Academy students may be 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. The curriculum through GradPoint is web-based so much of the work (other than the monitoring of assessments) can be done at home. Two graduation coaches will work with at-risk students primarily during second and fourth quarters to assure completed assignments and credits.

Current courses available include:

English:

English 9

Honors English 9

English 10

Honors English 10

English 11

Honors English 11

English 12

Honors English 12

Language Lab

World Language

Chinese I

Social Studies

Economics

Honors Economics

Geography & Hist. of World

U.S. Government

Honors American Government

U.S. History

Honors American History

World History/Civilization

Honors World History

Science

Advanced Placement (AP)

AP Art History

AP Biology

AP Calculus AB

AP Calculus BC

AP Computer Science A

AP English Lang. & Comp.

AP English Lit. & Comp.

AP Macroeconomics

AP Microeconomics

AP Psychology

AP U.S. History

AP Spanish

Chinese II
Chinese III
French I
French II
Latin I
Latin II
Latin III
Spanish I
Spanish II
Spanish III

Mathematics

Algebra Enrichment
Algebra I
Honors Algebra I
Algebra II
Honors Algebra II
Geometry
Honors Geometry
Pre-Calculus
Statistics
Trigonometry

Biology I
Honors Biology
Chemistry I
Honors Chemistry
Earth & Space Science
Honors Earth & Space Science
Environmental Science
Integrated Chemistry/Physics
Honors Physical Science
Physics
Honors Physics

Electives

Computer Programming I
Health
Hospitality & Tourism
Intro to Business
Life Management Skills
Personal & Family Finance
Real World Parenting
Psychology
Sociology

AP Statistics
AP U.S. Govt. & Politics

Non-Credit Offerings

ACT Test Prep
ECA Test Prep
SAT Test Prep

Online Assessments: G-CHS has increased the amount of time students take summative/non-standardized assessments on-line, including: Acuity in Algebra I and English 10, Write to Learn (6+1) program, Accuplacer, PSAT, and other individual teacher created on-line assessments. Our teachers have been trained in Moodle that has student on-line assessment features. Teachers will also be required to have a Google Classroom page to introduce their courses.

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. We have seen significant growth in students and test scores that we attribute to this program. *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 2015 our counselors chose 24 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 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. *Algebra Every Day:* A group of freshmen were identified and intentionally scheduled to have Algebra I and Algebra Enrichment with the same teacher so that those students receive intentional math instruction daily.

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 working in our offices, tutoring and support clubs for many sports, music and academic organizations. 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 and/or Google Classroom. The Cougar Leadership Team also evaluates new course proposals to be added to the school curriculum. Much of school year 2014-15 was dedicated to revising and mapping curriculum to reflect the Common Core and Literacy Standards. That effort continues this year with Professional Learning Communities continuing the mapping process, now incorporating the College and Career Readiness Standards. All diploma track students are eligible to earn

either the Academic Honors Diploma or Technical Honors Diploma and are encouraged by their guidance counselor each year to continue pursuing the highest diploma appropriate for the student. Students, parents, and community members have constant access to the school's curriculum, as course descriptions are posted on the Guidance page of the school's website.

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 email and to connect students with the world through ample opportunity to access the Internet. GCHS is in the first year of a 1:1 Initiative to give each student a laptop computer. Also, to foster collaboration among the faculty, we have moved to the Google Apps for Education platform. Each classroom is equipped with AppleTV and a projector/TV to use for whole-class work and presentations. The Cougar Café tutoring lab provides an opportunity for students to work online for credit recovery or additional coursework. The Corporation has also created an initiative called LITES (Leaders in Technology Education Specialists) to train other faculty in technology. We have also partnered with Five Star for training purposes, meeting for a half day each quarter. 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. Door monitoring software is in place to ensure from a single computer that doors are locked throughout the building. In addition, a school resource officer is visible at the front door or in the parking lot during the school day. We meet or surpass the state's requirements for fire, tornado, man-made 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 in the form of an iBook on the student MacBooks.



A-F Accountability Report Card
2015 High School Model-Student Report
Greenfield-Central Com Schools (3125) / Greenfield-Central High Sch (2595)

Overall Grade A - 3.55 Points (maximum 4.0)

Summary Data - High School

English/Language Arts **3 Points x 0.2** **(weighted multiplier)**
Math **3.5 Points x 0.2** **(weighted multiplier)**
Graduation **3.5 Points x 0.3** **(weighted multiplier)**
College and Career **4 Points x 0.3** **(weighted multiplier)**
Readiness

	Math			English/Language Arts			Graduation Graduated On Time	College and Readiness CCR Achiev		
	Performan ce	Improvement 8th to 10th Grade		ECA Improvement 10th Grade to Graduation	Performance	Improvement 8th to 10th Grade			ECA Improvem ent 10th Grade to Graduation	
		8th Grade	10th Grade			8th Grade				10th Grade
Numerator	287	292	282	18	272	270	265	26	311	244
Denomina tor	337	324	324	28	337	323	323	34	351	311
Percent	85.2%	90.1%	87.0%	64.3%	80.7%	83.6%	82.0%	76.5%	88.8%	78.5%
Grade Points	3.5	-0.5		0.50	3	-0.5		0.50	3.5	4

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 6 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 and ISTEP 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.
- This past summer, teachers were offered two professional development opportunities. The high school hosted a conference on formative assessments. The corporation also hosted a conference on e-learning.

2014-15 Competency Data		
1.1	Utilize Assessment Data to Plan	3.03
2.9	High Expectations for Success	3.04
1.3	Develop Standards-Based Unit Plans/Assessments	3.09
2.4	Check for Understanding	3.15
1.4	Create Objective-Driven Lesson Plans/Assessments	3.17
2.1	Dev Understanding/Mastery of Lesson Objectives	3.17
2.6	Develop High Level of Understanding	3.17
1.5	Track Student Data and Analyze Progress	3.2

3.4	Advocate for Student Success	3.21
3.5	Engage Families in Student Learning	3.23
2.3	Engage Students in Content	3.28
2.5	Modify Instruction As Needed	3.28
2.2	Demonstrate and Communicate Content Knowledge	3.31
3.3	Seek Professional Skills and Knowledge	3.31
2.8	Culture of Respect and Collaboration	3.32
3.1	Contribute to School Culture	3.34
3.2	Collaborate with Peers	3.35
2.7	Maximize Instructional Time	3.42
1.2	Set Ambitious and Measurable Achievement Goals	3.56

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 Professional Learning Community (PLC) meetings, as well as departmental meetings. Topics include engaging students, effective cooperative learning, mentoring strategies, aligning, mapping and assessing curriculum. Teachers will be able to give feedback to CLT members on the effectiveness of the professional development time.

