

# **GREENSBURG COMMUNITY HIGH SCHOOL**

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## **School Improvement Plan**

2020-2024

# **INDIANA DEPARTMENT OF EDUCATION ANNUAL SCHOOL is IMPROVEMENT PLAN**

SUBMITTED: June 15, 2020

**CORPORATION:** GREENSBURG COMMUNITY SCHOOLS

**CORPORATION NUMBER:** 1730

**SCHOOL:** GREENSBURG COMMUNITY HIGH SCHOOL

**SCHOOL NUMBER:** 1268

**ADDRESS:** 1000 E. CENTRAL AVENUE

GREENSBURG, IN 47240

**TELEPHONE:** 812-663-7176

**FAX:** 812-663-8911

**ENROLLMENT:** 708

**ORGANIZATION:** GRADE 9-12

**Principal:** Mr. Grant Peters

**Email:** gpeters@greensburg.k12.in.us

## **SCHOOL IMPROVEMENT TEAM MEMBERS**

Mr. Grant Peters, Chairperson, Principal

Mrs. Sonja Kolkmeier, Assistant Principal

Ms. Sue Auffenberg, Director of School Counseling

Mrs. Karla Billieu, Special Education Teacher

Mrs. Caroline Hurd, School Counselor

Ms. Jennifer Rodman, School Counselor

Mr. Nick Messer, Social Studies Teacher

Mrs. Ginny Morath, Business Department Teacher

Mr. Mike Myers, English/Language Arts Department Head

Ms. Nicole Batta, Math Teacher

Mr. Jason Robbins, Director of EdTech PD & Software

Mr. Shawn Ruble, Test Coordinator/RTI

# School Improvement Plan 2020-2024

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# **School and Community Profile**

## **Data Collection Instruments**

Greensburg Chamber of Commerce Demographics

Greensburg Community School Corporation Demographic Projections

U.S. Census Bureau-Census 2010

Department of Workforce Development Labor Market Information

STATS Indiana-USA Counties IN Profile

\*IDEA NET, Greensburg Community High School Statistical Profile, Department of Education

Greensburg, Indiana, was named in 1822, incorporated as a town in 1837, and was incorporated as a city in 1859. It is located in southeastern Indiana along U.S. Interstate 74, approximately 45 miles southeast of Indianapolis and 50 miles northwest of Cincinnati. Greensburg is near the junctions of U.S. 3 and 46, both dual-lane highways.

Greensburg is the county seat of Decatur County. Surrounded by rich farmland, Greensburg thrived as an agricultural community for many years. In 1959, Greensburg began to attract an industrial base with the opening of a Delta Faucet manufacturing plant. In recent years the manufacturing base has expanded to include three additional automotive parts manufacturing facilities. As of 2014, manufacturing jobs make up 30.5% of all jobs in Decatur County. This is much less than the 42.9% in 2003. The largest manufacturing employer in Decatur County is Honda which opened a plant in 2008. Currently, Honda employs 2300 with plans to add additional manufacturing capabilities in the future. The community is made up of both professional and blue-collar workers with many of the professional people in the community working in management. 86.8% of the jobs in Decatur County are in the private sector and an additional 3.9% in farming related settings. Only 16.2% of Decatur County residents hold a bachelor's degree or higher whereas the state average is 29.8%.

In 2016, the population of Decatur County was estimated at 26,598 with 11,859 living within the Greensburg city limits. The population of Greensburg has remained steady since the 1980's. From the 2010 census, the population of Decatur County includes 96.1% Caucasian, 2.4% Hispanic, 1.3% Asian, and 0.4% African-American.

According to the most recent official data available, in 2015, the per capita income for Decatur County residents was \$28,930 and the median income was \$53,889. The 2016 poverty rate for Decatur County was estimated at 13.5%. As of July 2017, Decatur County had an unemployment rate of 2.8%, which was below the state average of 3.4%.

Within the community, several organizations offer learning opportunities and activities to the Greensburg students during after school hours, school vacations, and during the summer. These organizations include: Decatur County Public Library, Decatur County Parks Department, Decatur County YMCA, local industries and businesses, and the Decatur County Memorial Hospital. In the last three years, Greensburg Community High School has targeted at-risk incoming freshmen and to-be sophomores to attend a summer camp geared around early career opportunities. The camp has graduated 36 students. Each student who completes the program earns two high school credits. This camp has proved to help the students with a smoother transition to high school with regards to academics, behavior, and social emotional learning.

This strong community base not only helps students while they are in school, but it also stimulates their future. The Greensburg Community High School graduating class of 2020 was awarded \$2,642,988 in awards, grants, and scholarships. \$227,536 were from local organizations and \$2,415,452 were from post-secondary institutions. There were 110/161 students from the Class of 2020 who earned 2,538 dual credits that transfer to post-secondary education institutions.

Within this context, Greensburg Community High School serves 708 students in grades 9 through 12. Located on 79 acres, the main building contains 52 classrooms, a Construction and Manufacturing wing, a 5100 seat air-conditioned gymnasium, a pool, a 1000-seat auditorium, and updated bandwidth to support a 1:1 system. Newly completed construction of the Pirate Agricultural Learning Center includes the lab/shop building including meeting areas, shop area, balcony overlook, and acreage for testing plots. The outside athletic facilities include a football stadium with a separate locker room, two football practice fields, eight tennis courts (lighted), an all-weather track (lighted), two baseball diamonds (one lighted), a soccer game field (lighted), two soccer practice fields, two softball diamonds (one lighted), and an air-conditioned field house located between the high school and the football stadium. The field house has three practice gymnasium floors, a wrestling room, an indoor track, a weight room, and locker rooms. The high school is part of a corporation (Greensburg Community School Corporation) which includes an elementary school (PK-5) and one junior high school (6-8). There are also a private Catholic elementary school (PK-8) and a Christian Academy (currently K-8) which feed into the school system. Within the same county, there is one other school corporation. Of each year's graduates, approximately 70-80% go on to some type of postsecondary education while the remainder enter the job market immediately or join the military.

The Greensburg Community School Corporation offers a comprehensive curriculum for all students, including programs of special choices for students with special needs and special talents. At the high school, we offer 61 credits, 43 of which are required for graduation. There is opportunity for students to earn an additional 5 credits, 2 credits through junior high Algebra, 2 credits through junior high Biology, and 1 credit in summer school Government. Our modified eight-block schedule gives each student the time and opportunity to complete the required number of credits for graduation. Each student may pursue a General Diploma, a CORE 40 Diploma, an Academic Honors Diploma, and/or a Technical Honors Diploma within the four years he/she attends high school. The curriculum is divided into four areas of study: 1. college preparatory, which is inclusive of honors, advanced placement, and dual credit classes; 2. technical preparation, which offers classes in each discipline; 3. career education in construction and manufacturing; and 4. special education, in which students are taught through inclusion classes, although there is one self-contained classroom for students with severe and profound needs.

In the past few years, GCHS has been awarded the honor of being a fully endorsed Early College high school. This allows GCHS to remove the academic, financial, and psychological barriers that prevent too many students from advancing and succeeding. GCHS offers multiple pathways, 51 dual credit opportunities, Work-Based-Learning, and Dual-Enrollment opportunities for students. Currently, GCHS has 19 students participating in Work-Based-Learning, 13 students involved in ICE, 182 students taking one or more of the 8 Dual Enrollment courses, and 46 Dual Credit courses available. Greensburg Community School's Early College Program strives to empower students to develop their maximum

academic abilities throughout high school and create a highly effective foundation for success at the post-secondary education level. Students who complete the Transfer General Education Core requirements for the General Pathway will have met the requirements to earn a one-year Certificate Degree from IVY Tech. This Certificate Degree is designed to prepare students for successful transfer to the baccalaureate-degree granting institution of their choice.

## **Brand**

Pirates are Primed for Success & Graduation

## **Mission Statement**

The mission of GCHS is to prepare students for success within an academically challenging environment using evidence-based curriculum and instruction.

## **Vision Statements**

Greensburg Community High School staff will:

- ☐ provide a safe and academically challenging environment that engages students and supports learning.

Greensburg Community High School students will:

- ☐ be responsible learners who communicate effectively, think critically, solve problems, and function as productive citizens.
- ☐ learn, apply, and demonstrate concepts in real and simulated contexts.
- ☐ work cooperatively from a team approach.
- ☐ use technology as a tool for learning and be able to effectively access and utilize information.

## Core Values of Greensburg Community Schools

- ❑ **High Expectations:** All stakeholders are working toward mastering or exceeding required goals using best practices.
- ❑ **Accountability-** Stakeholders are responsible for utilizing and managing resources, making data driven decisions, and incorporating best practices into their individual work situations.
- ❑ **Shared Leadership-** Stakeholders are collaborating and striving to achieve school and community goals through professional learning communities. Stakeholders include all parents, students, teachers, staff, administrators, school board, and community members.
- ❑ **Evidence-Based Decision Making-** Actions will be based on documented research and proven best practices supported through objective data collection and analysis. All continuous improvement will be driven by the core values of Greensburg Community School Corporation.
- ❑ **Continuous Improvement-** Stakeholders will persistently strive to advance by using research based assessment tools, current data results, and ongoing review in a never-ending effort for growth.
- ❑ **Social Responsibility-** All stakeholders share an obligation to promote and enhance positive character traits, commitment to safety, and global citizenship.
- ❑ **Alignment-** Our school community will use all resources to implement the mission, vision, values, goals and strategies, to move in a unified direction toward an efficient and effective educational program.
- ❑ **Empowerment and Engagement of All Stakeholders-** Students, staff, parents, and community will value each other and help them to take ownership of their roles in the school community by setting appropriate goals in an environment in which everyone feels safe to express and share their ideas and innovations.



# Demographic & Performance Information

## Summary of School Data

### *Greensburg Community High School Enrollment*

	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>
Grade 9	186	195	192	195	191	165
Grade 10	191	181	196	187	179	195
Grade 11	176	181	174	192	177	173
Grade 12	163	166	188	163	187	175
Total Enrollment	716	723	750	737	734	708

### *Greensburg Community High School Attendance*

	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
Grade 9	96.9%	96.5%	96.0%	95.4%	94.8%	95.9%	96.4%
Grade 10	96.1%	96.4%	96.4%	96.0%	95.5%	96.2%	95.5%
Grade 11	96.0%	96.0%	95.8%	96.2%	94.6%	96.2%	96.4%
Grade 12	96.5%	95.9%	96.5%	96.1%	96.3%	96.0%	96.3%
Attendance	96.4%	96.3%	96.2%	95.9%	95.3%	96.1%	96.2%
All Grades							

### *Greensburg Community High School Free and Reduced Price Meals*

	Free	Reduced	Total Free/Reduced	Paid
2005-2006	14.2%	6.0%	20.2%	79.8%
2006-2007	15.6%	7.3%	22.9%	77.1%
2007-2008	16.2%	10.2%	26.4%	73.7%
2008-2009	20.8%	9.3%	30.1%	69.8%
2009-2010	23.7%	8.4%	32.1%	67.9%
2010-2011	28.7%	9.1%	37.8%	62.2%
2011-2012	27.0%	11.2%	38.2%	61.9%
2012-2013	29.9%	7.9%	37.8%	62.2%
2013-2014	30.4%	10.4%	40.8%	59.1%
2014-2015	31.1%	11.3%	42.4%	57.5%
2015-2016	29.6%	11.0%	40.6%	59.4%
2016-2017	28.5%	10.9%	39.4%	60.5%
2017-2018	30.9%	10.9%	41.8%	58.2%
2018-2019	33.9%	8.3%	42.2%	57.8%
2019-2020	36.2%	6.9%	43.1%	56.9%

# Summary of School Data

## *Greensburg Community High School Special Education Enrollment*

	<u>General Education</u>	<u>Special Education</u>
2005-2006	90.8%	9.2%
2006-2007	88.9%	11.1%
2007-2008	87.3%	12.7%
2008-2009	86.6%	13.4%
2009-2010	86.1%	13.9%
2010-2011	88.8%	11.2%
2011-2012	88.8%	11.2%
2012-2013	88.5%	11.5%
2013-2014	88.2%	11.8%
2014-2015	86.9%	13.1%
2015-2016	86.8%	13.2%
2016-2017	86.8%	13.2%
2017-2018	87.1%	12.9%
2018-2019	86.6%	13.4%
2019-2020	85.6%	14.4%

