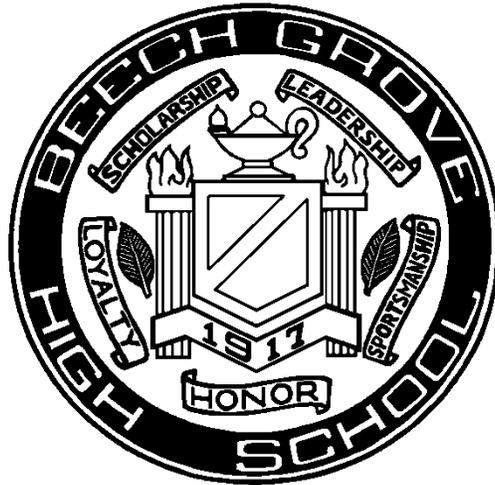


# Beech Grove High School



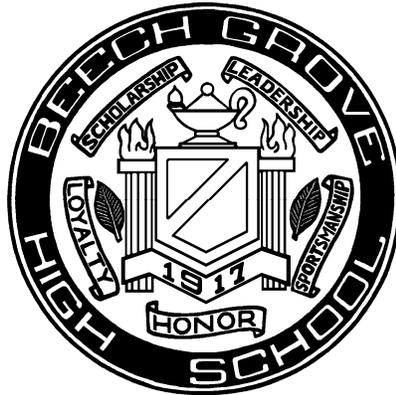
## *Continuous School Improvement and Achievement Plan*

**2014-2017**



**5330 Hornet Ave  
Beech Grove, IN 46107**

**Beech Grove City Schools  
Continuous School Improvement  
and Achievement Plan**



**2014 – 2017**

**for**

**Beech Grove High School  
5330 Hornet Avenue  
Beech Grove, IN 46107  
(317) 786-1447  
(317) 781-2920  
[www.bgcs.k12.in.us](http://www.bgcs.k12.in.us)  
School ID # 5449**

**Beech Grove High School**  
***Continuous School Improvement and Achievement Plan***  
**2014-2017**

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**Corporation: .....School City of Beech Grove**

**Superintendent: ..... Dr. Paul Kaiser**

**School: .....Beech Grove High School**

**Grade Organization: .....9-12**

**Enrollment: .....approx. 900**

**Indiana School Number: .....5449**

**Type of Locale: .....Urban Fringe**

**Community Population: .....14,192**

**Principal: ..... Mr. Steve Cox**

**Address: ..... 5330 Hornet Avenue**  
**Beech Grove, IN 46107-0219**

**Telephone: ..... (317) 786-1447**

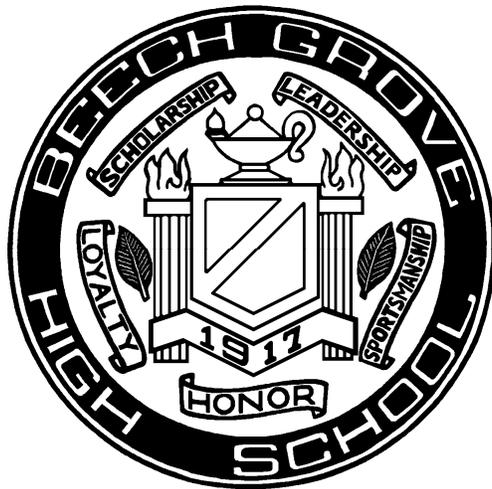
**FAX: ..... (317) 781-2920**

**Web address: ..... [www.bgcs.k12.in.us](http://www.bgcs.k12.in.us)**

# 1. SCHOOL MISSION STATEMENT

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*Beech Grove High School*

# *Mission and Vision Statement*

## *Beech Grove City Schools*

The mission of Beech Grove City Schools, in partnership with parents and the community, is to build a culture of excellence in which all students are challenged to meet high academic standards, motivated to become life-long learners, and prepared for success in a competitive global society.

## *Beech Grove High School's Mission*

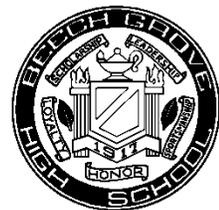
The mission of Beech Grove High School, in conjunction with parents and community members, is to build a culture of excellence by providing challenging academic standards that prepare students to succeed in a competitive and dynamic global society.

## *Beech Grove High School's Vision*

Beech Grove High School envisions a future of enthusiastic stakeholders with a unified commitment in building a culture of excellence. We believe all students can attain skills needed to face a competitive workforce, and we work together to empower them to achieve success and extra-curricular involvement in a safe, clean environment. We seek to spur success not only in academics, critical thinking, and communication skills, but also in becoming responsible and productive citizens who contribute to society. With strong ethical and moral values we pledge to be respectful of others in our diverse society and to strengthen our commitment to our community.

### **Board of Trustees**

Mike Jarvis  
Jannis King  
Tim Luttrell  
Nancy Mobley  
Beth Prindle  
Rick Skirvin  
Tammy Storey



**Superintendent**  
Dr. Paul Kaiser

## *Building Committees*

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### **School Improvement Plan Steering Committee**

Paige Anderson..... Master Teacher  
Rande Clevenger.....Assistant Principal  
Karen Matthews.....Senior Guidance Counselor  
Dan Mitchell.....Mathematics Teacher

### **Department Chairs**

Health/Physical Education.....David Coudret  
Business Technology .....Lin Pugh  
Science .....Kevin Banks  
Music.....Scott Bradford  
World Languages ..... Arlena Cook  
Family and Consumer Science .....Tara Miller  
Special Education.....Sheri Dallas  
Industrial Tech Education.....Mark Folger  
Social Studies.....Randy Males  
Mathematics..... Dan Mitchell  
Media Specialist.....Sharon Shockey  
Visual Arts .....Kate Weller  
Language Arts .....Beth Wolfe

### **Mathematics Department**

Andrew Busch	Dan Mitchell - Chair	Katie Strzelecki
Garret Daniel	RJ Russell	Brian Wilson
	Beth Wolfe	

### **English Department**

Julie Bryant	Lauren Pfister	Mark Weller
Amanda Cooley	Nick Purichia	Derrick Williams
	Beth Wolfe - Chair	

### **AdvancED Accreditation Standards Committees**

Vision and Purpose – Jimmie Johnson, Chair

Arlena Cook	Kris Higgins	Todd Sacksteder
Jim Cross	Sharron Ison	Kassandra Vansickle
Melyssa Eland	Sara Kifer	Oskar Vuskalns
	Gay Osos	

Governance and Leadership – Kevin Banks, Chair

David Ancelet  
Lauren Cram  
Ryan Cloyd

David Coudret  
Matt English  
Adrian Hartsough  
Cathy Lough

Claire Skidmore  
Melyssa Starks  
Katie Wolfe

Teaching and Learning – Lin Pugh, Chair

Brian Carter  
Jennifer Fults  
Shelby Fults

Brandon Goodwin  
Donna Hirt  
Jerry Lantz

Amy Parker  
Tyler Pyle  
RJ Russell

Documenting and Using Results – Beth Wolfe, Chair

Dan Bender  
Ann Berger  
Julie Bryant

Cristen Cassler  
Hanna Foster  
Lori LaMar

Kari Morgan  
Sharon Shockey  
Sheila Smith

Resource and Support Systems – Carmen Hurley, Chair

Pam Adams  
Manfred Fochtman  
Donna Hall

Lindsey Hall  
Connie Hollar  
Katelyn Rihm

Beth Skirvin  
Nathanael Walsh  
Meg Williams

Stakeholder Communication and Relationships – Kate Weller, Chair

Allison Boyle  
Scott Bradford  
Marilee Crook

Scottie Manners  
Joe Moore

Lauren Nauyokas  
Kevin Stephenson  
Cory Wynn

Commitment to Continuous Improvement – Randy Males, Chair

Allyson Brown  
Mike Cahill  
Alicia Criswell

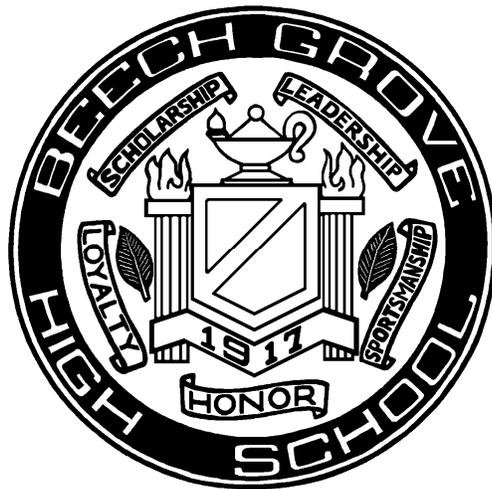
Amy Dawson  
Curt Little  
Emily Minich

Katelyn Page  
Pam Stultz  
Jasmine Thomas

## 2. SCHOOL AND COMMUNITY PROFILE

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*Beech Grove High School*

## SCHOOL AND COMMUNITY PROFILE

The city of Beech Grove is located in the southeast corner of Marion County, Indiana, which borders on the converging boundaries of Center, Franklin, Perry and Warren Townships. Beech Grove has a mayor and a city-council form of government that holds elections every four years. All municipal services, such as sanitation, street and park maintenance, police and fire protection, and other city agencies are provided by a local administration. The residents of Beech Grove are able to maintain a small town identity while enjoying the metropolitan culture, commerce, media, sports and entertainment that a large city such as Indianapolis offers.

According to the 2010 census, the city of Beech Grove has a population of 14,192. The median age of a Beech Grove citizen is 38 years. With an average household income of approximately \$41,021 dollars, 55.7% of the homes in Beech Grove are owner-occupied dwelling and 44.3% are rental properties. Several apartment and housing complexes are located in the area to offer a variety of living accommodations.

A large majority of Beech Grove residents travel outside the city for their employment to job sites throughout Marion County. The work force is diversified, both in location and type of employment. The top two industries with the most establishments are construction with 33 establishments and retail trade with 29. The general medical and surgical hospitals industry provides a high number of jobs in the area with estimated employment nearing 1,000. Currently, there is a 4% unemployment rate with over 6% below the poverty line.

The majority of the population in Beech Grove is white, 91.5%. The racial breakdown is slightly less in the high school, in that only 82.6% of the student body is white. The percentage of non-whites has quadrupled in the past eight years.

In the city of Beech Grove, 18% of the adult population has received no high school diploma. A high school diploma represents the highest level of education 43% of the population has received. 16% of the city's population holds undergraduate or graduate degrees from a college or university. Survey information indicates that approximately 75% of parents responding are satisfied with the educational opportunities available at BGHS. 41% of the students at BGHS qualify for a free or reduced lunch program, which represents an increase of approximately 25% in the past five years. This is also proportionate to the fact that 15.2% of the population of Beech Grove lives below the poverty level.

The Beech Grove City Schools has a long tradition in public education. The community has its own school system consisting of a kindergarten center, primary elementary, intermediate elementary, middle school and high school, as well as a new alternative education center. The central office staff includes a superintendent, director of business and personnel, director of instruction, director of quality learning, and director of operations. Beech Grove City Schools has an elected Board of Education consisting of seven members who are responsible for overseeing the five schools. The overall student population for the five schools totals approximately 2,700.

The community's first high school was founded in 1917, at a location on today's Main Street in Beech Grove. It was moved to the present middle school site in 1955 and a final move to the present address in 1968. There have been numerous facility additions since that time. In 1972, a science, industrial technology and physical education addition was completed. Within five years, an auditorium and swimming pool were added to the structure. In 1986, a music addition and telecommunication studio was completed. The administrative and guidance offices were moved and remodeled within the building in 1991 providing space for the creation of three new computer labs and a technology infrastructure throughout the building. An auxiliary gymnasium was added in 1995. The most recent addition of a Life Science wing and remodeling of science classrooms took place in the summer in 2012.

Beech Grove High School is fully accredited by the North Central Association Commission on Accreditation and School Improvement, an accreditation division of AdvancED and holds full accreditation from the Indiana Department of Education. The building sits on rolling, wooded acreage and is comprised of 45 classrooms, two gymnasiums, a swimming pool, auditorium, cafeteria and kitchen, telecommunications studio, six computer labs, a media center and general offices. The administrative staff consists of a principal, two assistant principals and an athletic director. The faculty consists of 60 positions; approximately half are held by individuals with master's degrees. Approximately 19% of the faculty has over twenty years of teaching experience. Coincidentally, another 52% has less than five years of experience. Twelve support staff members assist with media services, technology, guidance and administrative offices.

The high school currently serves a population of approximately 900 students in grades 9-12. It operates on a block eight schedule. Four classes meet daily for 80 minutes and alternate every other day throughout the school year. Implementation of the block schedule began in the fall of 1993, making BGHS one of the first schools in the state to provide block scheduling for its students. Starting in the fall of 2012, Beech Grove City Schools began following a balanced calendar. By going to a balanced calendar the students have an opportunity for remediation 4 times a year; fall break, winter break, spring break, summer break.

Students may select eight classes from over 100 course offerings each semester. In those classes, teachers seek a minimum of 3-4 different activities to be utilized throughout the class time. These activities may include, but are not limited to; large group activities, lectures, media presentations, lab activities, cooperative learning, small group activities, student presentations, guided practice, project-based learning, and instructional technology. The schedule provides opportunities for interdisciplinary course offerings. Opportunities exist for students to earn collegiate credit in business technology and technology education at BGHS.

There are a variety of higher educational institutions within convenient driving distance of Beech Grove that provide opportunities ranging from technical education to fully accredited college degree programs. A partial list of the schools includes IUPUI, Indiana Wesleyan University, ITT Tech, Butler University, Marian College, University of Indianapolis, IVY Tech and Indiana Business College. The students at Beech Grove High School facilities complete selected coursework as a part of the continuing education program offered by IUPUI and Ivy Tech. Approximately 80% of BGHS graduates have pursued a college degree of some type during the past three years.

Juniors and seniors may elect to attend Central Nine Career Center for a portion of the school day. Beginning in the fall of 2009, selected sophomores were permitted to participate in Central Nine programs. Central Nine has over 20 vocational programs to choose from and between 25-30 % of eligible BGHS students attend.

Special education classes, vocational education classes, internships, dual credit classes, and Advanced Placement classes are offered both on-site and with cooperative programs. The dual credit programs are run in partnership with Purdue University, Vincennes University, and Ivy Tech.

The curricular offerings at BGHS, along with guidance initiatives, encourage students to pursue secondary instruction in some form. Course objectives and instructional strategies are constantly updated and improved at BGHS. Each of the thirteen departments has objectives and strategies posted on the school's internal web site and in hard copy form with each department chair. The school has a commitment to ensure that the instruction taking place is consistent with standards prescribed by the Indiana Department of Education. The teachers have also taken an active role in staying in tune to the possible shift to the Common Core standards by incorporating more activities with an emphasis on problem solving skills. Beech Grove City Schools' plan for improvement includes significant increases in graduation credit requirements and Core 40 collaboration. Teaching to the standards is, therefore, an essential component of the students' learning.

The Career Pathways program at Beech Grove High School was fully implemented in the 2012-2013 school year. The program is designed to assist students in their transition from high school to their future career by offering courses that align with future careers chosen by students. There will be four pathways offered initially. The first pathway offered to students will be Life Sciences: Animal and Food. Additionally, Beech Grove High School plans to add additional pathways in the following areas: Business, Finance, and Marketing; Education and Health; and Engineering, Technology, and Manufacturing. These new pathways are designed to provide opportunities for students to discover areas of career interest, develop leadership skills, and strengthen confidence in themselves and their work as it pertains to these pathways.

The high school is a part of the corporation-wide Beech Grove City Schools Community Council that is composed of system-wide school administrators and teachers, members of the school board, and community members that meets on a monthly basis. While advisory in nature, the School Community Council meets to assist in the direction of Beech Grove City Schools and Beech Grove City Schools has consistently supported recommendations that the council delivers.

A significant program supporting the academic atmosphere is the Renaissance Program, which provides community-supported recognition for student, teacher, partner and alumni accomplishments. This program provides incentives for measurable improvement in the areas of attendance, attitude, achievement and academics.

The Hornet Enrichment Academy was founded during the winter of 2010. HEA serves as BGHS's alternative school. The corporation put in 18 months of study, visitation, planning and facility upgrades prior to opening. The Hornet Enrichment Academy – 9 consists of freshman students who have displayed academic, social, behavioral, and/or attendance problems at the middle school. HEA consist of no more than 20-25 students under the supervision of a certified teacher. While in the Hornet Enrichment Academy, students will be working on academic graduation requirements (Algebra 1, English, Geography and History of the World, and Earth Space Science) through the PLATO software. Students make progress in their coursework through a mastery based learning system. Learners must receive no less than an 80% on mastery tests to move on to the next lesson and a no less than a 60% on posttests to move to the next unit. This program is in place to help meet the individual needs of each student and provide extra support to ensure the successful transition from the middle school to the high school. Approximately 25% of these students are earning maximum freshman credits by virtue of this program.

Beginning in the 2012-2013 school year, HEA was expanded to include sophomores through seniors. This Academy is located on Hornet Avenue west of Beech Grove High School in a remodeled banking facility. The foundation of the Hornet Enrichment Academy is the relationships that are established and developed between students, students and teachers, students and mentors, students and the community, and school and family. Students who attend the Hornet Enrichment Academy have, for individualized reasons, struggled with finding purpose and commitment in their educational programs. The Hornet Enrichment Academy is structured so that the student can engage in a non-traditional classroom setting to achieve their primary goal of graduating from Beech Grove High School.

The Hornet Enrichment Academy is designed to be flexible enough to meet the unique needs of the individual participants through Project Based Learning and PLATO. Project Based Learning is a systematic teaching method that engages students in inquiry in response to a complex question, problem, or challenge. Students and parents will work with the teacher leaders of the program to develop Individualized Service Plans that will map out both educational and career paths. Students will attend school for half of the day so that they have the opportunity to work outside of the school for vocational credit or participate in giving back to the community through structured service projects. HEA received full approval by the Indiana Department of Education's Alternative Education office.

In the fall of 2010, Block 9 was created to give an opportunity to students that have been expelled from school to continue their learning. The students are able to receive credits through an online program called PLATO. Block 9 meets four days a week with a certified teacher for two hours to engage in the online learning process. There are always two certified teachers present to help support the students through their learning experience. Students are also required to work from home for a minimum of two hours per week with the support of their parents. Students are required to earn at least four credits each semester. Through Block 9, students are afforded a guaranteed and viable curriculum.

