

# Greencastle Community School Corporation



## Greencastle High School

910 E. Washington Street, Greencastle, Indiana 46135

Phone: 765 653-9711 Fax: 765 653-4773

Web site: <http://www.greencastle.k12.in.us/schools/greencastle-high-school>

## School Improvement Plan

### 2016-2017



## **School Improvement Team**

Russell S. Hesler, Principal  
Jennifer Finnerty, Assistant Principal  
Lori Hile, Teacher  
Meredith Wade, Teacher  
Ande Warren, Teacher  
Maggie Walters, Teacher  
Jana Boggess, Teacher  
Pam Bacon, Librarian  
Kevin Kendal, Guidance Counselor  
Rose Stephens, Director of Guidance  
Kristene Stokes, Community Member  
Diana Ummel, Parent  
Lynn Ramey Parent  
Jill Bridgewater, Parent  
Elijah Williams, Student  
Sean Ramey, Student

### **Greencastle Community School Corporation Vision**

The challenge is ours...  
Commitment from everyone,  
Excellence for everyone!

### **Greencastle High School Mission**

The mission of GCSC is to provide an engaging learning environment of high expectations in partnership with parents and community where students safely grow academically, emotionally, and socially.

### **Greencastle School Beliefs**

#### ***What we believe about teachers:***

- Teachers are good role models, with high expectations for students, who provide a variety of strategies to ensure success.
- Teachers are responsible for meeting the individual needs of each child by recognizing the students' individual differences.

#### ***What we believe about students:***

- Students learn from a variety of methods and have different learning rates.
- Students need to display good citizenship and accept responsibility for their actions.
- Students need to accept challenges, show ownership, and put forth effort in their academics.

#### ***What we believe about parents:***

- Parents are the child's first teacher and are responsible for taking an active role in their child's education and their well-being.

#### ***What we believe about the community:***

- The community must place a high value on education and provide a safe place for children to

learn and grow in order to produce good citizens.

### *Narrative Description of Greencastle High School*

#### *Staff Analysis*

The staff at GHS consists of:

38 teachers, 5 are part-time (1 MI/MD teacher, 3 LRE teachers)

1 full-time  
principal

1 full-time assistant  
principal

2 full-time counselors  
7  
custodians

1 full-time  
librarian

1 part-time school  
nurse

3 full-time  
secretaries

5 full-time instructional assistants  
7 full-time cafeteria staff  
1 part-time speech language  
pathologist

Approximately 68% of GHS teachers have their Master's Degree and two have a Doctoral Degree. Teachers have an opportunity to contribute toward decision making through our School Improvement Team, Professional Learning Community, Leadership Team and corporation discussion meetings.

### **Student Demographics**

Greencastle High School is an accredited member of Advance ED accreditation, serving approximately 561 students in grades nine through twelve. GHS is the only high school in the Greencastle Community School Corporation, which also includes two primary schools, one intermediate school, and one middle school. Greencastle Schools serve approximately 2050 students total, with approximately 45% qualifying for free or reduced lunch.

GHS currently has a fluctuating enrollment of approximately 575 students, which is evenly split between boys and girls. At the present time, the enrollment is 287 boys and 288 girls. The greatest diversity existing in the student body of Greencastle High School is socioeconomic status, as approximately 44% of students qualify for free or reduced lunch. Otherwise, 92% of the students are white, with nearly all other racial groups comprising between 1-2% of the students. The exception is the group of Hispanic students, which makes up 3% of student population. In addition, approximately 20% of students receive special services, predominantly through a program that mainstreams these students.

### **Community Analysis**

Greencastle High School is located in Greencastle, Indiana in west central Indiana, approximately 40 miles west of Indianapolis and 40 miles east of the Illinois-Indiana state line. The locale is small town. Greencastle is the county seat of Putnam County and the main area of commerce and industry. Greencastle is surrounded by farmland and provides employment for agricultural, blue-collar, and professional workers. Most blue-collar jobs in the Greencastle area are based upon manufacturing auto parts, assembly of forklifts, or warehousing products for retail stores.

A distinctive feature of Greencastle is the presence of DePauw University, a nationally renowned private, liberal arts school. DePauw University makes Greencastle a unique and select community by enriching and broadening the scope and direction of educational services provided by Greencastle Community Schools. Many of DePauw's facilities and course offerings are available to Greencastle Schools.