## *Greensburg Community High School Ethnicity*

	<u>White</u>	<u>Multiracial</u>	<u>Black</u>	<u>American Indian</u>	<u>Asian/Pacific Islander</u>	<u>Hispanic</u>
2010-2011	95.8%	0.9%	0.2%	0.0%	0.9%	2.2%
2011-2012	96.5%	0.8%	0.0%	0.0%	1.1%	1.7%
2012-2013	96.0%	0.8%	0.2%	0.0%	1.1%	2.0%
2013-2014	97.8%	1.0%	0.0%	0.0%	0.4%	0.7%
2014-2015	96.4%	1.3%	0.0%	0.0%	0.8%	1.5%
2015-2016	95.2%	2.2%	0.3%	0.1%	0.7%	1.5%
2016-2017	92.9%	2.8%	0.1%	0.3%	0.7%	2.9%
2017-2018	91.5%	3.2%	0.1%	0.3%	0.8%	3.8%
2018-2019	91.4%	3.3%	0.1%	0.1%	1.0%	4.1%
2019-2020	91.5%	3.1%	0.3%	-	1.1%	4.0%

## Summary of School Data

### *Greensburg Community High School English Language Learners Percent of Population*

	<u>Percent of Population</u>
2005-2006	0.20%
2006-2007	1.00%
2007-2008	0.80%
2008-2009	0.90%
2009-2010	0.60%
2010-2011	0.90%
2011-2012	1.10%
2012-2013	0.30%
2013-2014	0.00%
2014-2015	0.30%
2015-2016	0.40%
2016-2017	0.50%
2017-2018	1.00%
2018-2019	0.8%
2019-2020	1.0%

## Summary of Student Performance Data

### *Greensburg Community High School State Assessment Data Trend*

<u>School Year</u>	<u>Assessment Type</u>	<u>GCHS ELA</u>	<u>State ELA</u>	<u>GCHS Math</u>	<u>State Math</u>
2012-2013	ECA	70.3%	75.90%	81.2%	69.4%
2013-2014	ECA	75.5%	78.2%	85.3%	73.3%
2014-2015	ECA	69.4%	78.7%	87.3%	69.8%
2015-2016	ISTEP+ Grade 10	54.2%	59.0%	36.4%	34.6%
2016-2017	ISTEP+ Grade 10	*51.9%	60.7%	*30.8%	36.9%
2017-2018	ISTEP + Grade 10	*57.39%	46.0%	*34.48%	24.0%
2018-2019	ISTEP + Grade 10	*55.1%	62.4%	*28.7%	35.3.0%

*\*Note- Areas of Immediate Improvement Needed*

# Summary of College and Career Readiness

## *Greensburg Community High School Graduation Rate*

	State Average	GCHS
2009-2010	85.4%	93.0%
2010-2011	86.8%	96.4%
2011-2012	88.4%	97.3%
2012-2013	88.3%	96.4%
2013-2014	89.9%	96.3%
2014-2015	88.7%	96.2%
2015-2016	89.1%	99.3%
2016-2017	87.2%	95.7%
2017-2018	88.1%	98.0%

## *Greensburg Community High School Diploma Type*

Graduation Year	Enrollment 12 <sup>th</sup> Grade	Core 40	Core 40 Academic and Technical Honors	Core 40 Academic Honors	Core 40 Technical Honors	General	Not Applicable
2012	159	47	15	26	6	49	44
2013	160	55	23	25	4	34	52
2014	136	52	13	35	2	18	39
2015	163	49	23	22	0	43	45
2016	166	50	50	9	4	26	56
2017	188	59	51	13	5	34	3
2018	163	46	49	10	2	38	2
2019	163	59	40	14	3	45	2
2020	164	54	52	7	7	38	3

# Summary of College and Career Readiness

## SAT Yearly Passage Rate

### *Greensburg Community High School Average SAT Score of Graduating Class*

		<u>GCHS</u>	<u>Indiana Average</u>	<u>National Average</u>
2017-2018	535 ERW 512 M 1047	546 ERW 537 M 1085	536 ERW 531 M 1068	
2018-2019	530 ERW 510 M 1040	543 ERW 537 M 1080	531 ERW 528M 1059	
2019-2020	549 ERW 524 M 1037	*Not Available	*Not Available	

### *Greensburg Community High School Dual Credit Earned Per Graduating Class*

	<u>Total Credits Earned for Each Graduating Class</u>	<u>Total Number of Students Earning Dual Credit</u>
Class of 2007	123	21
Class of 2008	364	55
Class of 2009	1192	89
Class of 2010	1582	112
Class of 2011	1701	108 (76%)
Class of 2012	1482	108 (76%)
Class of 2013	1385	93 (65%)
Class of 2014	1410	91 (76%)
Class of 2015	1826	94 (68%)
Class of 2016	2500	97 (67%)
Class of 2017	2624	118 (72%)
Class of 2018	2285	107 (65 %)
Class of 2019	2546	111 (69%)
Class of 2020	2538	110 (68%)

# AP, Honors, PLTW, and Dual Credit Offerings

GCHS students have the opportunity to complete the requirements for multiple Indiana College and Career Pathways. Currently, GCHS offers the following:

## Advanced Placement

AP Chemistry  
AP Statistics  
AP 2-D Art and Design  
AP Drawing  
AP World History  
AP Music Theory

## Honors

Advance Biology (mirrors AP Biology)  
Calculus (mirrors AP Calculus)  
Honors Algebra II  
Honors Chemistry  
Honors English 10  
Honors English 11  
Honors English 12 (mirrors AP English Language Composition)  
Honors Geometry  
Honors US History (mirrors AP US History)

## Project Lead The Way

PLTW- Computer Integrated Manufacturing  
PLTW- Engineering Design and Development  
PLTW- Human Body Systems  
PLTW- Introduction to Engineering Design  
PLTW- Medical Interventions  
PLTW- Principles of Biomedical Sciences  
PLTW- Principles of Engineering

## College Course / Dual Enrollment

Ivy Tech- Adv. Life Science: Animals  
Ivy Tech- CNA Certificate  
Ivy Tech- CMA Certificate  
Ivy Tech- Communication 101  
Ivy Tech- Medical Terminology 101  
Ivy Tech- Psychology 101

Ivy Tech- Welding Process 100

Ivy Tech- Welding (Shield Metal Arc I and II) 108 and 206

## Dual Credit

Advanced Manufacturing I  
Agribusiness Management  
Agricultural Power, Structure, & Technology  
Anatomy & Physiology I & II  
Animal Science  
Advance Biology  
Calculus  
Honors English 12 (7A & 8A)  
Honors US History  
Computer Illustration & Graphics  
Digital Apps and Responsibilities II  
Earth & Space Science  
Education Professions I  
English 12 (7A & 8A)  
Entrepreneurship & New Ventures  
Finite Mathematics  
French I/II; III/IV  
Hire Technology Intro to Advanced Manufacturing and Logistics  
Landscape Management  
PLTW Computer Integrated Manufacturing  
PLTW Introduction to Engineering Design  
PLTW Principles of Engineering  
Pre-Calculus  
Principles of Business Management  
Natural Resources  
Spanish I/II; III/IV  
Trigonometry

# Extra-Curricular / Co-Curricular Activities Offered at Greensburg Community High School

## Athletics

Baseball  
Boys and Girls Basketball  
Boys and Girls Cross-Country  
Boys and Girls Golf  
Boys and Girls Soccer  
Boys and Girls Swimming  
Boys and Girls Tennis  
Boys and Girls Track & Field  
Football  
Softball  
Volleyball  
Wrestling

## Clubs/Organizations

Academic Team  
Archery  
Band  
Booster Club  
Business Professionals of America  
Champions Together  
Cheerleading  
Choir  
Class Officers  
Drama Club  
Fellowship of Christian Athletes  
Fishing Club  
French Club  
Friends for Equality  
Future Farmers of America  
Gaming Club  
Jazz Band  
Junior Optimist Club  
Lights & Sound  
Mayor's Club  
National Honor Society  
Pirateers  
Prom  
Recycling Club  
Robotics Club  
Students Against Destructive Decisions  
Science Fair  
Sci-Fi Club  
Spanish Club  
Speech Team  
Spell Bowl Team  
Spirit Crew  
Student Council  
Yearbook  
Youth in Government

# Parent and Community Participation

Each school year, parents and community members donate not only time but money to support the mission and education of our students here at Greensburg Community High School.

1. A&W
2. Acra Automotive Group
3. ACRO Engineering
4. Advanced Bearing Materials, LLC
5. Affinity Graphics and Design
6. AgriFinance (Shelby Reed)
7. Animal Medical Hospital- DVM Martin and Bales
8. Anytime Fitness
9. Arbor Grove Village
10. Aspen Place Health Campus
11. AVI Foods
12. Baker Design Wear
13. B & B Tooling
14. Blasdel Enterprises
15. Bodycote Thermal Processing
16. Bread of Life
17. Burger King
18. Burkhart Automotive
19. Carousel Play & Learn Center
20. Champions of Youth
21. Circle Printing
22. City of Greensburg - Mayor Marsh
23. Class of 2000 (GCHS)
24. Comer Buildings
25. County Supply Hardware
26. Crown Pointe Senior Living Community
27. CSX Transportation (Jason Holder)
28. Cutting Edge Sporting Goods
29. Dairy Queen
30. Davis & Daughters Wash & Lube
31. Davita Greensburg Dialysis
32. Decatur County Community Foundation
33. Decatur County EMS
34. Decatur County Emergency Management
35. Decatur County Family YMCA
36. Decatur County Farm Bureau (Patty Lange Fischer)
37. Decatur County Historical Society
38. Decatur County Memorial Hospital
39. Decatur County Parks & Recreation
40. Decatur County REMC
41. Decatur County Sheriff's Dept
42. Decatur County United Fund
43. Decatur County Visitors & Recreation Center
44. Delta Faucet Company
45. Denim & Honey
46. Developmental Services, Inc.
47. Diversified Services
48. Doerflinger Insurance
49. Don Meyer Ford
50. Dow AgroScience
51. Dr. Jon Dooley, OD
52. Drs. Weigel & Lohmueller Optometrists
53. Elliott's Mutual of Omaha Insurance
54. Enhanced Telecommunications Corp.
55. Enneking Auto Body
56. Farm Credit Mid-America
57. Fletcher Landscaping
58. First Federal Savings and Loan
59. Ford Abstract Corp.
60. Foremost Flexible Fabricating
61. Game Plan Graphics
62. Gauck Chiropractic
63. GECOM Corporation
64. Green Sign Company
65. Greensburg Country Club
66. Greensburg Daily News
67. Greensburg Decatur County Chamber of Commerce
68. Greensburg Decatur County Economic Development
69. Greensburg Decatur County Public Library
70. Greensburg Fire Department
71. Greensburg Motorsports
72. Greensburg Optimist Club
73. Greensburg Police Department
74. Greensburg Soy Processors
75. Greensburg Tool & Supply
76. Helena (Mike Cuskaden)
77. Heritage House of Greensburg
78. Hitachi Powdered Metals, Inc.
79. Hoeing Supply