Professional Learning Communities were started during the winter of 2010. The start of school for students was delayed by 30 minutes each Wednesday during the second semester. Combined with contracted teacher time, teachers had 45 minutes to meet. The meetings were either with the entire faculty as a group, by departments or by NCA committees. Various topics were discussed, introduced and addressed. They included curriculum mapping, common assessments, Standards Assessment Review, teacher assisted guidance, special technology training for teachers, and implementation of social media use.

During winter of 2013, teacher's desktop classroom computers were replaced with Apple Macbook laptop computers. This change allows teachers to have mobility both in and out of the classroom as it pertains school resources and technology. It also gives teachers access to materials that they would store on their school computers and allows them to create the concept of a mobile classroom and workstation.

The last visit to BGHS by NCA CASI, an accreditation division of AdvancED was a Quality Assurance Review. The team was at the high school in the fall of 2010. Their report is contained at the end of this document.

The following lists represent a brief overview of the progress BGHS has made in its desire to provide and cultivate a continuous improvement program.

#### Spring 2011

- Applications are accepted and interviews are conducted for TAP Master Teachers and Mentor Teachers. Two master teachers and four mentor teachers are named. TAP training for administrators, master teachers and mentor teachers will be conducted during the summer.
- BGHS is awarded a Stem Grant for science and mathematics technology and curriculum development.
- NWEA reading assessment is extended to juniors. The cohort group showed marked improvement from the fall assessment to the spring.

#### Fall 2011

- The curriculum for the Freshman House Program is adjusted to include vocational offerings for business technology education and family and consumer science. Algebra and English will continue to be a part of the course offerings.
- Each student at BGHS is provided with an Archos 10.1 internet tablet in lieu of text books. Some features include a curriculum loft cloud, SD card and Explorer 1 to 1.
- BGHS is selected by the Indiana Department of Education to participate in an assessment application study and pilot.

#### Spring 2012

- Preliminary work on the transformation/expansion of the HEA. Meetings were held to see how the school corporation could provide an alternative learning environment for sophomores, juniors, and seniors.
- Breaking of ground for the new Life Science addition to the high school. Facilities were also upgraded with new HVAC units throughout the building.
- BGCS Board of Trustees approved the new balanced calendar for the school corporation.

#### Fall 2012

- BGCS was in the second year of full implementation of the TAP system for teacher and student advancement.
- BGHS has undergone full implementation of career pathways
- With a continued outstanding partnership with the Beech Grove Police Department, BGHS employs a police officer in the building full time through the Safe Haven grant.
- BGHS implements a new Agricultural Education program into its curriculum.
- BGHS added one full time technology integration specialist in order to better support the technology needs of the teachers and students with the use of the tablet device.
- BGHS added a full-time counselor from Adult and Child services to better support the students needs.

#### Winter 2012

- Technology Professional Learning Community meetings are implemented and meet by departments each month in order to best support the individualized needs of the group.
- BGHS added an FFA chapter, with many students attending the national convention in Indianapolis prior to the chapter induction.

#### Spring 2013

- BGHS has adopted fifteen new courses to add to its course catalog for scheduling of the Fall 2013 semester. These courses will be offered in the math, social studies, business, and physical education departments.
- An instruction coach is added to the English department to meet the needs and help implement writing strategies.

#### Fall 2013

- Two more Mentor teachers have been added to the TAP program at BGHS, in order to work towards the goal of increased student achievement in the third year of full implementation of the TAP system for teacher and student advancement.
- The math department will begin utilizing ACUITY predictive assessment for Algebra I to better analyze data and growth.

#### Winter 2013

- Teachers are given Apple MacBook laptop computers to replace desktop room computers.
- Through TAP, academic vocabulary has been implemented, along with the use of Thinking Maps as a Learning Strategy.
- Currently the 4<sup>th</sup> year of TAP

#### Spring 2014

- The positions of instructional coach were added for math and science to go into effect for the 2014-15 school year. The current instructional coach that had been working with the English department will also begin work with the social studies department, starting in the 2014-15 school year. Both of these positions will serve grades K-12. Both of these positions will be based out of Beech Grove High School.
- A new daily schedule for 2014-15 that includes Success Period and Activity Period as well as a new lunch schedule. The activity period will be used to focus areas such as remediation, study hall, college and career studies, and community service. The new lunch period will increase by 15 additional minutes (going from 25 minutes to 40 minutes) and will incorporate three 40-minute lunches as part of the daily block 3/7 schedule.
- New courses are continually being added to increase opportunities for students in areas of dual credit as well as career interests.

#### Summer 2014

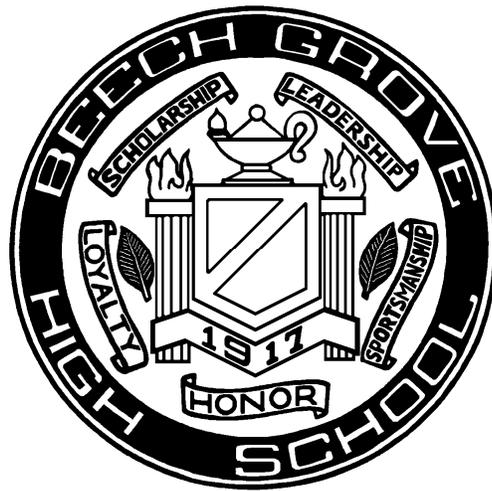
- The language arts department will begin administering the ACUITY predictive assessment for English 10 to better analyze data and growth. It will replace the NWEA assessment for reading.
- The school corporation will enter into the last year of the TIF grant which funds the TAP program.

This brief timeline demonstrates efforts, events and results at Beech Grove High School to provide evidence of continuous improvement. The board of education, administration, teachers, parents, community and students are committed to directing their collective energy and resources toward making BGHS a school representing continuous quality improvement.

### 3. SCHOOL PROGRAM PLAN AND CURRICULUM

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*Beech Grove High School*

## SCHOOL PROGRAM PLAN AND CURRICULUM

Beech Grove High School has a block eight schedule allowing students to pursue a complete academic curriculum yet still have an opportunity to explore several elective interests. All students are expected to complete as much of the Indiana Department of Education's prescribed Core 40 curriculum as possible. This will ensure their preparedness for several possible options upon graduation. Students considering a four-year college are expected to complete all courses listed in the Core 40 program and extend into an Academic Honors Diploma program. These programs emphasize English, math, science, social studies and world languages comprising an academic core that colleges and universities expect prospective students to have completed prior to admission.

Beech Grove High School currently offers an array of courses that encourages and recognizes academic achievement. Students are made aware of the requirements for varying academic diplomas prior to leaving the middle school. As students continue to excel in their academic endeavors, juniors and seniors are encouraged to enroll in Advanced Placement courses in English, science, social studies, fine arts or mathematics. These students are then eligible to take Advanced Placement Exams for potential college credit.

Additionally, Beech Grove High School offers students an opportunity to graduate with distinction from any or all of twelve different academic departments. The staff at BGHS believes recognition in this fashion motivates students to achieve at their highest level. Each department has created its own set of requirements for students who graduate with distinction. Students who earn a distinction receive a certificate and special recognition during the graduation ceremony. The student's transcript also reflects their achievement by noting the distinction from a specific academic department.

Each of the 13 departments also presents an Outstanding Student Award to the top student within that department. These awards are presented during an annual Academic Honors Night program. Recipients also receive recognition during the graduation ceremony.

The Academic Wall of Fame, a showcase recognizing students, is located in the main lobby just outside the auditorium. Students earning straight A's are honored with their picture displayed in the showcase. A list of students earning honor roll recognition is also featured.

Students that participate in at least three extra-curricular activities are eligible to receive the "Triple H" award. This award is presented in conjunction with the Celebration of Success that is conducted three times each school year. Students are recognized for their extra-curricular involvement during the fall and winter seasons and the spring culminating activity is the Triple H Award presentations.

Beech Grove High School provides students with ample opportunities for tutoring and remediation opportunities. The Plato lab is available for students to work on credit recovery or other work involving integrated technology. Tutoring is also offered through the guidance department four days each week after school in the media center.

Each academic department develops curriculum that is in line with state standards. The curriculum drives course objectives and unit plans. Currently, all course titles are in compliance with those on the state adopted listings.

The Beech Grove High School Curriculum Guide is updated and provided to students annually as they prepare to plan their academic schedule for the following year. All faculty members and administrators are in possession of the document and any stakeholder at BGHS may receive a copy from the guidance department upon request. Each department has input into the development of the BGHS curriculum guide. There is a description for each course offering including prerequisites, fees and other pertinent information. Further items included in the curriculum guide are a vocational school overview, course load and attendance requirements, college preparation course requirements, academic opportunities and programs available to students, Core 40 requirements, AHD requirements, NCAA eligibility requirements, class rank calculations, ECA requirements, the school-wide grading scale, GQE requirements and a four year course planner.

We continue to keep up our facilities and purchase technology with the revenue generated from the referendum. Our classrooms are now equipped with LCD projectors and several have document cameras. This allows students to explore the world around them directly from the classroom, while aiding our teachers in their instruction. We also have computers, iPod Touch devices, and iPads stored on movable carts that are being utilized in each building. Computer labs have been updated throughout the school district as well.

At the beginning of the 2011-2012 school year, a One to One initiative began that provided a computer tablet to every student. This initiative gives students access to the technology they need to be successful in a 21<sup>st</sup> century educational environment. The One to One initiative also provides access to technology for lower income students who may otherwise not have access to a computer tablet, home computer, or the Internet. Teachers are free to give assignments that call on the use of the Internet or word processing without fear that some students may not have the means to complete the assignment because of the accessibility options they have at BGHS.

These technology tablets are being purchased through the collection of textbook rental. Tax dollars are not being used to purchase these devices. We can obtain free online textbooks when necessary. Instead of paying for textbooks that can be quickly outdated, our students can explore the world in real time through this technology. The textbook rental and fees charge has always been \$130 per student and will remain at that level. If a student is in band, choir, or another elective, there may be additional fees for unique supplies and materials that are integrated in that particular course.

Each student will have access to 21<sup>st</sup> Century learning tools to stretch their learning beyond the traditional classroom. Students in the high school will take the technology home every evening. These are wireless devices that will provide software and programs that can be customized for each grade level and specific courses. We will have a new email and software delivery system called Google Apps for every staff member and student. Each student will have an email account where they can communicate with staff via the Beech Grove City Schools technology system. This transition will allow for a uniform software platform that will be utilized across the school district. Many colleges and businesses are transitioning to this system because of the reduced cost and efficiency of the platform.

During the last three years, we have integrated the philosophy of Continuous Quality Improvement into the curriculum while providing the 21<sup>st</sup> Century technology tools for each classroom. By doing this, we have placed access to the world at the fingertips of our students so that learning is no longer restricted to the four walls of the classroom. The educational resources available to our staff and students will make this generation of learners prepared to meet the unique challenges that are presented to them.

In the fall of 2011 Beech Grove City Schools became one of only three school districts in Indiana to voluntarily have each of its schools become Teacher Advancement Program (TAP) schools. TAP is a teacher evaluation model that is aimed at improving student and teacher performance. TAP embraces instructional accountability through evaluations by Master/Mentor teachers four times a year. The Indiana Department of Education has contracted the Center of Excellence in Leadership of Learning (CELL) to facilitate the implementation of TAP throughout the state.

Teachers are held accountable in three primary areas: Teaching Skills, Knowledge and Responsibilities, and Performance Standards. The evaluation is measured from a five-point rubric that includes twenty-six indicators. Teachers are recipients of continual, professional learning opportunities within cluster groups. These small groups are formed to support understanding of effective teaching strategies and aid in the implementation of these strategies in the classroom. Standards and responsibilities of the evaluated educators are in place to ensure that each student possesses an excellent opportunity to progress within their learning environment. Teachers are also evaluated on student progress, which is measured within an entire school year to evaluate learner academic improvement. This comprehensive accountability structure makes it possible to consider multiple measures of teacher effectiveness.

The System for Teacher and Student Advancement is in place to motivate, recruit, develop, and maintain great teachers so that students are continually receiving quality-learning opportunities. TAP maintains a rigorous model for professional growth opportunities with a structured accountability system that challenges teachers to continually improve. Less effective teachers are afforded the opportunity to improve through professional development and one-on-one training from master and mentor teachers. The ultimate goal through this rigorous model is to provide classrooms with great teachers to enhance academic achievement for every student.

BGHS will continue to provide opportunities to enhance parental participation in student learning. Information on the district website is available to parents. Parents can also access their student's grade reports through Parent Connect; a secure and confidential program that displays grades and comments in real time.

Beech Grove High School continues to ensure that teachers have the skills and knowledge necessary to model effective use of technology in the classroom. A technology committee, as a part of the CQI Team, was formed district wide to research and evaluate the needs of all schools in the district.

Beginning in the winter of 2013, all teachers are now in possession of MacBook Pro laptops that have enable the teachers to create a mobile classroom and also allow for teachers to now access their “classroom” digital resources from any location that offers Wi-Fi connectivity. All teachers also have a document camera in their room and a mounted projection unit that is connected to their computer so that they may share, visually, information from their computer. Students all utilize a personal tablet as part of our 1:1 initiative that also is designed to give students digital access to their classroom resources, as well alleviate the need to for textbooks within the school. With this MacBook and tablet 1:1 initiative, teachers are given the freedom and flexibility to incorporate and utilize the technology that the teacher prefers and feels would be the most beneficial in their classroom. While some of the technology is required and utilized by all (SDS, Parent Connect, email, Google Docs, etc.) others that are used are not required and are left at the discretion or preference of the teacher.

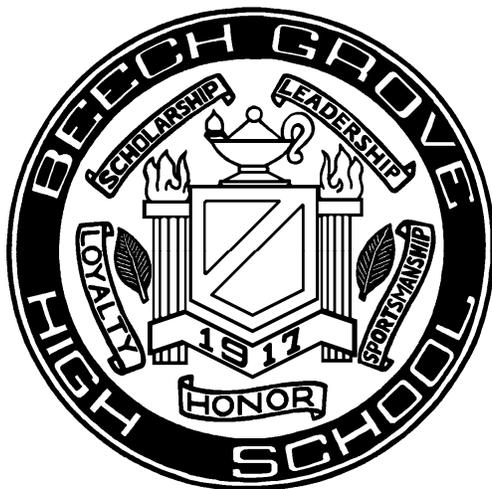
The building also contains 8 computer labs that each contains 25-32 desktop computers. Three of the labs are in the business department and are used as classrooms. A fourth lab is located in the library. A fifth lab is used as our CAD classroom, which also doubles as our lab for the school newspaper and yearbook production. A sixth lab is used for our Plato classroom and our Block 9 program (alternative after school program). The final two labs are “open” labs that can be reserved on a “first-come, first serve” basis for classes as they need them.

Some departments and specific classes have special access to technology. We have 45 Lenovo laptops with Vernier probeware for our science department, 30 Dell laptops for our AgScience program, 4 carts (25 laptops/cart) of Dell Latitude laptops for our Science & HEA 9 programs, and a classroom set of I Pads for our English department. We also have a number of classrooms that have either “mini-labs” (5-7 desktops) or specialty equipment such as the TV recording and editing equipment in our on-campus TV studio that is used daily for school announcements.

# 4. ASSESSMENT INSTRUMENTS

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*Beech Grove High School*

# ASSESSMENT INSTRUMENTS AVAILABLE TO MEASURE STUDENT ACHIEVEMENT

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## **Grade 9**

Algebra I End of Course Assessment  
Biology I End of Course Assessment  
Attendance Data  
Disciplinary Data  
Peer Tutoring Data  
Grade Distribution for All Classes  
Grade Distribution for Algebra Classes  
Grade Distribution for English 9 Classes  
Grade Distribution for College and Career Readiness Classes  
Grade Distribution for Personal Finance Classes  
Grade Distribution for Computer Applications Classes  
Grade Distribution for Biology I Classes  
Acuity for Algebra Classes

## **Grade 10**

Algebra I End of Course Assessment  
English 10 End of Course Assessment  
Attendance Data  
Disciplinary Data  
Peer Tutoring Data  
Grade Distribution for All Classes  
Acuity for English 10 Classes

# ASSESSMENT INSTRUMENTS AVAILABLE TO MEASURE STUDENT ACHIEVEMENT

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## **Grade 11**

PSAT Critical Reading Test  
PSAT Writing Test  
PSAT Mathematics Test  
Attendance Data  
Disciplinary Data  
Peer Tutoring Data  
Grade Distribution for All Classes

## **Grade 12**

SAT Critical Reading Test  
SAT Mathematics Test  
SAT Writing Test  
ACT English Test  
ACT Mathematics Test  
ACT Reading Test  
ACT Science Test  
Grade Distribution for All Classes  
Attendance Data  
Disciplinary Data  
Advanced Placement Enrollment  
Advanced Placement Exam Scores  
Graduation Rate  
Dual Credit Enrollments  
Dual Credit Recipients  
Percentage of Core 40 Diplomas  
Percentage of Academic Honors Diplomas  
Percentage of Technical Honors Diplomas  
Percentage Entering Post Secondary Education

## **ECA**

As part of Indiana's school accountability system, Indiana End-of-Course Assessments (ECAs) are designed to ensure the quality, consistency and rigor of Core 40 courses. Aligned with Indiana's Academic Standards, ECAs measure what students know and are able to do upon completion of targeted Core 40 courses, which presently include Algebra I, Biology I, and English 10. As part of the Indiana School Accountability System under P.L. 221, all schools that offer Core 40 courses that fulfill the requirement for a Core 40 Diploma are expected to participate in the respective Core 40 ECAs.

## **NWEA**

The Northwest Evaluation Association (NWEA) developed a series of three computerized-leveled tests called the Measures of Academic Progress (MAP). These tests are given in the areas of math, reading, and language during the fall and spring of the school year. Leveled test results are reported on an achievement scale called a RIT scale. By monitoring a student's RIT scores from fall to the spring and from year to year, teachers and parents are able to measure a student's academic progress or growth. Percentile scores are also reported to compare the growth of students with other students in the same grade level throughout the United States. The NWEA also reports goal scores. Goal scores, which correlate with the academic standards, pinpoint skill areas in which a student may need help or enrichment.

