INDIANA STATE BOARD OF EDUCATION

LOCALLY CREATED PATHWAYS: APPLICATION FOR APPROVAL

Below is the information that schools and districts must provide to the State Board of Education (SBOE) to have a Locally Created Pathway (LCP) considered. Applications for LCPs will be reviewed on a rolling basis. The deadline to submit applications for the ***2018-19 school year*** *is October 1, 2018.*

This application and accompanying rubric may change over time.

Directions: Schools and/or districts must submit the application containing the information required below. The District Superintendent and local governing board must sign the application. **All** of the questions below must be answered completely, unless the question is labeled as optional.

Please send your completed application, including the letter of support (or other documentation) from your collaborator and any additional supporting documents, to Alicia Kielmovitch.

NEXT STEPS

1. Upon submission, a Review Team consisting of SBOE staff, and staff from the Commission of Higher Education (CHE), Department of Education (DOE), and Department of Workforce Development (DWD) will conduct an Initial Review.

2. The Initial Review will take at least thirty (30) business days from the receipt of the application. During the Initial Review, the Review Team may request additional information and/or ask clarifying or follow-up questions regarding the application as part of the due diligence process. All responses must be provided within ten (10) business days. In addition, requests for updates and/or changes to the application may be made to strengthen the LCP.

3. Upon the completion of the Initial Review, SBOE staff will draft a final recommendation for SBOE consideration. The recommendation will be provide to the applicant and SBOE at least one (1) week before the next scheduled Board meeting, pursuant to SBOE Operating Procedures.

4. At the Board meeting, SBOE will approve, table, or reject the Local Pathway.
   a. *Approved Local Pathways:* LCP joins state's "Graduation Pathways Library" and all Indiana schools may start utilizing LCP immediately.
      - If adopted by other districts, the LCP's model must be the same, though the components (e.g., collaborator) may change. The intended outcomes, however, must be the same.
      - If an adopted Pathway differs substantively, the school/district must resubmit the new LCP for approval using the application below.
      - Schools and districts wishing to adopt an approved LCP will need to notify the SBOE by filling out the Adopting an Approved Locally Created Pathway form.
      - Schools/districts will present annual reports of LCP's effectiveness to the Board.

b. *Tabled/Rejected LCPs*: SBOE (in addition to DOE, CHE, and DWD) staff will work with applicant over the next two (2) months to address outstanding issues and a new recommendation will be submitted to the SBOE.

INDIANA STATE BOARD OF EDUCATION

SCHOOL INFORMATION

School Corporation Name and Number:
Greater Clark County Schools School Corp Number - 1010
Information on School/Corporation Demographics:
School type:

☐ Urban

☐ Suburban

☐ Rural

x - All of the Above

Total high school enrollment: 3,066

Anticipated enrollment in Local Pathway: **130**

The 130 students are spread across four specific civic arts areas of interest…

1) **Band**
2) **Art**
3) **Theatre**
4) **Chorus**

Cohort numbers are as follows…

2019 cohort 42
2020 cohort 45
2021 cohort 43

Point of Contact for Application and Information:
Name: **Kimberly Fifer**
Position: **Assistant Superintendent of Secondary Education**
Number: **812-725-5451**
Email: **kfifer@gccschools.com**

Contact Info for District Superintendent:
Name: **Dr. Andrew Melin**
Number: **812-725-6540**
Email: **amelin@gccschools.com**

Signature of District Superintendent:

Signature of Local Governing Board Representative:

Title of the Local Pathway: The Pathway of **Civic Arts**, which is housed in the Academy of Public Service.

INDIANA STATE BOARD OF EDUCATION

CRITERIA FOR LOCALLY CREATED PATHWAY

1) **Criterion 1: Collaboration**:

a. Who is the collaborator for this Local Pathway? (Application **must** include at least one external partner).

- Institution of higher education partner: **Indiana University Southeast**
  Dr. Coker - Kolo
  Dean of Education
  (812) 941-2385.

- Industry/Sector Partnership/Business: **Ford Next Generation Learning**
  www.fordngl.com
  Starr Herrman, District Coach
  (615) 830-0486

- Community Organization: **One Southern Indiana**
  4100 Charlestown Rd New Albany IN
  Wendy Dant-Chesser, President/CEO
  (812) 679 - 1240

b. Are there any additional collaborators? (Optional.)

- Business Partner: **Conn-Selmer**
  Division of Education
  Michael Kamphuis, Director
  (574) 523 - 0677

- Business Partner: **Drake Dance Academy**
  7229 Nova's Landing Dr,
  Sellersburg, IN 47172
  Sara Drake (Owner/Dance Instructor)
  (502)-432-4015

- Community Partner: **Jeffersonville RiverStage**
  100 W Riverside Dr Jeffersonville, IN
  Contact: Ronnie Breedlove, Director
  (502)-751-8791

- Community Partner: **Theatre Works Education**
  New Albany Amphitheater
  203 E. Main Street,
  New Albany, IN 47150

	KeNiesha Zell, Director **(502)-295-0604**
● Community Partner:	**Region 10 WorkOne Southern Indiana** **Ron McKulick, Executive Director** **P O Box 6712** **New Albany, IN 47150** **(812)-941-6427**
● Business Partner:	**Renegade Art Productions** **Contact: Herschel Zahnd** **Owner/Photographer** **502-541-1833**
● Community Partner	**City Of Jeffersonville** **Suite 250** **500 Quartermaster Ct.** **Jeffersonville, Indiana** **(812) 285-6400**
● Community Partner	**Floyd County Youth Orchestra** smiller@fcysmusic.com **(812) 952-2333**
● Community Partner	**University of Louisville School of Music** **Dr. Fred Speck** **Ambassadors of Music** **frederick.speck@louisville.edu**
● Community Partner	**City of Jeffersonville** **Public Arts Commission** **Dawn Spyker** **dspyker@cityofjeff.net**
● Community Partner	**Southern Indiana Arts Council** **820 E. Market Street, New Albany, IN** **812-949-4238**
● Community Partner	**Speed Art Museum** **Anna Alger Gallery, coordinator** **2035 S 3rd Street** **Louisville, Kentucky** **(502) 634-2987**

c. Describe how the Local Pathway was developed with the collaborator.

