



# **Greensburg Community High School**

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## **School Improvement Plan**

**2010-2014**

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# **Greensburg Community High School**

## **School Improvement/Steering Committee**

**2010-11**

### **Co-Chairs**

Sharon Mang

Phil Chapple

### **Teachers**

Sue Auffenberg

Mike Novak

Patti Huser

Susan Burbrink

Matt Clifford

Kathy Shroyer

Scott Mangels

Kim Hayden

### **Parents**

Laurie Amburgey

Lynne AmRhein

### **Students**

Laura Kamman

Jordan Kramer

Hannah Fleenor

Matt Rust

# School Profile

# **School and Community Profile**

## Data Collection Instruments

Greensburg Chamber of Commerce Demographics

Greensburg Community School Corporation Demographic Projections

U.S. Census Bureau-Census 2000

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 2003, manufacturing jobs made up 42.9% of all jobs in Decatur County. In the summer of 2006, Honda announced that it would build an automotive manufacturing plant that would add 2000+ jobs to the community. The plant opened in 2008. Due to the economic status of the state, however, the number of jobs at Honda has been reduced; at other factories, the number of employees has been cut, and many of those employees still working have fewer hours. The community is made up of both professional and blue-collar workers with many of the professional people in the community working in management.

In 2010, the population of Decatur County was approximately 25,000 with 11,000 living within the Greensburg city limits. This represents an 8.5% increase since 1970. From the 2000 census, the population of Decatur County includes 99.5% Caucasian, 0.5 Hispanic, and <0.1% African-American.

According to the most recent official data available, the 2008, the per capita income for Decatur County residents was \$33,881 and the median income was \$49,572. The 2008 poverty rate was 12.3% which placed Decatur County 38th in the state. The poverty rate for Decatur County has risen by 3.3% since 1995. From 2003-2007, Decatur County had an unemployment rate of 3.5%, which was below the state average of 5.1%. As of May of 2010, the

unemployment rate in Decatur County is 10.6%, which is significantly above the state-wide level of 9.7%.

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: the Decatur County Public Library, Decatur County Parks Department, Decatur County YMCA, and the Allen Memorial Pool.

This strong community base not only helps students while they are in school, but it also stimulates their future. In 2009, \$2,185,800.00 was given in scholarships to graduating seniors. Of that, \$660,534.00 was in awards from the local community and from trust funds established with the school corporation. In 2010, graduating seniors earned a total scholarship award of \$2,731,712.00. Of that, \$585,736.00 was in local community awards as well as school-corporation-established trust funds.

Within this context, the Greensburg Community High School serves 643 students in grades 9 through 12. Located on 79 acres, the main building contains 52 classrooms, a 5100 seat gymnasium, a pool, a 1000-seat auditorium, and sixteen computer labs (fourteen of which are internet connected). The outside athletic facilities include a football stadium with a separate locker room/weight room, two football practice fields, eight tennis courts (four lighted), an all-weather track, two baseball diamonds (one lighted), a soccer game field (lighted), two soccer practice fields, two softball diamonds (one lighted), and a field house located between the high school and the football stadium. That facility houses 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-6) and a Christian Academy (currently K-4) which feed into the system. Within the same county, there is one other school corporation. Of each year's graduates, approximately 75% go on to some type of post-secondary education while the remainder enter the job market immediately or join the military.

The Greensburg Community School Corporation offers a comprehensive basic curriculum for all students, including programs of special choices for students with special needs and special talents. At the high school, we offer 59 credits, 43 of which are required for graduation. There is opportunity for students to earn an additional 3 credits, 2 credits through junior high algebra 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. Students 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 (via the C4 Columbus Area Career Connection); and 4. Special education, in which the majority of students are taught through inclusion classes, although there is one self-contained classroom for special needs students.

## **Greensburg High School Mission Statement**

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

## **Greensburg High School Vision Statements**

Greensburg High School staff will

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

Greensburg 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.

will use technology as a tool for learning and will be able to access and utilize information.