## **PSAT**

The Preliminary Scholastic Aptitude Test is an opportunity for sophomores and juniors to gain early awareness of college as an option. By taking the test earlier, students are given the opportunity to see what kinds of skills they need to develop in order to succeed in college. Students who take the test as sophomores are encouraged to take it again as juniors to monitor the development of their reasoning skills. Taking the PSAT is an excellent preparation for the SAT. The PSAT includes five sections: two critical reading, two mathematics, and one writing. Three scores (each on a 20-80 scale) are reported and the Selection Index is the sum of these three scores. Test results provide valuable feedback about academic skills and can be used to assist in identifying students for honors classes and the Advanced Placement Program. Students receive, along with their scores, their actual test, an analysis of each item and how they answered it. The score report also shows how a student's skill levels compare with juniors planning to go to college.

## **SAT**

The Scholastic Aptitude Test (SAT) is an achievement test that measures verbal and math ability, including reading comprehension, vocabulary, math computation, and math problem solving. Critical reading questions focus on understanding and analyzing what is read, recognizing relationships between parts of a sentence, and relationships between pairs of words. The mathematics section contains questions over arithmetic, algebra, and geometry. The raw score is calculated on the number of questions answered correctly and is then changed into a scaled score.

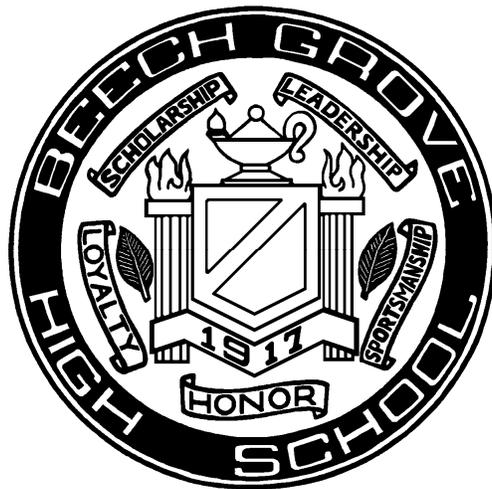
## **ACT**

The ACT is a standardized exam that measures knowledge and skills in English, mathematics, reading and science. In spring 2005, ACT introduced an optional Writing Test that measures direct student writing skills. The ACT also collects a variety of other information including educational background, plans and needs. Results may be used for course placement, academic advising, career counseling and scholarship awards at the collegiate level.

## 5. CURRENT STUDENT ACHIEVEMENT AND STUDENT ACHIEVEMENT GOALS

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*Beech Grove High School*

## Current Student Achievement and Student Achievement Goals

Grade	Assessment	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Achievement Goal
9	NWEA Language Usage Beginning of Year (Mean RIT)	219.4	217.1	220.0	N/A	220.6
	NWEA Language Usage End of the Year (Mean RIT)	222.6	222.5	224.7	N/A	221.8
	NWEA Reading Beginning of Year (Mean RIT)	223.3	219.2	219.7	220.9	221.4
	NWEA Reading End of the Year (Mean RIT)	225.9	226.6	227.7	227.1	222.9
	Biology I – ECA (% Passed)	41%	42%	50%	52%	60%
	Algebra I – ECA (% Passed)	62%	74%	63%	66%	75%
10	NWEA Reading Beginning of Year (Mean RIT)	225.8	223.1	224.5	-	223.2
	NWEA Reading End of the Year (Mean RIT)	230.5	228.1	229.4	-	223.8
	English 10 ECA (% Passed)	78%	77%	80%	-	82%
	Algebra I – ECA (% Passed) Early Winter	71%	78%	72%	-	85%
	Algebra I – ECA (% Passed) Spring	81%	83%	77%	-	95%
11	NWEA Reading Beginning of Year (Mean RIT)	223.1	228.4	-	-	223.4
	NWEA Reading End of the Year (Mean RIT)	232.4	229.6	-	-	223.7
	PSAT – Writing	45.7	42.2	-	-	47.5
	PSAT – Critical Reading	47.2	45.1	-	-	51.0
	PSAT – Mathematics	47.8	44.6	-	-	49.5

NA—Data not available

## Current Student Achievement and Student Achievement Goals – *continued*

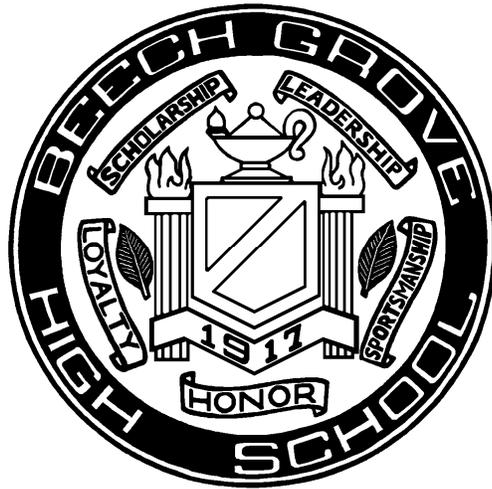
Grade	Assessment	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Achievement Goal
12	SAT – Critical Reading	485	487	485	-	510
	SAT – Mathematics	512	492	484	-	525
	SAT – Writing	465	466	475	-	490
	ACT – Percent of Students at Benchmark Score					
	ACT – English Composition	68	74	43	-	75
	ACT – College Algebra	57	52	29	-	60
	ACT – Social Science	59	67	29	-	65
	ACT – College Biology	30	37	17	-	50
	AP – Percent of Students Scoring 3+ on Exam					
	Biology	60	None	67	83	65
	Calculus	17	15	0	5	65
	Chemistry	60	None	100	100	65
	English Lit	50	18	26	26	65
	Music Theory	None	None	None	100	65
	Psychology	None	35	32	59	65
	Physics	None	None	None	100	65
	USH	9	37	18	31	65
	Students Enrolled in Dual Credit courses	41	35	42	49	24
Students Receiving Credit @ Post Secondary School	37	35	41	49	24	

NA—Data not available

## 6. OTHER MEASURES OF SCHOOL SUCCESS

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*Beech Grove High School*

## Other Measures of School Success

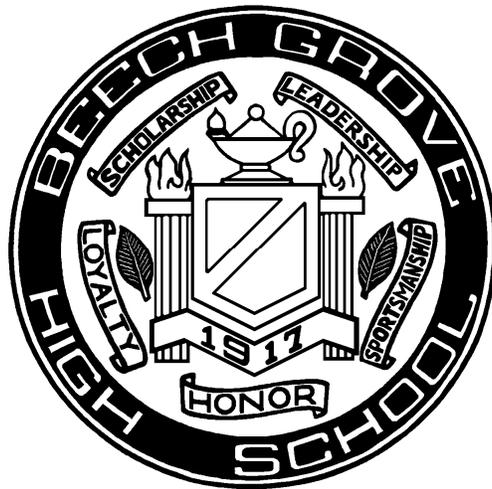
<i>Beech Grove High School</i>	<i>2009-10 Achievement</i>	<i>2010-11 Achievement</i>	<i>2011-12 Achievement</i>	<i>2012-13 Achievement</i>	<i>Goal</i>
<b>School Attendance</b>	94%	94%	94%	94%	97%
<b>Graduation Rate</b>	89%	84%	91%	93%	95%
<b>College Attendance Rate</b>	80%	79%	79%	74%	85%
<b>CORE 40 Diplomas</b>	100%	97%	99%	92%	100%
<b>Academic Honors Diplomas</b>	14%	21%	22%	18%	33%

\* Only one student earned a general diploma in 2011-12.

# 7. SAFE AND DISCIPLINED LEARNING ENVIRONMENT

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*Beech Grove High School*

# SAFE AND DISCIPLINED LEARNING ENVIRONMENT

Beginning in the fall of 2001, the safe schools initiative was redirected and an accountability system was created. A district-wide safe schools team was established. The members included the superintendent, the assistant superintendents, and the principals from each building, a representative from the fire department, the police department, and the school safety specialist. These individuals are community members and parents of students in the school system. The purpose of the district committee team is to establish the direction and the focus of the safe schools plan at Beech Grove City Schools. A sub-committee team was created with a representative from each school's Crisis Management Team, the coordinator of all the nurses in the district, and the representatives from the police and fire departments, the director of transportation, the maintenance supervisor, and the safe schools specialist. The responsibilities of this committee are to survey the needs of their individual building and to develop strategies at both the district and individual school levels and to implement the safe school program activities that have been developed. The process is continued by collecting data, evaluating and analyzing the information to develop appropriate goals.

The Safe Schools Program developed and implemented the following activities:

- The Beech Grove Fire Department provided a CPR training session at Beech Grove Middle School.
- Cell phones were purchased for all administrators, the maintenance and transportation departments, and a designated number of phones were assigned to each building for activity purposes.
- A district-wide student and staff medical emergency information form was created for consistency and was implemented K-12.
- The Quick Reference Crisis Response Guidelines were created to put in the first-aid medical kits.
- A safe schools library was created at each of the buildings.
- The D.O.E. Yearly Checklist for a Safe and Secure School Environment was completed by each building.
- The Beech Grove Fire Department provided an Anthrax training session for the administrators at Beech Grove City Schools.
- The Mayor of Beech Grove, in conjunction with the Beech Grove Fire Department, conducted a community emergency preparedness program for the community.
- The Identification Badge Program was implemented for all Beech Grove City Schools
- The emergency medical bags were created for all teachers (mesh bag, quick reference crisis response guidelines, flash light, clipboard, medical fanny pack supplies).
- Emergency trauma bags were purchased for each building to be utilized by the nurses.
- The BGCS fieldtrip policies and procedures were evaluated and revised to be prepared for an emergency situation.
- A district-wide Alert Code was created and implemented.
- The Beech Grove Police Department presented awareness sessions on gang violence and the "Diamond Assault Approach" to the administrators.
- A food service plan was created in conjunction with the emergency response plan.

- The Beech Grove Fire Department provided training for Mr. Cox on weapons of mass destruction.
- The Mayor of Beech Grove in conjunction with the BGPD, BGFD, and the school system implemented the Unified Command System format to follow in case of an emergency incident.
- The BGFD toured each building to evaluate and modify the evacuation routes and the locations to house students during a tornado.
- The fire exit signs in each building were updated and are in the process of being changed to a district-wide format.
- A DVA Digital Recorder and five surveillance cameras were placed in BGHS.
- Lantern flashlights, battery powered TV's and weather band radios were distributed to each building to utilize in case of an electrical failure.
- Orange safety vests were provided for the members of the crisis management teams at each building so emergency response officials in a crisis event would easily recognize them.
- An emergency phone list was created for the teachers and placed in the emergency bag for fieldtrips.
- A flow chart identifying the individuals that are on the crisis management teams at the district and building levels was distributed to each building as a reference guide.
- A district-wide Alert Code was reviewed and the process for dismissing students in a crisis event was modified.
- The Beech Grove Fire Department provided training and certification for the Beech Grove Safe Schools Sub-Committee on NIMS (National Incident Management System).
- The Technology Director created floor plans for each building and loaded them on the laptop computers in each BGPD road car.
- The BGCS administrators met with the Mayor and the Police Chief to review the diamond assault procedure used in case "an active shooter is in the building" by the BGPD. In addition, we discussed the effectiveness of the police programs in the buildings and how the police department can better serve the school district.
- BGCS began to implement ALERTNOW, a message assistant phone recording that calls all school patrons with school information.
- BGFD, BGPD, and BGCS have conducted numerous table/talk exercises. Some of the topics were: active shooter, NIMS / Unified Command, building evacuation, lockdown, and identifying bullying.
- Eighteen employees of Beech Grove City Schools have been certified as a School Safety Specialist through the Indiana School Safety Specialist Academy.
- Safety teams have been created in each of the district's schools.
- The Crisis Management Manual has been periodically up-dated.
- The BGPD has provided canine drug searches in the school and parking lot periodically.
- Approximately twenty randomly selected students are tested for alcohol and drugs.
- A BGPD officer is present each day in the cafeteria during the lunch periods to provide additional supervision for students.

Over the past fourteen years our ability to communicate between the administration, the individual building, operation building, BGF, BGP, and city government has improved. We have gone from landline phones to cell phones, walkie/talkies, PDA, fiber optic lines, and email. The overall structure of our safe schools program was reorganized and NIMS has been implemented. We have conducted a variety of training activities to better prepare our staff and community to deal with a crisis event. Each of the schools has necessary equipment and supplies and has developed protocols to deal with an emergency.

Beech Grove City Schools has become an integral member of the National Incident Management Program Plan in relation to the City of Beech Grove and Marion County. We have developed an outstanding relationship with BGF, BGP, and the city government in reference to school safety and emergency response.

Beginning the fall of 2009, the high school initiated a Drug/Alcohol Testing Program. Students who either drove to school or participated in extra and/or co-curricular activities were eligible to be included in the testing. Twenty randomly selected students from the pool were tested each month in accordance with school policy. The first five years of testing have yielded over 90% negative tests for drugs or alcohol.

In the fall of 2012, Beech Grove High School was able to add a school resource officer through funding with the Safe Haven grant awarded by the State of Indiana. The school resource officer's goal is to intervene with behaviors before they become negative. He has an office in the front of the building where he is stationed throughout the school day.

In the fall of 2013, Beech Grove High School implemented a Friday "after school" program designed to assist students in the recovery of seat time for excessive tardies and/or absences. Once a student reaches a predetermined number of tardies and/or absences, they are assigned a time in Friday school that runs in increments of 45 minutes with the assigned time increasing as the tardies and/or absences continue to accumulate. The time slots for Friday school are designed as follows: 3:15-4:00, 3:15-4:45, or 3:15-5:30.

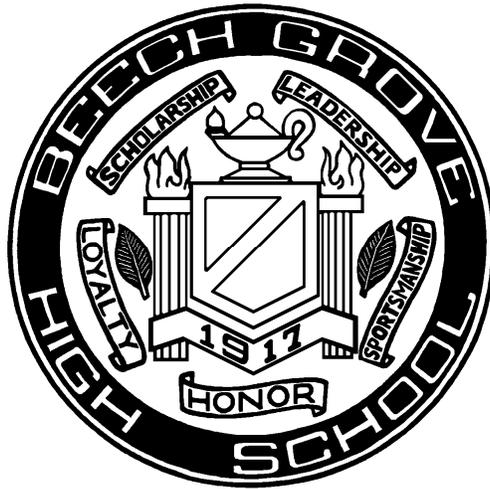
## Safe and Disciplined Learning Environment

<i>Beech Grove High School</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-13</i>	<i>2013-14</i>
<b>PASS Room Students per day</b>	4.21	4.01	3.78	3.58
<b>PASS Room Offenses per day</b>	6.84	7.08	6.55	6.54
<b>Students Assigned per day</b>	8.11	8.12	7.87	7.23
<b>Percentage of students assigned to PASS Room by grade</b>				
9	37.5%	32.5%	28.0%	37.3%
10	26.4%	27.7%	28.9%	26.3%
11	22.3%	25.5%	26.3%	22.0%
12	13.8%	14.3%	16.8%	14.0%
<b>Tardy Detention Assignments</b>	1441	1288	1011	N/A
<b>Friday School Participants (program began in 2013-14)</b>	N/A	N/A	N/A	735
<b>Percentage of Positive Drug Tests</b>	6.6%	13.3%	8.0%	7.5%

## 8. CONCLUSIONS REGARDING EDUCATIONAL PROGRAMMING

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*Beech Grove High School*

## **CONCLUSIONS REGARDING EDUCATIONAL PROGRAMMING**

Data gathered from various sources indicates BGHS students are consistently performing well in various educational programs. This conclusion is drawn in part from data provided by the Indiana Department of Education as well as from alumni, parent, teacher and student surveys. Specific survey results may be found in the Quality Assurance Review attached to contained in this document. A similar survey conducted by the school board in the fall of 2011 had 10% response and contained very similar results.

On average, over 80% of BGHS students have exceeded state mathematics standards the past four years. This result has been attained since the implementation of two freshman houses in the fall of 2002. Prior to these houses, three-year success rates averaged less than 69%.

The “power” standards for the ECA and NWEA assessments are algebraic functions and problem solving. Through early testing, freshmen take either first or second-year algebra upon entering BGHS. The faculty works extremely hard to be aware of and implement these standards deemed critical to the success of our students. As part of this implementation, freshmen take a pre-test and post-test to measure areas of cognition. The combination of common assessments and freshman teaming has proven to be a positive and successful learning situation.

Moving into the 2013-14 school year, our math department will be implementing ACUITY as a data assessment tool for breaking down common assessments by standards to better understand where the students need the most improvement. This is due in part from the 2012-13 TAP goal of improved problem solving skills through the use of the R7AP strategy. The entire faculty introduced this strategy into their classes with the goal of increased achievement in thinking and problem solving.

The same trends have been observed in the area of language arts. The BGHS language arts scores for the past four years have shown a success rate in excess of 75% in meeting state standards based on NWEA Language Usage RIT scores. Scoring trends provide indicators to our faculty that literary response and analysis combined with reading comprehension are standards to be emphasized in every classroom. During the 2011-12 school year, reading comprehension improvement was the basis for the Frayer Model and SQ3R. NWEA data indicates these two standards are precursors to success on future standardized tests administered to students, such as End-of-Course Assessments, PSAT, ACT and SAT. ACUITY will be implemented for English 10 beginning in the fall of 2014.

PSAT, SAT, ACT and End-of-Course Assessments data indicate, however, that Beech Grove High School juniors and seniors are not achieving in the areas of language arts and mathematics at a level equivalent to others across the state. In each of the past three years, BGHS students have consistently scored below both the state and national average norms on the Scholastic Aptitude Test. Overall scores have been 2.7% below national and state norms for the past three years. Mathematics scores have been the closest to the national and state averages.

Statistics indicate that BGHS students, over the past four years, scored just below the state and national averages on the PSAT. Our students have scored just one-fourth of one percent (.25) below the mean scores at the state and national level. Language arts scores have been the closest to the national and state averages.

While the stakeholders at BGHS take heart and place emphasis on the performance of the freshmen and sophomores in the areas of language arts and mathematics, the school's goals are to improve performance in language arts and mathematics for all students. The wealth of data we have accumulated indicates that the performance of our underclassmen is improving. In keeping with the mission of the Beech Grove City Schools and Beech Grove High School, we believe standards for language arts and mathematics need to be stressed in greater detail at the junior and senior class levels. More challenging curricular opportunities, a more thoroughly mapped curriculum, a more diligent utilization of appropriate existing data and the creation of common assessments will enable teachers in monitoring student strengths and areas needing improvement. The ability to re-teach material should be enhanced and focused on students' relative needs.