The Academy of Public Service which houses the Civic Arts Pathway was developed in collaboration with businesses, community organizations, educators, and parents. Prior to 2015, a transformational process began to forge a new path for Greater Clark County School graduates, as we set our sights on becoming a Ford Next Generation Learning Model district. Ford Motor Company's Next Generation Learning (NGL) program is a unique and comprehensive community initiative that leads to implementation of a proven model for transforming secondary schools, which ultimately improves the regional workforce development system. In 2016 , a diverse group of 80 individuals including educators, business representatives, and post secondary educational leaders, also known as the Steering Committee, began the critical process of drafting a Master Plan. The work of developing a Master Plan included developing a "Portrait of a Graduate", analyzing current workforce development data, choosing four academies and sixteen career pathways that would ultimately strengthen the fabric of our regional workforce, and lastly, crafting a four year Master Plan. Each of the four academies hold four pathways. Each Academy has an Advisory Board made up of business partners with real world academy and pathway expertise. The Advisories collaborate with our educators on things such as curriculum, projects, authentic audiences, professional development, teacher externships, job shadows, student internships, focused field trips and capstone projects. Each high school has an academy coach. The academy coach is the liaison between the businesses and educators, ensuring that all work is purposeful and aligned to achieving academy goals. The following collaborators serve the Civic Arts Pathway.

d. Describe the collaborator's role in the Local Pathway.

The collaborators for the Civic Arts Pathway are carefully chosen to represent three very important presences in our Academy and Pathway work. It is vitally important that our partners serve in three ways.

1. Vision, strategic planning and monitoring

2. Talent and expertise to collaborate with Greater Clark County staff and be a presence in the classroom to grow our aspiring civic arts professionals.

3. Experiences outside the classroom that add authenticity and rigor to the pathway for their future roles in our workforce and community. These include but are not limited to staff externships, student internships/work based learning, job shadows, focused field trips, college visits, and other authentic industry experiences.

Below you will find multiple partners that fulfill each of the three critical roles listed above.

- **One Southern Indiana (vision, strategic planning, monitoring)**
  Wendy Dant-Chesser, President/CEO

One Southern Indiana is the convening organization that comes along side Greater Clark County Schools in the Ford Next Generation Learning Model to implement the Academies of Greater Clark. Wendy has been a founding partner since inception, serving as not only the convening organization, but also co-chair of the shared accountability tactic team which oversees all twelve tactic teams and their action plans for implementation.

- **Ford Next Generation Learning (vision, strategic planning, monitoring)**
  Starr Herrman, District Coach
  Starr works for Ford Next Generation Learning and the Nashville Hub. She serves as our district coach for the implementation of the Academies of Greater Clark. Starr collaborates with the leadership team monthly and the guiding team quarterly on the latest updates of progress toward implementation and offers expert advice to assist us in our journey as the Academies of Greater Clark.

- **Indiana University Southeast (vision, strategic planning, monitoring)**
  Dr. Coker - Kolo, Dean of Education
  Dr. Coker - Kolo has been a great post secondary partner. She serves on the Academies of Greater Clark Operating Board as a Co-Chair of the Multi-Cultural tactic team. The Multi-Cultural tactic team is responsible for implementing an action plan and monitoring the success of the plan across the district.

- **Conn-Selmer - Division of Education (classroom collaboration, authentic industry experiences)**
  Michael Kamphuis, Managing Director
  Michael Kamphuis has come to the table as a business sponsor/partner representing Conn-Selmer. Conn-Selmer is based out of Elkhart, Indiana is the largest instrument maker in the United States. Conn-Selmer partners with Greater Clark to provide a large dollar amount of in-kind services in order to assist our civic arts program to flourish. Donations include, but are not limited to, instrument inventory software, clinician hours to inventory all 800 instruments in the Greater Clark fleet, professional development for our staff and students in the form of full day and on site work in the classroom, and discount prices on instruments to add to our district fleet for students who cannot afford their own.

- **Drake Dance Academy (classroom collaboration and curriculum advisory),**
  Sara Drake - Owner/Dance Instructor
  Ms. Drake is a partner who provides her time and talent as an in-kind donation to the Civic Arts Pathway. She collaborates and shares the classroom with our teacher to instruct senior production musical theatre dancing from different eras. Application of knowledge can then be applied through various productions.