80. Honda Manufacturing of Indiana, LLC
81. Houck Industries, Inc.
82. Huslbosch Dairy
83. IDNR Law Enforcement (Andy Hagerty)
84. Indiana Arts Commission
85. Indiana Beef Cattle Association (Cory Marlin)
86. Indiana Farm Bureau - Ag Literacy (Ashley Beasley)
87. Indiana Farm Bureau - Farm Emergency (John Nagle)
88. Indiana - Kentucky - Ohio Regional Council of Carpenters Joint Apprenticeship and Training
89. IMHI International Material Handling, Inc.
90. Indiana State FFA Association (Joe Martin)
91. Indiana State Museum
92. Indiana State Police
93. Indiana Wire Products, Inc.
94. ISDA (Kimmie Devaney, Livestock)
95. Ivy Tech, Columbus
96. J & A Auto
97. JBS United (Larry Bray)
98. KB Foods
99. Kendall Electric
100. K-Fab, Inc.
101. Kennelly & Meyer Construction
102. KnuevenEncore Insurance Group
103. Koenig Equipment, Inc.
104. Kova Fertilizer, Inc
105. KOVA (Tom Cherry, Derrick Hutton)
106. Kramer Kreations
107. Kramer Innovation
108. Levensteins Abbey Carpet
109. Lowe's Pellets & Grain
110. Lowes Distribution
111. Lowes Feed
112. Mangs of Greensburg, LLC
113. Mark Wickens Nationwide Insurance
114. MESCO Manufacturing, LLC
115. Meyer Engineering, Inc.
116. Miller's Equipment, Inc.
117. Moeller Insurance Agency, Inc.
118. Morning Breeze Retirement Community & Healthcare Center
119. Mycogen Seed (Drew Clark)
120. NAPA Auto Parts
121. Napoleon State Bank
122. National FFA Organization (Michelle Sullivan)
123. NCT Technologies Group
124. Nipro Glass Americas Corporation
125. Noles Family Dental
126. NRCS (Dena Anderson, Soils)
127. Obermeyer Agri Group, Inc.
128. O'Mara Foods, Inc.
129. One Solution Logistics
130. Pampered Paws, Inc.
131. Pizza King
132. Power of the Past (Tom Cherry)
133. Premier AG
134. Premium Aquatics, Edinburgh, IN
135. Priority Project Resources, Inc.
136. Purdue Extension (Jeff Hermes)
137. Purdue Polytechnic, Columbus
138. RSBK Partners PC
139. Rick Adams Plumbing
140. Robert Eversole, DDS
141. Rural King
142. Scheidler Brothers
143. Scholle's Land Surveying Inc.
144. Sherwin & Williams
145. Shirk's International
146. Smith Construction
147. South Park Cemetery
148. Springmeyer Insurance
149. Stat-flight
150. State Farm Insurance
151. Steel Technologies
152. Stewart Seed
153. Stier Heating & Cooling
154. Stone's Farm Service, Inc.
155. Stories Restaurant
156. Stradley & Hagerty Dentistry
157. Sweet's Wrecker & Auto
158. Taff Furniture
159. TLC- Transitional Living Center
160. Tom Sibbitt Chevrolet Buick
161. Tommy's Diesel Shop
162. Top Notch Tool & Engineering, Inc.
163. Tops True Value Hardware & Center

- 164. Tractor Supply Co.
- 165. Tree City Properties, Inc.
- 166. Tree City Tool & Engineering  
Company, Inc.
- 167. Valeo Engine Cooling, Inc.
- 168. Wal-Mart
- 169. Walters Tire- Goodyear
- 170. Watson Chiropractic Center
- 171. Wendy's
- 172. WittRock Healthcare
- 173. Wolf Theatres
- 174. Worthington Industries
- 175. WTRE Radio Station

# **Data Analysis**

1. Enrollment at GCHS declined in the last year as a large bubble of students has graduated.
2. Attendance rates hover at or just below the targeted 96% goal. School attendance will be carefully monitored as our attendance fell 0.6% the previous school year.
3. Graduation rates hover above the state average and continued to remain above 90% targeted rate.
4. It is evident that the diverse course offerings, dual credits, and dual enrollment opportunities offered at our small rural school attracts families and students to attend GCHS.
5. Students receiving free and reduced meal prices hover around 42%.
6. GCHS has seen a slight rise in the percent of Multiracial, Asian/Pacific Islander and Hispanic students. The enrollment of English Language Learners continues to fluctuate year to year. GCHS also has experienced students who move in with very limited English. The supports are in place to assist the students to improve their English vocabulary through digital and interpersonal learning opportunities.
7. The gap between the state average and scores of GCHS graduates for the SAT continues to be an area of concern. Since the modifications were made to the SAT in 2016, GCHS seniors are scoring 38-40 units below the state average.
8. First time test takers on the ISTEP+ Grade 10 Assessment in ELA and Math continue to be below the state average. The state average for ELA was 60%. GCHS FTT scored a 54%. The state average for Math was 34% and GCHS FTT scored a 26%.
9. GCHS students value the opportunity to earn either an Academic and Technical, Academic Honors, or a Technical Honors diploma. 35-37% of students in the last three graduating classes have earned one or both of these diplomas. Another 32-36% achieve the requirements of the Core 40 diploma.
10. On average over the past three years, 67% of the graduating class has earned dual credit. In the Class of 2020, 110 / 164 students (68%), earned 2,538 dual credits. GCHS continues to be able to offer diverse curriculum offerings each year such as: Criminal Justice, Construction, Agriculture, CNA, and Manufacturing.
11. The number of local industry and community members that partner with GCHS continues to grow each school year through the growth and development of curriculum, Work Based Learning, and supporting GCHS Pirates are Primed for graduation and success.

# **School Improvement Plan 2019-2023**

## **School Improvement Goals**

Goal #1 Greensburg Community High School will maintain its attendance rate at or above 96%.

Goal #2 Greensburg Community High School will maintain its graduation rate at or above 92%.

Goal #3 First time test takers will improve 5% on the Math and English Language Art ISTEP+ Math 10 examination.

## **School Improvement Action Plan**

1. Alignment of English/Language Arts and Math curriculum and assessments with a focus on teaching the Priority Standards each day. GCHS will also utilize Study Island, SPOT checks, analysis and use of data from NWEA to drive individualized instruction and for remediation of the top 75% and the bottom 25%.
2. Increase rigor to all courses and align digital resources and assessments with priority standards. This will be done through coaching, mentoring, and professional development.
3. Monitor, track, and intervene with students and families that struggle with chronic absenteeism. Educate students and families on expectations of attendance with regards to losing credit to possible meeting with the local prosecutor.
4. Assess faculty needs and provide needed resources to help teachers plan and implement data driven lessons that align with school improvement goals. In addition, continue to grow and utilize educational technology integrationist for the coordination of technology initiatives.
5. Continue to build GCHS PLCs for the improvement of collaboration, instruction, lesson planning, and use of data through summative and formative data to enhance student learning.
6. Review, revise, and grow opportunities for new courses, Work Based Learning, internships, Graduation Pathways, and certifications.
7. Monitor progress, analyze current data, and take proactive steps to continue to prepare our students for success and the next accountability framework from the DOE.

## **School Safety**

GCHS takes every measure possible to keep the building, students, staff, and families safe. Positive school climate, education and training are clearly the key pieces to school safety. A safe, secure school is a place where students can learn in a welcoming environment. Greensburg Community Schools has two full time School Resource Officers and one part-time SRO assigned to three GCS buildings. It is through the implementation of their efforts that place GCHS in the category of being the best prepared for disasters and their subsequent impact. GCHS administration, school counselors, teachers, bus drivers, cafeteria staff, custodians, paraprofessionals, and local officials work together to ensure the safety on a daily basis. This mission will be accomplished through increased awareness of school safety, preparedness for emergency situations and enhancement of school safety and security procedures and policies. (Appendix O)

## **Parental & Community Participation**

GCHS continues to improve its outreach to parents to maximize their participation. Through the implementation of a new, user-friendly website, GCHS Twitter, GCHS Snapchat, use of One-Call, mass emails, visits on the local radio station, we strive to over-communicate to all our key stakeholders. GCHS principal has a monthly video series for Pirate Nation titled “Direction from the Flagship.” The content includes sharing school initiatives, ways to get involved, upcoming events, as well as other pertinent topics. Nearly two hundred parents and community stakeholders are noted as participants in the academic realm of GCHS. This does not include volunteers and supports to our extra curricular activities, Chautauqua or other community events. Greensburg / Decatur County at large is a very supportive community that strives to extend a hand and opportunity to our students. (See pages 15-17)

## **Cultural Competency**

GCHS provides many opportunities to our students to broaden their horizons and bring the outside world to them and them to the outside world. For the past two years, a trip abroad has been offered to students. In the Spring of 2019 students were offered a trip to Europe. This next year in 2020 students have an opportunity to travel to the Galapagos Islands. In addition, last school year GCHS Student Council started the Pledge Project. Students and staff worked together to get a different person to lead GCHS in the pledge 180 days of school. Speakers not only led the Pledge of Allegiance but shared encouraging words from their lifetime, any military history, and a moment of silence. Public figures such as US Marine Corps pilot and Lieutenant Commander Matt Langferman, former Indiana governor and current Purdue University President Mitch Daniels, local World War II, Korean and Vietnam war veterans and brothers Maurice Wolford, Gerald, Paul, and Mervin Laurence, and even Vice President Mike Pence were a few of those that encouraged students and led GCHS in the Pledge of Allegiance.

GCHS also hosts a semi-annual event called Chautauqua, each fall and spring. This program helps students, teachers, and the larger community to experience and celebrate the diversity around the world and realize the greatness that is within all of us. GCHS is striving to have more teachers experience Chautauqua through cross-curricular lessons. Chautauqua comes in the form of live

speakers, student projects, and live Skype and FaceTime sessions. Chautauqua spurs cross-curricular lessons that extend into the community. Speakers travel from all over the globe to speak on a variety of topics such as: The Holocaust, human rights, world religions, experiences of political unrest, activist experiences, 9/11, migrant populations, etc. Speakers allow for GCHS students and the public to experience exceptional learning experience about other ethnicities, cultures, and ways of life from around the world. Although Chautauqua is scheduled for 4 days in a school year, months of preparation through research make the event meaningful for nearly each student and our community. More information can be found at [www.gchschautauqua.com](http://www.gchschautauqua.com). (Appendix I)

# **Appendix A:**

## ***GCHS Curriculum Offerings***

\*Copy of curriculum with descriptions available upon request at GCHS Office of School Counseling.

## ***Greensburg Community High School Curriculum and Course Offerings***

### **ENGLISH/LANGUAGE ARTS**

1002-1A	English 9/1A
1002-2A	English 9/2A
1002-1	English 9/1
1002-2	English 9/2
1002-1SP	English 9/1S
1002-2SP	English 9/2S
1004-3AH	English 10/3A Honors
1004-4AH	English 10/4A Honors
1004-3A	English 10/3A
1004-4A	English 10/4A
1004-3	English 10/3
1004-4	English 10/4
1004-3 SP	English 10/3S
1004-4 SP	English 10/4 S
1006-5AH	English 11/5A Honors
1006-6AH	English 11/6A Honors
1006-5A	English 11/5A
1006-6A	English 11/6A
1006-5	English 11/5
1006-6	English 11/6
1006-5SP	English 11/5S
1006-6SP	English 11/6S
1008-7AH	English 12/7A Honors
1008-8AH	English 12/8A Honors
1008-7A	English 12/7A
1008-8A	English 12/8A
1008-7	English 12/7
1008-8	English 12/8
1008-7SP	English 12/7S
1008-8SP	English 12/8S
1002-RE	English Retake
1002-1RE	English Retake (sem 1)
1002-2RE	English Retake (sem 2)
COMM 101	IVY Tech-Fund. Public Speaking
1080-TV	Journalism-TV Broadcasting
1084-TV	Mass Media-TV Broadcasting
1080-TV2	Journalism-TV Broadcasting
1074-TV	Group Discussion-TV Broadcasting
1096	Technical Communications
0522-TV	Career Info. & Expl.-TV

### **WORLD LANGUAGES**

2020-1	French I/1
2020-2	French I/2
2022-1	French II/3
2022-2	French II/4
2024-1	French III/5
2024-2	French III/6
2026-1	French IV/7
2026-2	French IV/8
2120-1	Spanish I/1
2120-2	Spanish I/2
2122-1	Spanish II/3
2122-2	Spanish II/4
2124-1	Spanish III/5
2124-2	Spanish III/6
2126-1	Spanish IV/7
2126-2	Spanish IV/8

### **MATHEMATICS**

2520-1	Algebra I (1 <sup>st</sup> Sem.)
2520-2	Algebra I (2 <sup>nd</sup> Sem.)
2520-2-1	Algebra I (2 <sup>nd</sup> Sem.)
2532-1-2	Geometry (1 <sup>st</sup> Sem.)
2532-1H	Geometry Honors
2532-2H	Geometry Honors
2532-1	Geometry (1 <sup>st</sup> Sem.)
2532-2	Geometry (2 <sup>nd</sup> Sem.)
2522-1H	Algebra II Honors
2522-2H	Algebra II Honors
2522-1	Algebra II
2522-2	Algebra II
2564-A	Pre-Calculus
2566	Trigonometry
2564-B	Pre-Calculus
2530	Finite Mathematics
2570-1AP	AP Statistics
2570-2AP	AP Statistics
2527-1	Calculus
2527-2	Calculus