The population for the Greencastle School District is 14,164. The Greencastle School District serves the children of the city of Greencastle and Greencastle Township. Greencastle schools are administered by an appointed Board of Trustees.

The racial composition for Greencastle School District for 2010 was 93.8% white, 2.1% Black, 0.3% American Indian, 1.6% Asian, 0.7% other, and 2% Hispanic (any race).

### Curriculum

Greencastle High School is organized around a seven-period day. Class periods are fifty-two minutes in length. School begins at 7:50 a.m. and ends at 3:15 p.m. Fifteen minutes is added to first period—Tuesday through Friday—to allow time for students to meet in clubs, get extra help, study, and to engage in silent, sustained reading. This fifteen minute block of time is referred to as SRT (Student Resource Time).

Faculty participate in Professional Learning Communities (PLCs), providing fifty minutes of professional development every Monday. Therefore, students arrive forty-five minutes later on Mondays and teachers arrive fifteen minutes earlier. All seven periods meet on Mondays with class periods being shortened to forty-eight minutes. There is no SRT time on Mondays.

All teachers use curriculum guides that have been developed through collaborative efforts of content area teachers across grade levels. These guides have been aligned with the 2014 College and Career Ready Standards. Working collaboratively, teachers have created a scope and sequence, ensuring that teaching and learning are supportive from grade level to grade level. All curricula are aligned with Indiana State Standards.

During the 2009-2010 academic year, mathematics teachers across all grade levels began developing curriculum maps to document when and where Indiana Academic Standards were being taught. English teachers began the same process during the summer of 2010. The science teachers developed curriculum maps as well, began in the summer of 2011. All content areas completed curriculum mapping during the 2011- 2012 school year, using Build Your Own Curriculum software and aligning curriculum with Common Core Standards where possible. In 2014-2015, teachers updated all curriculum maps in Build Your Own Curriculum to align with the new college and career ready standards. Teachers and students are using Canvas as a

#### **How GHS supports the achievement of Indiana's college and career readiness standards:**

- Accuplacer Testing and Accuplacer remediation: GHS is implementing a new course next

year through a partnership with Ivy Tech targeting 2.0 – 3.0 GPA students to become college ready (students will earn both high school and Ivy Tech credit).

- College and Careers course: each student is required to take and pass this class.
- Guidance office goes to classrooms each year per grade level to prep kids on college requirements/career requirements/scholarship opportunities.
- Starting 3<sup>rd</sup> year of 1:1 Technology has been implemented at GHS to expose students to real-world technology expectations.
- Curriculum Maps incorporate CCRS for each subject and are regularly updated.
- College representatives visit from various institutions, Juniors participate in a College Fair field trip, Engineering students attend a competition at Ivy Tech, and AP students take field trips to university departments to learn about the college level expectations of their subject.
- GHS partners with the Area 30 Career Center so that students can participate in Vocational Education.
- AP Courses are available as well as Dual Credit selections and an Alpha Program with DePauw University.
- New Computer Science class through DePauw along with the current Chemistry II class
- All sophomores take the PSAT.

### *Courses enabling students to earn an Academic Honors Diploma*

Students at Greencastle High School earn Academic Honors Diplomas (AHDs) at a greater rate than the state average (see figure 1 below). This is in part due to course offerings and school policies that allow students to maximize their opportunities to earn an AHD. Greencastle High School offers a full four-year curriculum in three foreign languages: French, Spanish, and Latin. Students can meet the fine arts requirement for AHD through band, percussion, three choirs, two different theater courses, and/or nine different visual arts courses. Greencastle High School offers ten different Advanced Placement courses: Biology, English Language and Composition, English Literature and Composition, Calculus AB, Latin: Vergil, US History, Government, Studio Drawing, Studio 2D, and Studio 3D. Dual credit courses are also available through Ivy Tech Community College in Biology AP, US History AP, English Language and Composition, Introduction to Engineering Design, Principles of Engineering, Spanish 1-4, and French 1-4. Greencastle Community School Corporation plans to expand its dual credit program so that by 2015 students may simultaneously earn both an Academic Honors Diploma and an Associate Degree in Liberal Studies from Ivy Tech.