Additionally, teachers will meet at designated times throughout the school year. The school provides 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 College and Career Readiness Standards. Also, PD will be ongoing through Formative Assessment workshops and E-Learning sessions that were begun in the summer of 2015. The entire staff has participated in 5 Star

training to assist with implementing technology in their classrooms. Monthly LITES training are required for all staff for technology training throughout the entire year.

Statement of Goals

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

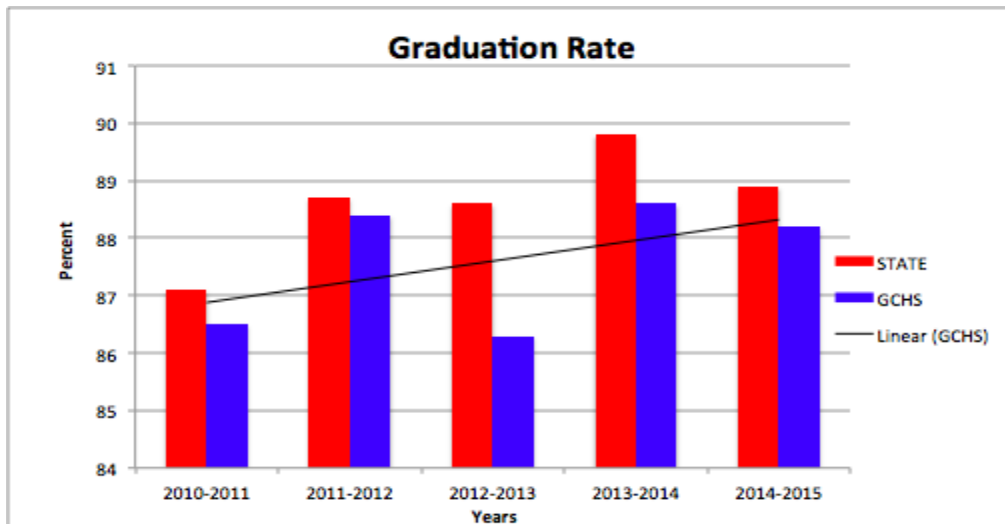
- 90% of the cohort will graduate at the end of their fourth year of high school.
- 50% of graduates will earn at least one credit in AP, dual credit or industry certification.
- 90% of the cohort will pass each ECA by the end of their second year of high school.

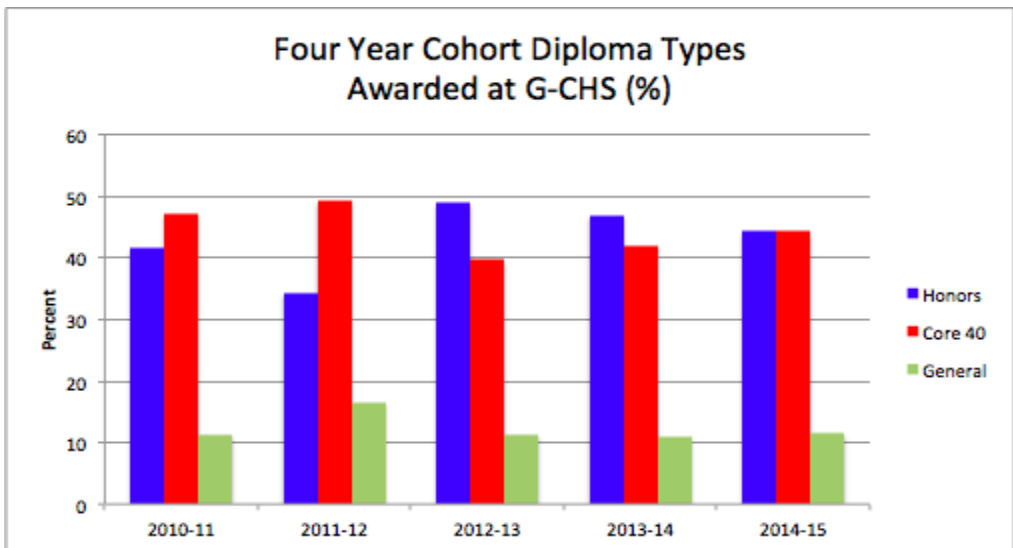
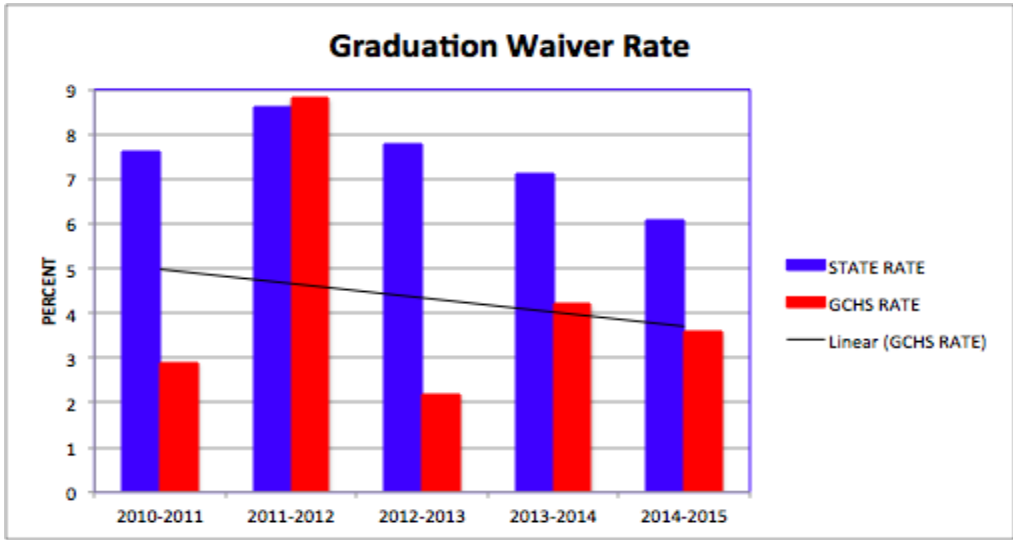
***FOCUS AREA #1
GRADUATION RATE***