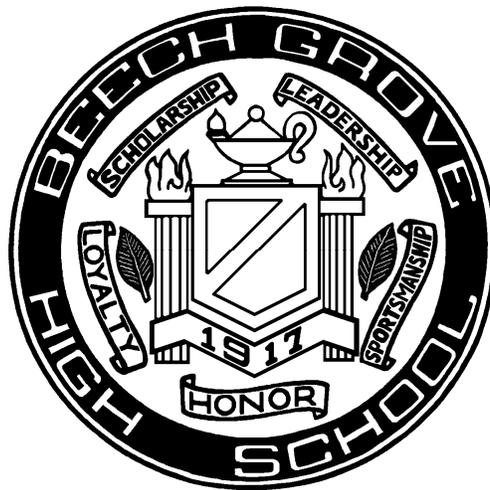
Reading will receive more consideration in the continuous quality improvement at BGHS. The corporation's Key Performance Indicators include a reading component. After much discussion and meeting in the fall of 2008, the faculty voted overwhelmingly to include a student performance goal in the school improvement plan relative to writing. The reading goal has been developed using the NWEA to create benchmark data. 6 + 1 writing traits are being taught in English classes and reinforced throughout the curriculum as a strategy to achieve the school performance goal. The TAP goal for the 2011-12 school year continued with focus on reading comprehension. The entire faculty introduced the Frayer Model and SQ3R in their classrooms with the goal of improving reading comprehension at all grade levels.

The early data with regard to the NWEA reading assessment is encouraging. The percentage of BGHS freshmen above the mean RIT score on the spring administration has averaged 70% and shown an average increase of 3 RITs from the fall administration. There have been two administrations to sophomores. The results do not indicate significant summer slippage, but the increases have been very slight from the fall to spring assessments. We will continue to test the class of 2014 as juniors and add new data, including Frayer Model assessments, with the class of 2015. The literacy improvement is certainly in place and operational. We hope data will enable us to better focus on specifics with regard to reading. Presently, indications are that our students are doing well with literary devices and genres, such as poetry, fiction, etc. These skills match the state standards well. Emphasis may be placed more on detailed, practical reading outside areas usually associated with English and language arts.

**9. SPECIFIC AREAS WHERE  
IMPROVEMENT IS NEEDED &  
THREE YEAR TIMELINE FOR  
IMPLEMENTATION,  
REVIEW AND REVISION**

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*Beech Grove High School*

## SPECIFIC AREAS WHERE IMPROVEMENT IS NEEDED

*Student Performance Goal #1 – Increase the percentage of students mastering Indiana’s Academic Standards in English/language arts by AYP groups.*

### **FRESHMEN**

Freshmen student performance will continue to be monitored using the standardized assessment tools listed below. Other information will be observed in order to compare Beech Grove student performance with that of previous years. Those instruments include: attendance data, disciplinary data, grade distribution of all classes, grade distribution for Algebra I, Algebra II, Honors English 9, English 9, Life and Careers, Personal Finance and Responsibility and Computer Applications I.

Standardized assessment tools:

- Local Common Assessments
- Biology I ECA Dissaggregated Summary Report
- Academic Vocabulary Assessments

### **SOPHOMORES**

Performance of sophomore students will be observed using the standardized assessment tools listed below. Additional information will be gleaned from school sources for annual comparisons. Those sources of information include attendance data, disciplinary data and grade distribution for all classes and specific grade breakdown for core area courses (science, social studies, English and mathematics).

Standardized assessment tools:

- ECA Percentage of Students Above Standards for English 10
- ECA Disaggregated Summary Report for English 10
- Local Common Assessments
- Predictive Acuity for English 10
- Academic Vocabulary Assessments

## **JUNIORS**

Performance improvement by juniors will be gauged by the standardized assessments listed below. BGHS will also maintain data to be utilized on an annual basis for comparison purposes. Those resources include data relative to attendance, discipline and grade distribution for all classes.

Standardized assessment tools:

- PSAT Critical Writing Comparisons to State and National Norms
- PSAT Summary of Answers and Skills Report for Writing
- Local Common Assessments
- Academic Vocabulary Assessments

## **SENIORS**

The performance of the senior class will be assessed based on several sources of data, including the standardized items listed below. Grade distribution, attendance and disciplinary records will be studied. Emphasis will also be placed on the graduation rate relative to English 12 performance.

Standardized assessment tools:

- SAT Critical Writing Comparisons to State and National Norms
- ACT Writing Comparisons to State and National Norms
- Enrollment in AP English Course
- Scores on AP English Exam
- Local Common Assessments
- Academic Vocabulary Assessments

## **SPECIFIC AREAS WHERE IMPROVEMENT IS NEEDED**

*Student Performance Goal #2 – Increase the percentage of students mastering Indiana’s Academic Standards in mathematics by AYP groups.*

### **FRESHMEN**

Freshmen student performance will be observed using the standardized assessments listed below. School information will also be used to give a clearer picture of performance. Those assessments include: attendance data, disciplinary data and grade distribution for all coursework and grade distribution for Algebra I, Algebra II, Honors English 9, English 9, Life and Careers, Personal Finance and Responsibility and Computers Applications I.

Standardized assessment tools:

- ECA Disaggregated Summary Report for Biology I
- ECA Percentage of Students Above Standards for Biology I
- ECA Disaggregated Summary Report for Algebra I
- ECA Percentage of Students Above Standards for Algebra I
- Local Common Assessments
- Acuity Assessments

### **SOPHOMORES**

Sophomore student performance will be monitored via the standardized assessment tools listed below. Additionally, BGHS resources will be utilized to make annual comparisons. Those resources include attendance data, disciplinary data, grade distribution for all classes and grade distribution for specific core courses (social studies, English, mathematics and science).

Standardized assessment tools:

- ECA Disaggregated Summary Report for Algebra I
- ECA Percentage of Students Above Standards for Algebra I
- Local Common Assessments

## **JUNIORS**

The performance of juniors at BGHS will be measured in a variety of methods. The standardized measurements are listed below. Data will be gleaned from other sources, including attendance records, disciplinary files and assorted grade distributions. Grade distribution will focus on the core area subjects with emphasis on mathematics.

Standardized assessment tools:

- PSAT Mathematics Comparisons to State and National Norms
- PSAT Summary of Answers and Skills Report for Mathematics
- Local Common Assessments

## **SENIORS**

The performance of the senior class will be based on several sources of data, including the standardized items listed below. Grade distribution, attendance and disciplinary records will be studied. The number of Academic Honors and Core 40 Diploma recipients will be scrutinized.

Standardized assessment tools:

- SAT Mathematics Comparisons to State and National Norms
- ACT Mathematics Comparisons to State and National Norms
- Enrollment in AP Mathematics Courses
- Scores on AP Mathematics Assessments
- Local Common Assessments

## **SPECIFIC AREAS WHERE IMPROVEMENT IS NEEDED**

***Student Performance Goal #3 – Increase the percentage of students reading at or above grade level by AYP groups.***

### **FRESHMEN**

Freshmen student performance will continue to be monitored using the standardized assessment tools listed below. Local information will be observed in order to compare BGHS student performance with that of previous years. Those instruments include: attendance data, disciplinary data, grade distribution of all classes, grade distribution for Algebra I, Algebra II, Honors English 9, English 9, Life and Careers, Personal Finance and Responsibility and Marketing Foundations. Additionally teachers will implement the use of academic vocabulary and thinking maps as strategies designed to assist students.

Standardized assessment tools:

- Local Common Assessments
- Academic Vocabulary Assessments

### **SOPHOMORES**

Performance of BGHS sophomores will be observed using the standardized assessment tools listed below. Additional information will be taken from school sources for annual comparisons. Those sources of information include attendance data, disciplinary data and grade distribution for all classes and specific grade breakdown for core area courses (science, social studies, English and mathematics). Additionally teachers will implement the use of academic vocabulary and thinking maps as strategies designed to assist students.

Standardized assessment tools:

- Academic Vocabulary Assessments
- Percentage of Students Above Standards for English 10
- ECA Dissaggregated Report for English 10
- Local Common Assessments
- Acuity Predictive for English 10

## **JUNIORS**

The student performance goal relative to reading will be measured using the standardized assessments listed below. Other school measurements will be utilized as well. Those measurements include information relative to attendance, discipline and grades. Additionally teachers will implement the use of academic vocabulary and thinking maps as strategies designed to assist students.

Standardized assessment tools:

- PSAT Critical Reading Comparisons to State and National Norms
- PSAT Summary of Answers and Skills Report for Critical Reading
- Local Common Assessments
- Academic Vocabulary Assessments

## **SENIORS**

The performance of the BGHS will be closely monitored, as graduation rates are a school-wide concern. Grade distribution, attendance and disciplinary records will be studied and compared with past performances of other senior classes. Emphasis will also be placed on the graduation rate's relationship with English 12 performance. Additionally teachers will implement the use of academic vocabulary and thinking maps as strategies designed to assist students.

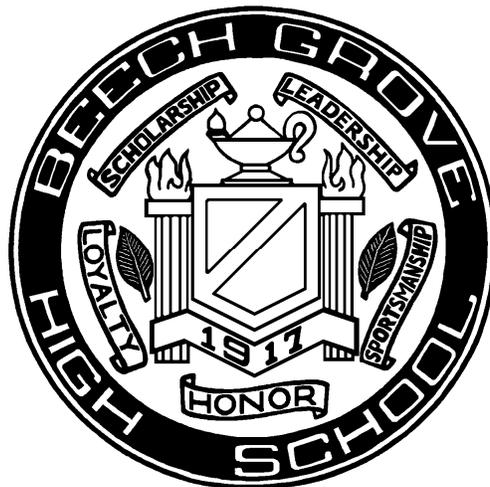
Standardized assessment tools:

- SAT Critical Reading Comparisons to State and National Norms
- ACT English Comparisons to State and National Norms
- Enrollment in AP English Courses
- Scores on AP English Assessments
- Local Common Assessments
- Academic Vocabulary Assessments

**10. BENCHMARKS FOR PROGRESS  
THAT SPECIFY HOW AND TO WHAT  
EXTENT THE SCHOOL EXPECTS TO  
MAKE CONTINUOUS  
IMPROVEMENT IN ALL AREAS OF  
CURRICULUM**

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*Beech Grove High School*

## BENCHMARKS FOR PROGRESS

Student performance in language arts, reading, and mathematics is measured by several essential benchmarks at each academic level. The development of successful methodologies that will enable Beech Grove High School to demonstrate improved student performance is based on analysis of standardized assessment tools and the CQI process. Since graduation from BGHS requires eight credits of English and six credits of mathematics, examination of the data is necessary for improvement to be achieved. Each class of students will be assessed in a manner consistent with age appropriate materials.

### **FRESHMEN**

Mathematics instruction will emphasize algebraic function and problem solving standards. Benchmark data will be taken from the initial version of the Algebra I ECA to determine if emphasis should be placed on different mathematics standards. The Academic Standards report Biology I ECA will also be considered.

Disaggregation of the data will focus on standards summaries, but will also give consideration to gender, special needs and ethnicity. Groups necessary for Adequate Yearly Progress will receive a high priority.

### **SOPHOMORES**

The suite of three predictive assessments using ACUITY English 10 will give sophomore teachers insight to the level of competence for each student. The teachers will then be better prepared to emphasize specific benchmarks based on the analysis and study of these standardized results.

### **JUNIORS**

Baseline data for junior students will be comprised of multiple sources. First, grade distribution is an area disaggregated at BGHS. Analysis of grades takes place quarterly at all levels and in all disciplines. Secondly, the administration will work closely with the guidance department to utilize Summary of Answers and Skills (SOAS) for students taking the PSAT. The use of SOAS should help provide information on language arts and mathematics standards that has been unavailable in the past for junior students. This represents a new standardized tool for disaggregating and analyzing data.

To assist students with language arts and writing skills in all disciplines, they will be issued a revised writing guide developed by the English Department. It is the belief of this department that all disciplines should have a consistent writing template from which to model formal writings. BGHS teachers have constantly made adjustments in curricular pedagogy to satisfy standards-based instruction and to evaluate student performance.

## **SENIORS**

As with the other academic levels, there are several benchmarks to measure student performance and progress in mathematics and language arts. Developing methods that will enhance the ability to demonstrate mastery of state standards will be determined by student performance on standardized assessment tools and local common assessments.

Baseline data for senior students will encompass results of SAT scores and performance in academic classes. SAT scores will be monitored and used as benchmarks to track improved student performance in language arts and mathematics.

The English Department is addressing the development and inclusion of senior portfolios, which will include writing prompts and essays. The Mathematics Department will continue to reinforce the importance of algebraic functions and problem solving.

The increased number of Advanced Placement classes in the core academic areas, plus music and art, are considered to be a factor that will intensify and promote academic rigor. The faculty at BGHS will continue to be trained in the Advanced Placement program and they will also promote academic rigor across the curriculum. Through counseling, students are encouraged to pursue Academic Honors, Technical Honors and Core 40 Diplomas. Furthermore, guidance will be diligent in the promotion of some type of further education program upon completion of high school.

## Benchmarks for Student Achievement Goals

Grade	Assessment	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Achievement Goal
9	NWEA Language Use Beginning of Year (Mean RIT)	X			N/A	220.6
	NWEA Language Usage End of the Year (Mean RIT)	X	X	X	N/A	221.8
	NWEA Reading Beginning of Year (Mean RIT)	X	X			221.4
	NWEA Reading End of the Year (Mean RIT)	X	X	X	X	222.9
	Biology I – ECA (% Passed)				-	60%
	Algebra I – ECA (% Passed)				-	75%
10	NWEA Reading Beginning of Year (Mean RIT)	X		X	X	223.2
	NWEA Reading End of the Year (Mean RIT)	X	X	X	X	223.8
	English 10 ECA (% Passed)			X	X	80%
	Algebra I – ECA (% Passed) Early Winter				-	85%
	Algebra I – ECA (% Passed) Spring				-	95%
11	NWEA Reading Beginning of Year (Mean RIT)	X	X	X	-	223.4
	NWEA Reading End of the Year (Mean RIT)	X	X	X	-	223.7
	PSAT – Writing				-	47.5
	PSAT – Critical Reading				-	51.0
	PSAT – Mathematics				-	49.5

X indicates goal is met, see page 25 for details.

## Benchmarks for Student Achievement Goals - continued

Grade	Assessment	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Achievement Goal	
12	SAT – Critical Reading				-	510	
	SAT – Mathematics				-	525	
	SAT – Writing				-	490	
	ACT – Percent of Students at Benchmark Score						
	ACT – English Composition				-	75	
	ACT – College Algebra				-	60	
	ACT – Social Science		X		-	65	
	ACT – College Biology				-	50	
	AP – Percent of Students Scoring 3+ on Exam						
	Biology	X		X	X	65	
	Calculus					65	
	Chemistry	X		X	X	65	
	English Lit					65	
	Music Theory				X	65	
	Psychology					65	
	Physics				X	65	
	USH					65	
	Students Enrolled in Dual Credit courses	X	X	X	X	24	
	Students Receiving Credit @ Post Secondary Schools	X	X	X	X	24	

X indicates goal is met see page 26 for details.

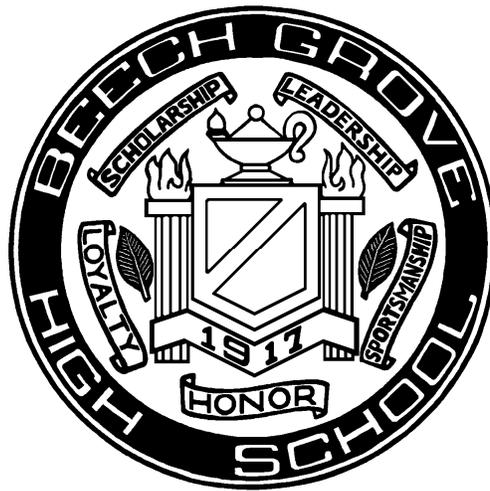
## Benchmarks for Other Measures of School Success

<i>Beech Grove High School</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>Achievement Goal</i>
<b>School Attendance Goal</b>	97%	97%	97%	97%	97%
<b>Actual</b>	94%	94%			
<b>Graduation Rate Goal</b>	82%	84%	86%	88%	90%
<b>Actual</b>	91%	93%			
<b>College Attendance Rate Goal</b>	79%	80%	82%	84%	85%
<b>Actual</b>	79%	74%			
<b>CORE 40 Diplomas Goal</b>	100%	100%	100%	100%	100%
<b>Actual</b>	99%	92%			
<b>Academic Honors Diplomas Goal</b>	31%	32%	33%	34%	35%
<b>Actual</b>	22%	18%			

# 11. INTERVENTIONS BASED ON SCHOOL IMPROVEMENT GOALS

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*Beech Grove High School*

## **INTERVENTIONS BASED ON NEEDED IMPROVEMENTS**

Beech Grove High School has experienced growth in outcomes such as the percentage of students with Core 40 and Academic Honors Diplomas and also the number of students attending college. Consideration needs to be given to increasing the rigor of student work and opportunities to further enhance the next phase of school improvement. Major concepts aimed towards this enhancement include increasing Advanced Placement opportunities, examining and developing curriculum in all courses, and instructional strategies. Common assessments and curriculum mapping are also key components to improving student achievement.

The faculty at BGHS understands schools that embrace continuous quality improvement are learning organizations that seek to build upon their strengths and increase the quality of their processes and results. Steps toward improvement are being carefully considered and have the potential of move BGHS to the next level of high performing institution. Prevalent among the ideas are professional learning communities. Professional Learning Communities provide staff with opportunities to meet with the purpose of reviewing student performance and creating and implementing suitable and appropriate interventions. PLCs also allow teachers to work on implementing technology and TAP development plans.

The majority of professional development and collaboration at BGHS occurs during the school day in faculty meetings and departmental meetings. Also, in order to have significant capacity for student growth, the faculty should consider creative ways to find more time for professional learning communities regarding curriculum, common assessments, and instruction. School administrators should continue to investigate ways to involve more staff, not just in the implementation of instructional strategies, but also in the process of overall school improvement. Increased participation translates into a type of momentum to ensure the success of the goals.