### **SCIENCE**

3102-1	Physical Science
3030-1	Life Science
3024-1	Biology I
3024-2	Biology I
3044-1	Earth & Space Science I
3044-2	Earth & Space Science I
3064-1H	Chemistry I Honors
3064-2H	Chemistry I Honors
3064-1	Chemistry I
3064-2	Chemistry I
3108-1	Integrated Chem-Physics
3108-2	Integrated Chem-Physics
3092-1ZOO	Adv. Science Zoology
3092-2ZOO	Adv. Science Zoology
3084-1	Physics I
3084-2	Physics I
5276-1	Anatomy & Physiology
5276-2	Anatomy & Physiology
3060-1AP	AP Chemistry
3060-2AP	AP Chemistry
3092-1AB	Adv Science Adv. Biology
3092-2AB	Adv Science Adv. Biology
5218-1	PLTW-Prin of Biomed Sci.
5218-2	PLTW-Prin of Biomed Sci.
5216-1	PLTW-Human Body Systems
5216-2	PLTW-Human Body Systems
5217-1	PLTW- Medical Interventions
5217-2	PLTW- Medical Interventions
HLHS 101	Medical Terminology
HLHS 107-1	Certified Nursing Assistant
HLHS 107-2	Certified Nursing Assistant
CMA 101	Certified Medical Assistant

### **SOCIAL STUDIES**

1570-1	Geog. & History of the World
1570-2	Geog. & History of the World
1612-1AP	AP World History- Modern
1612-2AP	AP World History- Modern
1548-1	Wd. Hist./Civilization
1548-2	Wd. Hist./Civilization
1542-1H	U.S. History Honors
1542-2H	U.S. History Honors
1542-1	U.S. History
1542-2	U. S. History
1540	U.S. Government
1514	Economics
1532	Psychology
PSYC 101	IVY Tech-Intro to Psych
1534	Sociology
1516	Ethnic Studies
1518	Indiana Studies

### **BUSI/MKTNG/INFO TECHNOLOGY**

4540	Personal Financial Responsibility
4512-1	Business Math
4512-2	Business Math
4524-1	Intro to Accounting
4524-2	Intro to Accounting
4522-1	Advanced Accounting (Rotates)
4522-2	Advanced Accounting (Rotates)
5914-1	Principles of Marketing (Rotates)
5914-2	Principles of Marketing (Rotates)
5966	Entrepreneurship & New Vent.
4528-1F	Digital App & Responsibility I
4528-1	Digital App & Responsibility I
4528-II	Digital App & Responsibility II
4528-IIS	Digital App & Responsibility II
4516-1	Comp Illustr & Graphics
4516-2	Comp Illustr & Graphics
4562-1	Principles of Business Management
4562-2	Principles of Business Management
4801-1	Computer Science I
4801-2	Computer Science I

### **PHYSICAL EDUCATION & HEALTH**

3542-FB1	Physical Education I-B
3542-B1	Physical Education I-B
3542-SB1	Physical Education I-B
3544-FB1	Physical Education II-B
3544-B1	Physical Education II-B
3544-SB1	Physical Education II-B
3542-FG1	Physical Education I-G
3542-G1	Physical Education I-G
3542-SG1	Physical Education I-G
3544-FG1	Physical Education II-G
3544-G1	Physical Education II-G
3544-SG1	Physical Education II-G
3542-1AQUA	P.E. I Aquatics
3542-2AQUA	P.E. II Aquatics
3506-6	Health & Wellness
3560-1	Elective PE/Adv. PE
3560-1F	Elective PE/Adv. PE
3560	Elective PE/Adv. PE
3560-F	Elective PE/Adv. PE
3560-1	Elective PE/Adv. PE
3560-2F	Elective PE/Adv. PE
3560-4F	Elective PE/Aquatics
3560-2	Elective PE/Advanced PE
3560-4S	Elective PE/Aquatics
3560-4	Elective PE/Aquatics

### **AGRICULTURAL EDUCATION**

5002-1	Agribusiness Management
5002-2	Agribusiness Management
5008-1	Animal Science
5008-2	Animal Science
AGRI 107	Ivy Tech-Adv Life Sci: Animals
5056-1	Intro to Ag, Food & NR
5056-2	Intro to Ag, Food & NR
5088-1	Ag Power, Structure, & Tech
5088-2	Ag Power, Structure, & Tech
5136-1	Landscape Management I
5136-2	Landscape Management I
5180-1	Natural Resources (Rotates)
5180-2	Natural Resources (Rotates)
5170-1	Plant & Soil Science
5170-2	Plant & Soil Science

### **MUSIC**

4168-1	Intermed. Concert Band
4168-2	Intermed. Concert Band
4162-1	Instrumental Percussion
4162-2	Instrumental Percussion
4164-1	Jazz Ensemble
4164-2	Jazz Ensemble
4200	Applied Music-Guitar
4186-1	Intermediate Chorus
4186-2	Intermediate Chorus
4186-1W	Int. Choir/Women's Choir
4186 2W	Int. Choir/Women's Choir
4188-1	Adv.Chor/Show Choir
4188-2	Adv.Chor/Show Choir
4206	Music History/Appr.
4210-1AP	AP Music Theory
4210-2AP	AP Music Theory

### **PUBLIC SAFETY**

5822-1	Criminal Justice I
5822-2	Criminal Justice I

### **CAREER EDUCATION PROGRAMS**

5974-1	Work Based Learning Capstone
5974-2	Work Based Learning Capstone
5902-1CLAS	ICE
5902-2 CLAS	ICE
5000-1	C4-VOC. SCHOOL
5000-2	C4-VOC. SCHOOL



## ***Greensburg Community High School Curriculum and Course Offerings Continued***

### **ENGINEERING & TECH ED.**

4784-1 Intro to Manufacturing I  
 4784-1F Intro to Manufacturing I  
 4784-2 Intro to Manufacturing II  
 4784-2S Intro to Manufacturing II  
 4796-1 Intro to Adv. Manuf. & Logist  
 4796-2 Intro to Adv. Manuf. & Logist  
 5608-1 Adv. Manufacturing I  
 5608-2 Adv. Manufacturing I  
 4792-1 F Intro to Construction I  
 4792-1 Intro to Construction I  
 4792-II Intro to Construction II  
 4792-II S Intro to Construction II  
 5580-1 Construction Trades I  
 5580-2 Construction Trades I  
 5578-1 Construction Trades II  
 5578-2 Construction Trades II  
 4812-1 PLTW-Intro to Engineering Design  
 4812-2 PLTW-Intro to Engineering Design  
 4814-1 PLTW-Principles of Engineering  
 4814-2 PLTW-Principles of Engineering  
 4810-1 PLTW-Computer Integrated Manufacturing  
 4810-2 PLTW-Computer Integrated Manufacturing  
 4828-1 PLTW- Engineering Design & Development  
 4828-2 PLTW- Engineering Design & Development  
 4794-1 Intro to Design Processes  
 4794-2 Intro to Design Processes  
 4728-1 Robotics Design & Innovation I  
 4728-2 Robotics Design & Innovation II  
 WELD 100 Ivy Tech- Welding Processes  
 WELD 108 Ivy Tech-Shielded Metal Arc Weld I  
 WELD 206 Ivy Tech- Shielded Metal Arc Weld II

### **ART**

4000 Intro. to Two-Dim. Art  
 4004-1 Adv. Two-Dim. Art I  
 4060-1 Drawing I  
 4060-II Drawing II  
 4060-III Drawing III  
 4064-1 Painting I  
 4002 Intro. to Three-Dim. Art  
 4048-1 AP AP Studio Art: Drawing  
 4048-2 AP AP Studio Art: Drawing

### **FAMILY & CONSUMER SCIENCES**

5394-1 Preparing for College & Careers  
 5342-F Nutrition & Wellness  
 5342 Nutrition & Wellness  
 5340 Adv. Nutrition & Wellness  
 5340-S Adv. Nutrition & Wellness  
 5362-F Child Development  
 5362 Child Development  
 5360 Adv. Child Development  
 5360-S Adv. Child Development  
 5366 Human Development & Well. (Rotates)  
 5364 Interpersonal Relationships (Rotates)  
 5350-6 Intro-Housing/ Design  
 5380-161 Intro to Fashion & Textiles I  
 5380-161F Intro to Fashion & Textiles I  
 5380-161I Fashion & Textiles II  
 5380-161IS Fashion & Textiles II  
 5336-1 Human & Social Services I  
 5336 Human & Social Services I  
 5336-2 Human & Social Services I  
 5336-IDCMH Human & Social Serv. I  
 5336-DCMH Human & Social Serv. I  
 5336-2DCMH Human & Social Serv. I  
 5408-1 Education Professions I  
 5408-2 Education Professions I  
 5404-1 Education Professions II  
 5404-2 Education Professions II  
 5412-1 Early Childhood Education I  
 5412-2 Early Childhood Education I  
 5406-1 Early Childhood Education II  
 5406-2 Early Childhood Education II

### **CERTIFICATE OF COMPLETION**

1006-5=A English III (sem 1) Applied  
 1006-6=A English III (sem 2) Applied  
 2520-1=A Algebra I (sem 1) Applied  
 2520-2=A Algebra I (sem 2) Applied  
 3102-1=A Physical Science Applied  
 3030-1=A Life Science Applied  
 1542-1=A U.S. History (sem 1) Applied  
 1542-2=A U.S. History (sem 2) Applied  
 5364-1=A Inter Pers Relations (sem 1) Applied  
 5364-2=A Inter Pers Relations (sem 2) Applied  
 0522-1=A Career Info & Expl (sem 1) Applied  
 0522-2=A Career Info & Expl (sem 2) Applied  
 0500-1=A Basic Skills (sem 1) Applied  
 0500-2=A Basic Skills (sem 2) Applied

# **Appendix B:**

## ***Diploma Requirements***

\*GCHS is committed to the needs of all students regardless of their pathway.

## DIPLOMA REQUIREMENTS Class of 2021 and 2022

Subject Area	General Diploma	CORE 40 Diploma	CORE 40 with Academic Honors
English/LA	8 credits: Credits must include literature, composition, and speech	8 credits: Credits must include literature, composition, and speech	(minimum 47 credits) CORE 40 plus: -2 more Core 40 Math credits (which includes Pre-Cal/Trig or Pre-Cal/Finite Math, and -6 or 8 Core 40 World Language credits, and -2 Core 40 Fine Arts credits, and -“C-” or above in diploma courses, and -GPA of “B” or above, and Complete <u>one</u> of the following: a. 2 AP courses (4 H.S. credits) with exams      b. Dual high school and college credit courses from the Priority Course List resulting in verifiable transcribed college credits c. 2 of 3 options: = 3 verifiable transcribed college credits from the priority course list = 1 AP course (2 H.S. credits) with exam = 2 credits in an IB course with exam d. SAT composite score of 1250 or higher and a minimum score of 560 on math and 590 on evidence based reading and writing section e. ACT composite of 26 or higher and completion of the written section      f. 4 credits in IB courses w/ exams
Mathematics	4 credits: 2 credits: Algebra I 2 credits: any math course  A student is required to earn 2 Mathematics or Quantitative Reasoning credits during 11 <sup>th</sup> or 12 <sup>th</sup> grade.  If Algebra I is taken in the 8 <sup>th</sup> grade, then a student must earn four (4) credits of Mathematics at the high school level.	6 credits: 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II  Plus, a student must be enrolled in Mathematics or Quantitative Reasoning course each year the student is enrolled in high school.  If Algebra I is taken in the 8 <sup>th</sup> grade, then a student must earn two (2) credits in Pre-Calculus/Trig or Pre-Calculus/Finite Math	<b>CORE 40 with Technical Honors</b> (minimum 47 credits) CORE 40 plus: -“C-” or above in diploma courses, and -GPA of “B” or above, and -Earn a minimum of 6 credits in the college and career preparation courses in the state-approved College & Career Pathway and earn one of the following: a. Pathway designated industry-based certification      b. Pathway designated dual high school and college credit courses from the Priority Course List resulting in 6 verifiable transcribed college credits -Complete <u>one</u> of the following:      a. Complete any of the options (a. – f.) listed under the Core 40 with AHD b. Complete WorkKeys and score at or above: Applied Mathematics – Level 6, Reading for Information – Level 6, & Locating Information – Level 5 c. Complete Accuplacer and score at or above: Writing – 80; Reading – 90; & Math - 75 d. Complete the Compass and score at or above Algebra – 66; Writing – 70; & Reading - 80
Science	4 credits: 2 credits: Biology I 2 credits: any science course	6 credits: 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry – Physics 2 credits: any Core 40 science course	
Social Studies	4 credits: 2 credits: U. S. History 1 credit: U. S. Government 1 credit: World History & Civilization or Geography & History of the World or Economics	6 credits: 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History & Civilization or Geography & History of the World	
Physical Education	2 credits (2 semesters)	2 credits (2 semesters)	
Health and Wellness	1 credit	1 credit	
Preparing for College and Careers	1 credit	1 credit	
College and Career Pathway	6 credits		
Flex or Directed Elective Credits	Flex Credits 5 credits by any combination of these: - Additional courses to extend the College and Career Pathway - Courses involving workplace learning: - ICE; Work Based Learning - Advanced Career-Technical Education – College Credit - Additional courses in: - Language Arts - Science - Social Studies - Wd. Lang. - Mathematics - Fine Arts	Directed Elective Credits 5 credits from any of these subject areas: -World Languages -Fine Arts -Career-Technical a. Agriculture b. Business c. FACS d. Tech Ed	
Electives	8 credits	8 credits (College and Career Pathway recommended)	