## **Core Values of GCS**

**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 Information**

#### **School Enrollment**

2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
611	643	616	602	618	628	630	643	657	649

#### **Attendance Rates**

Year	% daily attendance
2001	96.6
2002	96.7
2003	95
2004	95.4
2005	95.1
2006	95.2
2007	95.4
2008	95
2009	96.7
2010	96.9

### Ethnic Make-up

#### Free and Reduced Lunch

Race	#	%
White	623	96
Black	1	0.15
Hispanic	13	2
Asian	6	0.92
Native American	1	0.15
Multi-racial	5	0.77

  

Year	Free Lunch Count	%	Reduced lunch count
2001-02	42	6.9	25
2002-03	69	10.7	20
2003-04	85	13.8	24
2004-05	86	14.6	31
2005-06	88	14.2	37
2006-07	98	15.6	46
2007-08	102	16.2	64
2008-09	134	21	60
2009-10	156	23.75	55
2010-11	186	28.7	59

### Special Education

Year	ELL #	ELL%	ED #	ED %
2006-07	1	0.2	57	9.2
2007-08	6	1	70	11.1
2008-09	5	0.8	80	12.7
2009-10	6	0.9	86	13.4
2010-11	4	0.6	91	13.9

ELL (English Language Learner)  
ED (Educationally Disadvantaged)

Data provided by the Indiana Department of Education

Summary of Data: Greensburg High School has remained stable in enrollment figures and attendance. Steady increases of English Language Learners, Free/Reduced Lunch enrollment and Special Education enrollment creates additional challenges for student achievement.

## **School Improvement Goals 2011-2014**

- Goal #1: Greensburg High School will maintain its attendance rate at or above 96%.
- Goal #2: Greensburg High School will maintain its graduation rate at or above 93%.
- Goal #3: Greensburg High School students will improve scores on the ECA for Algebra I.
- Goal #4: Greensburg High School students will improve scores on the ECA for English 10.

### **School Improvement Action Plan**

Greensburg High School's improvement plan will focus on the 7 Standards of Effective Schools (Advanced Ed). Guiding all decisions will be full faculty involvement in Professional Learning Communities. Started in 2009, full implementation will take place during the 2011-2012 school year. Common planning time will take place during the school day. This will be determined by collaboration between the teachers and administration. During this common planning time, teachers will study, devise and implement strategies that will support learning and the accomplishment of the school improvement goals. Strategies will focus on curriculum mapping, short-cycle assessments, and implementation of the Common Core Standards for Math, Literacy, and Writing.

GCHS will be visited by an accreditation team (Advanced Ed) during the 2011-12 school year. Accreditation will be based on our performance as outlined in the 7 Standards of Effective Schools. The role of the School Improvement Committee will no longer be that of policy making but of monitoring student progress and the effectiveness of the Professional Learning Communities.

# **7 Standards of Effective Schools**

### **Standard 1: Vision and Purpose**

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

#### A Quality School

1. Establishes a vision for the school in collaboration with its stakeholders.
2. Communicates the vision and purpose to build stakeholder understanding and support.
3. Identifies goals to advance the vision.
4. Develops and continuously maintains a profile of the school, its students, and the community.
5. Ensures that the school's vision and purpose guide the teaching and learning process.
6. Reviews its vision and purpose systematically revises them when appropriate.

#### Strengths:

1. GCHS has a mission statement and vision statements.
2. Improvement goals are set each year to advance the mission of the school.
3. A profile of the school, its students, and the community are maintained on a yearly basis.

#### Weaknesses:

1. The mission statement and vision statements are not revised on a regular basis.
2. The mission statement is not regularly reviewed or revised.
3. Communication of the vision and mission statements to all stakeholders is weak.

#### Action Plan:

1. GCHS mission statement and vision statements will be reviewed and revised by August 2011.
2. GCHS mission statement and vision statements will be displayed in every classroom and will be published in each newsletter and publication of GCHS.

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

The school provides governance and leadership that promote student performance and school effectiveness.

The Quality School:

1. Establishes policies and procedures that provide for the effective operation of the school.
2. Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school.
3. Ensures compliance with applicable local, state, and federal laws, standards, and regulations.
4. Employs a system that provides for analysis and review of student performance and school effectiveness.
5. Fosters a learning community.
6. Provides teachers and students opportunities to lead.
7. Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility and ownership.
8. Controls curricular and extracurricular activities.
9. Responds to community expectations and stakeholder satisfaction.
10. Implements an evaluation system that provides for the professional growth of all personnel.

Strengths:

1. Curricular and extracurricular activities provide opportunities for teachers and students to lead.
2. The implementation of Professional Learning Communities will provide opportunities for teachers to participate in the decision-making process, analyze and review of student performance and school effectiveness, and will foster a learning community.