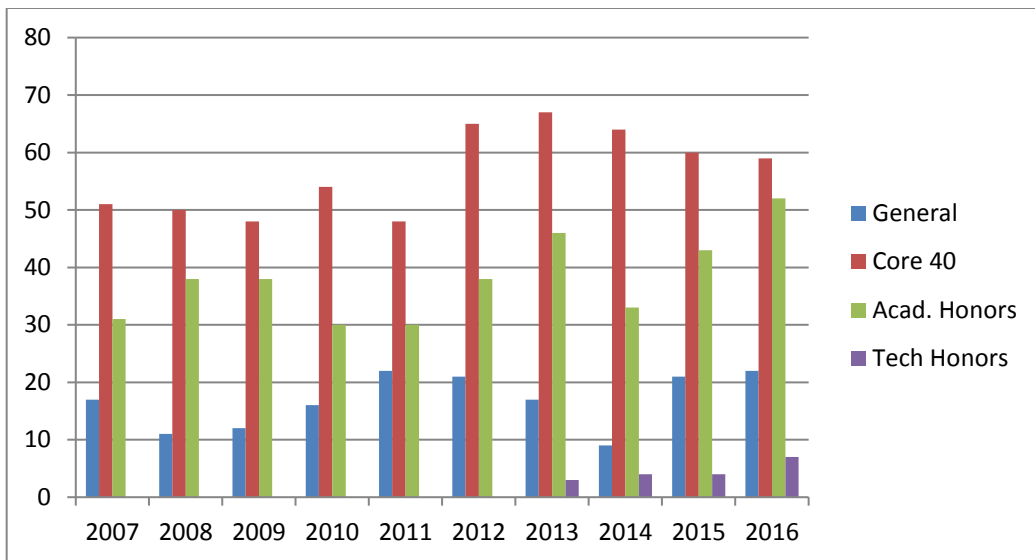


Figure 1

Greencastle High School encourages the completion of an Academic Honors Diploma by having a course retake policy that enables students to continue to pursue an AHD, even if they earn a semester grade below a C-. Students are allowed to retake a course for a higher grade the school year immediately following. Both grades are reported on the student's transcript, but the higher of the two grades is figured into the student's GPA and counts toward the student's completion of an Academic Honors Diploma. The retake policy is included in the student handbook, which is made available to every student at the start of the school year.

Greencastle High School also encourages the completion of Core 40 curriculum in several ways. During 8<sup>th</sup> grade orientation, the Core 40 curriculum is presented as the default description. Students remain on Core 40 track until the student is unsuccessful in passing Algebra II or unless a special education student's case conference committee feels the curriculum is inappropriate.

Greencastle High School provides several alternative methods for students to earn credits. Credit recovery, using Plato Learning software, has been in place during the school day for several years as part of study halls. Students can also earn credits at neighboring high schools as part of a partnership to allow students to take a course that is not offered at GHS at another high school. Finally, Greencastle Schools opened an alternative education classroom in 2011. The facility is contained within the high school and serves students who want to earn their diplomas but need an alternative schedule. The alternative school also uses Plato Learning software. Greencastle students are also supported through after-hours tutoring opportunities, such as study tables. Many teachers run study sessions on a daily basis after school.

## Standardized Assessments

### Northwest Evaluation Association's Measures of Academic Progress (MAP)

MAP tests are given primarily to freshmen and sophomores twice a year in reading and math. MAP scores inform instruction by identifying both learning achievement and academic readiness for math and language arts and by providing a Lexile score.

### College Board and ACT

Greencastle High School participates in several programs administered by national agencies such as College Board and ACT to help guide and prepare students for college admission and degree completion. Greencastle High School administers the PSAT to all 10<sup>th</sup> graders as well as 11<sup>th</sup> graders who pay the testing fee. The PSAT is given in October each year. With the exception of the Class of 2009, seniors at GHS take the SAT at a higher rate than the state average at 65.9%. Students may take the SAT at Greencastle High School twice a year in October and June, or take the test at a neighboring school in the months of November–May. Greencastle High School administers AP exams in eight areas to students who register and pay for the exam.

Beginning in 2005, Greencastle High School greatly increased the percentage of high school seniors taking the ACT. Students may take the ACT at Greencastle High School twice a year in September and April. Students may take the ACT at a neighboring school in the months of October-March and June.

### Accuplacer Assessments

Beginning in 2013, Greencastle High School tested juniors who met state guidelines for PSAT scores and ECA scores with the Accuplacer exam. Accuplacer identifies areas of weakness based on College and Career Readiness skills. Accuplacer results can be used to determine remediation needs for students before entering college or a career path.