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

Action Strategies	Driver	Timeline	Evidence	Status
Discussion of credits earned, grade progress, attendance and goals for at-risk students	All faculty, coaches, sponsors, graduation coaches	Weekly	Increased credits earned	Ongoing
Quarterly Cohort Meetings for all 4 grade levels	Administrators and Guidance	Quarterly	Meetings	Implemented 2012-13
Utilize graduation coach with at-risk seniors	Administrators and graduation coach	Weekly mainly during	Earned credits	Implemented Spring 2013
1-2016 Incorporate technology in the 1-1 classroom	All Faculty	Daily	Lesson Plan, Curriculum Map, Classroom Visit	Ongoing
Teachers will be offered PD in technology	Technology coach, LITES, Five	Monthly	PD Calendar	Ongoing and expanded with

		Quarters 2 & 4		
Teachers offered training on Formative Assessments	Faculty & Trainers	Yearly	Lesson plans, curriculum maps	Implemented 2014
Implement county-wide attendance policy	Administrators and administrative assistants	Weekly	Letters and parental meetings, referrals to Probation	Beginning 2015
Investigating plan for RTI at the high school level	RTI committee	Quarterly		Beginning study Fall 2015
Pursue authentic Alternative School	oversight by CLT, exploratory and grant work by Central Office team	Quarterly	Visiting other similar programs, establishing new site	Beginning study in Spring 2016





Explanation of Focus Area #1

1-2016

One of the primary points of emphasis for any high school is its graduation rate, and Greenfield-Central High School is no exception. One of the best ways we have to make a more successful community is to fill it with members that have earned at least a high school diploma. Greenfield-Central High School sincerely desires to have students attending school regularly to meet all the requirements of earning that diploma. The school has set a goal of ninety percent graduating by the end of the fourth year of high school. That is consistent with Greenfield-Central Community School Corporation's goal of a ninety percent graduation rate. To reach this goal, we have put an emphasis on increased attendance and in-class strategies to reach this goal in Focus Area #1.

The first three Action Strategies within Focus Area #1 center on working with at-risk students. By focusing on these students who are at risk, we as a school can also reduce the number of students who do not graduate. Action Strategy one involves the entire faculty in the Focus Area. Since each teacher has continual contact with students, they are receiving daily interaction with a teacher who can check students' grades and attendance. Conversations can then be had with individual students about staying on track toward graduation. The administration and guidance staff then works through Action Strategy two. Quarterly meetings are held where each senior is discussed to check on progress toward graduation. Students who are deemed at-risk or potential waiver eligible are also emphasized, which leads to Action Strategy three. Graduation Coaches are a more recent addition to our staff help put special emphasis on at-risk seniors. These two graduation coaches meet specifically with identified seniors to assure they are completing assignments, studying for tests, and attending school. Action Strategy three was piloted last spring, and is now being expanded during the 15-16 school year.

Action Strategies four through six incorporate in-class strategies faculty members can use to help raise the graduation rate. To help make course work more relevant for students, teachers are developing work in lesson planning and classroom strategies that involve increased use of technology. This curriculum development will be increasing this year with the implementation of a 1:1 program at Greenfield-Central High School. Action Strategies five and six work together to provide professional development for teachers in various areas. Specific strategies are in place to increase training in technology usage and formative assessments. Teachers have requested additional training in these areas to make courses more relevant to real-world practices.

One specific point of emphasis within Focus Area #1 is attendance and how it is tied to graduation. If students are going to successfully earn credits, they need to be in attendance. GCCSC has set a goal of a 97 percent attendance rate for the corporation. To work toward that corporation goal, Greenfield-Central High School is returning to using attendance contracts, as outlined in Action Strategy seven. Administrators and administrative assistants have already begun making more specific contact with parents and students to emphasize the importance of regular school attendance. By increasing parental contact and making intentional contact with habitually truant students, the goal is to create an atmosphere where

