

Center Grove Community School Corporation

Center Grove High School

School Improvement Plan

2019-2020



This plan is written in compliance with IC 20-31-5-4, IC 20-31-4-6, IC 20-31-6, IC 20-19-3-12.2, and 511 IAC 6.2-3. Additional input on professional development was sought from IC 20-19-2-11, IC 20-20-31. The technology coordination plan complies with IC 20-20-13. Center Grove High School suspends no federal rules or statutes. In compliance with 511 IAC 6.2-3-2, Center Grove High School recognizes Sec 2101(a)3(c)1(B)ii from the 2015 ESSA reauthorization supplants 511 IAC 10-6.

Curriculum

The Center Grove Community School Corporation is undergoing a curriculum revision to attain a Guaranteed and Viable Curriculum (G&V). Our process for building our G&V includes many Curriculum Collaborators per subject reviewing and organizing state standards into Essential Learnings (EL) with Proficiency Scales to describe the progression of learning on each measurement topic. Our Professional Learning Communities are working to establish quarterly views of the curriculum to refine summative assessments and create common formative assessments (CFA). All curriculum guides are accessible via a shared network drive where all teachers have access.

Requirements Pertaining to Goals and Objectives

Center Grove High School, like all CG schools, participates in Professional Learning Communities (PLCs) weekly to provide time, structure, and collaborative opportunity for student-centered data analysis.

District Goals:

1. Center Grove will provide an appropriate academic program that is transferable to life for all students by supporting and enhancing excellence in academic programs and the academic environment to encourage high achievement for all Center Grove students.
2. Center Grove will encourage, support, and invest in technology projects designed to transform teaching and learning in all educational disciplines for the purpose of student engagement and life achievements as well as improve the entire operations of the district.
3. Center Grove will provide and maintain excellent educational environments.
4. Center Grove will maintain two-way, ongoing stakeholder communication that advocates for students.
5. Center Grove will attract, retain, and develop the best staff through ongoing support.

CGHS Goals:

1. Math
 - CGHS 10th graders will score 28% higher than the state average. Mathematical SAT scores will increase by 2% (from 582 to 593).

| Instructional Strategies (Teachers will...) | Learning Outcomes (Students will...) |
|---|--|
| Teachers will employ problem solving across the curriculum. | Students will successfully interpret information in a complex problem. |
| Teachers will develop content specific multi-step problems that include common building-wide vocabulary. | Students will learn a process to solve multi-step problems that incorporate common building-wide vocabulary. |
| Teachers will develop spiraled math concepts throughout the year. | Students will retain and apply math concepts learned throughout the year. |
| Teachers will model and provide opportunities for students to verbalize the process for solving complex problems. | Students will articulate solving a complex problem. |
| Math teachers will cycle on ELs determined by student proficiency. | Students will demonstrate proficiency on math ELs. |
| Teachers will provide students timely and effective feedback that leads to improved learning. | Students will use the feedback to evaluate, revise, and expand their thinking and writing and improve their problem solving performance. |

2. English

- CGHS 10th graders will score 17% higher than the state average. Verbal SAT scores will increase by 2% (from 576 to 587).

| Instructional Strategies (Teachers will...) | Learning Outcomes (Students will...) |
|---|--|
| Teachers will model and require students to state a claim, support it with two specific pieces of text evidence, and connect the evidence to the claim. | Students will state claim, support it with specific text evidence, and connect the evidence to the claim (using at least 2 text examples in a short response). |
| Teachers will provide multiple sources/texts and model how to construct arguments using text evidence. | Students will generate ideas by synthesizing and constructing arguments using text evidence. |
| Teachers will break down instructions and/or prompts focusing on the required task and academic vocabulary. | Students will accurately complete tasks identified within the instructions and/or prompt. |
| Teachers will collaborate on best practices, vocabulary strategies, reading strategies, and text sets. | Students will use these strategies to practice, expand, and demonstrate their thinking within each discipline. |
| Teachers will encourage opportunities for students to engage in outside independent reading. | Students will read independently using high interest “just right” texts of choice. |
| Teachers will model reading strategies and close readings in class. | Students will independently practice strategies and annotations to dig deeper into the text. |
| Teachers will provide students opportunities for practice timed writings (literary and argumentative) with cold read passage(s). | Students will generate ideas by synthesizing and constructing arguments using text evidence. |
| Teachers will provide students timely and effective feedback that leads to improved learning. | Students will use the feedback to evaluate, revise, and expand their thinking and writing and improve their literacy performance. |