### Local Interim Assessments

Locally-created interim assessments are administered in all disciplines four times a year in an effort to evaluate student mastery of content standards. These assessments were developed by teachers, align with state standards, and are a common assessment for each subject, regardless of which teacher is teaching the course at the time. The data is used to identify areas of weakness and develop strategies to ensure all students are mastering content.



### Professional Development

Greencastle Community School Corporation and GHS are highly committed to professional development for all staff. GCSC is dedicated to utilizing professional learning communities (PLC) in order to positively and significantly improve student learning. Research shows, “Schools that provide time and empowerment for teachers to work in self-managing teams have students who achieve at a higher rate.” Through the Greencastle Community School Corporation’s Professional Growth Council, all teachers are allowed to attend conferences/workshops to enhance staff development, which meet the corporation goals.

#### Specific Areas Identified for Professional Development:

- Developing Critical Thinking skills in students.
- Developing teaching reading comprehension strategies in all subjects that support IStep, SAT/ACT, and college level course work.
- Developing a deeper understanding on PSAT identified areas of weakness, and discuss how and when the SAT/ACT tests are changing as well as how to incorporate those changes into the curriculum.
- Developing more rigorous literacy across the curriculum (evidence based answers/text based responses) training (pertains to SAT and ECAs).
- Discussing How and When SAT/ACT is changing.
- Increasing teachers understanding of how to address the diverse needs of students of poverty.
- Increasing staff understanding of developing a culture that embraces diverse learners.
- Increasing the cultural competency of teachers, staff, students and parents to reduce bullying in our schools and community.

### Data Analysis and Goals

Greencastle High School, like all GCSC schools, participates in Professional Learning Communities (PLCs) weekly to provide time, structure, and collaborative opportunity for student-centered data analysis. Teacher are working on smart goals to help drive their instruction. Working from a common curricular framework, aligned to state standards, teachers use PLC time to evaluate instructional effectiveness as measured by summative state assessments and local formative assessments of varying magnitude. Data is analyzed to determine core program effectiveness for all students, and interventions necessary to close achievement gaps. Data that drive many of our PLCs are described below.

ECA    ISTEP 10

Areas	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 Goals	3 Yr. Goal
Attendance	95.8%	96.3%	97.1%	97.5%		98.0%	98%
English 10 ECA % / Now ISTEP	73.2%	79.2%	79.1%	75%	43%	85%	90%
Algebra ECA % / Now ISTEP	78.7%	60.5%	58.0%	72%	28%	85%	90%
Graduation Rate	80.0%	87.5%	85.9%	89.0%	92.25%	90.0%	90%
PL221	A	B	A	A		A	A
					ISTEP Change		

## Key

Didn't Meet Goal	Met Goal	Future Year Goal	3 Year Goal
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### Student achievement based on ECAs and OTHER assessment strategies:

2015 School Report Card data used to identify areas for improvement for the next school year

	Math Performance	Improvement 8th to 10th Grade		ECA Improvement 10th Grade to Graduation	English Performance	Improvement 8th to 10th Grade		ECA Improvement 10th Grade to Graduation	Graduated On Time	CCR Achievement
		8th Grade	10th Grade			8th Grade	10th Grade			
Numerator	95	108	94	3	99	98	97	15	125	83
Denominator	132	129	129	5	132	129	129	16	141	125
Percent	72.0%	83.7%	72.9%	60.0%	75.0%	76.0%	75.2%	93.8%	88.7%	66.4%
Grade Points	2.00	-0.50		0.00**	2.50	-0.50		0.50	3.50	4.00

- Individual Score reports for ELA show that students perform lower on Reading Comprehension than Writing Applications. Overall, first time test takers scored at 77% mastery for Reading Comprehension and 85% mastery for Writing Applications. Retesters scored at 13% mastery for Reading Comprehension and 25% mastery for Writing Applications.
- Individual Score reports for Algebra I show that students generally perform lower on Quadratic Equations than on other areas. Overall, first time test takers scored at 47% mastery for Quadratic Equations, 62% mastery for Linear Equations and Inequalities, 53% mastery for Sketching and Interpreting Graphs, 58% mastery for Systems of Linear Equations, and 69% mastery for Polynomials. Retesters scored at 10% mastery for Quadratic Equations, 31% mastery for Linear Equations and Inequalities, 19% mastery for Sketching and Interpreting Graphs, 24% mastery for Systems of Linear Equations, and 17% mastery for Polynomials.