- **Jeffersonville RiverStage (internships and authentic industry experiences)**
  Ronnie Breedlove - Director

The Greater Clark County Schools Civic Arts Pathway students benefit immensely from the community partnership with the Jeffersonville RiverStage. Although not an official apprenticeship or internship, it clearly serves in much the same way for these artists. Students are able to act, stage manage, and participate in many other technical theater jobs during the summer performances. Greater Clark students will be working alongside professionals in our community during the following upcoming productions:

Play: Annie (July 2018)
Play: Beauty and the Beauty (July 2017)
Play: Jesus Christ Superstar (July 2016)
Play: Wizard of Oz (July 2015)

- **Theatre Works Education - New Albany Amphitheater (authentic industry experiences)**
  KeNiesha Zell (Director)
  The Greater Clark County Schools Civic Arts Pathway also benefits from the community partnership with the Theatre Works Education program in New Albany. Again, this opportunity does not serve as an official apprenticeship or internship, but it clearly acts in much the same way for these artists. Students are able to act, stage manage, and participate in many other technical theater jobs during the summer performances. Greater Clark students will be working alongside professionals in our community during the following upcoming productions:
  Play: Once on this Island Jr. (July 2018)
  Play: Jungle Book Kids Jr. (July 2018)

- **Region 10 WorkOne Southern Indiana (vision, strategic planning, monitoring)**
  Ron McKulick, Executive Director
  Region 10 WorkOne has been a founding partner since the inception of transforming Greater Clark County high schools into the Academies of Greater Clark. Ron serves on the Operating Board and is also a co-chair of the work based learning tactic team. During the Master Planning phase of the Academies, Ron was instrumental in providing the Region 10 and also Metro Louisville workforce data for the 80 member steering committee to analyze when determining what our four Academies and sixteen pathways should be. Ron provided his expert knowledge from his role as Executive Director of Region 10 WorkOne as we worked through that process. This partnership also extends the other direction as well. Greater Clark County Schools has a member on the board of Region 10 WorkOne to ensure our district stays as connected as possible to the employment trends and needs in our region.

- **Renegade Art Productions (classroom collaboration and curriculum advisory)**
  Herschel Zahnd Owner/Photographer
  Mr. Zahnd is a partner who provides his time and talent as an in-kind donation to the Civic Arts Pathway. He collaborates and shares the classroom with our teacher to instruct senior

production musical theatre students on different filming and editing techniques. Application of knowledge can then be applied during various productions as promo videos are developed for advertising.

- **City Of Jeffersonville (authentic industry experiences)**
  Greater Clark County Schools has an ongoing collaboration with the City of Jeffersonville. Various ensembles such as marching band, brass quintets, trumpet ensemble, chamber music, and others work with the city at various events throughout Jeffersonville. Past examples include groundbreaking ceremonies, city festivals, parades, and private events. These opportunities to perform in front of authentic audiences are critical to the growth of our Civic Arts Pathway students.

- **Floyd County Youth Orchestra (authentic industry experiences)**
  smiller@fcysmusic.com
  Greater Clark County Schools band students participate the community youth orchestra. The orchestra meets weekly. The mission of the Floyd County Youth Orchestra is to provide local area students with an "all star" ensemble that will be a catalyst for their further music career and/or life involvement in music. The orchestra performs locally, nationally, and internationally.

- **University of Louisville School of Music - (authentic industry experiences)**
  Kentucky Ambassadors of Music
  Dr. Fred Speck
  The Kentucky Ambassadors are a group of band students selected from the State of Indiana and Southern Indiana. Selected students travel to Europe on a Bi-annual basis. The European tour includes goodwill concerts at major venues in England, France, Austria, Switzerland, Germany, and Greece. Greater Clark County Schools works to make this talent pipeline opportunity available for 10-20 students on average on each bi-annual trip.

- **City of Jeffersonville - Public Arts Commission (internships and authentic industry experiences)**
  Dawn Spyker
  Greater Clark County bands have collaborated on several projects with the Jeffersonville Public Arts Commission. Greater Clark band students worked with local artist Katheryne Spivey to build a 19 foot puppet for the recreation of scenes from "A Night On Bald Mountain". In addition, percussion students take part in an annual Sugar Skull festival by performing traditional Mexican marimba music.

  The Public Arts Commission also provides internship opportunities to our art students. Students assist in the development and execution of community based art projects. Many communities are using art to build tourism and help develop retail areas. Students participating in this internship get to use art as both a medium or expression and an economic tool for community development.

- **Southern Indiana Arts Council (classroom collaboration)**
  Band students at Greater Clark County Schools make use of our "Access to Artists" program funded through the Southern Indiana Arts Council. A monetary donation is made to artists work privately and in small groups with the best professional musicians in the area. These musicians include members of the Louisville Orchestra, Dayton Orchestra, and private professional ensembles. These musicians not only provide instruction, but also are a resource of information and consultation for students seeking careers in music.

- **Speed Art Museum (Teacher Externships, focused field trips, staff professional development)**
  Teachers participating in the Speed Art Museum externship work with the educational part of the museum. During this externship, teachers explore the use of art in teaching history and creative projects. Teachers also engage the museum visitors in the Art Sparks area and observe the use of interactive art. The Speed Art Museum is a world class art museum found on the University of Louisville campus. It is the largest collection of art from around the world in the Louisville Metro Area.

e. If applicable, describe how the proposed LCP is aligned to regional economic needs and high wage and/or high demand data.
Applicants **must** cite or include all referenced data or resources in application submission.