Weaknesses:

1. Decisions have traditionally been made from top down allowing little leadership, responsibility, and ownership among the staff.
2. Analysis and review of student performance has traditionally been reserved for end of course assessments and ISTEP tests.

3. Teachers are still in the process of understanding the concept of Professional Learning Communities and common planning time is not available except for Algebra I teachers.

Supporting Data:

Extra-curricular/Co-curricular Activities

Sports:

Boys and Girls basketball  
Boys and Girls soccer  
Boys and Girls tennis  
Boys and Girls swimming  
Boys and Girls cross-country  
Boys and Girls Track and Field  
Football  
Volleyball  
Wrestling  
Baseball  
Softball  
Cheerleading

Clubs/Organizations

Students Against Destructive Decisions (SADD)	Jazz and Concert Band
Business Professionals of America	TV Studio
Jr. Optimist	Yearbook
Drama Club	Musical
Light Crew	National Honor Society
Student Council	
Class Officers	
Fellowship of Christian Athletes	
Pirateer Dance Team	
Future Farmers of America (FFA)	
Speech Team	
Academic Teams	
Science Fair	

**Student Involvement in Extra/Co-Curricular Activities**

Year	Total	# participate	%	# non-participation	%
2010-11	608	345	56.7	263	43.3

**Staff Involvement in Extra/Co-Curricular Activities**

Year	Total	# of staff sponsorship	%	Staff not participating in ECA but fulfill a professional leadership position	%	# non-participation	%
2010-11	65	32	49	3	5	30	46

**Action Plan**

1. Teachers will use Professional Learning Communities to analyze student performance data on a regular basis creating ownership and peer leadership opportunities.
2. All teachers will participate in Professional Learning Communities and records of meetings will be submitted to the administration.

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

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

#### **The Quality School:**

1. Develops and implements curriculum based on clearly-defined expectations for student learning.
2. Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.
3. Gathers, analyzes, and uses data and research in making curricular and instructional choices.
4. Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice.
5. Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity.
6. Allocates and protects instructional time to support student learning.
7. Provides for articulation and alignment between and among all levels of schools.
8. Implements interventions to help students meet expectations for student learning.
9. Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning.
10. Provides comprehensive information and media services that support the curricular and instructional programs.
11. Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program.

#### **Strengths:**

1. Algebra I teachers have been working for a year on a mastery based instructional

program that utilizes short- cycle assessments and coordinated scope and sequence. Common planning time is used to analyze data, provide interventions and is used to guide classroom instruction.

2. English 9 and 10 teachers are working on a similar mastery based instructional program that is articulated from grade 9 to grade 10 and will provide data from short-cycle assessments to guide interventions and classroom instruction.

3. The administration and school board are committed to providing resources and planning time for all teachers to engage in collaboration and common planning.

**Weaknesses:**

1. Not all teachers are committed to shared leadership and alignment of curriculum between shared classes.
2. Articulation in core subjects K-12 is fragmented and not complete.
3. Curriculum mapping is not complete.
4. While the administration and school board is committed to Professional Learning Communities, how common planning time is to be scheduled during the school day has not been determined.

**Supporting Data:**

**Algebra 1  
Student Advancement**

Year	# of students	Q1	Q2	Q3	Q4
2010-11 1st quarter	210	100%	0%	0%	0%
2010-11 2nd quarter	192	73/38%	119/64%	0%	0%
2010-11 3rd quarter	191	37/19.4%	76/39.8%	78/40.8%	0%
2010-11 4th quarter	175	12/6.9%	63/36%	36/20.6%	64/36.6%

Data provided by GCHS Math Department

### Algebra ECA Pass

Year	All test takers	# passing	% passing
2010	172	63	36.3
2011	138	100	72.0

### English ECA Pass

Year	All test takers	# passing	% passing
2010	161	102	63.4
2011	190	119	63.0

### Biology 1 ECA Pass

Year	All test takers	# passing	% passing
2010	150	101	67.3
2011	143	98	69.0

Data provided by Indiana Department of Education

### SAT

Year	# taken	# of graduates	% grads taking SAT	Avg composite score	Avg math score	Avg Verbal Score	Avg writing score
2007	2	120	76.7	978.9	482.9	496	481.7
2008	85	122	69.7	935.1	472.8	462.2	465.6
2009	91	135	67.4	973.6	490.3	483.3	468
2010	85	132	64.4	984.7	496.7	488.5	484.1

