

School Improvement Plan

M.S.D. of Wayne Township - 5375

For the period of 2021 - 2024
Reviewed Annually

Ben Davis High School

School Number: 5213



Submitted by:

Principal Sandra Squire

School Improvement Committee Members

Established School Improvement Plan Requirements:

1. School Report
2. State and Federal Accountability Goals
3. Professional Learning Action Plan
4. School Data
5. Exclusive Representative Assurance
6. Governing Body Approval

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Timeline

The School Improvement Plan must be submitted to the Department of Education no later than June 30 of the school year prior to implementation. However, the 2021-2022 plan submission timeline has been adjusted to align with the spring assessment administration. A school is required to submit its school improvement plan for the 2021-2022 school year to the Department of Education no later than **October 8, 2021**. (511 IAC 6.2-3-5(a))

August 6, 2021 - Initial SIP Submission to Ed. Center

Principal and SIP committee submitted a school's initial SIP to the superintendent (and/or designee) The superintendent (and/or designee) shall review the SIP to ensure that the plan aligns with the school corporation's objectives, goals, and expectations. Title I Team will also conduct peer review process for required components of Title I Schoolwide Schools. (IC 20-31-5-3)

August 20, 2021 - Initial SIP Returned with Recommendations

The superintendent (and/or designee) may make written recommendations or modifications to ensure SIP alignment. (IC 20-31-5-3)

August 27, 2021 - Final SIP Submission to Ed. Center

The principal and SIP committee submitted the school's final SIP to the Assistant Superintendent for Academics and the Assistant Superintendent for Elementary or Secondary.

September 13, 2021 - WTCTA Professional Development Assurance

Provide an assurance through the signature of an exclusive representative of the LEA that the professional development plan complies with the board's core principles for professional development. (511 IAC 6.2-3)

September 13, 2021 - School Board Review

The Assistant Superintendent for Academics will present the SIP plan to the governing body for approval. The School Board must accept or reject the SIP and may not revise. (IC 20-31-5-3)

September 17, 2021 - SIP Established and Shared with Schools

The SIP is established when written evidence of schoolboard approval is attached to the plan. The School Board approval and WCTA assurance will be inserted into the SIP plan (CNA when applicable) and shared with the principal in one PDF document. (IC 20-31-5-3 and ESSA).

September 17, 2021 - SIP/CNA available for Public Review

The SIP (CNA when applicable) must be made available upon request to all interested members of the public in an easily understood format. (IC 20-31-5-3 and Title I Schoolwide Program)

September 24, 2021 - SIP Submission to the DOE

The principal will upload the Established SIP Plan (CNA when applicable) on the DOE website.

School Improvement Committee Members

The principal shall ensure that the **initial School Improvement Plan (SIP)**, **Comprehensive Needs Assessment (CNA)**, and **Annual Review** are completed with input from a committee of persons interested in the school, including parents, teachers, community leaders, and administrators (IC 20-31-5-1, ESSA, Title I Schoolwide) Please list committee members here.

Name	Role: Parent, Teacher, Community Leader, Administrator
Sandra Squire	Principal
Rodney Smith	Associate Principal
Matt Clodfelter	Assistant Principal
Mike Lile	Assistant Principal
Tim Pratt	Assistant Principal
Dante Brown	Administration
Justin Allison	Teacher, Department Chair
Sherman Woodard	Department Chair
Shannon Singleton	Department Chair
Kevin Britt	Assistant Principal
Wendy Skibinski	Education Center CCR

Annual Review, Stakeholders, Budgeting and Funding - Requirements

Three-Year Timeline and Annual Review Process

The SIP Goals/Objectives are written for a three-year period. Each year the SIP Committee Members will review critical data to determine modifications to the three-year plans. Data to be reviewed annually includes but is not limited to: Indiana Statewide Assessment Data, District Benchmark Data, School Performance Data and/or surveys (stakeholder perception data) from students, teachers, community members. (IC 20-31-5-1, ESSA, Title I Schoolwide Program)

Stakeholder Involvement

School Improvement Committee members included teachers, parents, community leaders, and administrators. Stakeholder input is critical to the development of the SIP plan. (IC 20-31-5-4, 511 IAC 6.2-3, ESSA, Title I Schoolwide Program) The SIP committee members are responsible for:

- A detailed analysis of data from all student subgroups
- An examination of student, teacher, school and community strengths and needs
- A summary of priorities that will be addressed in the SIP plan
- Indiana assessment goals with yearly benchmarks to measure ongoing progress
- Professional development plan with measurements of impact

LEA Review of School-level Budgeting

The SIP process is informed by efforts to identify and address resource inequities, which includes a district review of school-level budgeting. (ESSA)

Title I Coordination of Funds and Programs

While the school has chosen to coordinate program efforts and school improvement priorities, it will not be consolidating program funds at this time. Those funds would include: Title II Part A; Title II Part D; Title IV Part A, Title V Part A and IDEA. (Title I Schoolwide Program Requirement)

Curriculum, Instruction, Assessment, and Technology - Requirements

Curriculum

Departments experts develop and maintain a curriculum that is aligned to the state standards. Enriched and accelerated curriculum has been developed for high ability programming through honors and AP course offerings. Interested members of the public can access the curriculum by making a request to the school administration. In order to ensure curriculum materials are diverse and recognize diverse cultures, we have expanded our novels and short stories to include more diverse authors and characters. We examine multiple perspectives in history and examine the biases and inequities in scientific research. (511 IAC 6.2-3) (ESSA)

Core 40 Diploma

In the State of Indiana, students entering the ninth grade are encouraged to work toward minimally completing the requirement for a Core 40 diploma. All Wayne Township graduates are expected to meet the requirements of the Core 40 diploma. Core 40 is a directed set of high school courses that will help prepare students for success, whether pursuing a career that requires four or more years of college, one or two years of post-secondary education in a business or technical college or training through an apprenticeship program.

Indiana's Core 40 includes courses beyond those required for graduation from high school, reflecting the belief that students need more than the minimum to be successful. The option to opt out of the Core 40 diploma is available to students under special circumstances. The student, the student's parent/guardian, and the student's counselor must meet to discuss and review the student's career and courses before opting out of the Core 40 and awarding a general diploma. (511 IAC 6.2-3)

CORE 40 WITH ACADEMIC HONORS DIPLOMA

The Indiana State Board of Education has established a Core 40 with Academic Honors Diploma. The diploma is intended to bring honor to those students who choose challenging courses and accumulate at least 47 credits in high school. To be eligible for an Academic Honors Diploma, a student must have a weighted grade point average of "B-" (2.67) or above. No grade lower than a "C-" may count towards the diploma. A gold seal is placed on the diploma and the student's transcript notes the awarding of the Academic Honors Diploma. (511 IAC 6.2-3)

CORE 40 WITH TECHNICAL HONORS DIPLOMA

The Indiana State Board of Education has established a Core 40 with Technical Honors Diploma. The diploma is a special diploma intended for those students who choose a career-technical focus for their high school career path. Students must accumulate at least 47 credits in high school. Students must maintain a grade point average of "B-" (2.67) or better and have no grade lower than

a “C-” in order to earn the Core 40 with Technical Honors Diploma. The Core 40 with Technical Honors Diploma designation will be placed on student diplomas and transcripts. (511 IAC 6.2-3)

Graduation Pathways

Ben Davis scholars have multiple options towards success. We have 28 AP courses and numerous ACP dual credit offerings. We are one of the largest ACP (Advanced College Project through IU Bloomington) partners in the state of Indiana. Our students earned over 6000 college credits in 2018-19 excluding business and Area31 credits. Through our Early College Career Center program, 22 Ben Davis students earned an Associates Degree through Vincennes University. We do not gate keep at Ben Davis, meaning we do not require students to hit certain benchmarks for admittance into AP, Honors or dual credit classes. We use PSAT college potential reports to target students who are capable of taking rigorous classes and encourage them to schedule as such. Over the past 15 years, we have gone from 80 students enrolled in dual credit classes to over 3000 enrollments. AP class enrollments have jumped from 100 to over 3000 in the same amount of time. We worked with the NIMSI grant to increase AP success over many years, and we continue to offer the AP tests at half the cost to all our BD students through an alumni grant. We continually train our teachers in AP, and our enrollment and success in higher level classes continues to go up.