Although the career fields within the Civic Arts Pathway cannot be defined by high wage or high demand, it is a area of high value and high passion in our region. The civic arts should not simply be a luxury some can afford privately, but should play a fundamental role in boosting the opportunities of disadvantaged populations by way of public school programs. The Civic Arts Pathway at Greater Clark County Schools is housed in the Public Service Academy. Connecting students of civic arts interest to public service careers in civic institutions, such as museums, public galleries, community art organizations, performing arts groups, arts councils and public arts organizations allows us to support and maintain a talent pipeline of rich and vibrant youth.

http://www.hoosierdata.in.gov/docs/egr10/oes/2017/oesan00.pdf

Hoosier by the Numbers 2017 employment and wage report for Region 10 notes estimated employment and average hourly wage for the careers connected to the Civic Arts Pathway as follows…

	Estimated Employment	Entry Wage	Average Wage
Art and Design Workers	**240**	**$11.46**	**$22.49**
Entertainers/Performers, Sports and Related Workers	**220**	**$8.73**	**$14.60**
Producers and Directors	**20**	**$10.75**	**$17.85**
Music Directors and Composers	**20**	**$16.02**	**$22.47**
Commercial and Industrial Designers	**30**	**$28.26**	**$55.82**

Graphic Designers	**90**	**$12.77**	**$19.19**

https://www.bls.gov/opub/mlr/2013/article/occupational-employment-projections-to-2022.htm

Occupational and employment projections from the Bureau of Labor Statistics show the civic arts area growing at an average rate of seven percent between 2013 and 2022. (see link above)

https://www.bls.gov/ooh/arts-and-design/craft-and-fine-artists.htm

In a more recent and specific projection from the Bureau of Labor Statistics, the craft and fine artists are projected to grow six percent from 2016 to 2026. (see link above)

https://www.bls.gov/ooh/entertainment-and-sports/musicians-and-singers.htm

Musicians and entertainers are projected from the Bureau of Labor Statistics to grow six percents from 2016-2016. (see link above)

Criterion 2: Competency: LCPs must provide students with recognized postsecondary knowledge and skills (e.g., credits, credentials) that prepare students for meaningful postsecondary education/training and/or employment opportunities. Describe the LCP's components as related to college- and career-readiness. (May include but is not limited to: final student work product; industry-recognized co-op or apprenticeship; course sequence; assessments; or description of the skills and academic knowledge.)

Although not officially recognized as an apprenticeship or internship, our civic arts pathway students work collaboratively with the Jeffersonville Riverstage, and New Albany Amphitheater which are two community theater organizations. Our student rehearse, learn and collaborate alongside community members. Theater students may take parts as actor/actresses, lighting, sound, or stage crew. Art students may be involved in creating sets. Band students have opportunity to be in the pit live for musical production.
There are four structured course sequences within the Civic Arts Pathway, but many classes that will provide additional knowledge and expertise to add currency toward their post-secondary endeavors.

Band Career Opportunities: Musicians, Music/Band Educators, Directors etc.

See Band Pathway Map Insert

Art Career Opportunities: Artists, Arts Administration, Set Design, etc.

See Art Pathway Map Insert

Theater Career Opportunities: Actor, Stage Manager, Choreographer, Lighting or Sound Technician, Teacher, etc.

See Theater Pathway Map Insert

Choral Career Opportunities: Performer, Teacher, Administration

See Choral Pathway Map Insert

GCCS-Program Study for: Public Service Academy
Pathway(s): Civic Arts - Band

School: Greater Clark County Schools
Outcome: E-Portfolio

High School Curriculum

Grade	English 8 Credits	Mathematics 6 Credits	Social Studies 6 Credits or PE 2 Credits	Science 6 Credits	Required Academy Course 6 Credits	Elective or Additional Pathway Course	Electives	Worksite Experience
9 **Freshman Academy**	English 9 English 9 Hrs	Algebra I Algebra II Algebra II Hrs Geometry Geometry Hrs	World Civilization	Biology ICP	Beginning Concert Band 4160	Piano & Electric Keyboard 4204	Open Elective or World Language	Career Fair
10 **Academy**	English 10 English 10 Hrs	Geometry Geometry Hrs Algebra II Algebra II Hrs Pre-Calculus Precal Hrs ProbStats/Finte	Physical Education	Biology Chemistry Chemistry Hrs	Intermediate Concert Band 4168	Piano & Electric Keyboard 4204	Open Elective or World Language	Field Trip
11 **Academy**	English 11 English 11 Hrs AP Language	Geometry Geometry Hrs Pre-Calculus Precal Hrs ProbStats/Finte	US History AP US History	3rd Core 40 Science	Advanced Concert Band 4170	Jazz Ensemble 4164 Piano & Electric Keyboard 4204 AP Music Theory 4210 Intro to Business 4518 Education Professions I 5408	Open Elective or World Language	Job Shadow
12 **Academy**	English 12 English 12 Hrs AP Literature	Pre-Calculus PreCal Hrs ProbStats/Finite AP Stats AP Calculus	Government* AP Gov AP Econ Econ Hrs Economics*	Open Elective	Advanced Concert Band 4170	Jazz Ensemble 4164 Piano & Electric Keyboard 4204 AP Music Theory 4210 Intro to Business 4518 Education Professions I 5408	Open Elective or World Language	Internship/Senior Project

Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or post-secondary education options.
The following post-secondary options are available.