#### *NWEA Results for Fall 2016:*

##### 9<sup>th</sup> grade

- Reading: 94 total students scored "At or Above" Norm Grade Level Mean RIT out of 127 testing. (26% Hi, 28% HiAvg, 20% Avg, 17% LoAvg, 9% Lo)

- Math: 94 total students scored “At or Above” Norm Grade Level Mean RIT out of 126 testing. (28% Hi, 25% HiAvg, 22% Avg, 16% LoAvg, 9% Lo)

#### 10<sup>th</sup> grade

- Reading: 110 total students scored “At or Above” Norm Grade Level Mean RIT out of 147 testing. (23% Hi, 32% HiAvg, 20% Avg, 12% LoAvg, 13% Lo)

- Math: 90 total students scored “At or Above” Norm Grade Level Mean RIT out of 118 testing. (17% Hi, 29% HiAvg, 31% Avg, 10% LoAvg, 13% Lo)

#### *Accuplacer Results:*

- Of the 16 Juniors who took the Math portion, 50% passed. Of the 15 Juniors who took the English portion, 0% passed.

#### *Interim Assessments:*

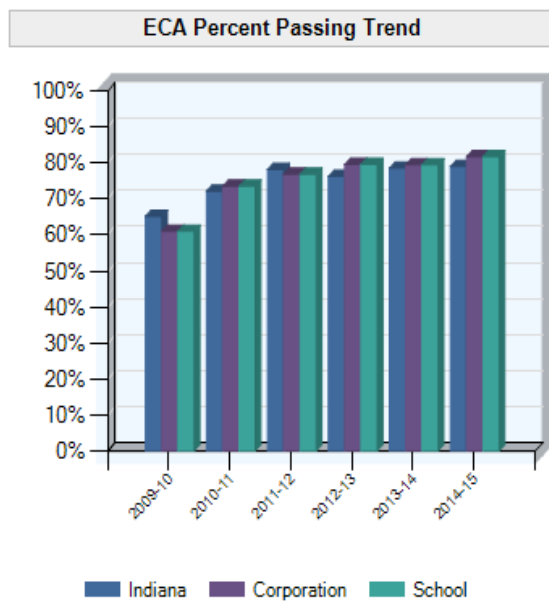
- Test items similar to two-part multiple choice format as well as two-part constructed response, as seen on English 10 ECA, are incorporated into the assessment. Reading Comprehension is a main focus for development as it is identified as an area of weakness on the English 10 ECA.
- Weekly Formative Assessments: Weekly formative assessments have been implemented this year, with data tracking, so that teachers can make adjustments to instruction based upon timely data. Formative Assessments measure mastery of standards as well as reading comprehension skills.
- Data is used to screen students toward remediation for skill building (placement in Basic Skills Math/English or Algebra Enrichment).

Although the concept of improving student achievement seems a given, the focus of the faculty of Greencastle High School and Greencastle Community Schools is to analyze the data provided through standardized tests, formative assessments and interim exams to inform instruction and tailor instruction to student needs. The focus will be on identifying Learning Targets, based on Indiana College and Career Readiness State Standards, and developing interim and formative assessments. After interim assessments or formative assessments are given, teachers will use Monday Morning Collaboration time to assess the results and to determine steps to be taken to address student needs, whether the student needs are for remediation or enhancement.

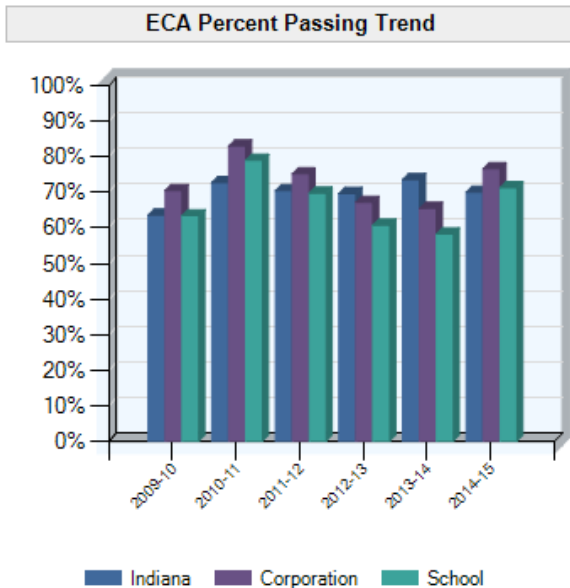
**Specific areas where improvement is needed immediately:**

One area of immediate need is the English 10 ECA passing rate, which is charted below. While our English 10 ECA passing rate of 79.2% exceeded the state average of 75.8%, our goal is to achieve a 90% passing rate through targeted instruction revised and informed by interim and formative assessment data. The targeted instruction will focus on new literacy standards, text-based evidence questioning, and 2-part multiple choice questioning, as all of these are represented on the state assessment.