Our push for rigor across the school, our individualized counseling which concentrates on giving students the best chance for success after high school, and the data goals of our counselors are all examples of how we push for all students to earn a Core40 or an Academic or Technical Honors Diploma. We only award approximately 10% general diplomas each year, and often for students whose special needs make earning an Algebra 2 credit difficult. We always counsel students towards a Cre40 at a minimum as it leaves them the best chance for success post graduation.

Instruction

Teachers use a variety of instructional models, including lesson design for direct teaching and guided practice, inquiry- and project-based instruction to support applied learning, and workshop approaches to support students in applying skills and strategies in the context of authentic work. Across all instructional approaches, teachers regularly check for understanding and respond to student needs in differentiated ways to ensure that all students have access to instruction that addresses their current needs. Teachers use a variety of grouping practices, and additional teachers and paraprofessionals support students with specific or targeted needs, including additional support for students working at advanced levels, those students with disabilities, and English Language Learners. (ESSA, Title I Schoolwide Program)

Assessment

In addition to the statewide testing system, the following assessment are utilized. (511 IAC 6.2-3)

- The PSAT 8/9 (Preliminary SAT) is given for all ninth grade students.

- The PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) is administered to all tenth and eleventh grade students.
- ELA and Math Unit Pre/Post Assessments are included in the district curriculum and aligned to state standards. The pre-assessment is administered prior to the curriculum unit and a post assessment administered following the unit. Both assessments provide the teacher with information to guide instruction.
- ELA will administer a Growth Measure Assessment 3 times per year to track students progress in reading levels (lexile) and growth over time. This is an adaptive test that will record and track student data from 7th -10th grade.
- Math will administer a Growth Measure Assessment 3 times per year to track students progress of growth over time. This is an adaptive test that will record and track student data from 7th grade math - PreCalculus.

Individual Learning Plans: With the development of the High School Redesign, we added the implementation of individual learning plans through Naviance as a 7-12 initiative, the implementation of Habits of Success as a 7-12 initiative through the IMPACT classroom as well as the Capstone course, the major component of a student's pathway.

Assessments for Learning:

- Standards-based formative common assessments, which are utilized in language and math lab classes; and several of our core departments.
- Standards-based, end-of-course common assessments, which are used in most core courses.
- Common Formative Assessments as an embedded step in the Data Team process.

BDHS Non-negotiable List (2017):

- We agree that we grade for feedback in order to tell students about their level of knowledge and skills attained.
- We agree that grades should be clear, timely and consistently communicated--Grades will be updated by every Monday so clear goals can be set in IMPACT.
- We agree that there should be no surprise Fs and content teachers should be communicating to homes frequently for both good and "help needed" reasons. We do NOT communicate when it is too late!
- We agree that some contents have responsibility graded within the content.
- We agree that kids do not learn in the same way or the same time; but we agree that the practices we have created based upon this belief are not working for everyone and we are going to make some changes, with administrative approval.
- We agree that we need to give teachers a structure and support system so that every student has an opportunity to exhibit mastery in a content area up until the last day of the semester (or extended semester when relevant).

- We agree that students have to know, from day one, how they will be graded and WHY!
- We agree that this subject is fluid and we will be flexible throughout the year in our discussions--and we will continue to work on best practices (tips for success).

Technology

Description of technology initiatives are included below. (511 IAC 6.2-3)

Each classroom in Wayne Township is equipped with a projector that is connected to a teacher PC. These projectors allow teachers to project resources to their classroom as a means to provide visual representations and examples to aid in instruction.

Students in grades 9-12 are each assigned a Chromebook. These Chromebooks travel with students to and from school and are used for a variety of instructional purposes. Each school has loaner devices for students to use in case their assigned Chromebook is not available.

Each Wayne Township school has a minimum of one iTEC (Instructional Technology Educator) teacher in their building. iTEC teachers are full time teachers who serve as a liaison between Wayne's IT Department and the building. These teachers are paid a stipend for their work; which includes forwarding the district's eLearning plan, providing both building-level and district-level professional development as well as analyzing building level data and the use of technology in instruction.