AP Offerings	Community College		Four Year College
AP Studio Art - 2D Design 4050, AP Studio Art - 3D Design 4052, AP Studio Art Drawing 4048, AP English Lit and Comp. 1058, AP English Language and Composition 1056, AP Music Theory 4210, AP Calcus AB 2527, AP US History 1542, AP Psychlolgy 1532, AP U.S. Government 1540, AP Biology 3026	Dual Credit	Econonomics Fundamentals - ECON101, English Composition ENGL 111, French Level 1/2-FREN 101, French Level 3/4 - FREN 202, Survey of American History I - HIST 101, College Algebra - Math 136, Spanish Level 1/2 - SPAN 101, Spanish Level 3/4 - SPAN 201, Exposition and Persuasion - ENGL 112, Survey of American History II - HIST 102, Trigonometry & Analytical Geometry - MATH 137, Biology - BIOL 105, College Biology II - BIOL 107, Early Childhood Education - EDEC 100, Curriculum in Early Childhood - EDEC103, Introduction to Literature - ENGL 206, Calculus I - MATH 211, Physics I - PHYS 101, Intro to American Government and Politics - POLS 101, Introduction to Psychology - PSYC 101	IU Bloomington - P155 Speech
	College Programs	AS Music, AS Fine Art, AS Costume Construction, AS Theater Arts	BA Theater, BA Fine Arts, BA Music
	Careers	Private Music Lesson Instructor, Performer, Production, Music Industry	Audio Production, Music Composition, Music Education, Music Industry, Performance

GCCS-Program Study for: Public Service Academy
Pathway(s): Civic Arts - Arts

School: Greater Clark County Schools
Outcome: E-Portfolio

High School Curriculum

Grade	English 8 Credits	Mathematics 6 Credits	Social Studies 6 Credits or PE 2 Credits	Science 6 Credits	Required Academy Course 6 Credits	Elective or Additional Pathway Course	Electives	Worksite Experience
9 **Freshman Academy**	English 9 English 9 Hrs	Algebra I Algebra II Algebra II Hrs Geometry Geometry Hrs	World Civilization	Biology ICP	Intro to 2D Art 4000 Intro to 3D Art 4002	Open Elective	Open Elective or World Language	Career Fair
10 **Academy**	English 10 English 10 Hrs	Geometry Geometry Hrs Algebra II Algebra II Hrs Pre-Calculus Precal Hrs ProbStats/Finte	Physical Education	Biology Chemistry Chemistry Hrs	Sculpture 1 of 4 - 4044 Ceramics 1 of 4 - 4040 Photography 1 of 4 - 4062 Drawing 1 of 4 - 4060	Sculpture 2 of 4 - 4044 Ceramics 2 of 4 - 4040 Photography 2 of 4 - 4062 Drawing 2 of 4 - 4060	Open Elective or World Language	Field Trip
11 **Academy**	English 11 English 11 Hrs AP Language	Geometry Geometry Hrs Pre-Calculus Precal Hrs ProbStats/Finte	US History AP US History	3rd Core 40 Science	Sculpture 2 of 4 - 4044 Ceramics 2 of 4 - 4040 Photography 2 of 4 - 4062 Drawing 2 of 4 - 4060	Sculpture 3 of 4 - 4044 Ceramics 3 of 4 - 4040 Photography 3 of 4 - 4062 Drawing 3 of 4 - 4060 Ed Professions I 5408 Intro to Business 4518	Open Elective or World Language	Job Shadow
12 **Academy**	English 12 English 12 Hrs AP Literature	Pre-Calculus PreCal Hrs ProbStats/Finite AP Stats AP Calculus	Government* AP Gov AP Econ Econ Hrs Economics*	Open Elective	AP Studio Art 2D - 4050 AP Studio Art 3D - 4052 Sculpture 3 of 4 -4044 Ceramics 3 of 4 - 4040 Photography 3 of 4 - 4062 Drawing 3 of 4 - 4060	Sculpture 4 of 4 - 4044 Ceramics 4 of 4 - 4040 Photography 4 of 4 - 4062 Drawing 4 of 4 - 4060 Ed Professions I 5408 Intro to Business 4518	Open Elective or World Language	Internship/Senior Project

Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or post-secondary education options.
The following post-secondary options are available.

AP Offerings	Community College		Four Year College
AP Studio Art - 2D Design 4050, AP Studio Art - 3D Design 4052, AP Studio Art Drawing 4048, AP English Lit and Comp. 1058, AP English Language and Composition 1056, AP Music Theory 4210, AP Calcus AB 2527, AP US History 1542, AP Psychlolgy 1532, AP U.S. Government 1540, AP Biology 3026	Dual Credit	Econonomics Fundamentals - ECON101, English Composition ENGL 111, French Level 1/2-FREN 101, French Level 3/4 - FREN 202, Survey of American History I - HIST 101, College Algebra - Math 136, Spanish Level 1/2 - SPAN 101, Spanish Level 3/4 - SPAN 201, Exposition and Persuasion - ENGL 112, Survey of American History II - HIST 102, Trigonometry & Analytical Geometry - MATH 137, Biology - BIOL 105, College Biology II - BIOL 107, Early Childhood Education - EDEC 100, Curriculum in Early Childhood - EDEC103, Introduction to Literature - ENGL 206, Calculus I - MATH 211, Physics I - PHYS 101, Intro to American Government and Politics - POLS 101, Introduction to Psychology - PSYC 101	IU Bloomington - P155 Speech
	College Programs	AS Music, AS Fine Art, AS Costume Construction, AS Theater Arts	BA Theater, BA Fine Arts, BA Music
	Careers	Private Music Lesson Instructor, Performer, Production, Music Industry	Audio Production, Music Composition, Music Education, Music Industry, Performance