Data provided by Indiana Department of Education

**PSAT**  
**Sophomores**

Year	# taken	Avg. Critical Reading Score	Avg. Math Score	Avg. Writing Score
2006-07	99	44.2	45.7	40.8
2007-08	91	44.9	45.6	43.4
2008-09	89	45.4	47.2	44.7
2009-10	149	39.7	40.8	39.3
2010-11	159	41.3	42.8	39.1

Beginning in the 2009-10 year all sophomores were required to take the PSAT

**PSAT Juniors**

Year	# taking test	Avg. Critical Reading Score	Avg. Math Score	Avg. Writing Score
2006-07	90	45.9	45.3	41.9
2007-08	103	45.5	47.6	44.6
2008-09	112	44.6	46.7	43.7
2009-10	81	46.9	47.6	47.1
2010-11	95	46.4	47.6	45.2

The PSAT remains an optional test for juniors

**Plan Test**

Year	# students	English Target 10th grade	English Target 9th grade	Avg. English Score	Math Target 10th grade	Math Target 9th grade	Avg. Math Score	Reading Target Score 10th grade	Reading Target Score 9th grade	Avg. Reading Score	Science Target Score 10th grade	Science Target Score 9th grade	Avg. Science Score
2009-10	152	15	13	16.6	19	17	17.6	17	15	16.2	21	20	17.6
2010-11	139	15	13	15.7	19	17	16.9	17	15	15.8	21	20	16.8

The Plan Test is given annually to all freshmen. The test is designed for use with sophomores. Target scores have been given for comparison basis.

### Graduation Rates

Year	State Avg.	GCHS
2005-06	76.1	87.4
2006-07	76.4	87.6
2007-08	77.8	91.7
2008-09	81.5	95.1
2009-10	84.1	93

### Diploma Types

Year	General diplomas	%	Core 40	%	Core 40 w/ honors	%
2006	51	40.8	32	25.6	42	33.6
2007	46	38.3	26	21.7	48	40
2008	45	36.9	45	36.9	32	26.2
2009	48	35.6	40	29.6	47	34.8
2010	33	25	48	36.4	51	38.6

Data provided by Indiana Department of Education

### Student Involvement and GPA

Year	Total	# participate	%	# non-participation	%	average gpa all	average gpa part.	average gpa non	average activities 3.5+ gpa	average activities 3.0 + gpa
2010-11	608	345	56.7	263	43.3	2.72	3.11	2.21	3.24	2.4

### School Climate

#### Self-reported Victims of Harassment/Bullying

“Students who have been bullied 2-3 times a month for a least a year or more”

year	boys	%	girls	%	total	total %
2008	16	7.6	11	4.50%	27	6
2010	22	9.70%	8	3	20	6
2011	16	5.5	8	3.5	24	5.5

Data  
by Olweus

provided  
Bullying

Survey

**Self-reported Victims of Harassment/Bullying**  
**“To whom did they report these incidents to.”**

Year	a teacher	a parent	brother,sister,friend	told no one
2008				
2009	32.4% (22)	36.8% (25)	47.1% (32)	36.8% (25)
2010	18.5% (10)	18.5% (10)	29.6% (16)	44.4% (24)
2011	18.8% (12)	29.7% (19)	31.3% (20)	34.4% (22)

Data provided by Olweus Bullying Survey

**Social Isolation**

**Self-reported number of friends (all students)**

year	0	1	2 or 3	4 or 5	6+
2008	2.80%	5.80%	35.3	23.80%	32.30%
2010	5.50%	6.60%	32.60%	18.10%	37.20%
2011	3.60%	6.30%	35.90%	23.70%	30.50%

Data provided by Olweus Bullying Survey

**Attitude Towards School**

**Self-reported attitude towards school (all students)**

year	dislike very much	dislike	neither	like	like very much
2008					
2009	10.70%	13.50%	36.80%	34%	5%
2010	12.10%	12.30%	40.30%	30%	5.30%
2011	13.3% (59)	14.3% (63)	36.4% (161)	31.2% (138)	4.8% (21)

Data provided by Olweus Bullying Survey

**Percentage of students at risk of engaging in behavior problems**  
**Academic performance**

Year	Class of 2015	Class of 2013
2010-11	25.00%	34.70%

Data provided by Communities That Care Survey (Tobacco, drugs, alcohol use)