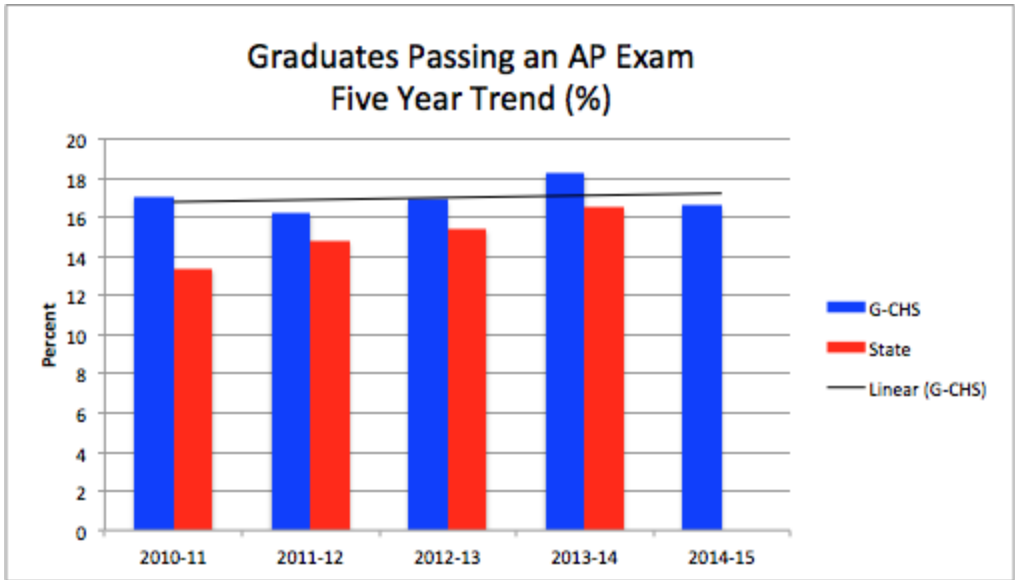
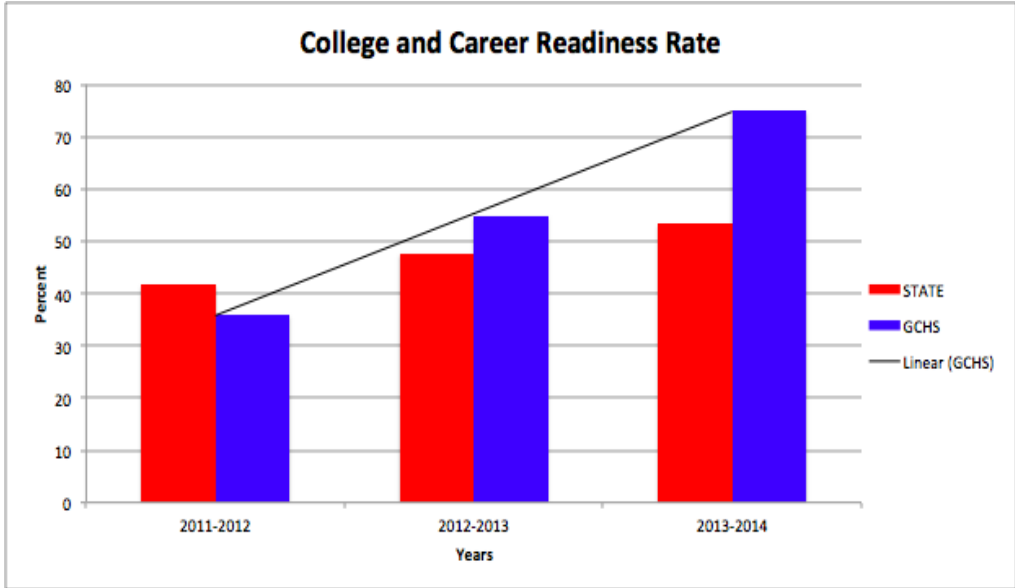
attendance is an expectation for students. Many of the other strategies outlined in this entire SIP contribute to this effort to raise attendance and reduce habitual truants.

FOCUS AREA #2 COLLEGE & CAREER READINESS

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

Action Strategies	Driver	Timeline	Evidence	Status
Presentation explaining the College and Career Readiness options	Guidance Dept.	Prior to Fall Break each year	PPT presentations, online documents & class meetings	Ongoing
College and Career presentation PPT and reference sheets listed on school website	GCHS IT dept.	Uploaded by end of October, 2013	The uploaded documents to the G-CHS website	Completed, notification each year in newsletter
Explain goals for college and career readiness	Guidance Dept., Faculty	Yearly	Increased credits earned	Ongoing
Don't Fear the Future Day/Career Opportunities/College visits	Guidance, Yates	Yearly/ PSAT testing day	DFFD/Career visits	Ongoing

To encourage departments to pursue AP/ACP, technical certifications	Department Chairs	Yearly	Proposals	Ongoing
Partnership with local businesses	Tech Dept./School to work Coordinator	Yearly	Increased industry certifications	Implemented 2014
Readiness Testing (i.e. Accuplacer, PSAT, Acuity) & Remediation	Guidance & Remediation Specialist	Yearly	Increased standardized test scores	Ongoing
Increased partnership and busing to Walker Career Center	Guidance Dept.	Daily	Increased industry certifications	Bus service began 2014
Test Prep course addition	Math and English Department	Daily	Increased scores on SAT	Implemented 2014



Explanation of Focus Area #2

The state of Indiana includes four measurements in its evaluation of a high school, one of which is college and career readiness. To help GCHS achieve its best, one of the primary goals of the Greenfield-Central Community School Corporation is for 25% of graduates to receive dual credit in some form. According to the state measurements, this can be achieved at Greenfield-Central High School through AP scores (earning a 3, 4, or 5), dual credit work through ACP, Ivy Tech, IUPUI, or Purdue; or through industry certification, for example through Walker Career Center. Through the work that has already been completed in this focus area, Greenfield-Central already exceeds the corporation goal of 25 percent of graduates earning dual credit. With the school goal to exceed 50 percent, there is still work here to do.

The chart above shows the work that is scheduled to be completed in Focus Area #2. The first three action strategies center on work the Guidance department is completing toward the goal. During first quarter each year, guidance counselors visit the students in their assigned alphabetical split, to talk to students about the options available to them through the College and Career Readiness standards. Freshman are explicitly told about how these standards will affect their scheduling and the plans for the future. Sophomores and Juniors are then further told about how to be sure they are setting up their high school careers to maximize the dual credit options that are available to them. Juniors and seniors hear about how to register for dual credit classes and are also encouraged to take AP exams. This leads directly into the second action strategy, the development of online materials that students can then discuss with their parents. Through both PowerPoint presentations and reference documents that can be accessed on the school webpage, College and Career Readiness materials are always available to students and parents. Throughout all of the presentations and online documents, the emphasis is always on the third strategy, explaining the goals of College and Career Readiness. If students are going to be college ready or workplace ready, both they and their parents need to understand the rationale for the standards and how students can be successful with them.

Beyond just telling students about College and Career Readiness, action strategies are also in place to get students actual workplace experience. Action strategies four and six work together to move students beyond the classroom through work experience. Don't Fear the Future day coincides with the PSAT administration. Students not taking that standardized test are encouraged to work with someone in the field of their choice to gain experience in a potential profession. Working primarily through action strategy number six, freshmen this year will be experience multiple manufacturing and other industries in the Greenfield area. This will not only expose students to their community, but also break some myths some students have about current industries. One option also available to juniors and seniors on Don't Fear the Future day is to job shadow with someone in a prospective field. All of these options point students who might not desire to attend college to place greater emphasis on receiving an industry certification, making them a better potential employee. Seniors are also encouraged to take a college visit on this day to help determine where they would best fit in.