GCCS-Program Study for: Public Service Academy
Pathway(s): Civic Arts - Theater

School: Greater Clark County Schools
Outcome: E-Portfolio

High School Curriculum

Grade	English 8 Credits	Mathematics 6 Credits	Social Studies 6 Credits or PE 2 Credits	Science 6 Credits	Required Academy Course 6 Credits	Elective or Additional Pathway Course	Electives	Worksite Experience
9 **Freshman Academy**	English 9 English 9 Hrs	Algebra I Algebra II Algebra II Hrs Geometry Geometry Hrs	World Civilization	Biology ICP	Theater Arts 4242	Theater Production 4248	Open Elective or World Language	Career Fair
10 **Academy**	English 10 English 10 Hrs	Geometry Geometry Hrs Algebra II Algebra II Hrs Pre-Calculus Precal Hrs ProbStats/Finte	Physical Education	Biology Chemistry Chemistry Hrs	Adv. Theater Arts 4240	Theater Production 4248	Open Elective or World Language	Field Trip
11 **Academy**	English 11 English 11 Hrs AP Language	Geometry Geometry Hrs Pre-Calculus Precal Hrs ProbStats/Finte	US History AP US History	3rd Core 40 Science	Adv. Technical Theater 4252 Advanced Acting 4250	Creative Writing 1092 Musical Theater 0518 Theater Production 4248 AP Music Theory 4210 Intro to Business 4518 Education Professions I 5408	Open Elective or World Language	Job Shadow
12 **Academy**	English 12 English 12 Hrs AP Literature	Pre-Calculus PreCal Hrs ProbStats/Finite AP Stats AP Calculus	Government* AP Gov AP Econ Econ Hrs Economics*	Open Elective	Musical Theater 0518 Theater Arts Special Topics 4254	Creative Writing 1092 Musical Theater 0518 Theater Production 4248 AP Music Theory 4210 Intro to Business 4518 Education Professions I 5408	Open Elective or World Language	Internship/Senior Project

Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or post-secondary education options.
The following post-secondary options are available.

AP Offerings	Community College		Four Year College
AP Studio Art - 2D Design 4050, AP Studio Art - 3D Design 4052, AP Studio Art Drawing 4048, AP English Lit and Comp. 1058, AP English Language and Composition 1056, AP Music Theory 4210, AP Calcus AB 2527, AP US History 1542, AP Psychlolgy 1532, AP U.S. Government 1540, AP Biology 3026	Dual Credit	Econonomics Fundamentals - ECON101, English Composition ENGL 111, French Level 1/2-FREN 101, French Level 3/4 - FREN 202, Survey of American History I - HIST 101, College Algebra - Math 136, Spanish Level 1/2 - SPAN 101, Spanish Level 3/4 - SPAN 201, Exposition and Persuasion - ENGL 112, Survey of American History II - HIST 102, Trigonometry & Analytical Geometry - MATH 137, Biology - BIOL 105, College Biology II - BIOL 107, Early Childhood Education - EDEC 100, Curriculum in Early Childhood - EDEC103, Introduction to Literature - ENGL 206, Calculus I - MATH 211, Physics I - PHYS 101, Intro to American Government and Politics - POLS 101, Introduction to Psychology - PSYC 101	IUS P155 Speech
	College Programs	AS Music, AS Fine Art, AS Costume Construction, AS Theater Arts	BA Theater, BA Fine Arts, BA Music
	Careers	Private Music Lesson Instructor, Performer, Production, Music Industry	Audio Production, Music Composition, Music Education, Music Industry, Performance

GCCS-Program Study for: Public Service Academy
Pathway(s): Civic Arts - Chorus

School: Greater Clark County Schools
Outcome: E-portfolio

High School Curriculum

Grade	English 8 Credits	Mathematics 6 Credits	Social Studies 6 Credits or PE 2 Credits	Science 6 Credits	Required Academy Course 6 Credits	Elective or Additional Pathway Course	Electives	Worksite Experience
9 **Freshman Academy**	English 9 English 9 Hrs	Algebra I Algebra II Algebra II Hrs Geometry Geometry Hrs	World Civilization	Biology ICP	Beginning Chorus 4182	Piano & Electric Keyboard 4204	Open Elective or World Language	Career Fair
10 **Academy**	English 10 English 10 Hrs	Geometry Geometry Hrs Algebra II Algebra II Hrs Pre-Calculus Precal Hrs ProbStats/Finte	Physical Education	Biology Chemistry Chemistry Hrs	Intermediate Chorus 4186	Piano & Electric Keyboard 4204	Open Elective or World Language	Field Trip
11 **Academy**	English 11 English 11 Hrs AP Language	Geometry Geometry Hrs Pre-Calculus Precal Hrs ProbStats/Finte	US History AP US History	3rd Core 40 Science	Advanced Chorus 4188	AP Music Theaory 4210 Intro to Business 4518 Ed Professions I 5408 Speech 1076 Adv Speech / Comm 1078 Creative Writing 1092 Musical Theater 0518	Open Elective or World Language	Job Shadow
12 **Academy**	English 12 English 12 Hrs AP Literature	Pre-Calculus PreCal Hrs ProbStats/Finite AP Stats AP Calculus	Government* AP Gov AP Econ Econ Hrs Economics*	Open Elective	Advanced Chorus 4188	AP Music Theory 4210 Intro to Business 4518 Ed Professions I 5408 Speeck 1076 Adv. Speech / Comm 1078 Creative Writing 1092 Musical Theater 0518	Open Elective or World Language	Internship/Senior Project

Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or post-secondary education options.
The following post-secondary options are available.