The TAP process enhanced professional development during the 2011-12 and 2012-12 school years. Cluster groups met on a weekly basis for training, discussion, and indoctrination to the TAP rubrics for instructional observations. The cluster groups provided the master teachers with the opportunity to model desired outcomes, as well as introduce the Frayer Model, SQ3R and R7AP strategies. The cluster also served as time to reflect on the data developed relative to school goals and academic vocabulary.

As part of the Continuous Quality Improvement Model implemented in the fall of 2008, the labs, along with flexible scheduling, have allowed students to keep pace without sacrificing excessive amounts of time. Incentives, such as special recognition for outstanding performance standardized assessments.

As improvements are needed, BGHS offers many interventions to aid students in the mastery of state standards. Some interventions include remediation courses, integrated technology, credit rescue during intercessions, project-based learning, and on-line summer school courses.

School administration will work to develop interventions enabling the entire faculty, through professional learning communities, to understand and implement existing end-of-course assessments. The initial baseline data for the new assessments will be reviewed and analyzed. These interventions will provide opportunities for staff to develop or refine methods within their own curricular areas to assess student performance in reading, language arts and mathematics.

As a result of the analysis of existing data and a general concern among faculty, the school has developed guidelines for writing that will require writing samples from all students. Consideration is being given to focus on a writing goal or standard reflecting writing application. Alignment of strategies and professional development would be toward that focus.

The use of the Frayer Model, SQ3R, and R7AP provided both faculty and administration with the desired interventions toward the goal of achieving improvement in the area of reading comprehension and problem solving strategies. The TAP Leadership Team is presently working on methodology that will provide similar professional development tools and strategies for developing writing skills, based on the existing data. The intervention developed in the 2013-14 school year involved academic vocabulary development.

The student performance goal relative to reading is being addressed extensively the Frayer Model and SQ3R, as is mathematics with R7AP. Benchmark data will continue to be collected and reviewed. As a part of the CQI program at BGHS, common assessments will be an underlying theme toward achieving student performance improvement. These include standardized assessments, as well as locally developed assessments. Specific student remediation opportunities must be addressed too. The school's administration is pursuing the possibility of acquiring the services of a reading specialist that can use both existing technology and standardized data to work with students in need of remediation. For the 2014-15 school year, Beech Grove City Schools has hired two K-12 curriculum coordinators, one for language arts and social studies and one for math and science.

As part of the school goal for academic improvement, through TAP teachers have implemented the use of academic vocabulary to for reading assist in reading comprehension. Teachers also began the implementation of thinking maps as a learning strategy to assist students in the area problem solving as well as an organizational tools.

Students in need of remedial assistance may voluntarily attend a peer-tutoring program after school in the media center or Plato lab. Data suggests that students who attend the program receive individualized attention, which helps enhance their academic performance. The program makes use of teacher assistants who emphasize core academic areas. This program is an extremely valuable resource at BGHS and should be developed as an intervention and opportunity for remediation for students who do not meet standards on the Algebra I ECA.

At BGHS, teachers have periodic technology training sessions during the school year. Beginning in the fall of 2012, they had access to the services of a full time technology integration specialist. Due to the work of the Technology Committee, faculty members have access to computer labs both during the school year and summer months to foster what they've learned in these sessions such as Moodle, Google, Curriculum Loft, and many other ways to implement the tablet device in an authentic way. BGHS teachers understand student performance is enhanced through the use of technology. Parent Connect, therefore, provides parents with up-to-date assignments, grades, and e-mail links via the Internet. This allows parents to monitor the progress of their students with great ease.

The central administrative office at Beech Grove City Schools provides faculty with opportunities to study cultural diversity. Through the Central Indiana Educational Service Center, the issues of socio-economic status and ethnicity have been and will continue to be explored. The school has also worked with The Diversity & Race Relations Institute to enhance the comfort level and teaching competence for interacting with children of a different race or ethnic background. Collaboration with the Indianapolis Chamber of Commerce will also help foster better performances among disadvantaged students. The American Student Achievement Institute contributes to the enhancement of academic rigor through the Advanced Placement program.

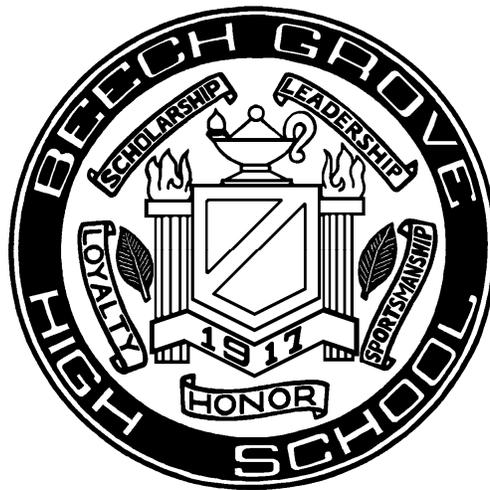
The performance of the free and reduced lunch student population is a growing concern, as that population of the school is steadily becoming larger. Although the special education subgroup does not typically contain enough students for AYP to apply, it soon will, and there is a significant gap in their performance on the standardized assessments.

Each student performance goal is written with the AYP as a consideration. Consequently, all AYP cells will be a source of focus.

# 12. PROFESSIONAL DEVELOPMENT PLAN TO SUPPORT CONTINUOUS IMPROVEMENT

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*Beech Grove High School*

## STUDENT PERFORMANCE GOALS

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1. Increase the percentage of students mastering Indiana's Academic Standards in English/language arts by AYP groups.
2. Increase the percentage of students mastering Indiana's Academic Standards in mathematics by AYP groups.
3. Increase the percentage of students reading at or above grade level by AYP groups.

## **PROFESSIONAL DEVELOPMENT PLAN TO SUPPORT CONTINUOUS IMPROVEMENT**

The professional development goals for Beech Grove High School are as follows:

- Faculty and administration will identify and develop methodologies that will enhance standards-based instruction in language arts. 6 + 1 Writing Traits is the most commonly utilized.
- Faculty and administration will identify and develop methodologies that will enhance standards-based instruction in mathematics.
- Faculty and administration will identify and develop methodologies that will enhance authentic literacy.

The school community at Beech Grove High School is committed to educational excellence. It is our vision that the entire school community will lead and encourage each student to build his/her own academic foundation so that he/she can be successful in a competitive and dynamic global society. This vision follows the school and corporation missions. The goals for professional development will strive to emulate the vision.

The professional learning communities are integral in enabling professional development at BGHS. Tremendous strides have been made with regard to common assessments and curriculum.

## Professional Development Activities

**Student Performance Goal #1** – Increase the percentage of students mastering Indiana’s Academic Standards in English/language arts by AYP groups.

**Professional Development Goal** – Faculty will identify and develop methodologies that will enhance standards-based instruction in language arts.

<i>Professional Development Activity</i>	<i>Time</i>	<i>Assessment Method</i>
Emphasize after school, teacher and peer tutoring program.	Each Fall	Monitor Student Participation
Emphasize use of Plato Lab after school hours	Each Fall	Monitor Student Participation via Google Docs
Analyze ECA data for English 10 performance	Each Spring	ECA Results
Analyze ECA data for English 11 performance	Each Spring	ECA Results
Analyze AP data for enrollment and scores	Each Fall	AP Results Guidance (Enrollment)
Analyze PSAT data for junior language arts performance.	Each Fall	PSAT Results
Analyze SAT data for senior language arts performance.	Each Winter	SAT Results
Map curricular articulation in the area of English language arts.	Fall 2012-15	Data Analysis Updated Websites
Encourage parental involvement in the language arts performance of the student.	Fall 2012-15	Monitor Parent Connect HSA Visits
Develop common assessments to measure language arts performance.	Winter 2014	Common Assessments
Analyze Acuity data for English 10	Each Year	Acuity Results

## **ACTION PLAN**

**School Performance Goal #1:** Increase the percentage of students mastering Indiana’s Academic Standards in English/Language Arts by AYP groups.

**Professional Development Goal:** Faculty will identify and develop methodologies that will enhance standards-based instruction in language arts.

**Research Base:**

*Integrated Design for Increased Learning Results: Practical Models for Aligning Standards, Curricula, Instruction, and Assessments to Improve Student Mastery*, Dr. Steve Benjamin, (2007)

*Teaching What Matters Most: Standards and Strategies for Raising Student Achievement*, Richard W. Strong, Harvey. F. Silver, and Matthew J Perini, (2007)

*Getting Results with Curriculum Mapping*, Heidi Hayes Jacobs, (2004)

<b>Activity</b>	<b>Intended Audience (Stakeholders)</b>	<b>Department</b>	<b>Collaborative Partners Needed</b>	<b>Time Line</b>	<b>Resources</b>
Emphasize after school, teacher and peer tutoring program.	Students	Guidance Department	Parents	Each Fall	Grant Money / Media Center
Emphasize use of Plato Lab after school hours	Students	Guidance Department	Technology Department	Each Fall	Grant Money / Plato Lab
Analyze ECA data for English 10 performance	Teacher, Students, Parents	Administrators	Corporation Department of Instruction	Each Spring	IN Department of Education in Academic Standards
Analyze ECA data for English 11 performance	Teachers, Students, Parents	Administrators	Corporation Department of Instruction	Each Spring	IN Department of Education in Academic Standards
Analyze AP data for enrollment and scores	Teachers, Students	Guidance	Administrators	Each Fall	AP Results
Analyze PSAT data for junior language arts performance	Teachers, Students	Guidance	Administrators	Each Winter	PSAT Summary Report
Analyze SAT data for senior language arts performance	Teachers, Students	Guidance	Administrators	Each Fall	SAT Summary Report
Develop common assessments to measure language arts performance.	Teachers, Students	English Department / Administrator	Corporation Department of Instruction	Winter 2014	PLC
Map curricular articulation in the area of English language arts.	Teachers, Students	English Department / Administrators	Corporation Department of Instruction	Each Fall	Indiana Academic Standards/ Planning Notes
Encourage parental involvement in the language arts performance of the student.	Parents	Teachers / Administrators	Technology Department	Each Fall	Corporation Technology
Analyze Acuity data for English 10 performance	Students, Teachers	English Department	Technology Department	Each Year	Corporation Technology

## Professional Development Activities

**Student Performance Goal #2** – Increase the percentage of students mastering Indiana’s Academic Standards in mathematics by AYP groups.

**Professional Development Goal** – Faculty will identify and develop methodologies that will enhance standards-based instruction in mathematics.

<i>Professional Development Activity</i>	<i>Time</i>	<i>Assessment Method</i>
Emphasize after school, teacher and peer tutoring program	Each Fall	Monitor Student Participation
Emphasize use of Plato Lab after school hours	Each Fall	Monitor Student Participation
Encourage parental involvement in the mathematics performance of the student	Each Fall	Monitor Parent Connect Participation
Analyze ECA data for Algebra I mathematics performance	Each Spring	ECA Results
Analyze ECA data for Algebra II mathematics performance	Each Spring	ECA Results
Analyze ECA data for Biology I mathematics performance	Each Spring	ECA Results
Analyze AP data for enrollment and scores	Each Fall	AP Results Guidance (Enrollment)
Analyze PSAT data for junior mathematics performance	Each Winter	PSAT Results
Develop common assessments to measure mathematics performance.	Winter 2014	Common Assessments
Analyze SAT data for senior mathematics performance	Each Fall	SAT Results
Mathematics department will update/map curricular offerings	Fall 2013	Updated Websites Department Meeting Notes

## **ACTION PLAN**

**School Performance Goal #2:** Increase the percentage of students mastering Indiana’s Academic Standards in mathematics by AYP groups.

**Professional Development Goal:** Faculty will identify and develop methodologies that will enhance standards-based instruction in mathematics.

**Research Base:**

*Integrated Design for Increased Learning Results: Practical Models for Aligning Standards, Curricula, Instruction, and Assessments to Improve Student Mastery*, Dr. Steve Benjamin, (2007)

*Teaching What Matters Most: Standards and Strategies for Raising Student Achievement*, Richard W. Strong, Harvey. F. Silver, and Matthew J Perini, (2007)

*Getting Results with Curriculum Mapping*, Heidi Hayes Jacobs, (2004)

<b>Periods</b>	<b>Intended Audience (Stakeholders)</b>	<b>Department</b>	<b>Collaborative Partners Needed</b>	<b>Time Line</b>	<b>Resources</b>
Emphasize after school, teacher and peer tutoring program.	Students	Guidance Department	Parents	Each Fall	Grant Money / Media Center
Emphasize use of Plato Lab after school hours	Students	Guidance Department	Technology Department	Each Fall	Grant Money / Plato Lab
Encourage parental involvement in the mathematics performance of the student.	Parents	Teachers Administrators	Technology Department	Each Fall	Corporation Technology
Analyze ECA data for Algebra I mathematics performance	Teachers, Students, Parents	Administrators	Corporation Department. of Instruction	Each Fall-Spring	NWEA Learning
Analyze ECA data for Biology I mathematics performance	Teachers, Students, Parents	Administrators	Corporation Department of Instruction	Each Fall-Spring	Indiana Department of Education in Academic Standards
Analyze AP data for enrollment and scores	Teachers, Students	Guidance	Administrators	Each Fall	AP Results
Analyze PSAT data for junior mathematics performance	Teachers, Students	Guidance	Administrators	Each Winter	PSAT Summary Report
Analyze SAT data for senior mathematics performance	Teachers, Students	Math Department Administrators	Administrators	Each Fall	SAT Summary Report

## Professional Development Activities

**Student Performance Goal #3** – Increase the percentage of students reading at or above grade level by AYP groups.

**Professional Development Goal** – Faculty and administration will identify and develop methodologies that will enhance authentic literacy. Such as the Frayer Model, Academic Vocabulary and SQ3R.

<i>Professional Development Activity</i>	<i>Time</i>	<i>Assessment Method</i>
Create systematic process to improve academic vocabulary across the curriculum	Each Fall	Indiana Academic Standards, PLC, TAP
Analyze ECA data for English 10 reading performance	Each Spring	ECA Results
Analyze ECA data for English 11 reading performance	Each Spring	ECA Results
Analyze PSAT data for junior reading performance	Each Winter	PSAT Results
Analyze SAT data for senior reading performance	Each Winter	SAT Results
Analyze AP data for enrollment and scores	Each Fall	AP Results Guidance Enrollment
Create systematic process to improve reading across the curriculum	Each Fall	Indiana Academic Standards, PLC, TAP

## **ACTION PLAN**

**Item #3:** Increase the percentage of students reading at or above grade level by AYP groups.

**Target Goal:** Faculty and administration will identify and develop methodologies that will enhance authentic literacy.

*How to Achieve Unprecedented Improvements in Teaching and Learning*, Mike Schmoker (2006)

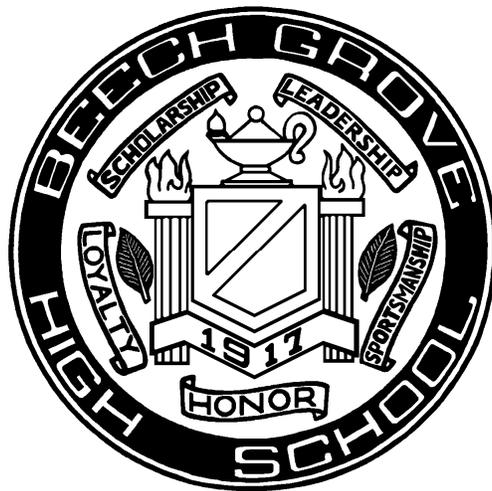
*Successful School Improvement*, Mike Schmoker (1999)

	<b>Intended Audience (Stakeholders)</b>	<b>Department</b>	<b>Collaborative Partners Needed</b>	<b>Time Line</b>	<b>Resources</b>
Access to vocabulary across	Teachers, Students	Administration	Corporation Department of Instruction	Each Fall	Grant Money
English 10	Teachers, Students	Administration	Corporation Department of Instruction	Each Spring	ECA Results
English 11	Teachers, Students	Administration	Corporation Department of Instruction	Each Spring	ECA Results
Junior	Teachers, Students	Guidance	Administration	Each Winter	PSAT Results
Senior reading	Teachers, Students	Guidance	Administration	Each Winter	SAT Results
Enrollment and	Teachers, Students	Guidance	Administration	Each Fall	AP Results
Access to the	Teachers	Teachers Administration	Central Office	Each Fall	Grant Money Department Chairs

**13. SUMMARY OF STATUTES AND  
RULES TO BE WAIVED**

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*Beech Grove High School*

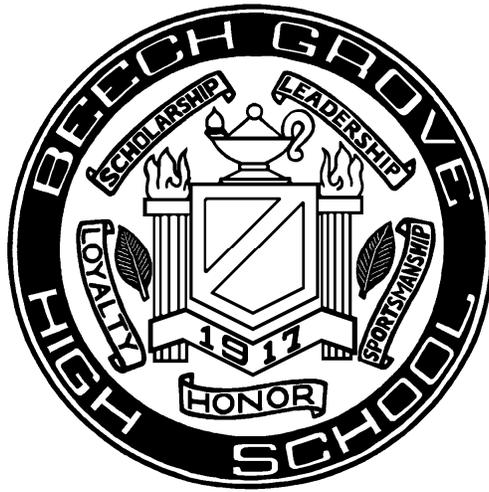
## **Summary Of Statutes And Rules To Be Waived**

No waivers of existing statutes or rules will be sought regarding Beech Grove High School or Beech Grove City Schools on behalf of BGHS.