**Participation In After School Activities Sometimes-A Lot (self-reported)**

Year	Activity	Class 2015	Class of 2014	Class of 2013	Class of 2012
2010-11	sports	73.50%	57.20%	60.60%	57.40%
	clubs	44.80%	33.40%	32%	40.90%

Data provided by Communities That Care Survey (Tobacco, drugs, alcohol use)

**Students Employed (self-reported)**

Year	status	Class of 2015	Class of 2014	Class of 2013	Class of 2012
2010-11	full-time	0%	0.70%	3.60%	2.60%
	part-time	12.90%	12.90%	28.50%	45.20%

Data provided by Communities That Care Survey (Tobacco, drugs, alcohol use)

**Teacher Intervention to Stop Bullying**  
**Self-reported Victims of Harassment/Bullying**

year	almost never	once in a while	sometimes	often	almost always
2008					
2009					
2010	26.60%	23.50%	21.70%	16.70%	11.50%
2011	23.80%	20%	25.60%	18.60%	11.90%

Data provided by Olweus Bullying Surve

**Student Intervention to Stop Bullying**  
**Self-reported Victims of Harassment/Bullying**

year	almost never	once in a while	sometimes	often	almost always
2008					
2009					
2010	48.50%	23.10%	19.70%	6.60%	2%
2011	37.80%	27%	24%	6.50%	4.70%

Data provided by Olweus Bullying Survey

Summary of data: Student achievement as measured by the End of Course Assessments shows GCHS students at a 36% pass rate for Algebra I, 63% rate for English 10 , and 67% pass rate for Biology. Because of the lower pass rate for Algebra I, program changes were made for the 2010-2011 school-year. SAT scores have improved over the last couple of years since the addition of a SAT prep class offered to juniors and seniors. PSAT scores are lower due in part to the recent requirement that all sophomores complete the exam. Graduation rates remain steady between 93 to 95%. School climate survey results show that approximately 28% percent of students report that they dislike school and 36% are indecisive about their attitude towards school. According to an additional survey, 35% of our students are at risk of engaging in behavior problems based on academic performance. On the flip side, nearly 57% of students are involved in extra/co-curricular activities. School climate issues need to be addressed in the 2011-2012 school-year.

Plan of Action:

1. Through building discussion and with teacher input, Common Planning Time will be scheduled on a regular basis within the school day.
2. Teachers will complete curriculum mapping in all classes.
3. Teachers will design and implement short-cycle assessments in all classes. Data will be analyzed and interventions and adjustment to curriculum will be implemented.
4. Teachers will study, implement and analyze best-practice instructional strategies that include higher-order thinking skills and include the Common Core Standards in Literacy, Writing, and Math.
5. Teachers will engage in professional development to the issues of bullying/harassment and intervening in such behavior

#### **Standard 4: Documenting and Using Results**

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

The Quality School:

1. Establishes performance measures for student learning that yield information that is reliable, valid and bias free.
2. Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning.
3. Uses student assessment data for making decisions for continuous improvement of teaching and learning processes.
4. Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance.
5. Communicates the results of student performance and school effectiveness to all stakeholders.
6. Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness.
7. Demonstrates verifiable growth in student growth.
8. Maintains a secure, accurate, and complete student record system in accordance with state and federal guidelines.

Strengths:

1. Lagging data is analyzed and drives program development and changes.
2. Algebra I data is analyzed on a regular basis and guides classroom instruction.
3. Acuity and ECA reports are sent to parents as received.

Weaknesses:

1. Leading data is not uniformly collected and analyzed to drive instruction.
2. Standards-based performance measures are not in place to provide information that is reliable, valid, and bias free.
3. Communication of results of student performance is not uniformly communicated to all stakeholders.

Plan of Action:

1. Through building discussion and with teacher input, Common Planning Time will be scheduled on a regular basis within the school day.
2. Teachers will complete curriculum mapping in all classes.
3. Teachers will design and implement short-cycle assessments in all classes. Data will be analyzed and interventions and adjustment to curriculum will be implemented.
4. A school report card will be published to all stakeholders documenting student achievement quarterly.