## DIPLOMA REQUIREMENTS BEGINNING WITH THE CLASS OF 2023

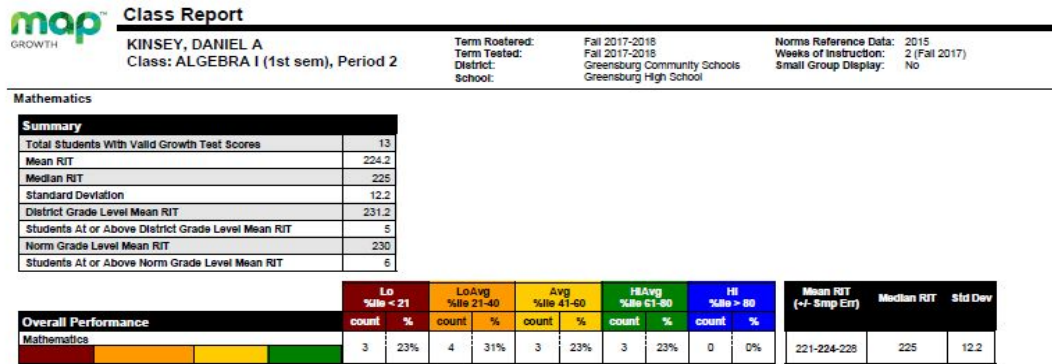
GRADUATION REQUIREMENTS	GRADUATION PATHWAY OPTIONS
<b>1.) HIGH SCHOOL DIPLOMA</b>	<p>Meet the statutorily defined diploma credit and curricular requirements.</p> <ul style="list-style-type: none"> <li>❖ <b>Core 40 designation; OR</b></li> <li>❖ <b>Academic Honors designation; OR</b></li> <li>❖ <b>Technical Honors designation; OR</b></li> <li>❖ <b>General designation</b></li> </ul>
<b>2.) LEARN AND DEMONSTRATE EMPLOYABILITY SKILLS</b>  <i>(Student must complete at least one of the following.)</i>	<p>Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one of the following:</p> <ul style="list-style-type: none"> <li>❖ <b>Project-Based Learning Experience=</b> <ul style="list-style-type: none"> <li>A. The project is a major vehicle for teaching content standards; And task is open-ended and involves student voice and choice; And typically done in collaboration with a team or outside partners, but can be done individually; And done with teacher guidance, much of it during school hours; And includes a sustained inquiry process; And authentic to the real world or to student's lives, or both</li> <li>B. Take one of the following classes which includes a product: PLTW-CIM, PLTW-EDD, Entrepreneurship &amp; New Ventures Capstone, or Robotics &amp; INnovation</li> </ul> </li> <li>❖ <b>Service-Based Learning Experience=</b> <ul style="list-style-type: none"> <li>A. Meaningful Service: <ul style="list-style-type: none"> <li><i>Direct-</i> brings student face-to-face with those they serve in the community; or</li> <li><i>Indirect-</i> student works on a cause or group that does not put them into contact with those they serve; or</li> <li><i>Advocacy-</i> student uses voice and talents to eliminate the causes of specific problems or raise awareness of a social problem</li> </ul> </li> <li>B. Meaningful Engagement ("at least one academic year"): Sport or Extracurricular Activities</li> </ul> </li> <li>❖ <b>Work-Based Learning Experience=</b> <ul style="list-style-type: none"> <li>A. Clear Work-Based Learning Partnership Agreement and Plan (WBL)</li> <li>B. Authentic Work Experience Component (ICE)</li> <li>C. Structured Learning Component (Education Professions, Early Childhood Education, or Human &amp; Social Services)</li> <li>D. Culminating Assessment and Recognition of Skills (QWEC)</li> <li>E. Course Work: Advance Manufacturing I, Information Technology Support, Landscape Management I, Welding Technology I &amp; II, Criminal Justice I, Construction Trades I &amp; II, or Marketing in Hospitality &amp; Tourism</li> <li>F. Part-time-Job- Summer, After-School, or Weekends</li> </ul> </li> </ul>
<b>3.) POSTSECONDARY READY COMPETENCIES</b>  <i>(Student must complete at least one of the following.)</i>	<ul style="list-style-type: none"> <li>❖ <b>Honors Diploma:</b> Fulfill all requirements of either the Academic or technical Honors diploma</li> <li>❖ <b>ACT:</b> College-ready benchmarks= Currently either the 18 in English or 22 in REading AND either the 22 in Math or 23 in Science</li> <li>❖ <b>SAT:</b> College-ready benchmarks - currently 480 in Evidence-Based Reading and WRiting (ERW) AND 530 in Math</li> <li>❖ <b>ASVAB:</b> Earn at least a minimum AFQT score (31) to qualify for placement into one of the branches of the U.S. military</li> <li>❖ <b>State-and Industry-recognized Credential or Certification</b></li> <li>❖ <b>Federally-recognized Apprenticeship</b></li> <li>❖ <b>Career-Technical Education Concentrator:</b> Must earn a C average or higher in at least two non-duplicative advance courses (courses beyond an introductory course) within a particular program or program of study</li> <li>❖ <b>AP/IB/Dual Credit/Cambridge International courses or CLEP Exams:</b> Must earn a C average or higher in at least three courses / one of the three courses must be in a core content area (Core Transfer List) OR All three courses must be part of a defined CTE sequence which is based on the Indiana College &amp; Career Pathways (CTE Technical Dual Credit Crosswalk)</li> <li>❖ <b>Locally Create Pathways:</b>Must meet the framework from the earns and approval of the State Board of Education</li> </ul>

# Appendix C:

## *Utilization of NWEA and Study Island*

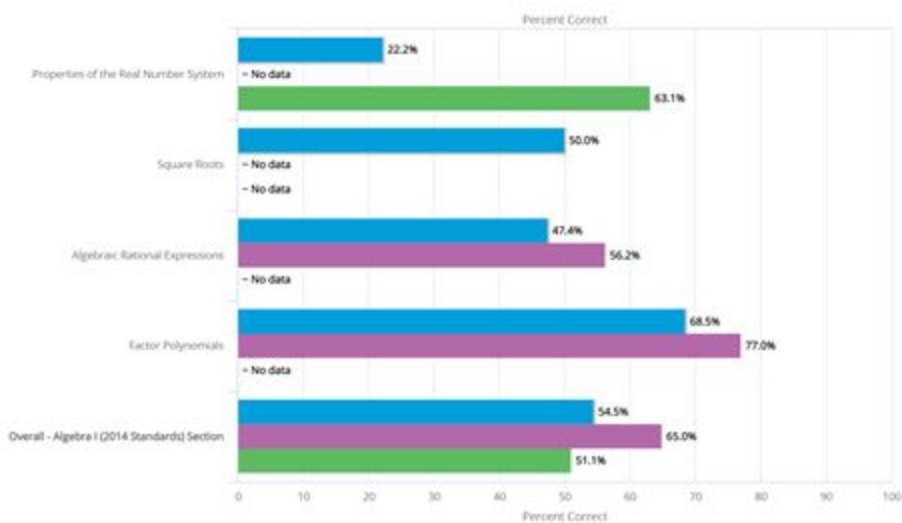
\*NWEA is given in the fall, winter, and spring. Data is examined immediately to inform instruction for each class, teacher, and individual student. Teachers also utilize Study Island for SPOT checking student mastery.

## NWEA Class Report by Teacher, Individual Student Report, and Quadrant Chart



## Study Island Utilization at GCHS

Math teachers get multiple student snapshots of class progress on individual priority standards on Study Island. This is an example of how the program breaks down each standard and compares the class to students in the school overall and students nationally. It gives teachers an idea of the level of progress students are making.



Teachers also get more specific information about each standard by breaking down the data for each topic. Knowing the time spent, percent correct, and grade (not passing, passing, pass plus) gives teachers the level of student progress.

Study Island Topics					
Topic	Sessions	Time Spent	Correct / Total	% Correct	Grade
1. Diagnostic Test					
a. Diagnostic Test- Standard	0	-	-	-	-
2. REAL NUMBERS AND EXPRESSIONS					
a. Properties of the Real Number System- Standard	1	06:11	9 / 10	90.0%	P+
b. Operations with Rational and Irrational Numbers- Standard	2	13:32	15 / 20	75.0%	P
c. Rational Expressions- Standard	0	-	-	-	-
d. Square Roots- Standard	1	16:21	10 / 10	100.0%	P+
e. Algebraic Rational Expressions- Standard	0	-	-	-	-
f. Factor Polynomials- Standard	1	12:22	7 / 10	70.0%	P
g. Polynomial Expressions- Standard	1	14:34	8 / 10	80.0%	P
3. FUNCTIONS					
a. Functions- Standard	0	-	-	-	-
b. Qualitative Features of Functions- Standard	1	18:14	10 / 10	100.0%	P+

Teachers and students track individual progress for each student. This is an example of progress of an individual student after a few weeks in school on two different standards that have been assessed. The student and teacher knows how much time was spent, the percent correct, and can view the session to see what specific questions were missed and need more instruction.

Topic	Session Details			Cumulative Scoring	
	Sessions	Time Spent	Best Session	Correct / Total	% Correct
<b>1. Diagnostic Test</b>					
a. Diagnostic Test	0	00:00	-	0 / 0	0%
<b>2. REAL NUMBERS AND EXPRESSIONS</b>					
a. Properties of the Real Number System- Standard	0	00:00	-	0 / 0	0%
b. Operations with Rational and Irrational Numbers- Standard	0	00:00	-	0 / 0	0%
c. Rational Exponents- Standard	0	00:00	-	0 / 0	0%
d. Square Roots- Standard	0	00:00	-	0 / 0	0%
<input checked="" type="checkbox"/> e. Algebraic Rational Expressions- Standard	1	01:46	+	4 / 5	80%
<input checked="" type="checkbox"/> f. Factor Polynomials- Standard	1	00:28	+	6 / 6	100%

This is an example of a student that needs intervention for a specific standard. Notice that Study Island has indicated the student needs to re-address rates, ratios, proportions and percents. This is vital information for all students to get individualized help on weak areas.