# APPENDICES

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*Beech Grove High School*

# UNIQUE LOCAL INSIGHTS

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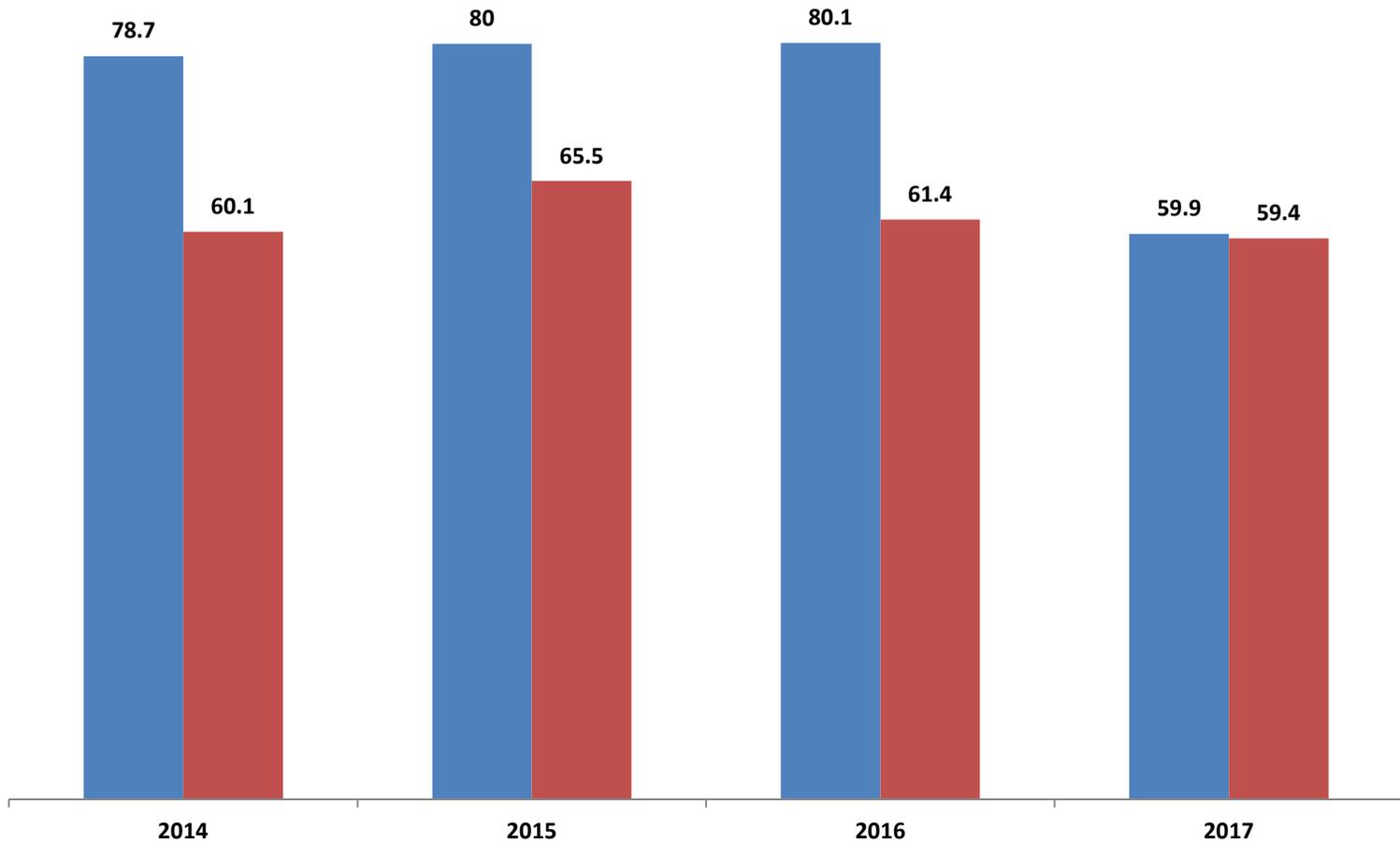
- Charts

- NWEA – 9<sup>th</sup> grade
- PSAT
- SAT
- Core 40 Diploma
- Academic Honors Diploma
- Graduation Rate
- College Attendance Rate
- School Attendance