AP Course Offerings	Community College		Four Year College
AP Studio Art - 2D Design 4050, AP Studio Art - 3D Design 4052, AP Studio Art Drawing 4048, AP English Lit and Comp. 1058, AP English Language and Composition 1056, AP Music Theory 4210, AP Calcus AB 2527, AP US History 1542, AP Psychlolgy 1532, AP U.S. Government 1540, AP Biology 3026	Dual Credit	Econonomics Fundamentals - ECON101, English Composition ENGL 111, French Level 1/2-FREN 101, French Level 3/4 - FREN 202, Survey of American History I - HIST 101, College Algebra - Math 136, Spanish Level 1/2 - SPAN 101, Spanish Level 3/4 - SPAN 201, Exposition and Persuasion - ENGL 112, Survey of American History II - HIST 102, Trigonometry & Analytical Geometry - MATH 137, Biology - BIOL 105, College Biology II - BIOL 107, Early Childhood Education - EDEC 100, Curriculum in Early Childhood - EDEC103, Introduction to Literature - ENGL 206, Calculus I - MATH 211, Physics I - PHYS 101, Intro to American Government and Politics - POLS 101, Introduction to Psychology - PSYC 101	IU Bloomington - P155 Speech
	College Programs	AS Music, AS Fine Art, AS Costume Construction, AS Theater Arts	BA Theater, BA Fine Arts, BA Music
	Careers	Private Music Lesson Instructor, Performer, Production, Music Industry	Audio Production, Music Composition, Music Education, Music Industry, Performance

f. Will this Local Pathway also fulfill the Employability Skills experience? If so, please explain how. (Optional.)

While Greater Clark County Schools has rich opportunities in all three employability skill areas, we will focus our employability skills for all local pathway applications on project-based learning since the Academies of Greater Clark model ensures all students experience no less than one project each year. Greater Clark has committed to this employability skill area by training 100% of K-12 teachers in project-based learning by the end of the 2018-2019 school year. 100% of 6-12 teachers will be trained prior to the beginning of the 2018-2019 school year. A strategic plan is in place for ensuring all students in grades 6-12 participate in no less than one project-based learning employability skill experience. These experiences strive to demonstrate the following:

- **Interdisciplinary (3 or more contents) project with a career interest focus**
- **Projects planned with the input and support from business/community collaborators.**
- **An engaging high interest problem to solve or question to answer**
- **A rigorous extended process of applying learned information**
- **Authentic culminating presentation to an authentic audience**
- **Completion of documented research within the project or capstone**

In order to sustain our work with project-based learning, Greater Clark has engaged in the train-the-trainer model. Six coaches in our district have completed the training and are certified to provide continuous training and school/staff support during the planning, execution and reflection of projects.

Each high school is provided an Academy Coach. The Academy Coach supports each Academy as their liaison to the business and other community organizations. The Academy coach attends weekly Academy team meetings. A portion of the meeting is outlined to allow for project-based learning conversation and planning. A teacher on each Academy is responsible for taking the lead to organize and facilitate this portion of the meeting. Any needs for authentic audiences or business collaborators is outlined at that time with the Academy Coach present. The Academy Coach is responsible at that point for contacting and arranging the work between business and teaching staff. In addition, the Academy Coach will plan culminating celebrations at the end of project where authentic audiences are needed. This ONE point of contact has been very successful for ensuring we attract and retain collaborators within our schools.

g. How will this Local Pathway add currency for a student's postsecondary endeavors?

Currency will be added for a student's postsecondary endeavor in the following ways…
Dual Credit opportunities
AP opportunities
E-Portfolio
Internship
Job Shadow
Focused Field Trips of Career Interest
Interdisciplinary Project-Based Learning
Authentic Industry Experiences
College Visits
College Fairs
Career Fairs

2) **Criterion 3: Continuous Improvement**: The LCP must be evaluated and continuously improved based upon the evaluation at the state and local level. Applicant will serve as a model and point of contact for other districts interested in adopting or creating a similar pathway.

a. What are the intended outcomes for students who complete this pathway? Please be as specific as possible. (This may include but is not limited to: credentials, certificates, credits, enrollment in a specific institution or program, or employment in a specific sector/industry/occupation.)

Students who complete the Civic Arts Pathway will complete outcomes that will be captured in an E-Portfolio from the following list prior to graduation.

Grade 9
- ❑ **Freshman Academy**
- ❑ **Freshman Seminar**
- ❑ **Two year and four year college visit**
- ❑ **No less than one Project-Based Learning opportunity**
- ❑ **Internalized understanding of PRIDE as evidenced by quarterly badges**

Grade 10
- ❑ **Focused Field Trip to business in the career field of interest**
- ❑ **Visit to Prosser Career Center if considering attending in grade 11 and 12**
- ❑ **No less than one Project-Based Learning opportunity (no less than 2 in 2 years)**
- ❑ **Internalized understanding of PRIDE as evidenced by quarterly badges**

Grade 11
- ❑ **Job Shadow in the career field of interest**
- ❑ **Four year and technical/vocational school visits**
- ❑ **No less than one Project-Based Learning opportunity (no less than 3 in 3 years)**

- ❑ **Internalized understanding of PRIDE as evidenced by quarterly badges**

Grade 12

- ❑ **Internship or Capstone project**
- ❑ **No less than one Project-Based Learning opportunity (no less than 4 in 4 years)**
- ❑ **Internalized understanding of PRIDE as evidenced by quarterly badges and earn the Governor's Work Ethic Certificate**
- ❑ **Earn a National Career Ready Certificate**
- ❑ **100 % acceptance to a post-secondary opportunity aligned with the exit point of their career goal (immediate employment, two year, four year, technical, military).**

Greater Clark County Schools provides a menu of items for students to choose from that fits their interest, time constraints due to participation in extracurricular activities, or employment responsibilities. We have invested in an E-Portfolio system that will house the artifacts from the intended outcomes from the Academy/Pathway.