2. REAL NUMBERS AND EXPRESSIONS							
<input checked="" type="checkbox"/>	a.  Properties of the Real Number System- <a href="#">Standard</a>	4	49:43	90%	25 / 40	62.5%	<a href="#">View Sessions</a>
<input checked="" type="checkbox"/>	b.  Operations with Rational and Irrational Numbers- <a href="#">Standard</a>	1	17:22	80%	8 / 10	80%	<a href="#">View Sessions</a>
	c. <a href="#">Rational Exponents- Standard</a>	0	00:00	-	0 / 0	0%	
	d. <a href="#">Square Roots- Standard</a>	0	00:00	-	0 / 0	0%	
	e. <a href="#">Algebraic Rational Expressions- Standard</a>	0	00:00	-	0 / 0	0%	
	f. <a href="#">Factor Polynomials- Standard</a>	0	00:00	-	0 / 0	0%	
	g. <a href="#">Polynomial Expressions- Standard</a>	0	00:00	-	0 / 0	0%	
3. FUNCTIONS							
	a. <a href="#">Functions- Standard</a>	0	00:00	-	0 / 0	0%	
	b. <a href="#">Qualitative Features of Functions- Standard</a>	0	00:00	-	0 / 0	0%	
	c. <a href="#">Domain and Range- Standard</a>	0	00:00	-	0 / 0	0%	
4. LINEAR EQUATIONS, INEQUALITIES, AND FUNCTIONS							
<input checked="" type="checkbox"/>	a. <a href="#">Solve Linear Equations- Standard</a>	1	18:55	50%	5 / 10	50%	<a href="#">View Sessions</a>
	b. <a href="#">Solve Linear Inequalities in One Variable- Standard</a>	0	00:00	-	0 / 0	0%	
<input checked="" type="checkbox"/>	c. <a href="#">Algebraic Proportions- Standard</a>	1	21:36	30%	3 / 10	30%	<a href="#">View Sessions</a>
<input checked="" type="checkbox"/>	<a href="#">Rates, Ratio, Proportions, &amp; Percents</a>	1	07:28	30%	3 / 10	30%	<a href="#">View Sessions</a>
<input checked="" type="checkbox"/>	<a href="#">Rates, Ratio, Proportions, &amp; Percents</a>	1	09:02	80%	8 / 10	80%	<a href="#">View Sessions</a>



# **Appendix D:**

## ***Past vs Present View of Rigor and Stretch Curriculum***

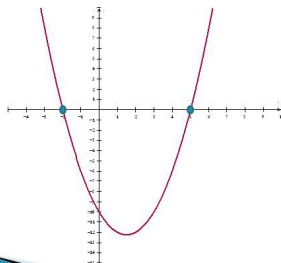
### ***Past vs Present View of Adding Rigor and Stretch***

GCHS is focused on adding rigor and complexity to curriculum that mirrors present examples in Math and ELA. Core subjects are taking a school-wide approach to adding multi-step questions as well as extending non-fiction reading.

#### **PAST** **MATH**

### **Finding the Zeros of a Function**

- Use the graph below to determine the zeros of the function  $f(x) = x^2 - 3x - 10$



The zeros of the function are -2 and 5

#### **ELA**

Question has student respond to a quote through a writing prompt.

##### **Question 1**

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”

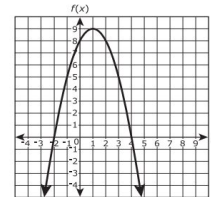
—Albert Einstein

Teachers, whether in the classroom, on a football field, in a recital room, or simply in our community, can play an important role in our lives. Think about a former or current teacher, coach, instructor, or mentor who taught you something that you remember. Write an essay describing this person and the characteristics that you think make him or her a good teacher. Include specific examples, with details, in your essay.

#### **PRESENT**

##### **Mathematics**

10. The figure shows a graph of the function of  $f(x)$  in the  $xy$ -coordinate plane, with the vertex at  $(1, 9)$  and the zeros at  $-2$  and  $4$ .



The function  $g$  is defined by  $g(x) = -3x + 2$ .

Which statements are true? Select **all** that apply.

- A.  $f(-2)$  is greater than  $g(-2)$ .
- B.  $f(-1)$  is less than  $g(-1)$ .
- C.  $f(0)$  is greater than  $g(0)$ .
- D.  $f(1)$  is less than  $g(1)$ .
- E.  $f(2)$  is greater than  $g(2)$ .

Question has student respond to an 11 paragraph passage through a writing prompt.

You have read an excerpt from *Frankenstein*, in which the reader learns about the creature through his own words. Using details from the excerpt, write an essay explaining how the creature's point of view impacts how the reader understands and relates to him as a character.

Be sure to include

- an explanation of the importance of point of view in this excerpt
- a description of what the reader learns about the creature through his own words, observations, and actions
- an introduction, a body and a conclusion to your essay

# **Appendix E:**

## ***2017-2018 IDOE School Report Card***

**Indiana Department of Education Student Centered Accountability**  
**2017- 2018**  
**Greensburg Community Schools (1730)**  
**Greensburg Community High School (1268)**

Overall Summary (511 IAC 6.2-10-3)				
	Grades	Points	Weight	Weighted Points
Performance Domain	Grades 03-08	0.00	0.000	0.00
Performance Domain	Grade 10	48.50	0.200	9.70
Growth Domain	Grades 04-08	0.00	0.000	0.00
Growth Domain	Grades 10-12	87.60	0.200	17.52
Multiple Measures Domain	Grade 12	100.00	0.600	60.00
<b>Overall Points:</b>				<b>87.2</b>
<b>Overall Grade:</b>				<b>B</b>

Enrollment		
	Enrollment	Enrollment Percent
Grades 03-08	0	0.00 %
Grades 09-12	728	100.00 %

Performance Domain (511 IAC 6.2-10-4)						
	Grades 03-08			Grade 10		
	Pass Rate	Participation	Points	Pass Rate	Participation	Points
English/Lang. Arts	N/A	N/A	N/A	62.0 % ( 101 / 163)	96.0 % ( 170 / 177)	62.0
Mathematics	N/A	N/A	N/A	36.9 % ( 59 / 160)	94.9 % ( 169 / 178)	35.0

Performance Summary			
	Points	Weight	Weighted Points
E/LA (Grades 3-8)	N/A	N/A	0.00
Math (Grades 3-8)	N/A	N/A	0.00
<b>Performance Points (Grades 03-08)</b>			<b>0.0</b>
E/LA (Grade 10)	62.0	0.50	31.00
Math (Grade 10)	35.0	0.50	17.50
<b>Performance Points (Grade 10)</b>			<b>48.5</b>

Growth Domain (511 IAC 6.2-10-5)								
	Grades 04-08			Grades 09-12				
	Top 75% Growth	Bottom 25% Growth	Points	Top 75% Growth	Bottom 25% Growth	Points	10th to 12th Imp.	Points
English/Lang. Arts	N/A	N/A	N/A	88.8	83.8	86.3	1.1	87.4
Mathematics	N/A	N/A	N/A	90.0	84.8	87.4	0.4	87.8

Growth Summary			
	Points	Weight	Weighted Points
E/LA (Grades 4-8)	N/A	N/A	N/A
Math (Grades 4-8)	N/A	N/A	N/A
<b>Growth Points (Grades 04-08)</b>			<b>0.0</b>
E/LA (Grades 9-12)	87.4	0.50	43.70
Math (Grades 9-12)	87.8	0.50	43.90
<b>Growth Points (Grades 9-12)</b>			<b>87.6</b>

Multiple Measures Domain (511 IAC 6.2-10-6)					
CCR Indicator			Graduation Indicator		
CCR Achievement Rate	State CCR Factor (25% Goal)	Points	4 Year Graduation Rate Points	5 Year Graduation Rate Imp. Points	Points
76.1 % ( 118 / 155)	4.00	100.0	100.0 (95.7 %)	0.0 (99.3 %-99.3 %)	100.0

Multiple Measures Summary			
	Points	Weight	Weighted Points
CCR	100.0	0.50	50.00
Graduation	100.0	0.50	50.00
<b>Total Multiple Measures Points</b>			<b>100.0</b>

# **Appendix F:**

## *AdvancEd Required Actions*

## **AdvancEd Required Actions**

GCHS hosted an AdvancEd accreditation review team in October 2016. As a result of that review, GCHS will retain its accreditation status. The accreditation team researched, interviewed, and analyzed five key standards listed below. As a school we have strived to capitalize on our strengths while seeking to improve our areas in need.

### **Standard 1: Purpose and Direction**

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

### **Standard 2: Governance and Leadership**

The school operates under governance and leadership that promote and support student performance and school effectiveness.

### **Standard 3: Teaching and Assessing for Learning**

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

### **Standard 4: Resources and Support Systems**

The school has resources and provides services that support its purpose and direction to ensure success for all students.

### **Standard 5: Using Results for Continuous Improvement**

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Upon the conclusion of the AdvancEd review, it was noted that GCHS has a true community atmosphere that is cultivated by the school staff and administration. All stakeholders recognized the dedication for all students at GCHS. As GCHS strives to continually show improvement, the accreditation team identified two required actions.

#### **Two Required Actions**

1. GCHS will create and implement a process for analyzing and using data to enhance student performance and achievement. This process should include a professional development component to train all professional staff in interpreting, analyzing, and using both formative and summative assessments for use in planning curriculum and instruction.
2. GCHS will develop a shared vision for and understanding of how PLC time can be used to improve instruction and better use data to facilitate teacher lesson planning and enhance student learning.

Within the two years, GCHS embarked on the school wide improvement process utilizing the High Reliability Schools Framework model from Dr. Robert Marzano. As a staff we have worked through the first two levels, safe and collaborative culture and effective teaching in every classroom. GCHS will continue our efforts in becoming certified for the first three of five levels over the course of the next few years.

# Appendix G:

## *Data Focused*

*\*GCHS teachers utilize the following data documents to drive instruction, address individual student needs, and gather programs and services to impact student growth.*

## A. Cohort Data

HS Confidential Class Data

https://docs.google.com/spreadsheets/d/1ESAPBxqFYmub90kbG4\_rO-oMEPuQ9uevGPRbe\_pHScY/edit#gid=1623662883

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**C. Tracking bubble students through ISTEP+ and NWEA with their strands of strength and weakness.**

Less points			SPRING ISTEP 2017				FALL NWEA 2017	
Student	Teacher Item 1	Teacher Item 2	Points from Passing	Scale Score	Strongest Strand	Weakest Strand	Classroom Observation	RTT
Math	Math-Prc-Cal	Math-Trig	12	236	Data Analysis, Statistics, and Probability	Systems of Equations and Inequalities		
Math	Layton-Alg II	Reider-Alg II	16	241	Data Analysis, Statistics, and Probability	Systems of Equations and Inequalities		247 Geometry and Measurement
Math	Reider-Alg II Honors	Reider-Alg II Honors	14	237	Data Analysis, Statistics, and Probability	Systems of Equations and Inequalities		247 Computation & Data Analysis Statistics, and Probability
Math			8	204				
Math	Reider-Alg I	Reider-Alg I	10	231	Data Analysis, Statistics, and Probability	Number Sense, Expressions, and Computation		240 Geometry and Measurement
Math	Reider-Alg II Honors	Reider-Alg II Honors	6	202	Data Analysis, Statistics, and Probability	Number Sense, Expressions, and Computation		245 Number Sense
Math	Layton-Alg II	Layton-Alg II	20	251	Data Analysis, Statistics, and Probability	Systems of Equations and Inequalities		247 Geometry and Measurement Number Sense
Math	Reider-Alg II Honors	Reider-Alg II Honors	2	209	Systems of Equations and Inequalities	Number Sense, Expressions, and Computation		244 Data Analysis, Statistics, and Probability
Math	Layton-Alg II	Layton-Alg II	13	242	Data Analysis, Statistics, and Probability	Systems of Equations and Inequalities		241 Geometry and Measurement
Math	Layton-Alg II	Reider-Alg II	14	237	Data Analysis, Statistics, and Probability	Systems of Equations and Inequalities		238 Number Sense
Math	Layton-Alg II	Layton-Alg II	20	251	Data Analysis, Statistics, and Probability	Systems of Equations and Inequalities		235 Number Sense
Math	Layton-Alg II	Layton-Alg II	19	252	Data Analysis, Statistics, and Probability	Number Sense, Expressions, and Computation		243 Computation
Math	Layton-Alg II	Layton-Alg II	14	237	Geometry & Measurement	Systems of Equations and Inequalities		238 Algebra and Functions and Geometry and Measurement
Math	Reider-Alg II Honors	Reider-Alg II Honors	11	222	Data Analysis, Statistics, and Probability	Systems of Equations and Inequalities		242 Algebra and Functions and Geometry and Measurement
Math	Layton-Alg II	Layton-Alg II	2	202	Systems of Equations and Inequalities	Quadratics & Exponential Equations and Functions		244 Computation
Math	Layton-Alg II	Layton-Alg II	12	253	Data Analysis, Statistics, and Probability	Systems of Equations and Inequalities		246 Data Analysis, Statistics, and Probability
Math	Math-Prc-Cal	Math-Trig	13	233	Geometry & Measurement	Systems of Equations and Inequalities		
Math	Layton-Alg II	Layton-Alg II	11	208	Linear Equations, Inequalities, and Functions	Number Sense, Expressions, and Computation		244 Data Analysis, Statistics, and Probability
Math	Reider-Alg I	Layton-Alg II	7	204	Systems of Equations and Inequalities	Number Sense, Expressions, and Computation		241 Number Sense