# Beech Grove High School NWEA Freshman Reading Scores Analysis

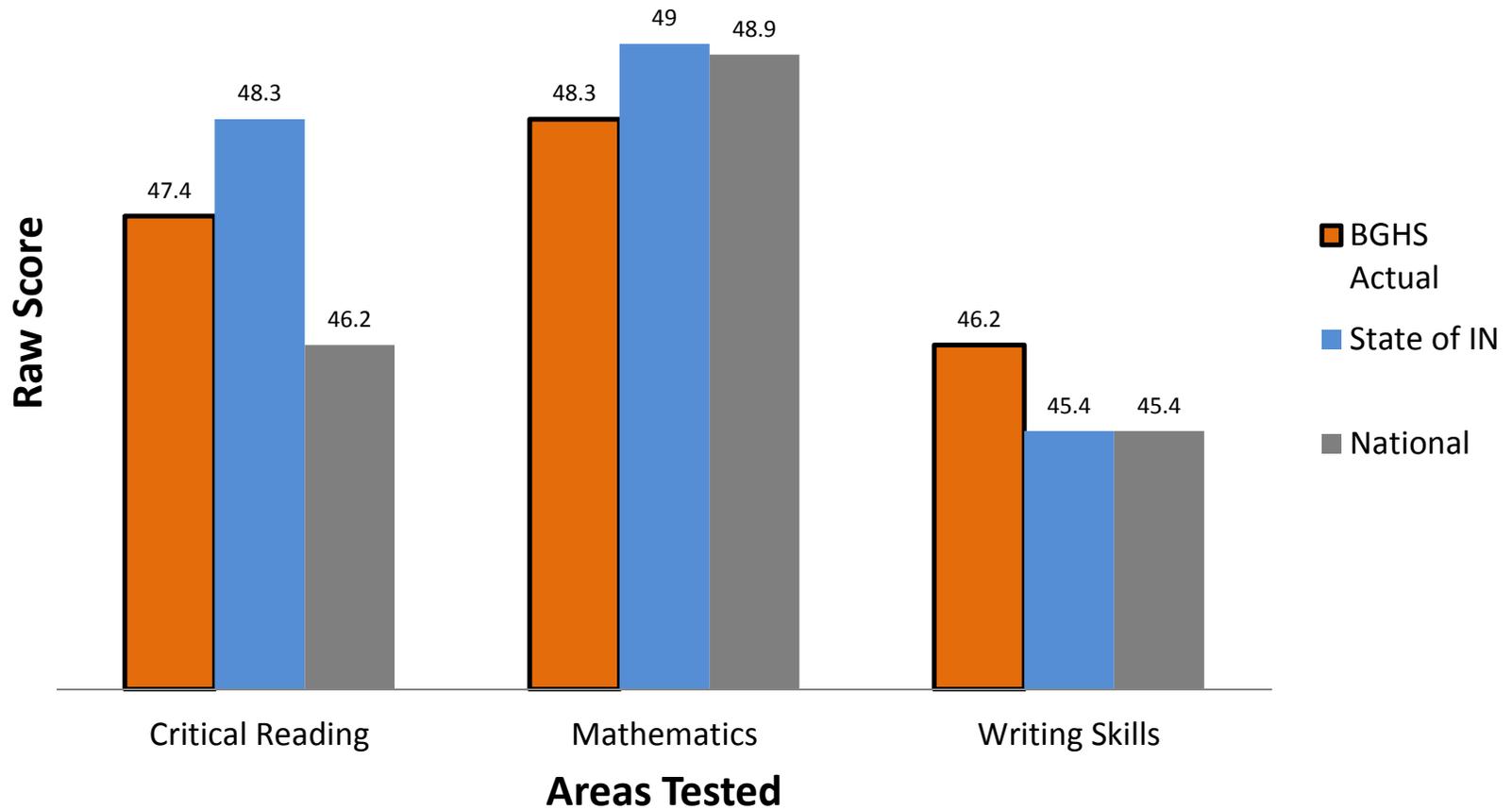
■ Percent at or above Normed NWEA range

■ Percent at or above Normed Lexile range



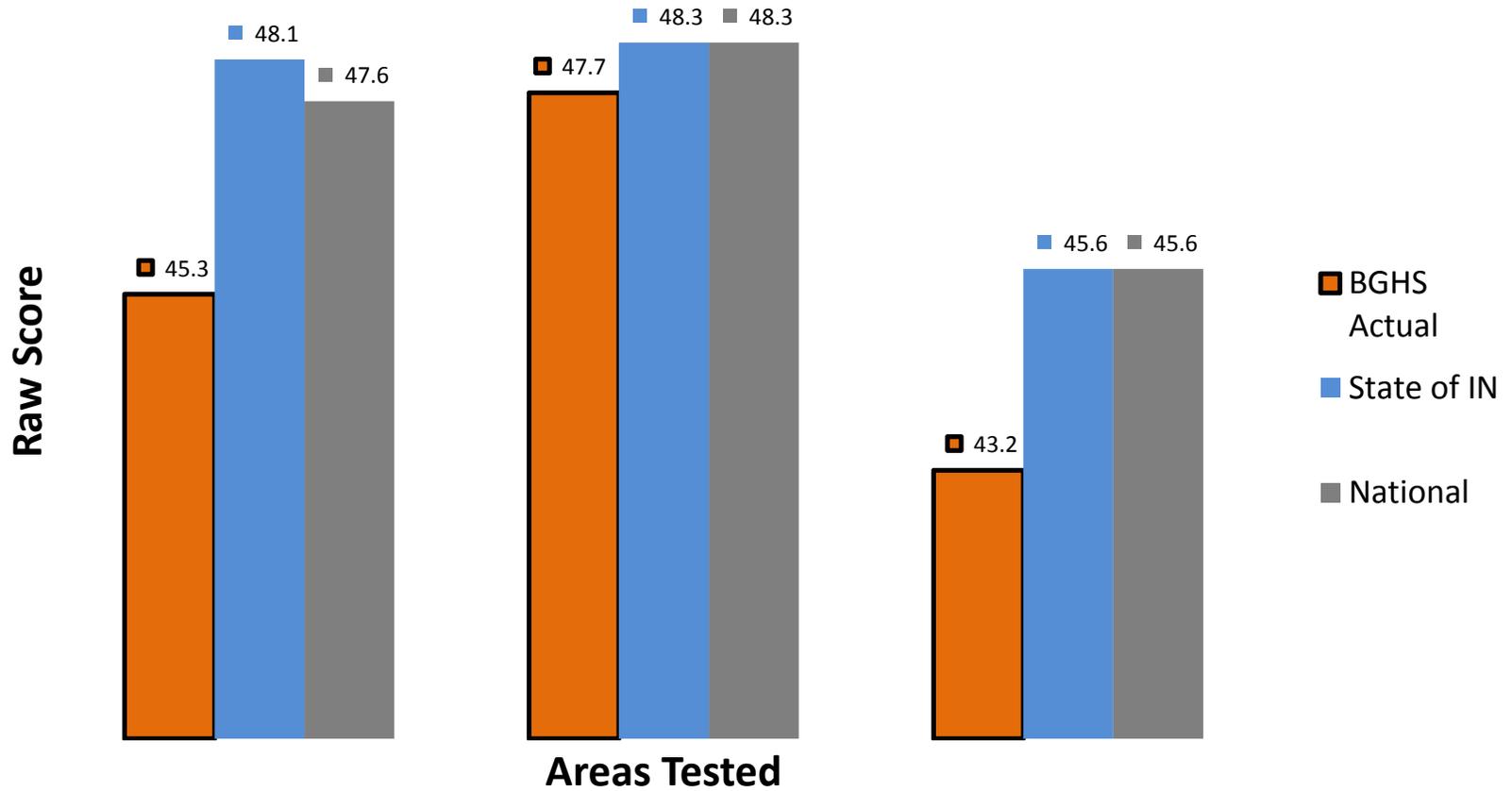
# Beech Grove High School 2012

## PSAT (Critical Reading, Mathematics, Writing Skills)



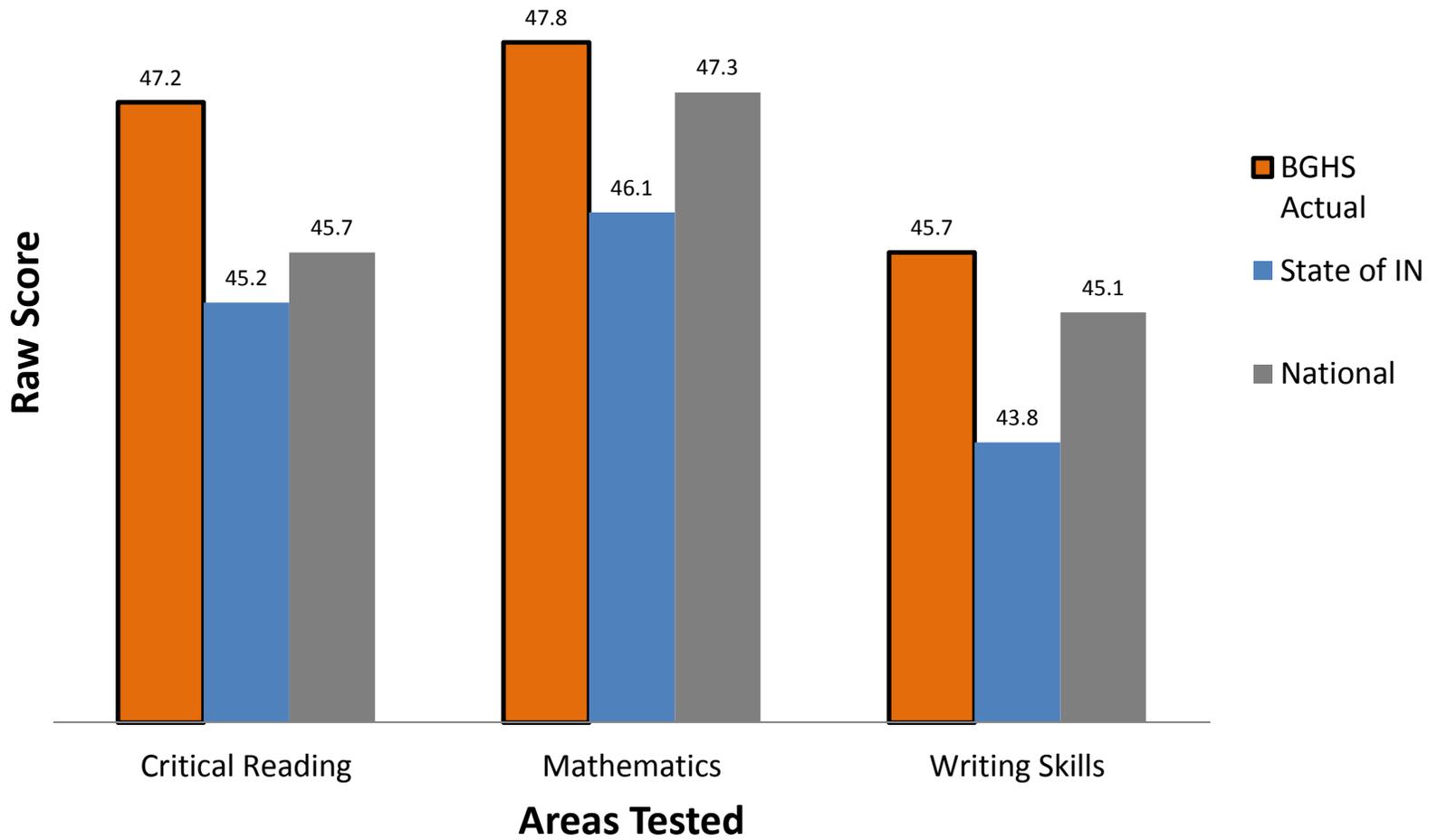
# Beech Grove High School 2013

## PSAT (Critical Reading, Mathematics, Writing Skills)

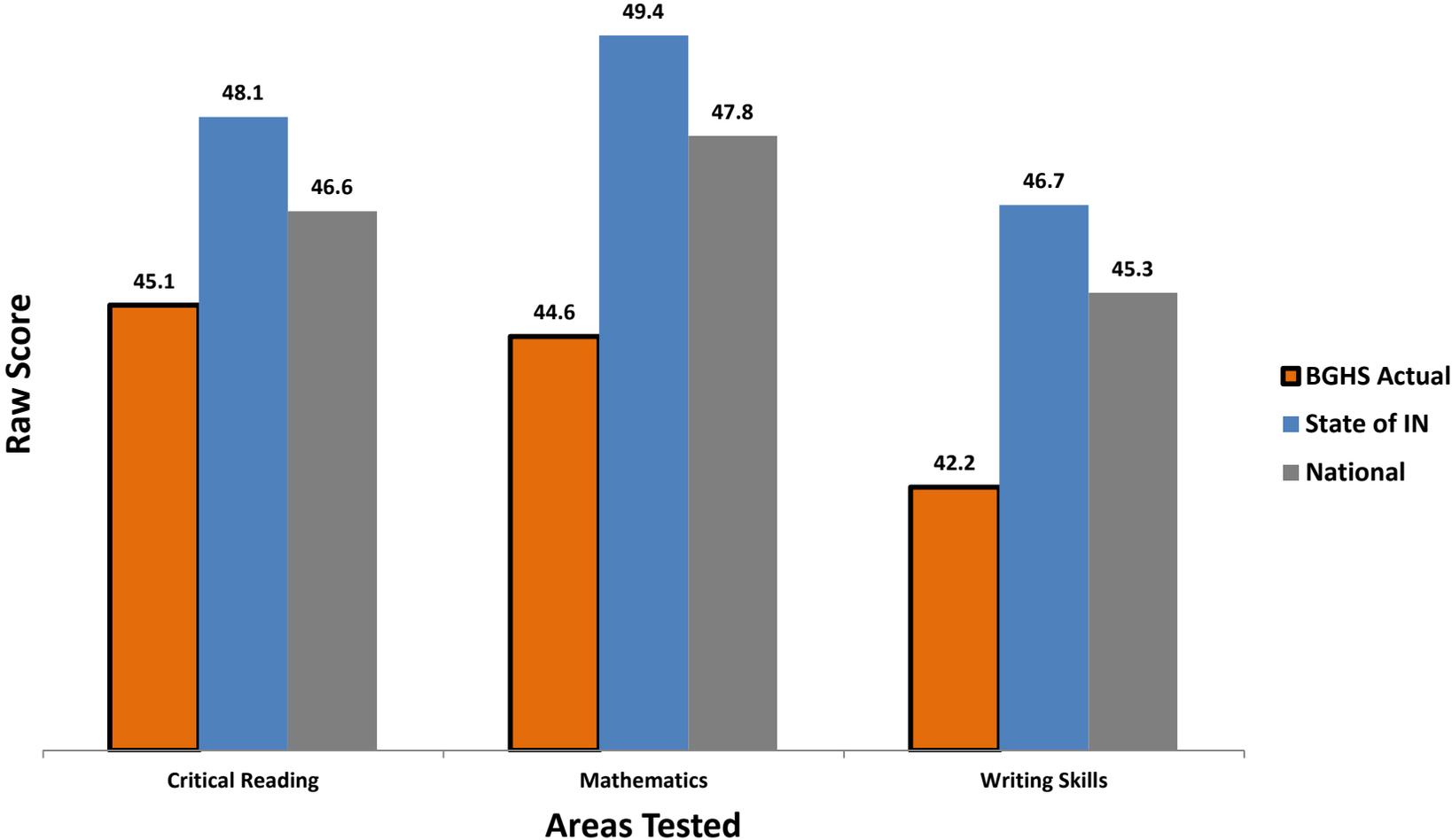


# Beech Grove High School - Class of 2014

## PSAT (Critical Reading, Mathematics, Writing Skills)

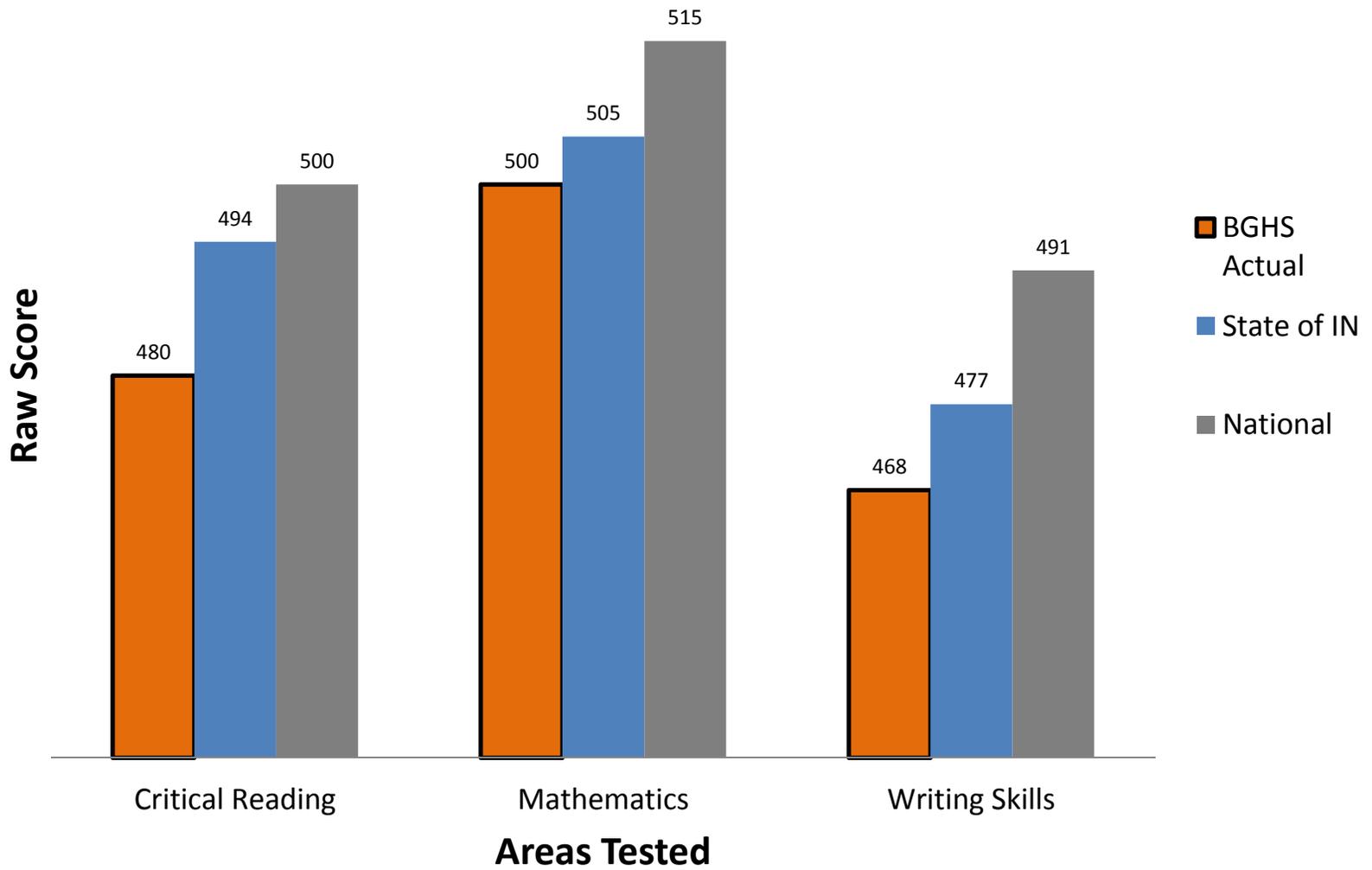


# Beech Grove High School 2015 PSAT (Critical Writing, Mathematics, Writing Skills)



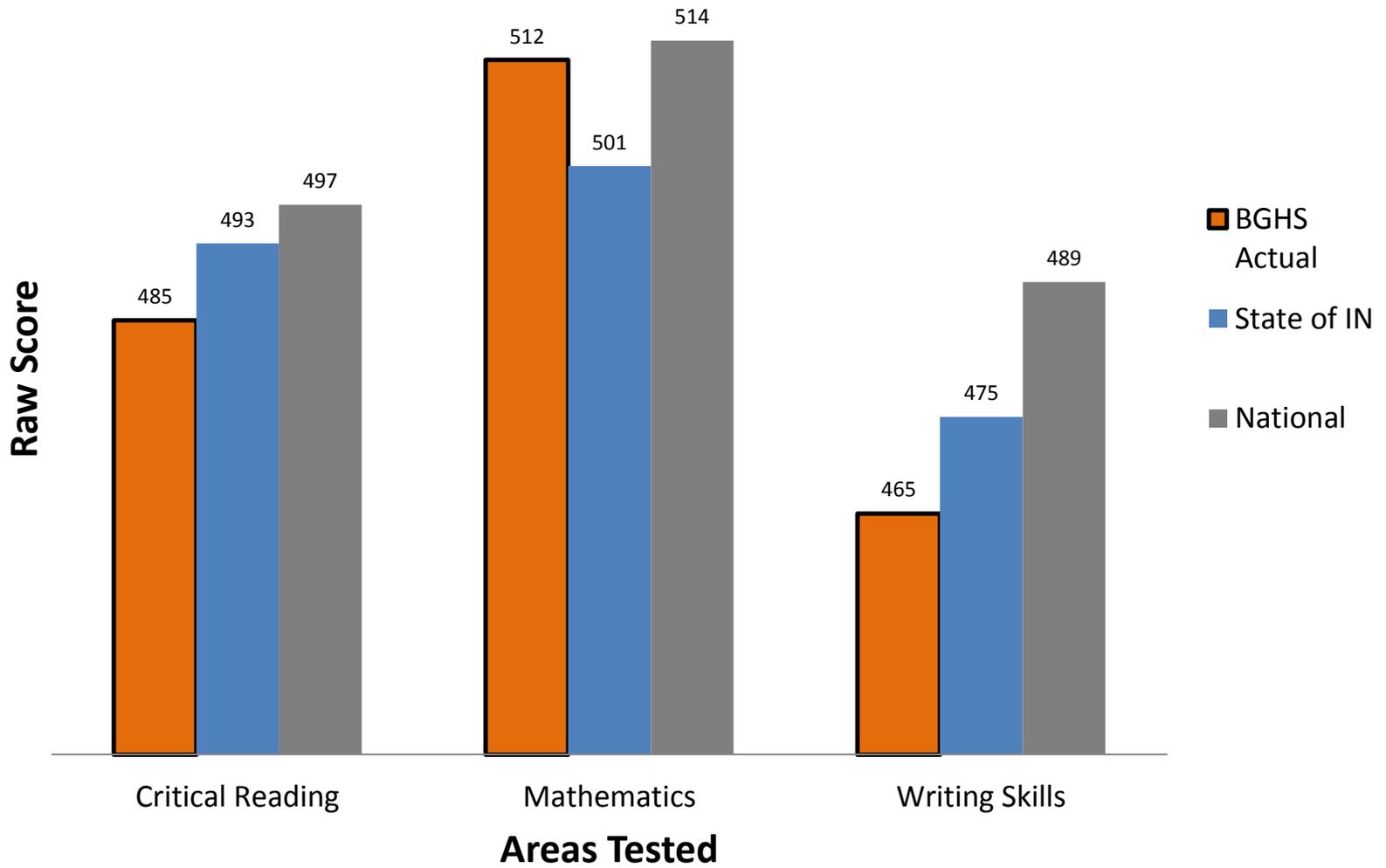
# Beech Grove High School - Class of 2010

## SAT (Critical Reading, Mathematics, Writing Skills)



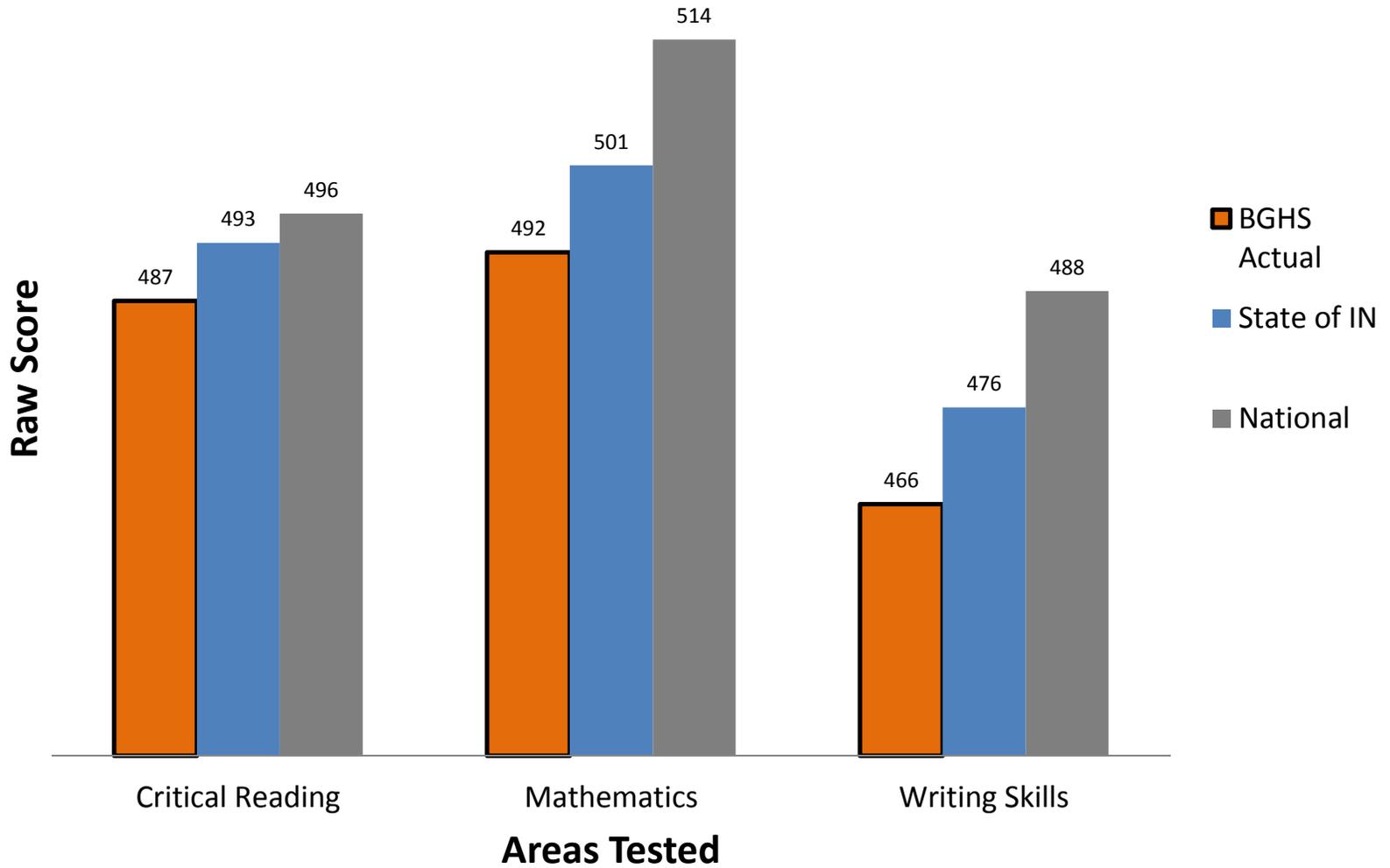
# Beech Grove High School - Class of 2011

## SAT (Critical Reading, Mathematics, Writing Skills)



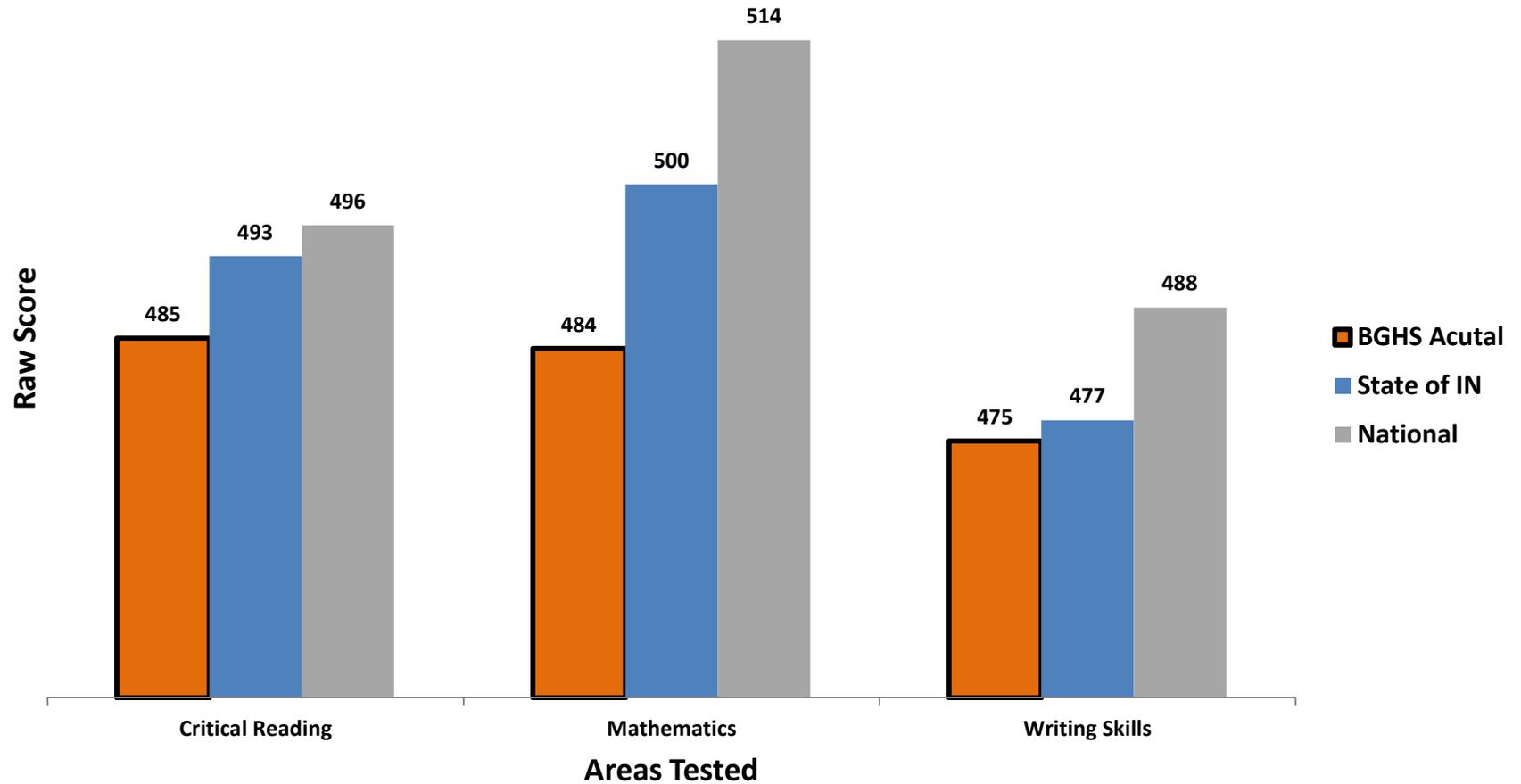
# Beech Grove High School - Class of 2012