Ben Davis has varied technology resources. We have probeware, smart boards, a choir feedback loop, and blended learning in World Language, math, social studies and science. Our radio, BDTV and mass media are essential to the STEM skills our students learn. We support technology by department as needed. The math department has Smart boards in each classroom, chromebook carts, scientific calculators and CPS response systems. The English department and social studies department requires chromebooks. Our Web Design class, the class that creates and supports all of the websites for the MSD of Wayne Township, has more in-depth software and hardware needs. Similarly, our Engineering Technology classes need required equipment and yearly updates for students to be successful. The technology supports in the classroom are of the highest quality. When we present to our community advisory board, these employers are surprised by the high level equipment our students are able to access. Ben Davis students make up almost 50% of the Area31 enrollment. We work in conjunction with Area31 to provide the newest technology for our students. Ben Davis purchased and supported the Micros Retail System technology for Culinary Arts as this technology was key to the student learning how a restaurant operates. Likewise, our vernier probeware in our Physics class is of the highest quality and allows students to analyze live

data. While we are not a 1:1 school, we ensure that each department has the technology needed to support students and educators in the classroom.

Evidenced-based Interventions - Required Content

Many **district-level programs** and **school-level activities** provide important evidence-based interventions that support the priorities identified in our CNA process and impact student performance on Indiana Academic Standards and Indiana Statewide Assessments. Interventions ensure a well-rounded education for all learners while addressing the needs of students identified in our CNA process including: our lowest-achieving students, students in subgroups, and students who are high-risk. (ESSA, Title I Schoolwide Program)

District Programs for Supporting At-Risk Students

Language Assistance Program: Our school's Language Assistance Program provides support for students learning the English language. English learners who score a level 1.0 - 4.9 on the WIDA screener and/or the WIDA ACCESS 2.0 receive English language development support, as communicated via the WIDA English Learner State Standards. English learners receive grade level instruction with sensory, graphic, and/or interactive supports. Instruction is focused on increasing proficiency, as well as academic language, in the four domains of language: reading, writing, listening, and speaking. Students who score an overall 5.0 - 6.0 on their first WIDA ACCESS 2.0 assessment are monitored for an additional two years.

Special Education Program: Students are provided with specially designed instruction in reading, writing, mathematics, social, emotional and behavioral skills in alignment with their Individualized Education Plan with ongoing progress monitoring. This is achieved through an entire continuum of services from co-teaching classrooms, Developmental Kindergarten co-caught classrooms, pre-teaching and re-teaching small groups, Student Support Centers, THRIVE experiences, our Transition Center, social skills groups, our in-district day program, top notch related services and even homebound for our most medically fragile scholars.

ProAct Training - Pro-ACT is based on a set of principles that focus on maintaining student dignity and keeping staff and students safe through crisis communication, evasion strategies, as well as others to promote de-escalation and co-regulation. Offering our professionals the skills needed to reduce and/or avoid restraint, the Pro-ACT curriculum builds a framework of principles that guide critical thinking and establish parameters within which to problem-solve. These principles incorporate issues of professionalism, preparedness, de-escalation, teamwork, risk assessment, and crisis communication into a framework for decision-making. Development and implementation of an individualized primary, intervention, or treatment plan is the most important tool for maintaining

safety. The need for restraint, then, can be viewed as a breakdown in the primary plan. When the primary plan breaks down and crisis that may result in an assault occurs, it is considered a treatment failure. In such instances, restraint may be the determined choice, but only as a last resort. Guidelines for restraint include specific principles, each of which requires careful assessment and critical thinking prior to, during, and following application.

Special Services Professional Learning - Trainings for staff of students with disabilities are provided to staff outside of the student day. This is done before and after school during department meetings or via technology. A variety of topics are covered around high leverage practices in the area of special education, trauma informed schools, alternative strategies for behavioral needs and therapy specific practices. Intentional supports around reducing disproportionality in suspension of students of color in special education are a priority in our learning. The leadership team also provides learning that includes social and emotional supports and equity-centered supports.

Social, Emotional and Behavioral Wellness (SEBW) is the umbrella in which the state and our district use to support our stakeholders in meeting the social-emotional, behavioral and mental health needs of students and staff. Social Emotional & Behavioral Wellness is the process of acquiring and effectively applying the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. This is promoted through assisting stakeholders in recognizing the characteristics and impact of adverse childhood experience, trauma and mental illness on PK-12 students in the MSD Wayne Township all through an equity lens. Implementing Social Emotional Learning, Positive Behavioral Interventions and Supports and Restorative Practices Best practices are critical to the success of our community. The success relies on: understanding behavioral and mental health literacy; carrying out interventions to support social, emotional and behavioral wellness across PK-12 educational environments as part of a Multi-tiered Systems of Supports; and collaborating effectively with colleagues, students, families, agencies and the community.