English 10



Another specific area where improvement is needed immediately is the Algebra I ECA passing rate, which is charted below. Our school passing rate of 60.5% is below the state average of 69.4% and far below our goal of 90% passing. We plan to reach our goal through targeted instruction revised and informed by interim and formative assessment data. We are developing Algebra skills in freshmen by offering a Math Lab summer school course for incoming freshmen to begin studying Algebra Basics, and also identifying the struggling math students who need Tier II interventions as freshmen. Those freshmen are then placed in our RTI program known as "Connections". The Connections program increases the number of minutes per day in math class, and provides an extra study period with a teacher for continued support.



### **Strategies, Programs, Services, Interventions, and Activities**

#### Proposed interventions based on student achievement goals:

- Provide a more structured curriculum for Basic Skills Math ECA classes,
- Provide a Summer School course for incoming freshmen to bolster Algebra Skills,
- Continue the Freshmen Connections Program with the TALKS mentoring component,
- Continue the use of a Basic Skills English class for struggling sophomores before taking the Eng IStep,
- Develop a Reading Strategies class for struggling readers,
- Continue the use of the 6 Traits of Writing in the English Department, Cross Curricular Reading in all subjects reinforcing ECA style questions, and development of text-based evidence responses on formative assessments.
- Develop a block schedule for Algebra students identified as needing Tier III Intervention (students who need two periods a day of Algebra).

### **Evaluation of the impact of these activities**

On-going review of local formative and interim assessments and standardized summative evaluations allows GHS staff to monitor core and Rtl progress on a continual basis. Weekly, small-scale PLC review of classroom best practices informs daily practice, frequent formative assessments serve as progress monitoring and benchmarking screeners that calibrate anecdotal recording keeping, and high stakes summative assessments serve as a capstone evaluation of student learning and teacher content delivery.

## Cultural Competency

Greencastle High School defines **cultural competency** as being equipped to offer a variety of programs to students of differing races, ethnic backgrounds, learning abilities, and socioeconomic levels. Currently, Greencastle High School (GHS) is 92% Caucasian, 3% Hispanic, 3.0% Multi-racial and 0.8% African American. Out of the 561 students, 44% are Free and Reduced Lunch, and 12% have an IEP.

The greater challenge in dealing with cultural competency is related to socioeconomic barriers rather than race or ethnicity. GHS offers the following diverse programs designed to promote cultural competency among students, teachers, administrators, staff, and parents:

- Diversity Council: A group of students and faculty advisors whose purpose is to address the needs of various cultures within GHS and to promote diversity.
- Purple Pals: A club that pairs students with mental and/or physical challenges with students from the general education population. This club is open to all.
- Student Resource Time (SRT): is four times a week: Students have the opportunity to meet in clubs, study, get extra help, and make up work and tests.
- Community Service Projects: A variety of projects are performed throughout each school year. Projects include river clean-ups, campus and town spruce-up days, free car washes, tree planting projects, etc.

Students are expected to learn the value of giving back to their community.

- Free university performances: GHS takes students to at least one free play or other performing arts activity per year as a field trip. This opportunity also provides students with a question and answer session following the performance.
- DePauw University: works in conjunction with our freshman English teachers to provide a CASTLE program, which brings to life through acting, activities, discussions, and role playing, different English topics being covered in class.
- Our Freshman "Connections" program: A group of freshmen specifically selected for extra help in core academics who have a common first hour Advisory period, receive mentoring and life skills training through the TALKS program. The TALKS mentoring program is staffed with community volunteers.
- Key Club: A community service organization associated with Kiwanis International. The purpose is to teach students to give back to their community.
- Open House and Parent Teacher Conferences: Parents and students are invited to meet teachers and to learn of the expectations teachers hold for the students as well as learn grading policies and upcoming projects and assignments.
- Professional Learning Communities: Many Professional Learning Community meetings will be spent discussing cultural competency issues.
- Greencastle Schools: will also use specific PLC dates and staff meetings to improve the Cultural Competency of teachers, administrators, staff, parents and students. PLC time is set aside for Professional Development on diversity awareness and the culture of our student body and community. Data to inform this training is gathered through parent and student surveys as well as school

data. Whole staff meetings are also used to accomplish this goal via full day training on the day before classes begin in August. At the full day training, bullying, school culture and climate, and cultural awareness are presented and discussed with every employee of the Greencastle Community School Corporation.