Reduction in Absenteeism

Center Grove Community School Corporation, and specifically Center Grove High School, has an exemplary attendance record. In isolated instances where attendance does become a problem, we have utilized the Johnson County Juvenile Probation System, to compel student attendance.

Name and Description of Assessments in Addition to ISTEP+

- **Advanced Placement (AP) exams:** Students may elect to take the national assessment in the course to earn college credit. Students must earn a score of 3 or better to earn college credit on their AP exam.
- **ASVAB:** Offered to 11th and 12th grade students who have not passed the ISTEP assessment(s) to qualify as a student who is “opting” into the new graduation pathway. Students must receive a minimum score of 31 to pass the ASVAB.
- **NWEA:** A nationally normed assessment used in grades 3-10. Math, reading, and language academic growth are monitored three times a year to specific groups of students to monitor growth.
- **PSAT 9:** Provides 9th grade students that ability to track and predict their college readiness before taking the nationally normed PSAT NMSQT.

- **PSAT NMSQT:** A nationally normed college readiness assessment and AP potential predictor administered in grade 10 and 11.
- **SAT:** A nationally normed college readiness assessment administered optionally in high school.
- **ACT:** A nationally normed college readiness assessment administered optionally in high school.

Professional Development Narrative

Data Analysis

- Center Grove High School, like all CGCSC schools, participates in Professional Learning Communities (PLCs) weekly to provide time for alignment, common assessment planning, and data analysis. Working on a guaranteed and viable curriculum, which is aligned to Indiana state standards, teachers use PLC time to evaluate instructional practices, formative, and summative assessment data. Teachers in PLCs collect and compare Essential Learnings data on common formative assessments based upon collaborative rubrics. Interventions are implemented for students that do not achieve proficiency (a rating of 3 on a 4 point scale or a specific measure outlined by CGHS content experts) on the Essential Learnings. We are striving to cycle interventions within subsequent units until all students reach proficiency on the Essential Learnings.
- ISTEP+ Data- ISTEP+ data is compared to our ISTEP+ benchmark to monitor improvement. ISTEP+ data is analyzed and disaggregated by subject (Math, English, and Science), gender, race, and free/reduced lunch.
- SAT/ACT data- SAT/ACT data results are compiled in tables and graphs. They are disaggregated by subject and gender. Comparisons are made to historical results from the past 10 years. Participation rates are also compiled.
- PSAT 9- A nationally normed test that measures student learning, shows whether the student is on track for college, and areas for academic growth.
- PSAT/NMSQT data- PSAT results for grade 10 and grade 11 are compiled, disaggregated, and compared. Comparisons are made to prior years' results.