## SAT (Critical Reading, Mathematics, Writing Skills)

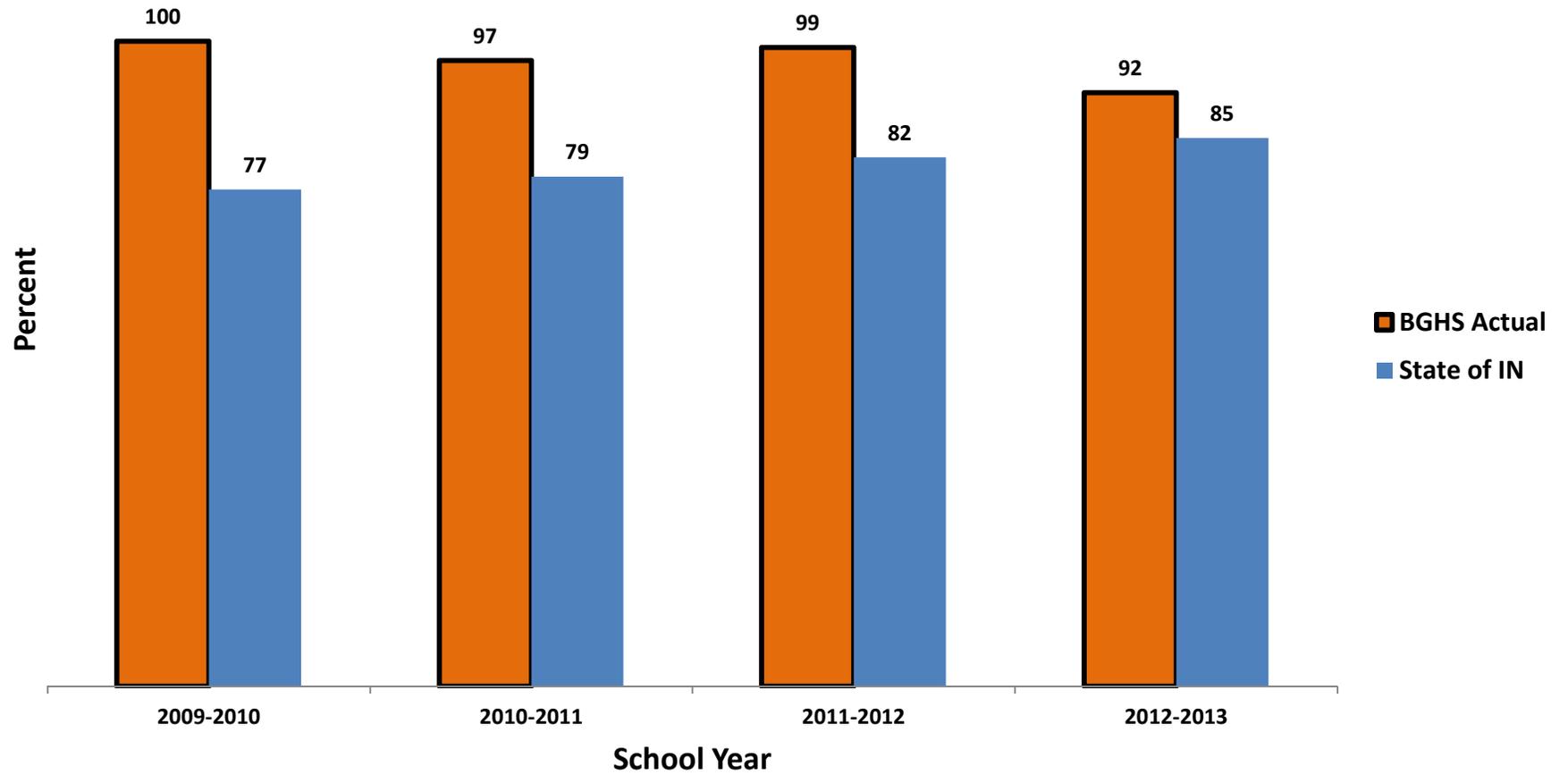


## Beech Grove High School - Class Of 2013

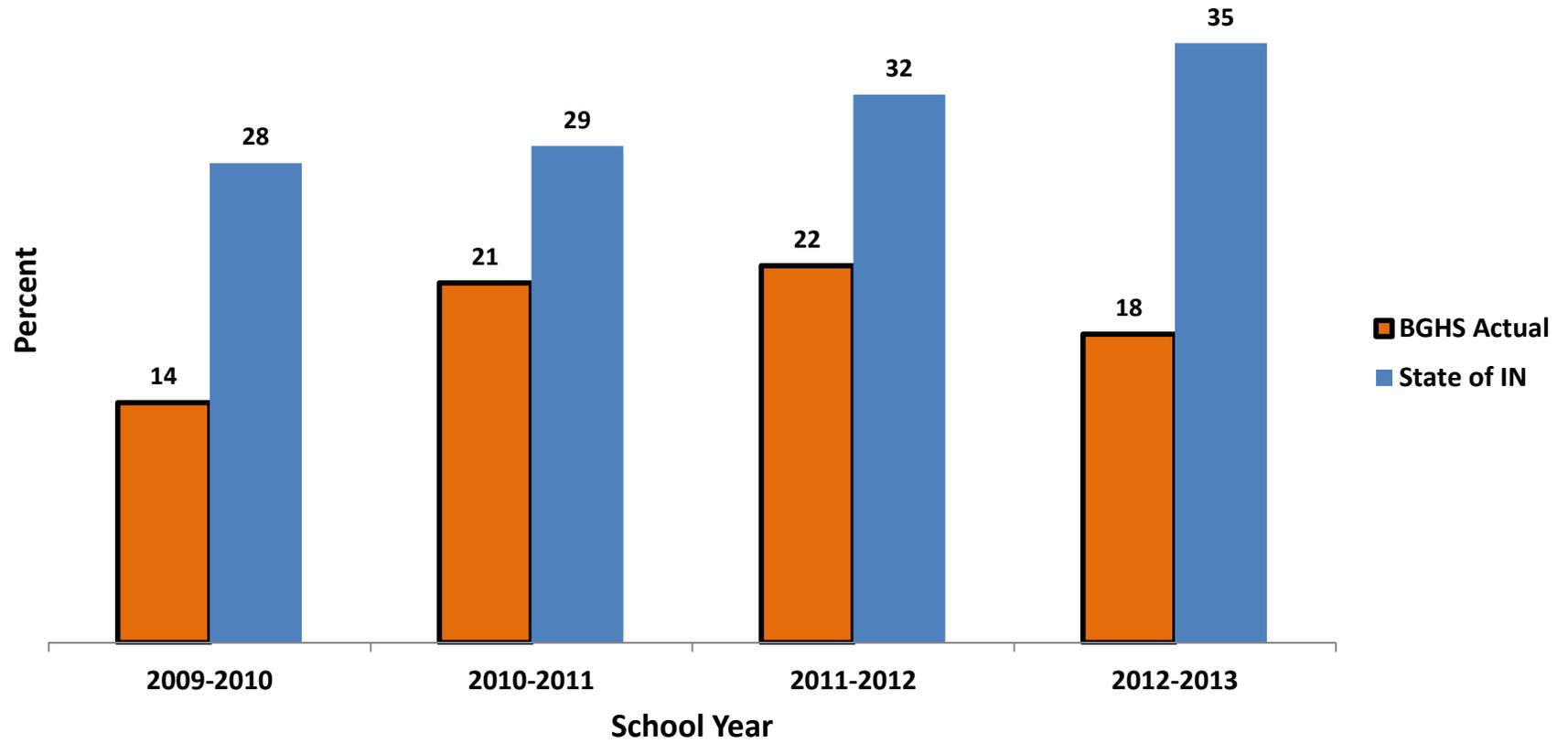
### SAT (Critical Reading, Mathematics, Writing Skills)



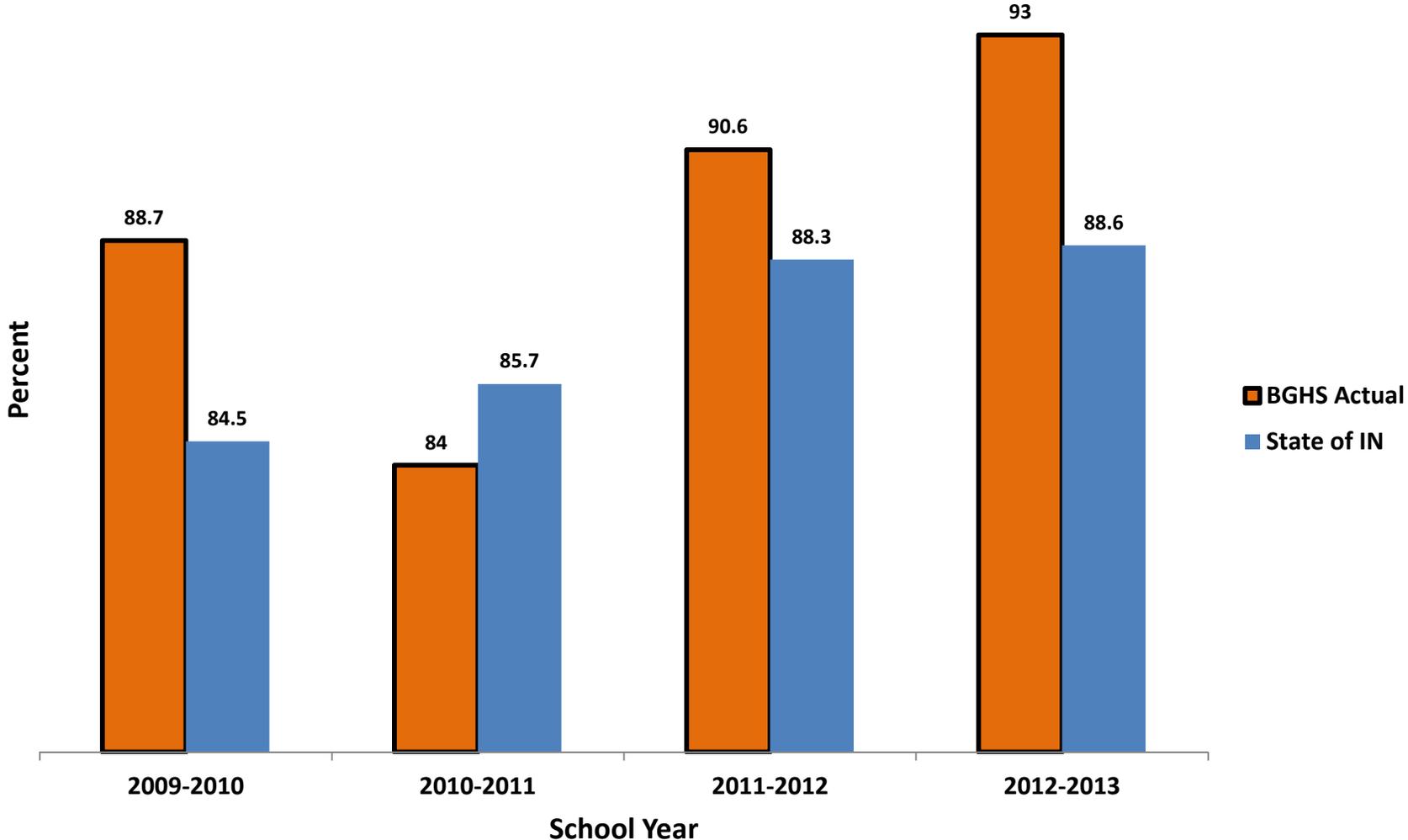
## Beech Grove High School *Core 40 Diplomas*



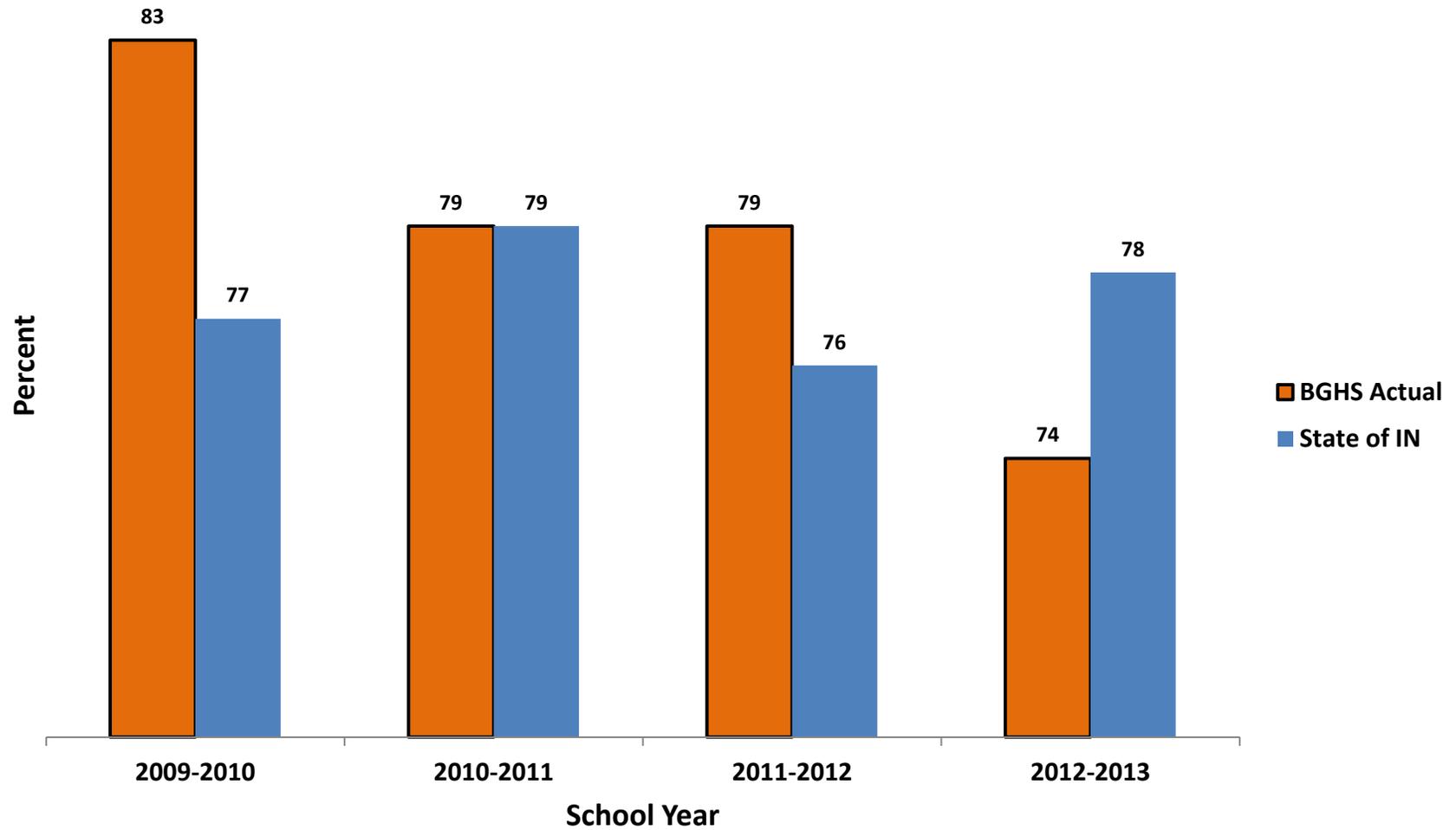
## Beech Grove High School *Academic Honors Diplomas*



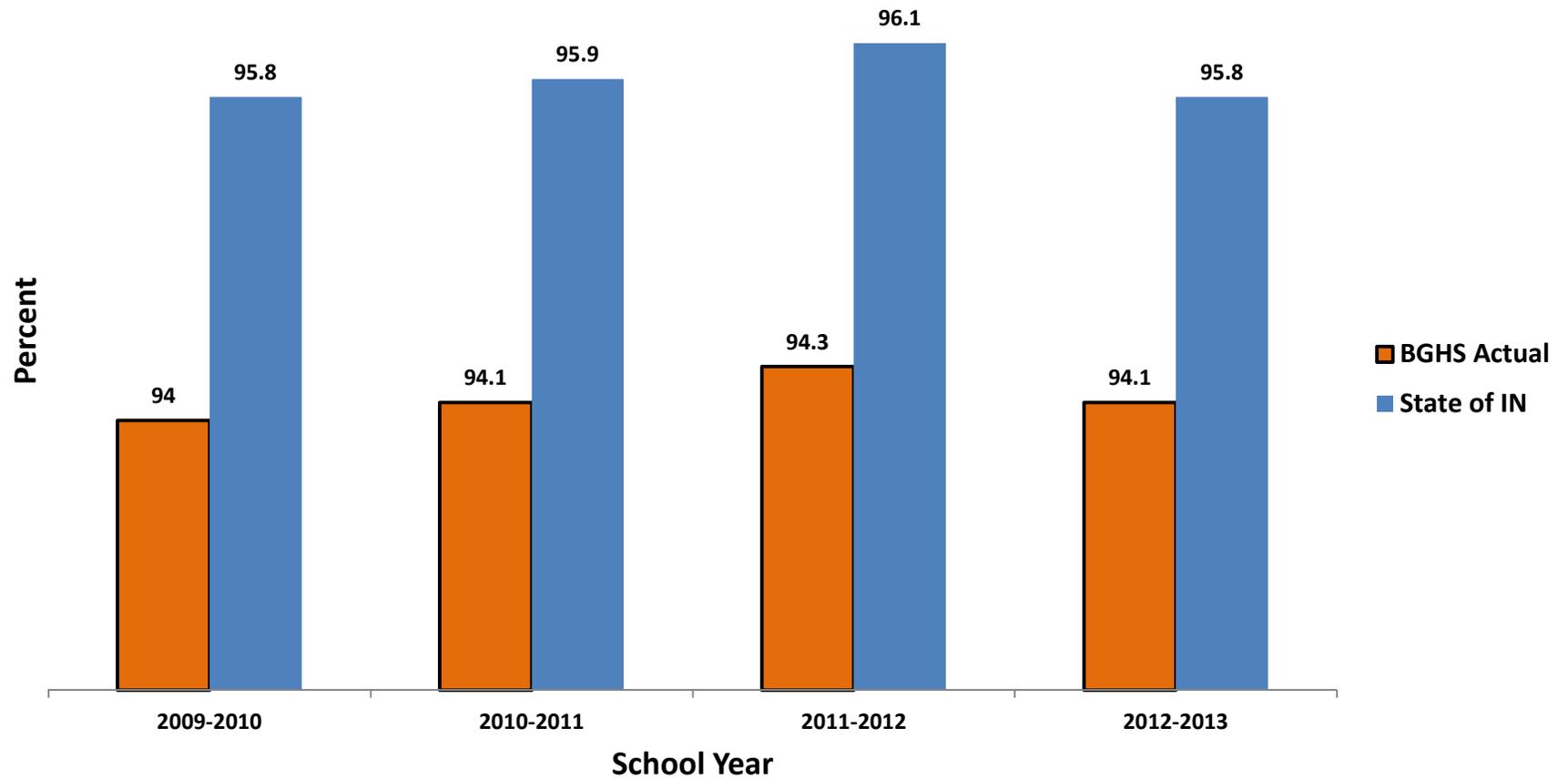
# Beech Grove High School *Graduation Rate*



## Beech Grove High School *College Attendance Rate*



## Beech Grove High School *Attendance Rate*



Beech Grove High School Technologies  
As of 2013-14 School Year

Hardware

- 1:1 w/ Kuno Android Tablets
- 8 computer labs with Dell desktops and Window 7
- 45 Lenovo laptops with Vernier probeware (science department)
- 30 Dell laptops with Windows 7 (AgScience)
- 4 carts of Dell Latitude laptops (Science & HEA 9)
- Teacher Macbooks with Mavericks
- iPad Cart (English Department)
- Admin/Athletic department iPads
- HoverCam Doc Cameras
- 7 Apple TVs for wireless projection
- Classroom projection units
- 7 Mobi (Mobile Interactive Whiteboards) available for sign out
- Cart of MacBook laptops available for sign out
- Television Studio w/ cameras and video editing suite
- Mini-labs (5-7 computers) in FACS and Art rooms

Software

- SDS
- Examview
- Questionpress
- Quizlet
- conjuguemos.com
- phet.colorado.edu
- Acuity
- Turnitin.com
- Google Drive
- Microsoft Office Suite
- Twitter & Facebook
- School & Athletic Web Page
- Parent Connect
- Photoshop (one lab only)
- AutoCAD
- VEX Robot C programming software with Virtual Worlds

Learning Management Software

- Moodle 2.5
- Curriculum Loft
- My Big Campus