### *Safe and Disciplined Learning Environment*

One of Greencastle High School's main goals is to constantly improve the citizenship of students. The staff has worked extremely hard in making the school climate one in which students feel safe, secure, and respected. A survey completed by parents on parental involvement showed that an overwhelming 97% of all high school students' parents look at the school as a safe and welcoming environment they felt comfortable visiting. The administrators and faculty at Greencastle High School provide a variety of ways that students can be immersed in a safe and disciplined learning environment:

- GHS introduces collaboration through annual community service projects and volunteerism.
- GHS promotes physical and academic awareness and growth through a variety of programs, including guest speakers, convocations (for example, the Finbloom convocation on teenage substance abuse and the Stand Up For Change convocation on teenage dating violence, substance use, and social factors), grade level meetings, media center activities, and integrated community programs such as the Safe Dates Curriculum implemented in the Health Class.
- GHS offers many extra-curricular activities such as athletics, performing arts, and clubs.
- GHS faculty has a strong commitment to meeting the needs of all students and focuses a full 50 minutes per week for professional growth and collaboration directed toward school and student improvements.
- Students and staff all wear picture IDs displayed on a lanyard so that each student and staff member can be identified and named. This improves school security in the area that intruders can be identified quickly due to not having a GHS ID.
- GHS provides a safe environment for all by the use of door safety lock-down system, surveillance cameras throughout the school grounds, extra lighting in and around buildings and parking lots, a random drug screening policy and the use of local law enforcement when required.
- GHS has a Character Education Program that focuses on five main goals: Reducing tardies, increasing ECA passing rate, reducing the number of referrals, improving attendance, and reducing the number of failures each semester. Students can earn rewards for their efforts in any of these five areas, and each area is discussed with students monthly.

### *Parental Participation in the School*

Greencastle High School partners with parents to provide a positive home/school environment to provide quality education. Parents are provided communication from the

school through a wide variety of methods such as the Student Management Software, School Messenger (email, phone and text message), progress reports, Open House, the Banner Graphic, Twitter feed, and a parent newsletter. All parents are encouraged to be active supporters in their child's high school career. Recently, the guidance department released a survey to Greencastle High School parents relating to community involvement. The overall results stated that Greencastle High School parents received frequent and meaningful communication.



### *Technology as a Learning Tool Initiatives*

In the fall of 2014, iPads were issued to each student in grades 9 through 12 as a means to educate our students in a new and dynamic way, train our students on 21st century technology skills, and reduce costs that are incurred by textbook and paper purchase. Students can currently search the internet for up to date information, use iPad apps for note-taking, presentations, video production, and a host of other educational activities, and find remediation or enrichment material that best fits their needs. Teachers deliver content, curriculum, and announcements primarily through a student learning system, but can use a wide variety of apps and online resources to best meet the needs of students, regardless of the current skill level of the student.

Teachers also use the technology made available to them for a variety of formative assessment methods. The data collected from weekly formative assessments is reviewed in Monday morning PLC meetings to determine which students need more interventions and what instruction may need to change. Over time, the goal is to show growth in the area of percentage of students who master content from week to week. The data may also lead to placement of students in RTI or programs to focus on reading comprehension skills, or other schedule changes to better remediate struggling students.

### *Assurances*

The building principal has completed the IDOE Legal Standards for Accreditation assurances. No statutes or rules are to be waived.


# IDOE School Improvement and Professional Development

## Building Level Assurance Form

### Exclusive Representative Signatures


DOE Building Number	7089
Building Name	Greencastle High School

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

Principal Name (Print)	Russ Hesler
Principal's Signature	
Date Signed	September 9, 2016

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

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

Exclusive Representative Name (Print)	Jennifery Finnerty	Jill Bridgewater	Kristene Stokes
	Lorren Hile	Rose Stephens	Ande Warren
	Margaret Walters	Meredith Wade	Kevin Kendall
	Jana Boggess	Diana Ummel	Sean Ramey
	Elijah Williams	Russell S. Hesler	
Exclusive Representative Signature			

Date Signed	September 9, 2016
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