ISTEP+ History

# Appendix H:

## *GCHS Professional Learning Communities*

*\*GCHS rebranded our PLC process in 2017-18 school year. PLCs are driven by teachers for teachers. Staff members host topics as other staff members sign up to attend the topic of their choice. PLCs are centered around a positive continual improvement model.*

## **GREENSBURG COMMUNITY HIGH SCHOOL**

Teacher Led PLCs Topics Covered 2018-2019 School Year

### **CURRICULUM**

- ☐ Biology Discussion, i-Learn Prep,
- ☐ Coordination between junior college prep English /honors juniors English and senior college prep English/ honors senior English
- ☐ CTE pathway formation for upcoming meetings with Guidance Counselors
- ☐ Develop a Business Math midterm & review what content will be covered in each semester
- ☐ Math analysis on Algebra progress, updated curriculum map, concerns in curriculum meeting for next school year, brainstorming of integration of SAT prep/modification for courses
- ☐ Engineering and Tech Dept curriculum analysis
- ☐ Math analysis on calibrating grading for Algebra exams
- ☐ Development of Priority Standards and Key Vocabulary in every course offering
- ☐ JH musical selection committee
- ☐ Math remediation ideas for Winter ISTEP test, NWEA, etc, sophomore Algebra concerns
- ☐ Preparing for College and Career curriculum development and vertical alignment
- ☐ NWEA analysis for ELA
- ☐ SPED planning with content connectors and certificate of completion
- ☐ Vertical Alignment World Language

### **TECHNOLOGY**

- ☐ Study Island for skill practice and mastery
- ☐ Technology How To with: Letsrecap.com, Moodle/PRISM, Newsela Pro, Yabla, SWIL, PearDeck, Google Forms, SWIVL, Skyward
- ☐ Using 3D printing and laser engraving outside the industrial tech department (cross curricular projects)

### **DATA**

- ☐ Analyze recent NWEA data and upcoming testing
- ☐ Analyze Algebra Exams/Rigor check/Curriculum Map reg NWEA data to focus in on instruction
- ☐ Using NWEA data to drive instruction
- ☐ Analysis of ISTEP scores vision/Next year changes
- ☐ Analyze SPED NWEA scores

### **MANAGEMENT**

- ☐ Strategies for receiving missing assignments from last quarter and preventive measures
- ☐ Driving home, the achievement mindset/ moving students from failure to achievement
- ☐ Get those students moving using stations

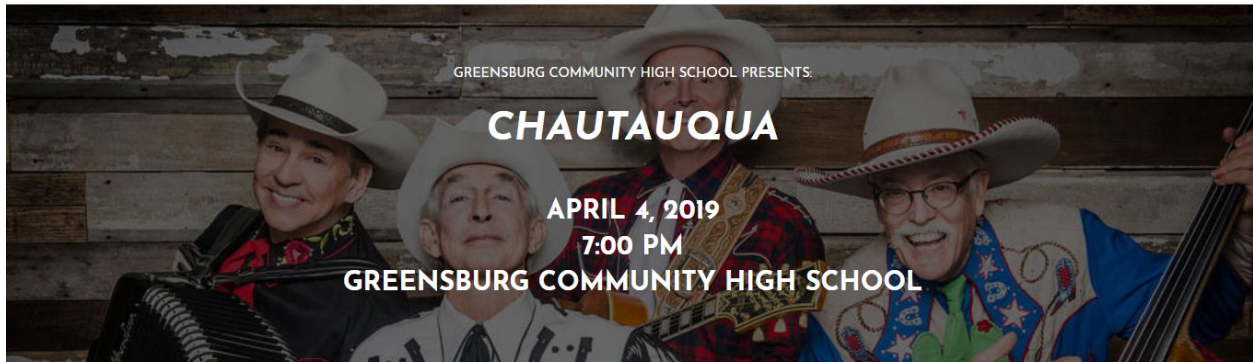
### **OTHER**

- ☐ Instructional Model- Always, Sometimes, Never
- ☐ Automata design project/ pacing, organization, and groups
- ☐ Q&A for ISTEP proctors of students in special education
- ☐ Mid-year discussion on PLC format and process
- ☐ Understanding your IEPs, legality, and question/answers
- ☐ Sharing of ideas learned at IFLTA conference
- ☐ Music department- Junior high contest registration and recruitment planning
- ☐ Making sure the classroom is a safe place, physically, emotionally
- ☐ Science Department evaluation of equipment and ordering

# **Appendix I:**

## *Celebrating Diversity*

### *GCHS Chautauqua*



- 1-3: Chautauqua Evening Session
4. Jeanne Sakata, television, film, and stage actress and playwright
  5. Emily Kuroda, actress, best known as Mrs. Kim in "Gilmore Girls"
  6. Takayo Fischer, television, film, stage, and voiceover actress
  7. Vincent Ward, film director, screenwriter, and artist
  8. Joyce Vincent, musician with Tony Orlando and Dawn
  9. Pauline Méliés, actress
  - 10-11. Karolyn Grimes, actress, best known as Zuzu Bailey in "It's a Wonderful Life"



- t1. Bruce Haigh, Australian political commentator
2. Bobby Plump, member of the Milan High School state championship team
  3. Sister Helen Prejean, American advocate against the death penalty
  4. Benjamin Mee, director of the Dartmoor Zoo
  5. David Patterson, screenwriter of "The Bridge to Terabithia"
  6. Daniel Diaz, McFarland cross-country team member
  7. John McLaughlin, 9/11 survivor
  8. Dr. Jeffrey Wigand, whistleblower on the tobacco industry
  9. Chautauqua Evening Session

# Appendix J:

## *PIRATES are PRIMED*

### *for Success & Graduation*

*As a result of striving to share the character traits of the Governors Work Ethic Certificate, GCHS developed the PRIMED for Success and Graduation character traits. These traits became the new brand of GCHS and our new pathways for graduation. The success stems from being involved in the EWIN process through the University of Indianapolis and our community partnerships. Close to 125 local partnerships have committed their support to the PIRATES are PRIMED initiative. Partners include the business, healthcare, nonprofit, postsecondary, and local industry support.*

*PIRATES are*

**PRIMED**

*for Success*

**Persistent**

*Student will demonstrate ability to persevere through challenges and problem-solving.*

**Respectful**

*Student will demonstrate service to others, possess and convey a positive attitude, and communicate clearly.*

**Intense**

*Student will demonstrate successful progress in task completion, critical thinking, and a general curiosity for learning.*

**Motivated**

*Student will demonstrate the ability to be a self-starter and convey a strong work ethic.*

**Efficient**

*Student will demonstrate readiness, reliability, responsibility, and consistency.*

**Dependable**

*Student will demonstrate organization skills, punctuality, and self-management.*

PIRATE INITIATIVES OF QUALITY EDUCATION

*PRIMED@greensburg.k12.in.us*

*PIRATES are*

**PRIMED**

*for Graduation*

**Postsecondary Pathway Completion**

*Student will be prepared for all education and career opportunities after high school.*

**Requirements**

*Student will meet the criteria for earning a diploma.*

**Investigate**

*Student will individually explore career interests while earning a diploma.*

**Mastery**

*Student will provide evidence that proves ability to be successful after high school.*

**Employability**

*Student will learn and demonstrate identified career skills through an organized learning experience.*

**Diploma**

*Student will be PRIMED for life after high school.*

PIRATE INITIATIVES OF QUALITY EDUCATION

*PRIMED@greensburg.k12.in.us*

# **Appendix K:**

## *GCHS Instructional Model-Teacher Actions Directly Connected to Learning*

*Created by GCHS Teachers 2017-2018 school year. The instructional model will continue to be revisited, revised, and re-committed each year.*





# GREENSBURG COMMUNITY HIGH SCHOOL

## INSTRUCTIONAL MODEL

### TEACHER ACTIONS DIRECTLY CONNECTED TO LEARNING

#### DAILY

1. We will build and maintain relationships with students:
  - To provide opportunity for their success
  - To assist students in finding value and purpose in coming to school
  - To be supportive while holding them accountable
  - To develop rapport with students
2. We will create a safe environment that is positive and flexible is created for each student in our school.
3. We will be well-prepared to present material and engage students effectively by differentiating instruction for various learning styles.
4. We will engage students from bell to bell.
5. We will clearly present the goals/objectives/purpose for each class.
6. We will check for understanding to feel for the effectiveness of our delivery during instruction.
7. We will create a classroom environment of questioning and risk-taking.
8. We will reflect on instruction for purposes of improvement.
9. We will prioritize students' needs over other tasks.

#### SOMETIMES

1. We will make connections between previous lessons, other courses in our subject area and courses taught by other teachers.
2. We will try new methods and technology tools to reach higher levels of engagement, rigor, and understanding.
3. We will model problem solving and productive struggle for students.
4. We will motivate students to take ownership of their own achievement.
5. We will effectively communicate with each and every stakeholder of the student learning process.

#### NEVER

1. We will never lose faith in a student's potential.
2. We will never cut down the self-worth of students.
3. We will never allow a negative conversation about other students, teachers, administrators and/or parents to continue.
4. We will never take it personally when a parent is advocating for his or her child.
5. We will never opt-out on our best job performance or being properly prepared.

# Appendix L:

## *GCHS Instructional Goals*

*Every teacher created a unique to them, professional goal that was directly tied to the GCHS Instructional Model.*

## **INSTRUCTIONAL GOALS**

---

*Greensburg Community High School*

### **# 1**

Working with 15 students and parent/guardians to get them to put the work into getting their Qtr 2 grade to passing.

### **# 2**

Develop a process that increases the opportunity and likelihood of these 15 students passing Qtr 2.

# Appendix M:

## *GCHS Priority Standards*

*Teachers reviewed their course standards and scored each one based on endurance, leverage, readiness, teacher judgement, and assessment on a standardized test. Teachers then created a list of their top “Standard Scores.” Teachers with common preps worked together to ensure unity and uniformity.*

## GCHS PRIORITY STANDARDS INSTRUCTIONS FOR SCORING



**SCORING-** Use each question below guide the scoring of each of the five categories. No= 0 Yes=1

1. **Endurance-** Will this standard provide knowledge and skill that will be of value beyond a single class period or course?
2. **Leverage-** Will this standard provide knowledge and skills that will be of value in multiple disciplines?
3. **Readiness-** Will this standard provide students with the “tools” they must have for success at the next level?
4. **Teacher Judgment-** Do you, as the content expert, believe this skill/knowledge is critical based on what you know about your students and the class?
6. **Assessment-** Does this standard contain something that you know students will be assessed on such a specific skill often tested on a standardized test (ISTEP, ACT, SAT)?