Strategies four and seven also work together to increase the college readiness of our students. During Don't Fear the Future Day, all sophomores, juniors, and some freshmen are taking the PSAT. These types of readiness tests help to show students where their skill sets are, and are

not, in terms of their college readiness compared to students around the world. The scores from the PSAT are used to guide conversations with students about remediation they may need to be successful at the college level. Students with lower PSAT scores are encouraged to take the Accuplacer as a method of further remediating below level scores. By providing multiple opportunities for readiness testing, Greenfield-Central students can maximize their potential to be successful after graduation.

The final strategy in Focus Area #2 centers on encouraging departments to further pursue AP/ACP courses as well as technical certification programs. Quite simply, the more opportunities students have to take dual credit courses, the more opportunities they have to earn college credits. One additional point that departments have seen is the increased rigor of preparatory courses for the dual credit options. If students are going to be successful in the dual credit courses, the foundational skills for those courses must be laid well before the start of the dual credit course. The same can be said for industry certifications. Increased expectations at the end of the high school career create increased standards all the way through high school.

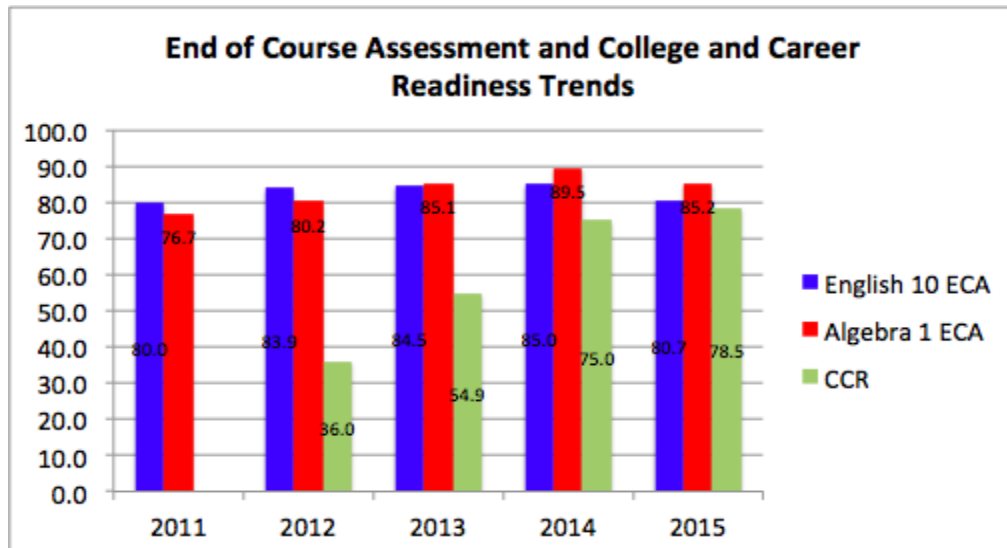
FOCUS AREA #3

ENGLISH 10 / ALGEBRA 1

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

Action Strategies	Driver	Timeline	Evidence	Status
Curriculum mapping	Faculty	Yearly	Maps	Updated based on data
Administer Common Assessments in every course	Faculty	End of Semester/End of Course	Assessments, Final exams	Ongoing
PLC-English & Algebra	Course Teachers	Weekly	Teaching strategies	Ongoing

PD Programs in eLearning, Formative Assessments, Technology, and Literacy	Teachers	Yearly	Summer PD sessions, additional PD sessions throughout year	Implemented in Summer 2014
Analyze 8 th Grade Scores (ISTEP/ECA)	Guidance/ Teachers	Quarter 1 2014	Scores	Ongoing
Analyze Acuity and future NWEA Scores	Teachers (training English and Algebra 1 PLCs)	3 test dates	Scores	Test data drives instruction
Analyze and compare Freshman Forum Grades to non-Forum classes	Forum Teachers	Quarterly	Scores	Test data drives instruction
Language Arts Lab	Teachers	Daily	Remediation for English 9 and 10	Ongoing
Algebra 1 and Algebra Enrichment	Math Teachers	Daily	Courses scheduled	Ongoing
Algebra 1 Extended	Teachers	Daily with SPED	Courses scheduled	Implemented in 2014-2015



Explanation of Focus Area #3

The largest portion of a high school's evaluation from the state of Indiana comes in the form of ECA scores, from English 10 and Algebra 1. With the state putting such an emphasis on these tests, as well as wanting students to have mastered basic skills, Greenfield-Central is targeting these two areas with our third Focus Area. This goal also coincides with the corporation's goal of having ninety percent of students passing all ISTEP/ECA exams. With this corporation-wide focus, Greenfield-Central strives to do its part to reach this corporation goal.

The first three action strategies center around a curriculum focus on improving scores on ECA exams. Greenfield-Central believes that providing students with a common set of experiences is an optimal way of ensuring student success. To the end, the first action strategy of continual curriculum mapping is an important starting point. All departments have put curriculum maps in place; however, the mapping process in general never completely ends. The process of continually examining what is taught in a course emphasizes the desire for continual improvement. One aspect of the curriculum maps that is being implemented in this plan is establishing common assessments to be used in each course. These common assessments provide valuable data to check on student progress toward course goals. All of this is being completed in the third action strategy, PLCs. Teachers meet every Tuesday morning at the high school to discuss coursework implementation and common assessments. To further ensure departmental continuity, members of high school and junior high departments will be meeting as needed to develop vertical articulation. To go along with these curricular action strategies, a Professional Development plan focusing on formative assessments is also being put in place. This was detailed in the PD portion of this SIP.

The fifth and sixth action strategies both examine data analysis as a piece to raising ECA scores. Teachers need to know what progress students are making to check about what concepts and skills need to be retaught. Action Strategy five centers on data we receive from the Junior High. Freshman teachers use eighth grade ISTEP data, as well as ECA data on students taking high school courses, to take a full-class snapshot of the incoming freshmen. The analysis of this data particularly allows Math and English teachers to see what gaps and strengths are present in the freshman class. This then helps to guide initial instruction in freshman courses. Action Strategy six pulls in data from Acuity testing. This provides even more specific data for teachers because it allows for individual section analysis. That data from Acuity can even be used for individual remediation. Examining all these data points allows for informed instruction for the teachers, and also provides discussion points for PLC meetings from the above Action Strategies.