Strategies, Programs, Services, and Activities

- Center Grove High School provides a strong core curriculum that is aligned to Indiana State Standards and/or Dual Credit/AP Course Outcomes. Our students have opportunities to take courses for remediation (everyday Algebra, math lab, Read 180, English lab, resource) and enrichment (Advanced Placement, Dual Credit).
- CGHS provides students with well-rounded elective experiences. Our students have the opportunity to participate in various music, art, FACS, business, technology education, and world language courses. These programs help to enhance our students' overall academic experience.
- To add to the well rounded experiences, students are provided the opportunity to join over 45 various clubs and activities. Students annually participate in a club fair at the beginning of the year to ensure that all students are exposed to possibilities that await them. Specific information about our course offerings can be found in our [Activity Guide](#).
- Personalized professional development is provided for all staff. Teachers have the opportunity to participate in PD during the school day, at lunch, and after school. Many of these opportunities provide specific content area knowledge to our PLCs. Additionally, teachers participate in book studies to help add to their instructional strategy bank.
- CGHS also offers students unique programming through alternative education. Center Grove Alternative Academy provides students the opportunity to earn credit and participate in community service. This structure provides students online education partnered with onsite teachers, non-traditional scheduling, and smaller class sizes.
- Bridges is CGCSC's K-12 alternative education program for special education students who have struggled to access the curriculum in a traditional setting due to behavioral issues. This program includes two licensed teachers who are supported with classroom aides and a social worker.
- Central Nine (C9) Career Center allows our students the ability to explore career interests and earn industry recognized certifications during high school, preparing them for post-secondary success.

- CGHS houses an accredited Early College program. Each EC cohort is comprised of 115-135 students who work to earn their Core 30 certificate or their Associates' Degree. CGHS offers 28 dual credit courses, 25 of which are taught by CGHS credentialed teachers.
- CGHS offers an online component, Global Campus, where students can earn initial credit during the school year and summer. Additionally, Global Campus allows students to participate in credit recovery courses during the summer while maintaining the rigor of CGHS coursework. Global Campus prepares students to work in/interact in an online environment.

Evaluation on the impact of these activities

- Ongoing reviews of both formative and summative assessments allow CGHS staff to monitor the effectiveness of our programs. Weekly, PLCs review curriculum, pacing, alignment, and assessments to inform daily and quarterly practice.

Assurances

- Principals have completed the IDOE Legal Standards for accreditation assurances.

Cultural Competency

Students have opportunities to learn about a variety of cultures through art, music, and world languages. Our ENL coordinator offers training and support for general education teachers. We offer two levels of instruction for our ENL students and a supported study hall. Through our F1 Visa Program and J1 student exchange programs, students enrich our school by providing unique cultural perspectives.

All students participate in STaR (Student Teachers and Relationships), where students are encouraged to build meaningful relationships with their teacher during their four years at Center Grove High School. STaR helps to emphasize our culture of caring. Freshmen, sophomore, and junior students participate in monthly character education lessons, which are designed by our award-winning guidance counselors, during STaR. Character education lessons are based on district-wide initiatives.

Our annual Day of Caring program is an opportunity for our junior students to serve in our community and connect to local organizations. We partner with over 50 local nonprofits that serve unique populations. Service learning is a valuable part of our school culture. In addition, our senior students join together for a rousing team-building experience. They reflect on the past and prepare for the future. Our student body leaves the presentation more united and tolerant of each other. Also on this day our freshmen and sophomores engage in meaningful e-learning curriculum that targets whole-child development.

CGHS was also recognized as a "Champion Together School". Through our partnership with Special Olympics of Indiana and the IHSSA, CGHS met the goals outlined by Project Unify. Through our whole school engagement activities, students promote awareness, inclusion and respect for all students.

Provisions to Maximize Parental Participation

Parent participation is a key component to success within our school. Parents actively support Center Grove High School by participating in the Parent/Teacher Organization and by volunteering to assist in classrooms, in the media center, on field trips, and at athletic and social events.

The school also organizes several events to facilitate communication between the school and home by organizing various community events to welcome parents into our building. Before they begin their high school career, we hold parent nights to explain diploma types, the difference between AP/Honors and Dual Credit, and what to expect in their high school experience. We hold a specific orientation day for freshman students and their parents to address questions/concerns they may have as students begin high school. To further assist freshman and their parents, we host a FROYO (frozen yogurt) night the evening before school starts. Freshmen are given an additional opportunity to tour the building before classes begin with their parents. There are two other

registration days where parents are encouraged to attend a student registration event with students in grades 10-12. Additionally, we offer information nights on senior year, college and career readiness events, and various fine arts events.