### **Standard 5: Resources and Support Systems**

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

The Quality School:

1. Recruits, employs, and mentors qualified professional staff that is capable of fulfilling assigned roles and responsibilities.
2. Assigns professional staff responsibilities based on their qualifications (i.e. professional preparation, ability, knowledge and experience).
3. Ensures that all staff participate in a continuous program of professional development.
4. Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school.
5. Budgets sufficient resources to support its educational programs and to implement its plans for improvement.
6. Monitors all financial transactions through a recognized, regularly audited accounting system.
7. Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants.
8. Possesses a written security and crisis management plan with appropriate training for all stakeholders.
9. Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning.
10. Provides appropriate support for students with special needs.

Strengths:

1. All staff is highly qualified according to the regulations of the Indiana Department of Education.
2. School Safety plans are fully implemented and are a model for other schools. All staff is certified in CPR, Heimlich Maneuver, and AED operation.

3. Facilities are in good repair and up-to-date technology benefits the instructional needs of all students.

Weaknesses:

1. Professional Development is fragmentary and is initiated by the individual teacher.

Plan of Action:

1. Through building discussion and with teacher input, Common Planning Time will be scheduled on a regular basis within the school day.
2. Each Professional Learning Community will develop its own professional development that improves student assessment and instruction. Professional development activities will be documented and analyzed for effectiveness.

## **Standard 6: Stakeholder Communication and Relationships**

The school fosters effective communications and relationships with and among its stakeholders.

The Quality School:

1. Fosters collaboration with community stakeholders to support student learning.
2. Has formal channels to listen to and communicate with stakeholders.
3. Solicits the knowledge and skills of stakeholders to enhance the work of the school.
4. Communicates the expectations for student learning and goals for improvement to all stakeholders.
5. Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders.

Strengths:

1. Formal channels to listen to and communicate with stakeholders are present.
2. Communication of expectations is conducted through report cards, Parent/teacher conferences, and monthly newsletters.

Weaknesses:

1. Collaborations with community stakeholders to support student learning is fragmented and initiated by individual teachers or staff members.
2. Parent/teacher conferences are not well attended.

Plan of Action:

1. Through discussion, strategies for inviting more parents to parent/teacher conference will be implemented.

## **Standard 7: Commitment to Continuous Improvement**

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

The Quality School:

1. Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results).
2. Engages stakeholders in the processes of continuous improvement.
3. Ensures that plans for continuous improvement are aligned with the vision and the purpose of the school and expectations for student learning.
4. Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals.
5. Monitors and communicates the results of improvement efforts to stakeholders.
6. Evaluates and documents the effectiveness and impact of its continuous process of improvement.

Strengths:

1. The commitment of the administration and School Board supports the development of Professional Learning Communities that support continuous improvement.
2. The administration and School Board have provided, or will provide, the services of resource persons (Director of Curriculum, Dr. Benjamin, a literacy consultant, etc.) to provide guidance and professional development opportunities to help the staff to implement a plan of continuous improvement.

Weaknesses:

1. Not all teachers are accepting of the Professional Learning Community system of shared leadership.
2. Some teachers do not feel competent in developing short-cycle assessments, the

analyzing of data and providing interventions that strengthen student performance.

Plan of Action:

1. Through the use of knowledgeable staff and outside resources, teachers will engage in meaningful professional development that strengthens their understanding of and competency in the continuous improvement model.
2. The School Improvement Committee will function as a resource to analyze student progress, communicate that progress with all stakeholders, and make recommendations for professional development within the Professional Learning Communities.

## Summary of Action Plan

School Goals:

**Goal #1: Greensburg High School will improve its attendance rate.**

**Goal #2: Greensburg High School will improve its graduation rate.**

**Goal #3: Greensburg High School students will improve scores on the ECA for Algebra I.**

**Goal #4: Greensburg High School students will improve scores on the ECA for English 10.**

### 1. Development of Professional Learning Community

A. Develop a scheduled time for Common Planning Time during the school day.

B. Develop a plan of professional development within the Professional Learning Community

### 2. Improve Instructional Practices

A. Complete curriculum mapping in all courses by August 2011.

B. Complete mastery-based program in English 9 and 10.

C. Continue mastery-based program in Algebra I.

D. Develop, implement, and analyze short-cycle assessments in all courses by May 2012.

E. Study, implement, and assess strategies to master the Common Core Standards in Literacy, Writing, and Math in all courses.

### 3. Commit to Continuous Quality Improvement

1. Provide support for all teachers to implement strategies that support Continuous Quality Improvement.

2. Provide a system of accountability for all teachers that support Continuous Quality Improvement.

3. Provide a system of monitoring to ensure the accountability of all teachers in the support of Continuous Quality Improvement.