Social Emotional Learning (SEL) SEL is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. When SEL implementation is centered around equity, it can be a key strategy for promoting understanding, examining biases, reflecting on and addressing the impact of racism, building cross-cultural relationships, and cultivating adult and student practices that close opportunity gaps and create more inclusive school communities. This requires districts to pay close attention to the roles of race, oppression, and privilege, and situate SEL within larger community and historical contexts. With this lens, SEL can be used to intentionally drive systemic change, uplift marginalized voices, and promote belonging and equity. ~CASEL We utilize the Second Step curriculum at the elementary level and

SEL coaches to support our students and staff with SEL implementation. At the secondary level, IMPACT curriculum is utilized and SEL coaches support staff with understanding and gaining SEL competencies.

Positive Behavioral Interventions and Supports (PBIS) PBIS supports build capacity for implementing a multi-tiered approach to social, emotional and behavior supports within a school. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of school communities. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

Restorative Practices

Inspired by indigenous values, restorative justice is a philosophy and a theory of justice that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to relationships as much as possible. Restorative practices are a philosophy that is being applied in multiple contexts, including schools, families, workplaces, the justice system, global conflict, and as a tool to transform structural and historic harms. Though only about 40 years old, the restorative practices movement is rapidly expanding, with tens of thousands of initiatives worldwide. Many people mistakenly assume restorative practice is solely a conflict resolution process that comes into play after harm has occurred. Though school-based restorative practice offers a more equitable and respectful alternative for dealing with disciplinary infractions, it is also a proactive strategy to create a culture of connectivity where all members of the school community feel valued and thrive. Restorative practice is a profoundly relational practice. A good rule of thumb is that about 20 percent of a school's restorative practices respond to conflict while 80 percent are proactively creating shared cultures and building strong relationships. This approach cultivates a climate where destructive responses to conflict are less likely to occur.

District Social Worker : The social worker works closely with our families living in poverty to ensure all of their needs are met. This person is committed to finding resources for families and establishing strong community partnerships to assist families.

School Activities for Supporting At-Risk Students

- After School Study Tables-All students are able to access study tables Monday-Thursday. We have multiple teachers on site to support students.
- Credit Recovery - Fall Intersession
- Ben Davis Evening School-Online learning through an onsite evening program
- Wayne Prep Academy-Credit bearing alternative school with individualized learning and transportation
- High School Summer School-Credit Recovery options

- Learning Center-Credit Recovery online during the school day
- Brain Camps-Focused on students who have not passed the state standardized test. Students invited into standards based learning after school with individualized tutoring program
- Extended first semester. All students who earn a 60-64% have the option of completing that credit through extended semester. The incomplete is turned into a passing grade should they take this opportunity
- Reading intervention-Reading Labs for students who have not passed ISTEP+ or have failed English and read below level
- Students with special needs are placed into a Reading Lab geared for those who read several levels below grade using an OG trained teacher

Programs and Activities for Enriching and Accelerating Student Learning

Many district and **school-level activities** provide important evidence-based interventions that support the **enrichment and learning acceleration priorities** identified in our CNA process and impact student performance on Indiana Academic Standards and Indiana Statewide Assessments. These **school activities** ensure a well-rounded education for all learners while addressing the needs of students identified in our CNA process including: our lowest-achieving students, students in subgroups, and students who are high-risk. (ESSA, Title I Schoolwide Program)

Martin Luther King Jr. Contest: The annual contest is held in January in honor of Dr. Martin Luther King, Jr's birthday. Each year students are provided with an opportunity to experience academic success by giving visibility and validation to the history, customs, traditions, values and perspectives of diverse cultures; and the opportunity to engage in multiple literacies that model equity and motivate students to become social justice advocates.

District software programs that enrich or accelerate learning: MSD of Wayne Township has district-wide subscriptions to several software programs that accelerate learning:

- Adobe Spark: Adobe Spark, a digital storytelling tool, allows teachers and students to create videos and websites that can serve as a method for students to showcase their learning.
- Itslearning: Wayne's learning management system has several features that also allow teachers and students to create videos, post created work as well as access a variety of digital resources that can be used to show learning as well as learning tools.
- IXL: This platform allows students to practice English Language Arts and Math skills to shore up gaps as well as expose them to opportunities for acceleration.
- OverDrive: MSD of Wayne Township digital library where students can access digital books as well as audio books that can be used for classroom curriculum support as well as a pleasure reading resource.