### EXAMPLE

Standard	Endurance	Leverage	Readiness	Teacher	Assessment	Standard Score
2.7	1	1	1	0	1	4



# PRIORITY STANDARDS

every COURSE serves a purpose

## 5340 Advanced Nutrition & Wellness

Priority Standard	Description
ANW 1.4	Analyze management, decision-making, and problem solving processes to assess match needs and fulfill responsibilities
ANW 2.1	Research the physiological functions of the major nutrients for the body (protein, carbohydrate, fats, vitamins, minerals, and water)
ANW 2.2	Recommend food sources following dietary guidelines for each of the major nutrients
ANW 3.1	Evaluate standards for maintaining healthy nutrition across the life span (e.g., Choose MyPlate.gov, dietary guidelines, portion/serving sizes, nutrition labels)
ANW 3.2	Differentiate among various nutrition guidelines for different age groups and dietary needs (e.g., children, elderly, pregnant women, athletes, diabetics, individuals who are lactose-intolerant, require a gluten free diet, and/or have food allergies)
ANW 3.3	Develop and create healthy meals and snacks address individual and family resources, activities, and preferences (e.g., time constraints, financial and equipment limitations, extent of physical activity, dietary preferences such as vegetarian)

## PRIORITY STANDARDS

### 5340 Advanced Nutrition & Wellness

ANW 3.4	Analyze beverage choices for calorie count, nutrient value, and adequacy of hydration
ANW 4.1	Examine cultural and ethnic influences on individual food choices, dietary patterns, and practices
ANW 4.3	Describe various international cuisines and their influence on eating patterns
ANW 4.4	Demonstrate appropriate etiquette for business and social situations
ANW 5.1	Select, adapt, and prepare recipes to increase health benefits and accommodate specific dietary needs (e.g., energy needs, diabetes, lactose intolerance, celiac disease, food allergies)
ANW 5.2	Demonstrate proper food preparation skills, selection, and storage of food
ANW 5.3	Select and apply safety and sanitation practices that promote personal safety, food safety, and prevention of food-borne diseases
ANW 6.3	Apply information about current nutrition and food trends and issues, such as "farm-to-fork," food availability, organic food, and holistic eating practices
ANW 7.1	Examine potential career paths, trends, and job-market opportunities related to nutrition, food, and wellness

## GCIS PRIORITY STANDARDS

Class Name: Advanced Nutrition & Wellness  
Teacher: Deborah Sellers



### STANDARD SCORING

Standard	Exceeds	Meets	Approaches	Needs Improvement	Does Not Meet	Standard Score
1.1	0	0	0	0	0	0
1.2	0	0	0	0	0	0
1.3	0	0	0	0	0	0
1.4	1	1	1	1	1	5*
1.5	0	0	0	0	0	0
1.6	0	0	0	0	0	0
1.7	1	1	1	1	1	5*
2.1	1	1	1	1	1	5*
2.2	0	0	0	0	0	0
2.3	0	0	0	0	0	0
2.4	0	0	0	0	0	0
2.5	0	0	0	0	0	0
3.1	1	1	1	1	1	5*
3.2	1	1	1	1	1	5*
3.3	1	1	1	1	1	5*
3.4	1	1	1	1	1	5*
3.5	0	0	0	0	0	0
3.6	0	0	0	0	0	0
3.7	1	1	1	1	1	5*
3.8	0	0	0	0	0	0
3.9	0	0	0	0	0	0
3.10	1	1	1	1	1	5*
3.11	0	0	0	0	0	0
3.12	1	1	1	1	1	5*
3.13	0	0	0	0	0	0
3.14	1	1	1	1	1	5*
3.15	0	0	0	0	0	0
3.16	1	1	1	1	1	5*
3.17	0	0	0	0	0	0
3.18	1	1	1	1	1	5*
3.19	0	0	0	0	0	0
3.20	1	1	1	1	1	5*
3.21	0	0	0	0	0	0
3.22	1	1	1	1	1	5*
3.23	0	0	0	0	0	0
3.24	1	1	1	1	1	5*
3.25	0	0	0	0	0	0
3.26	1	1	1	1	1	5*
3.27	0	0	0	0	0	0
3.28	1	1	1	1	1	5*
3.29	0	0	0	0	0	0
3.30	1	1	1	1	1	5*
3.31	0	0	0	0	0	0
3.32	1	1	1	1	1	5*
3.33	0	0	0	0	0	0
3.34	1	1	1	1	1	5*
3.35	0	0	0	0	0	0
3.36	1	1	1	1	1	5*
3.37	0	0	0	0	0	0
3.38	1	1	1	1	1	5*
3.39	0	0	0	0	0	0
3.40	1	1	1	1	1	5*
3.41	0	0	0	0	0	0
3.42	1	1	1	1	1	5*
3.43	0	0	0	0	0	0
3.44	1	1	1	1	1	5*
3.45	0	0	0	0	0	0
3.46	1	1	1	1	1	5*
3.47	0	0	0	0	0	0
3.48	1	1	1	1	1	5*
3.49	0	0	0	0	0	0
3.50	1	1	1	1	1	5*

### STANDARD SCORING

Standard	Exceeds	Meets	Approaches	Needs Improvement	Does Not Meet	Standard Score
4.1	0	0	0	0	0	0
4.2	1	1	1	1	1	5*
4.3	1	1	1	1	1	5*
4.4	1	1	1	1	1	5*
4.5	0	0	0	0	0	0
4.6	0	0	0	0	0	0
4.7	1	1	1	1	1	5*
4.8	0	0	0	0	0	0
4.9	0	0	0	0	0	0
4.10	0	0	0	0	0	0
4.11	0	0	0	0	0	0
4.12	0	0	0	0	0	0
4.13	0	0	0	0	0	0
4.14	0	0	0	0	0	0
4.15	0	0	0	0	0	0
4.16	0	0	0	0	0	0
4.17	0	0	0	0	0	0
4.18	0	0	0	0	0	0
4.19	0	0	0	0	0	0
4.20	0	0	0	0	0	0
4.21	0	0	0	0	0	0
4.22	0	0	0	0	0	0
4.23	0	0	0	0	0	0
4.24	0	0	0	0	0	0
4.25	0	0	0	0	0	0
4.26	0	0	0	0	0	0
4.27	0	0	0	0	0	0
4.28	0	0	0	0	0	0
4.29	0	0	0	0	0	0
4.30	0	0	0	0	0	0
4.31	0	0	0	0	0	0
4.32	0	0	0	0	0	0
4.33	0	0	0	0	0	0
4.34	0	0	0	0	0	0
4.35	0	0	0	0	0	0
4.36	0	0	0	0	0	0
4.37	0	0	0	0	0	0
4.38	0	0	0	0	0	0
4.39	0	0	0	0	0	0
4.40	0	0	0	0	0	0
4.41	0	0	0	0	0	0
4.42	0	0	0	0	0	0
4.43	0	0	0	0	0	0
4.44	0	0	0	0	0	0
4.45	0	0	0	0	0	0
4.46	0	0	0	0	0	0
4.47	0	0	0	0	0	0
4.48	0	0	0	0	0	0
4.49	0	0	0	0	0	0
4.50	0	0	0	0	0	0

# Appendix N:

## *GCHS Academic Vocabulary*

*Teachers utilized their top Priority Standards to create a list of 10-20 key academic vocabulary terms for each course offering. Teachers with common preps collaborated together to ensure uniformity and unity .*



# ACADEMIC VOCABULARY

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*Greensburg Community High School*



Carbohydrates	Gluten Free
Career Paths	Holistic Eating
Culture	International Cuisine
Dietary Guidelines	Lactose Intolerant
Fats	Life Span
Eating Patterns	Minerals
Ethical Influences	Nutrition Facts Label
Equipment	Nutritional Value
Farm to Table	Portions
Financial limitations	Pregnancy
Food Allergies	Proteins
Food Availability	Sanitation and Hygiene
Food Borne Illness	Servings
Food Safety	Vitamins

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**5340 Advanced Nutrition and Wellness**



# **Appendix O:**

## *GCHS School Safety Overview and Rationale*

## **GREENSBURG COMMUNITY SCHOOLS**

**COMMUNITY SAFETY COMMITTEE:** The Committee will provide a network of support for students, educators, staff members and the community. The Community Safety Committee will meet once during the first semester with a report during the second semester, as needed. Members are designated in the GCS Safety Manual.

### **Greensburg Community High School** **Building Responsibilities**

#### **GREENSBURG COMMUNITY HIGH SCHOOL**

**BUILDING SAFETY COMMITTEE:** This committee shall be responsible for the development, implementation, and review of the building level response to an emergency. During an emergency, this committee will provide direction and a network of support for both students and staff. The building Principal will direct this committee. Building Safety Committee members include:

- |                           |                                 |
|---------------------------|---------------------------------|
| ▪ <b>Grant Peters</b>     | <b>Principal</b>                |
| ▪ <b>Sonja Kolkmeier</b>  | <b>Assistant Principal</b>      |
| ▪ <b>Keith Hipkind</b>    | <b>Dean of Students</b>         |
| ▪ <b>Sue Auffenberg</b>   | <b>Counselor</b>                |
| ▪ <b>Stacy Meyer</b>      | <b>Athletic Director</b>        |
| ▪ <b>Julie Mentz</b>      | <b>Administrative Assistant</b> |
| ▪ <b>Ginny Morath</b>     | <b>Educator</b>                 |
| ▪ <b>Erica Case</b>       | <b>Educator</b>                 |
| ▪ <b>Scott Moore</b>      | <b>Educator</b>                 |
| ▪ <b>Dustin Smith</b>     | <b>Educator</b>                 |
| ▪ <b>Mike Myers</b>       | <b>Educator</b>                 |
| ▪ <b>Tara Brown</b>       | <b>Paraeducator</b>             |
| ▪ <b>Chanann Powers</b>   | <b>Custodian</b>                |
| ▪ <b>Bruce Copple</b>     | <b>School Resource Officer</b>  |
| ▪ <b>Jarrold McCalvin</b> | <b>School Resource Officer</b>  |
| ▪ <b>Brendan Bridges</b>  | <b>School Resource Officer</b>  |

**FACILITY SECURITY:** In the event there is an exterior threat to a facility and “shelter in place” is announced, all exits must be checked, locked, and secured by a building administrator or by his/her designee. A building administrator or law enforcement representative may authorize entry to the facility at the main entrance (Entrance #1) only when proper identification has been confirmed. Exiting of the building may be authorized by a building administrator or law enforcement only when the exterior threat no longer exists.

If the threat to the facility exists internally, follow the procedure in the GCS Emergency Management Guide under “Shelter in Place” and “Lockdown”.

**INCIDENT COMMAND POST:** During certain active emergencies, the Police/Fire Department will establish an Incident Command Post. Depending on the nature of the emergency, the Command Post may be located on or off school grounds. If the Command Post is located off school grounds, the principal or his/her designee should report to that location as soon as possible (unless otherwise instructed by the Superintendent of Schools). The superintendent and the principal or his/her designee will assist in the school's response from that location.

**MEDIA STAGING AREA:** The Media Staging Area will be established away from the Incident Command Post. It may be located either on or off school grounds as determined by the nature of the emergency. The superintendent and the principal or his/her designee will prepare all release information for parents and for the various news media.

**PERIMETER:** Should the emergency require the facility to be secured at a distance farther away than the school grounds, a perimeter will be established and manned by law enforcement personnel. In addition to securing the area, law enforcement will direct parent/guardians, the media and others to appropriate locations.

**EVACUATION:** Evacuation from the facility may become necessary. The situation will dictate the safest course of action to evacuate the facility. School administrators or emergency personnel will direct students and staff members to one of the predetermined evacuation sites or undetermined locations. School personnel will assist evacuating the buildings occupants to a location(s) determined by school administrators and emergency personnel.

**STUDENT REUNIFICATION:** Location(s) for Student Reunification will be determined and communicated through the media.

It is essential to ensure that all student releases are verified. Reunification personnel will be responsible for ensuring that students are united with their parents/guardians or an authorized adult in an orderly and responsible manner.

**TRANSPORTATION:** Personnel will work closely with law enforcement and the Director of Transportation, or designee, to determine the safest emergency evacuation routes to the Reunification Site. Transportation will be provided as needed. Students will be released by authorities at the Incident Command Post only when it is deemed safe for them to leave.

**SEARCH TEAMS:** Volunteer Search Team members will work in groups in the event there is a need to search a facility. Members will report their findings to the Incident Command Post. Also, members may be used as “runners” in case power has been interrupted or portable radios and cell phones cannot be used. Volunteer Search Team Personnel are:

**Search Team #1**  
**Stacy Meyer / Chanann Powers**

**Search Team #2**  
**Nick Messer/ Heather Haunert**  
**Jason Robbins / Ginny Wamsley**

**Search Team #3**  
**Michael Wilds / Aaron Mentz (Tech)**

**Search Team #4**  
**Gary Bailey / Troy Davis**

**Search Team #5**  
**Susan Burbrink / Dustin Smith /**  
**Heather Comer**

**Search Team #6**  
**David Jackson / Jason Simpson**  
**(Fieldhouse)**

### **Training for Staff and Students**

**STAFF TRAINING:** School safety training is viewed as an ongoing process. Providing staff with adequate training is critical to the successful resolution of emergency situations. All staff members will participate in an annual review of both the Greensburg Community Schools Emergency Management Guide and the facility safety plan.

**STUDENT TRAINING:** Student safety training will review several portions of the Greensburg Community Schools Emergency Management Guide and facility safety plan. Training will include, but not limited to the following: fire, severe weather, lock-down, shelter in place, and earthquake drills.