CGHS believes in making sure there is a meaningful connection between school and parents. We host a back-to-school night to encourage parents to come and meet their student's teacher. In addition, we host a parent teacher conference night. Parents may request to meet with up to three of their student's teachers and discuss any academic or personal concerns.

CGHS also greatly values including parents in the academic progress and success of students. Teachers work hard to make their lessons and resources readily available to students by utilizing the Canvas LMS for their coursework. Parents are invited to create an observer's account in order to support their student. Teachers also use Skyward in order to communicate grades and group messages to parents. It is expected that grades are regularly updated so that parents will have an accurate representation of their students academic progress.

Several of our clubs, co-curricular activities, and athletics have parent booster clubs. These organizations include, but are not limited to, choir boosters, band boosters, Early College boosters, Red Alert Robotics parent club, Hardwood Club (basketball), Moms Club (volleyball), Gridiron Club (football), etc. All of these parent organizations work to support our students and school through fundraising and committee work.

Provisions to Maintain a Safe and Disciplined Learning Environment

Center Grove High School maintains a safe and orderly learning environment through emergency preparedness drills during the school year. Each year, Center Grove High School completes the mandated emergency drills consisting of fire, tornado, earthquake, and manmade disaster to ensure that students and staff understand safety procedures.

In order to be proactive in staff and student safety, we employ five school resource offices, who each rotate weeklong shifts in our building. There are also two School Safety Officers one of whom is in the building anytime students, staff, or guests are in our building. Our SROs and SSOs utilize presence, security cameras, and three K-9 officers; two trained in narcotics detection and the other in explosive detection. Additionally, CGHS has increased our interior and exterior security cameras to help ensure student and staff safety.

Center Grove High School utilizes Raptor, an electronic visitor check-in system to prevent potential visitors who may pose a threat to our safety. After checking in with Raptor, visitors must turn in their identification and wear a printed badge with their photo and reason for the visit to the building. If guests will be working with students individually or in a group, a criminal background check must be on file with the corporation.

Provisions for the Coordination of Technology Initiatives

Technology is changing the way instruction is delivered and material is accessed. Center Grove Community School Corporation strives to develop teachers that understand how to integrate technology at the highest levels to support high learning outcomes for their students. Our district technology team provides many resources and guides our professional development and coaching using the SAMR and Triple E frameworks. We model and stress to teachers that, to have the biggest impact on student learning, we must use technology to transform lessons and ask students to do things that previously were unimaginable. In the hands of a well-trained teacher, technology can be a tool to accelerate learning and give students new opportunities to create and share their work.

We believe in providing all students with opportunities for personalized, connected learning. All students grades K-2 have access to an iPad during the school day, as part of a project called iPossibilities. These students also have access to five classroom Chromebooks to help facilitate collaboration using G Suite. All students grades 3-5 have access to a Chromebook during the school day. They also have access to five classroom iPads to help encourage creativity. All middle school and high school students have access to an iPad 24/7, as part of a project

called Mobile Minds. We believe in the ISTE Standards for Students and strive to develop students into empowered learners, digital citizens, knowledge constructors, innovative designers, computational thinkers, creative communicators, and global collaborators. We believe this environment develops a well-rounded student who is college and career ready. Data from BrightBytes, an annual survey we administer to determine the effectiveness of technology in improving student achievement, reveals we are above national average in our classroom implementation, access, skills, and environment scores.

Additionally, our school works to provide a minimal disruption to the learning progression of our students; therefore, we have created eLearning opportunities for our students to participate in during the school year in lieu of missing school. These eLearning opportunities also allow students to work in/interact in an online environment in preparation for college and careers.

Courses Offered and Encouragement Toward Core 40 or Academic Honors

CGHS offers a varied and robust curriculum. We work to provide challenging courses as well as academic support programs. Specific information about our course offerings can be found in our [academic guide](#).

CENTER GROVE HIGH SCHOOL

Statutory Requirements

Superintendent Signature

Date

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