- Google Classroom: A streamlined tool that helps teachers manage coursework, provide students opportunities for collaboration and foster better communication between themselves and students.
- GSuite for Education: An integrated solution that links together software for communication, collaboration, creativity and critical thinking that students access for curricular needs as well as for acceleration of learning. Some of the software included in GSuite are Docs, Sheets, Slides, and Drawing.

Battle of the Books: This is a team building activity focused on improving students' reading comprehension, background knowledge, and literary analysis. Students of all abilities participate in reading and discussing diverse literature. After several months of reading, teams compete against Wayne Township schools. (March-May)

FIRST Robotics Students engage in collaborative design challenge where they apply technical and communication skills directly aligned with STEM college and career pathways

Business Professionals of America (BPA) BPA is a the leading CTSO (Career and Technical Student Organization) for students pursuing careers in business management, office administration, information technology and other related career fields

Architecture, Construction, and Engineering (ACE) Mentoring Program: ACE Mentoring program connects students with mentors from industry as they participate in a civil engineering design challenge.

Health Occupations Students of America (HOSA) HOSA purpose is to develop leadership and technical HOSA Skill competencies through a program of motivation, awareness and recognition

Super High Mileage Challenge This class collaborates in engineering and design to create an automobile that has maximum fuel efficiency. Students compete in two high mileage/fuel economy competitions each year: 2016 Indiana Super Mileage Engineering Challenge and the Shell Eco-Marathon

MSTEM This education initiative designed to engage students in STEM disciplines through an electrical kart racing competition sponsored by Purdue University

SkillsUSA SkillsUSA is a nationally recognized student organization partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps

each student excel. We provide educational programs, events and competitions that support career and technical education (CTE) in the nation's classrooms.

DECA This program prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe.

Martin Luther King Jr. Dare to Dream Contest Students create products to highlight the impact and vision of Dr. Martin Luther King in our current society. Students ability to empathize and work collaborative impact student success in this contest.

Academic Pursuit Student compete against other schools in trivia and content related questions.

Academic Super Bowl IStatewide academic competition sponsored by Purdue University. Any student is welcome to try out for any of the five teams: English, science, math, fine arts, or social studies. Club has a minimal time commitment, but requires self-disciplined study.

Programs and Activities for Providing a Well-Rounded Education

Many **district activities** provide important evidence-based interventions that support the **social emotional priorities** identified in our CNA process and impact student performance on Indiana Academic Standards and Indiana Statewide Assessments. Social emotional interventions ensure a well-rounded education for all learners while addressing the needs of students identified in our CNA process including: our lowest-achieving students, students in subgroups, and students who are high-risk. (ESSA, Title I Schoolwide Program)

Naviance: Naviance is a comprehensive college and career readiness solution that helps align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.

Habits of Success: The MSD of Wayne Township Habits of Success are practices for thinking and creating that are being woven into our overall district and school cultures. These habits are displayed monthly throughout the district.

School Based Mental Health Services: Cummins provides a full range of therapeutic services to children in our school. Working closely in collaboration with families and schools, providers are able to meet our students in the school environment where mental health problems frequently present. Early identification and treatment of these conditions result in a higher likelihood of reduced mental health challenges.

School Activities for Providing a Well-Rounded Education

Many **school-level activities** provide important evidence-based interventions that support the **social emotional priorities** identified in our CNA process and impact student performance on Indiana Academic Standards and Indiana Statewide Assessments. Social emotional interventions ensure a well-rounded education for all learners while addressing the needs of students identified in our CNA process including: our lowest-achieving students, students in subgroups, and students who are high-risk. (ESSA, Title I Schoolwide Program)

BDHS also has co-curricular opportunities in JROTC, Choir, Band, Speech/Debate, Theater, and over 50 clubs and activities to encourage social and emotional well-being as well as the activities listed below:

Giant Kings African – American male identity, academic, career, and leadership development group.