The final four action strategies focus on remediation pieces that are in place to ensure student success. Action Strategy seven asks for data analysis and comparisons for students assigned to the Freshman Forum. Freshman Forum is a selected group of between 20-25 students identified to take English 9, Algebra 1, Integrated Chemistry/Physics, and World History as 45 minute classes instead of a full block. These students receive more individualized attention to help make an easier transition for them. Comparing

their grades to the general population helps to validate the worth of the program and how it assists students to be more successful. Remediation is specifically completed in the English department through the Language Lab courses. Students identified through the data analysis listed above to have ELA needs are scheduled in Language Lab to work on those skills. Math department remediation is completed with Action Strategies nine and ten. Algebra Enrichment and Algebra every day courses have been established to provide further work with students who have been identified to have algebra weaknesses. All four of these Action Strategies work together to provide a “safety net” for students who may need extra help to be successful. Putting these interventions early in the high school career gives students a greater chance at passing the ECAs on the first attempt, freeing their schedules to focus more on the College and Career Readiness standards in Focus Area #2.

Departmental Goals based on School Goals

As part of Greenfield-Central High School’s School Improvement process, each department was asked how they would implement the three school-wide goals in their individual departments. The pages below detail how each department plans, for the 2014-15 school year, to work toward these three school goals.

Agriculture Department Goals – 2015 – 2016 School Year

<p>90 Monitoring Tools and Interventions/Strategies</p>	<p>50 Monitoring Tools and Interventions/Strategies</p>	<p>90² Monitoring Tools and Interventions/Strategies</p>
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<p>The Agriculture Department's strategies will be able to learn practical hands on skills plus academic ag. science, dual credit classes, and agribusiness skills to fulfill Core 40 with Academic Honors, or Core 40 with Tech Honors, or at the least meet the elective requirements for the basic core 40 Diploma.</p>	<p>The Agricultural Department has limited set of classes for Dual Credit. Purdue has phased out the previous program. Certification requires a Master's Degree. CASE Certification by Teacher for Ag. Dept. The Advanced Animal Science class works as a Science credit and can be used as a learning class to take the Purdue Animal Science Introductory class. We have signed up to offer dual credit for Ivy Tech classes for Ag Power, And Agribusiness certification on Sept 18, still waiting on paperwork.s who have not taken the basic animal science .</p>	<p>The Agricultural Department utilizes a large amount of facts and reading to keep up with trends in Ag Science, research, equipment technology, use of drones and GPS. So literacy standards testing are done with several specific reading assignments and pretests. From pretest to final test, goal for students is to master vocabulary and most information at an 80% level. There is not currently an ECA test for Agriculture Classes.</p>
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Art Department Goals – 2015 – 2016 School Year

<p style="font-size: 24pt; color: green;">90</p> <p style="color: blue;">Monitoring Tools and Interventions/Strategies</p>	<p style="font-size: 24pt; color: orange;">50</p> <p style="color: blue;">Monitoring Tools and Interventions/Strategies</p>	<p style="font-size: 24pt; color: blue;">90²</p> <p style="color: blue;">Monitoring Tools and Interventions/Strategies</p>
<p>The Art Department will support the student's pursuit of a high school diploma by offering classes that fulfill the need for the fine arts credit requirement.</p> <p>In addition, 80% of those enrolled in AP visual Art courses will earn at least a score of 3 on their</p>	<p>The Art Department will continue to offer currently established AP Studio and Dual Credit classes.</p> <p>The department will investigate additional dual credit class offerings.</p>	<p>The Art Department will incorporate the Visual Arts College and Career Readiness Standards into the classroom curriculum including reading comprehension and written criticism assignments.</p>

portfolio/exam in order to earn credit toward graduation.	For school year 2016-17, student enrollment in AP/Dual Credit classes will increase by 10%	The written assessment will be given each semester with a goal of 90% passing.
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Business Department Goals – 2015 – 2016 School Year

90	50	90²
Monitoring Tools and Interventions/Strategies	Monitoring Tools and Interventions/Strategies	Monitoring Tools and Interventions/Strategies
<p>1. By March 2016, students who have been failing or viewed as at risk for at least 4 continuous weeks will receive parental contact via phone at least once each quarter.</p> <p>2. By August 2016 the Business Department will establish a lesson plan that stresses the importance of education and the job market and the correlation between wages and the amount of education.</p>	<p>1. By May 2016 the Business Department will have re-established either a BPA/DECA or similar business related club</p> <p>2. By August 2016 the Business Department will have established pertinent industry certifications for students, especially computer related certifications.</p> <p>3. By August 2016 the Business Department will have established a plan which includes guest speakers and relationships with</p>	<p>Math: By December 2015, the Business Department, classes will include math related questions on no less than three assignments as measured by grades in PowerSchool.</p> <p>English: By January 2016,, the Business Department will include a minimum of one major writing assignment per quarter for all students taking business classes.</p>

Engineering and Technology Department Goals – 2015 – 2016 School Year

90	50	90²
Monitoring Tools and Interventions/Strategies	Monitoring Tools and Interventions/Strategies	Monitoring Tools and Interventions/Strategies

Use a identical measurement metric for all ETE/PLTW courses for quarterly assessments that will produce a 80 percent pass rating	To achieve 30 percent transcribed dual credit class through IVY Tech in PLTW courses	All students will achieve a score of 90% or higher on introductory presentations in each PLTW/ETE course settings.
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English Department Goals – 2015 – 2016 School Year