- **E-portfolio**

Greater Clark County Schools is committed to 100% of students in grades 6-12 having an E-Portfolio where their Academy and Pathway experiences toward intended outcomes can be captured. This platform is housed on a server that can be accessed into adulthood and used for artifacts toward post-secondary acceptance, or immediate employment. E-Portfolios will house the following artifacts…

- ❑ **Project-Based Learning Artifacts from Grades 9,10,11, and 12**
- ❑ **2 artifacts of student produced work per year in the pathway career class**
- ❑ **Resume**
- ❑ **Individual class portfolios - AP, Dual Credit or other**
- ❑ **PRIDE and Work Ethic Certificate Success from all high school grades**
- ❑ **Evidence of meeting each of the three "buckets" for graduation**
- ❑ **Job Shadows**
- ❑ **Focused Field Trips**
- ❑ **Internships**
- ❑ **Authentic Industry Experiences**
- ❑ **Apprenticeships**
- ❑ **Certificates, Certifications, etc.**
- ❑ **National Career Ready Certificate Success Rankings**
- ❑ **Other artifacts deemed important by individual academies/pathways**

Students completing AP Art Classes complete an additional portfolio with the following rigor...

Overview of AP Art Portfolios: (portfolios are in lieu of test)

- **All AP Art Classes: AP2D, AP3D, AP Drawing require three portfolios that are submitted digitally: Breadth, Quality, and Concentration. AP2D and AP Drawing send in five examples of matted artwork for the Quality portfolio.**
- **Breadth For AP2D and AP Drawing, Breadth includes 12 pieces of artwork of different subject matter and materials. For example, in AP2D students could include a collage, a painting, a print, a self-portrait in graphite, a sharpie marker still life etc. to show skills in various areas such as still life, human features, and color theory. For AP3D eight pieces are required. These pieces of art are photographed and uploaded to the AP website.**

- **Concentration is a portfolio of 12 pieces of work based on a central theme that the student has decided to explore. The pieces need to work together in theme and should show growth of the exploration as well as a mastery of the mediums used. These pieces of art are photographed and uploaded to the AP website.**

b. How will the school and district measure student outcomes? (This may include but is not limited to: data from Naviance, the Commission for Higher Education, Management Performance Hub, or the Department for Workforce Development, employer surveys, or student surveys.)

Student performance and specific outcomes will be reported on the District's DataDashboard: See link: LCP District Key Outcomes. All of the identified outcomes will be measured at all three district high school's utilizing the district's student management system when possible. When that is not possible, each high school will have an academy principal and counselor as well as the school's academy coach who will be responsible to track all of the metrics on the dashboard.

Counselors have career meetings with all students no less than two times a year. Information for each student is tracked on Naviance. The counselor us able to use the data and requirements for colleges listed there to help coach the student as they progress in their high school years.

c. What process will the school and district have in place to evaluate and continuously improve the pathway based upon that evaluation?

District Continuous Improvement System

At the district level, what was an 80 member Steering Committee in 2016, now has over 120 members. The Steering Committee meets four times a year to review the Master Plan. In order for that to be manageable, the Steering Committee is broken into 12 Tactic Teams who each holds a very important piece to the overall vision. Tactic Plans are broken into goals, action items, and measures. At each Steering Meeting the members breakout into their teams to review

the plans and reflect on progress and decide next steps to move their work for the district forward. Each Tactic Team has two co-chairs, one from the business, community, or postsecondary world, and the other a Greater Clark County School educator. This co-chair combination gives us the perfect opportunity to ensure that we are always in touch and working side by side with our stakeholders input and guidance. The co-chairs of the tactic team use these four meetings to review the progress on their portion of the master plan and determine which action plan items are on track, which ones need adjustment, and which ones are of concern. These analyzations are then submitted to the shared accountability tactic team which oversees the entire implementation of the academy model which holds the pathways.

Building Continuous Improvement System

At the building level, each principal has a building leadership team. The leadership team meets two times per month and is responsible for planning and executing the work from the Tactic teams within their building and also the goals of their Indiana School Improvement Plan. A building data dashboard allows for the building leadership team to monitor the progress of all academies and pathways in each outcome area.

Academy Continuous Improvement System

Each Academy Principal has a team comprised of a lead teacher, counselor, and an academy coach. They are the leadership group for the team of teachers working in that academy. The leadership group has the input and collaboration of an advisory board. The advisory board meets three to four times a year and is comprised of people from the business community that are experts in the career field and able to give input in regard to rigor and relevance of the real world application of our high school curriculum and content standards.

The Academy leadership group aside from their meetings with the Advisory boards, meets weekly to review the academy dashboard and data that has been drilled down in order for the team to "name it and claim it" in regard to student behavior, attendance, credits, graduation requirements, etc. Intervention Toolboxes are created by the teams that assist them with behavior and academic interventions.

d. Who will serve as the point of contact for other schools/districts interested in replicating this LCP?

Name: Kimberly Fifer, Ed.S.
Position: Assistant Superintendent of Secondary Education
Number: 812-725-5451
Email: kfifer@gccschools.com