Business Professionals of America Co-curricular business organization that emphasizes leadership development, career/technical skills development, improving social awareness, promoting civic responsibility, and developing confidence and spirit of competition. Students have an opportunity to compete at regional, state, and national levels. Open to any students enrolled in a business course.

ASK (Avid Student Council) Representatives from every AVID elective class chosen by their peers and each grade level to make a sort of advisory sounding board for passing along important AVID information, getting input and feedback towards AVID curriculum, and developing a sense of leadership and ownership for AVID students within our program.

BD PAC Political Action Club – students gather to discuss politics and the news and how they can get involved in the political process.

BD Student Ambassador The Student Ambassadors is a group of volunteer students who help new and current students feel more connected to Ben Davis High School. They also participate in school and district events where they serve as welcoming faces and helpers to our Giant community.

Muslim Student Association Serves the needs of the Muslim students currently enrolled in both BDNGC and BDHS. Our mission is to accommodate the growing Muslim student population in our building by providing a place where we can work together to dispel negative stereotypes that may exist in the minds of others.

Key Club This is a community service-based club for students. This club is a nationally based organization headed by Kiwanis International. Students commit to participating in 25 hours of community service outside of regular club meetings. The Club organizes and volunteers for projects including (but not limited to) Project Secret Santa, the Riley Dance Marathon, Food Drives, Fundraisers for the homeless, and Wayne Beautification. There is a \$15 fee to join.. Meets A and C days, but you only sign up on the A day form.

LGBTQQ and Friends In addition to providing a cool support network for LGBTQQ students (and staff), this club will also be a call to action in our school community and beyond. We will discuss current issues affecting the LGBTQQ community and brainstorm solutions together. During the club, we will work on educating ourselves and the broader school community about sexual orientation and gender identity issues. We may bring in outside speakers to cover a particular topic such as LGBTQQ history. We will organize a “Pride Week” or “LGBTQQ Awareness Event” and offer a series of educational workshops, panels, and pride celebrations. We will work to organize a “Teach the Teachers” staff development day which will focus on teaching school staff how to be better allies for LGBTQQ students. This will be a safe space for all involved!

Best Buddies Best Buddies International is an organization dedicated to establishing a volunteer movement that creates opportunities for one-to-one friendships, integrated employment and leadership development for people with intellectual and developmental disabilities (IDD).

United Voice Int’l Club We unite our diverse student population and celebrate our cultures. Our club participates in many community service activities and organizes B.D.’s international festival.

Family Member Engagement - Required Content

Many district-level and school-level activities work to maximize the engagement of family members in the school. With a commitment to timely communication and through a shared responsibility for our students’ high academic achievement, we work collaboratively to support student learning. (CSI/TSI, Title I Schoolwide: CGE, CHC, CWE, GCE, LHC, MWE, MCE, NWE, RHE, SFE, WLE)

Communicating with Families

Wayne Postcards: The school district utilizes the use of postcards to communicate important information, dates, and events, such as registration dates, with families and community stakeholders.

Social Media:

- Wayne Facebook Page: The district utilizes the Facebook social media platform to share news, stories, and information about what is taking place throughout the school district.

These posts highlight classroom practices, building highlights, awards, and events taking place.

- **Twitter:** The superintendent uses Twitter as an additional avenue to communicate information quickly to students, parents, and stakeholders. Tweets provide information regarding changes in school schedules (i.e. delayed starts), district events, important dates and deadlines, and instructional practices that take place in classrooms.

Phone Call to Families: Parent Square, a mass communication system, is used for the timely delivery of information such as snow days or early dismissals with families. These calls are provided in English and Spanish and can be made at the district level, school level and classroom level.

District Website: Our district website acts as the springboard for students, parents, community members, and stakeholders to access information regarding programming, district calendars, Skyward (Student Information System), transportation department, district news and information, and individual schools.

Progress Reports / Midterm Grades / Report Cards: Student progress and grades are communicated on an ongoing basis throughout the school year via Skyward. Progress reports are communicated biweekly, while midterm grade reports, and report cards are shared four times a year.