90	50	90²
Monitoring Tools and Interventions/Strategies	Monitoring Tools and Interventions/Strategies	Monitoring Tools and Interventions/Strategies
<p>a. Students will be encouraged to take the English courses they are most prepared for during their senior year.</p> <p>b. Amnesty opportunities will be given to students in regular level classes as an option to make-up late or missing work for some credit.</p> <p>c. Guide students into academies and specific career tracks and align courses for those students.</p> <p>d. Continue to provide Freshman Forum for freshmen who might otherwise not graduate with their cohort.</p> <p>e. Provide external support through the English Lab and remedial opportunities custom-designed for students.</p> <p>f. A Writing-Focused PLC will work on developing relevant writing prompts for the regular 9-10 students.</p>	<p>a. Students in Honors English 9/10 and HAE 9/10 will be encouraged to take W131, AP Language and/or ACP Speech or ACP L202 as seniors to better prepare them as college students or to allow them to earn college credit.</p> <p>b. Students in Honors English 11 and AP Language will be encouraged to take ACP Speech, W131, and L202 if they are planning to attend a university that accepts IU credit earned in these courses.</p> <p>c. Walker and Career Start students will be encouraged to take Technical Communications in order to support Career Readiness.</p> <p>d. Regular English 9, 10, and 11 students will complete some technical writing assignments to help build Career Readiness skills.</p>	<p>a. Curriculum, Instruction, and Assessments in all levels of English 9 and English 10 will reflect the Indiana State Standards.</p> <p>b. All English 10 students will take 3 Acuity practice tests.</p> <p>c. Teachers will track the data on Acuity tests to help predict each student's success rate on the ECA.</p> <p>d. Students who are identified as needing remediation prior to the English 10 ECA will be placed in the English Lab for tutorial and remedial support.</p> <p>e. Students will be given multiple opportunities to practice essay writing on an online platform such as Write to Learn.</p> <p>f. The English Lab will utilize Pearson GradPoint ECA Prep Coursework.</p>

Family and Consumer Science Department Goals – 2015 – 2016 School Year

<p style="text-align: center;">90</p> <p style="text-align: center;">Monitoring Tools and Interventions/Strategies</p>	<p style="text-align: center;">50</p> <p style="text-align: center;">Monitoring Tools and Interventions/Strategies</p>	<p style="text-align: center;">90²</p> <p style="text-align: center;">Monitoring Tools and Interventions/Strategies</p>
<p>FACS courses meet essential skills through lab based work providing essential career knowledge and practice. Encourage students to attend lab days by sending out reminders through Twitter and Remind 101. Promote student involvement in career based extracurricular organization (FCCLA).</p>	<p>FACS department will continue to offer dual credit course work in Culinary and Education Professions. Students have the opportunity to earn their ServSafe certification. Our goal for this is to increase enrollment by 10% or more through social media publicity (twitter #gcfacsclassesrock). We will also investigate adding fashion as a dual credit course through Indiana State University.</p>	<p>Continue to work at creating digital content. Create midterms for all courses Include writing work in all courses <u>Fashion</u> - research over the history of a specific clothing item <u>Child Development</u> - empathy belly reflection <u>Interpersonal</u> - addiction interviews & comparison writing to personal experiences <u>Nutrition</u> - food borne illnesses stories <u>International Foods</u> - country research <u>Adv. Nutrition</u> - special dietary needs research & report <u>Parenting</u> - baby experience book <u>Adv. Child Development</u>- Observation reports of classes <u>Human Development</u> - create a wellness plan <u>Culinary</u> - Product Descriptions</p>

Math Department Goals – 2015 – 2016 School Year

<p style="text-align: center;">90</p> <p style="text-align: center;">Monitoring Tools and Interventions/Strategies</p>	<p style="text-align: center;">50</p> <p style="text-align: center;">Monitoring Tools and Interventions/Strategies</p>	<p style="text-align: center;">90²</p> <p style="text-align: center;">Monitoring Tools and Interventions/Strategies</p>
<p>Math teachers will continue to promote student use of digital LMS, Learning Lab, and the Rose Hullman Homework Hotline. Math teachers will be available for student tutoring before and after school and will contact parents of students who are struggling in their Math courses. Algebra Enrichment Freshman</p>	<p>The Math Department will work with the School Administration to offer more sections of AP Statistics and offer B/C Calculus as a separate course. The Math Department will promote Honors classes within the Department to improve AP course enrollment</p>	<p>The Math Department will continue to develop and strengthen Departmental PLCs. The teachers will share strategies and techniques while developing digital curriculum maps. Our strategies will include common planning and common testing.</p>

Forum and Math Lab will continue to be developed and strengthened.	and scores. The Math teachers will continue to participate in the AP PLC.	
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PE/Health Department Goals – 2015 – 2016 School Year

90	50	90²
Monitoring Tools and Interventions/Strategies	Monitoring Tools and Interventions/Strategies	Monitoring Tools and Interventions/Strategies
92% of all students will successfully complete all coursework and earn credit in required and elective P.E. and Health courses by May 2016.	Dept. will continue to provide certification courses through the American Red Cross through May of 2016.	Dept. will implement Quarterly Assessments and ECAs for all courses and 92% of students will pass by the 2016 school year.

Performing Arts Department Goals – 2015 – 2016 School Year

90	50	90²
Monitoring Tools and Interventions/Strategies	Monitoring Tools and Interventions/Strategies	Monitoring Tools and Interventions/Strategies
1. Music students will be offered opportunities to participate in or witness contests, festivals, and honor bands/choirs, (ISSMA contests, Solo & Ensemble, BOA, WGI, etc.) which encourages and prepares them for participation in music after high school.	1. The music department will continue to offer AP Music Theory as a part of the GCHS curriculum. 2. Our Bands, Choirs, Guard, and Percussion ensembles continue to excel at ISSMA sanctioned contests. It is our goal to earn the	1. Students in the music department will write 3-4 writing exercises with a department rubric, in order to better express their understanding of their individual playing/singing and ensemble abilities and goals.

<p>2. The Music Department will teach basic music theory curriculum to all performance classes in order to prepare students with the opportunity of taking Music Theory or AP Music Theory.</p>	<p>ISSMA All-Department Music Award.</p> <p>3. At least 50% of the students taking the AP Music Theory exam will pass.</p>	<p>2. Quarterly assessments will be given to assess students' mastery of concepts, techniques, and interpretation of the music that the students are preparing for performance.</p>
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Science Department Goals – 2015 – 2016 School Year

<p>90</p> <p>Monitoring Tools and Interventions/Strategies</p>	<p>50</p> <p>Monitoring Tools and Interventions/Strategies</p>	<p>90²</p> <p>Monitoring Tools and Interventions/Strategies</p>
<p>A. Continue to develop Intervention programs before and after school so that students can get help and have the opportunity to make up and retake assignments</p> <p>B. Begin to utilize formative assessments to catch trouble issues before they are beyond help</p>	<p>A. Propose the offering of Pre-AP Biology. Currently most students taking AP Biology had Biology I as 8 graders and this will help those students better prepare for AP Biology and the AP exam.</p> <p>B. Encourage students to take more rigorous courses</p>	<p>A. Develop activities to develop scientific reading skills in all students</p> <p>B. Develop year long assessments that would be given each quarter to track growth in all programs</p> <p>C. Find methods to include more scientific (technical writing) in all science courses.</p>

Social Studies Department Goals – 2015 – 2016 School Year

90	50	90 ²
Monitoring Tools and Interventions/Strategies	Monitoring Tools and Interventions/Strategies	Monitoring Tools and Interventions/Strategies
<p>By August 2016, given a teacher's roster, students who have been failing or viewed as at risk for at least 4 continuous weeks will receive parental contact via phone at least once each quarter.</p>	<p>By August 2016 the Social Studies Department will increase the number of students enrolled in dual credit courses by 10%.</p>	<p>Literacy goal: By August 2016, given Social Studies curriculum, classes will include organizational writing strategies, focus on analysis of both primary and secondary sources, and training on conventions which align with the C & CR literacy standards on no less than three assignments as measured by grades in PowerSchool.</p> <p>Technology goal: By Aug. 2016, given Social Studies curriculum, classes will include at least one technology based/ incorporated assignment/week.</p>

Special Education Department Goals – 2015 – 2016 School Year

90	50	90 ²
Monitoring Tools and Interventions/Strategies	Monitoring Tools and Interventions/Strategies	Monitoring Tools and Interventions/Strategies
<p><i>By August 2015 given graduation lists, the number of graduating special education students will increase by 2%, or the equivalent of one student.</i></p> <p><u>2012-2013:</u> Core 40 w/ AHD: 2 Core 40: 12 Core 40 w/ waiver: 1 General Diploma: 3 General Diploma w/ waiver: 2 Certificate: 4</p>	<p><i>By August 2015 given class enrollment lists, the number of special education students enrolled in a Speech class will increase by 2%, or the equivalent of one student.</i></p> <p><u>2012-2013:</u> 4 students <u>2013-2014:</u> 8 students Increase of 100% <u>2014-2015:</u> 3 students Decrease of 63%</p>	<p><i>By August 2015 given ECA pass lists, the number of special education students passing the English 10 and Algebra 1 ECA will increase by 2%, or the equivalent of one student.</i></p> <p><u>Spring 2012:</u> Algebra 1: 19/55 (35%) English 10 28/59 (47%)</p> <p><u>Spring 2013:</u></p>

<p><u>2013-2014:</u> Core 40 w/ AHD: 6/6 Core 40 (passed GQE): 19/20 Core 40 w/ waiver: 0 General Diploma (passed GQE): 4/9 General Diploma (evidence waiver): 2/3 General Diploma (workforce waiver): 3/4 Certificate: 3/11 37/53 = 69% graduation rate</p> <p><u>2014-2015:</u> Core 40 w/ AHD: 3/3 Core 40 w/ THD: 3/3 Core 40 (passed GQE): 10/10 Core 40 Evidence Waiver: 2/2 General Diploma (passed GQE): 10/13 General Diploma (workforce waiver): 5/6 Certificate: 8/8</p>		<p>Algebra 1: 19/51 (39%) English 10: 20/40 (50%) Algebra 1: Increase of 4% English 10: Increase of 3%</p> <p><u>Spring 2014</u> Algebra 1: 27/59 (49%) English 10: 18/59 (31%) Algebra 1: Increase of 10% English 10: Decrease of 19%</p>
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TV/Radio Department Goals – 2015 – 2016 School Year

<p style="text-align: center;">90</p> <p style="text-align: center;">Monitoring Tools and Interventions/Strategies</p>	<p style="text-align: center;">50</p> <p style="text-align: center;">Monitoring Tools and Interventions/Strategies</p>	<p style="text-align: center;">90²</p> <p style="text-align: center;">Monitoring Tools and Interventions/Strategies</p>
<ol style="list-style-type: none"> 1. More use of Google classroom to receive more data and assignments from students. 2. Give assignments the students feel invested in for higher returns. 3. New ways to keep students engaged in class by giving a sense of ownership. 4. More video and audio projects driven by student interest that are relevant to our production needs. 	<ol style="list-style-type: none"> 1. Look at setting up an advanced class maybe tied to ball state or ivy tech. 2. Make our tests more in line with college exams in same subject. 	<ol style="list-style-type: none"> 1. Many more script writing assignments in class. Show how writing is the most important tool in broadcasting. 2. Give meaningful quarterly assessments. 3. Compare writing assignments from the beginning of the semester to ones at end of semester.

World Languages Department Goals – 2015 – 2016 School Year

90	50	90²
Monitoring Tools and Interventions/Strategies	Monitoring Tools and Interventions/Strategies	Monitoring Tools and Interventions/Strategies
<p>We will explore and utilize a variety of creative strategies and assessments using the MacBook to get students actively involved in the learning process and to prepare them for a technological world. We will include participation grades and implement new strategies and evaluation tools through our LMSs to monitor student progress.</p>	<p>A dual credit option will be offered for students of Spanish 4. At least 88% of Spanish 4 students will pass Ivy Tech entrance test requirements and earn at least a C- in Spanish 4 to receive dual credit. We will also explore the possibility of offering level 4 language credit through Ball State University.</p>	<p>Using word attack skills, we will help students to better analyze word parts & sentence structure (ex: parts of speech and word order) in order to promote writing ability and passing the language arts part of the graduation exam. During February or March 75% of WL students (in levels 1 and 2) will pass a sentence structure assessment for their level of study.</p>