English Learners Talking Points: English Learners Talking Points: The Language Assistance Program for English learners communicates with our families in English and in a host of other languages. Parents receive direct mailings for Annual Notification of Participation letters and ACCESS 2.0 information and results. Parents are invited to attend the Annual Language Assistance Program Family Night, where schools, district information, and community partners are on display. English Learner families receive quarterly newsletters filled with district level and community events and information. In addition, monthly Newcomer Parent Meetings are held (twice in one day) to keep newcomer caregivers abreast of what is happening in schools and the community, along with a printed Newcomer Booklet for all families. Parents are invited to attend evening English Learner Broad Based Committee meetings where the LAP Coordinator and LAP Parent Liaisons discuss district happenings, data, and welcome parent input.

The LTC Language Line is made accessible to all schools and some departments to communicate with families when we have no speaker of a particular language available. Administrators, secretaries, nurses, and designated teaching staff can reach out to an interpreter at any time to communicate the needs of the caregivers to the school and the needs of the school to the caregivers.

English Learner Website/Youtube Channel: English learner families/caregivers have a designated website and Youtube Channel where they can go to receive information and watch

recorded videos of virtual meetings both in English and Spanish. Several videos have been created to assist our families/caregivers on how to access district websites and work to assist their children with technology.

Increasing Family Involvement

Skyward Access for Families and Students: MSD of Wayne Township's student information system where guardians can access real-time updates on their child's academic progress. Skyward can be accessed via a phone app or a parent portal website. In addition, teachers and guardians can communicate directly via the email feature in Skyward.

Phone Call to Families: Parent Square, a mass communication system, is used for the timely delivery of events and activities available to families within the district. These calls are provided in English and Spanish and can be made at the district level, school level and classroom level.

Community Circles: MSD of Wayne Township has started hosting virtual community circles as another layer of equity work, in an effort to share information with the families/caregivers and overall larger Indianapolis community about the diversity, equity, and inclusion efforts of the district. MSD of Wayne Township Community Circles are recorded and made available on the equity youtube channel.

LAP Family Night: LAP Family Night is hosted annually. Schools, district representatives, and community partners are available. Parents and their children are able to visit over 60 tables to ask questions, gather information, choose meaningful school or community related giveaways, and participate in fun activities.

LAP Parent Liaison: The LAP Parent Liaison works closely with our English learner parents/families to ensure all of their needs are met. This position is committed to finding interpreters/translators for families and establishing strong community partnerships to assist families. The LAP Liaison host informative events throughout the year: immigration topics, proper usage of school technology, free/reduced lunch procedures, school contact information, medical assistance, dental assistance, free resources, etc.

NewComer Meetings - Newcomer Parent Meetings are held monthly for one hour. Any parent or guardian who has a child who has been in US schools for 3 years or less are invited to attend. Parents receive a MSD of Wayne Township Newcomer Booklet that provides them with school information, community resources, and an explanation of what it means for their students to be a newcomer or an English learner in our district.

Wayne Winter Games and Health Fair: Wayne Winter Games is an annual community event that brings community healthcare partners together to share information with families and community members. This event is an interactive event to engage students in various activities at the many booths, as well as friendly competition for adult teams in a variety of physical challenges. The purpose of the event is to engage in dialogue about health and well-being and connect services to community members.

District Social Worker : The social worker works closely with our families living in poverty to ensure all of their needs are met. This person is committed to finding resources for families and establishing strong community partnerships to assist families.

Straight A Celebrations: Following the end of the school year, students in first through twelfth grade are recognized for attaining Straight As on their report cards. Families are invited to an evening event where students are recognized by Superintendent, Dr. Butts and our School Board.

Translated Communications - District letters and all other important information are distributed to families in English and Spanish. Communication can be translated in many of the other seventy two languages by parent request, teacher request, and/or necessity.

Talking points is a web and mobile text message application, that communicates to families in over 20 different languages, used by the LAP office to communicate special events and happenings to English learner families.

LTC Communication is a language line provided by the LAP office for schools to call an interpreter when in the company of a parent who is trying to enroll a student, for a child who has a medical emergency, and/or at the discretion of an administrator.

Arts Alive: Arts Alive is a biannual event celebrating the performing and visual arts in May. Art teachers from across the district compile a large selection of work from their students that is displayed throughout the high school. The music and drama teachers schedule concerts and performances. This event is open to the community and is an all day event geared at showcasing the various talents of students and engaging the community in additional programming opportunities provided to students.

Seniors With Extraordinary Artistic Talent (SWEAT): Each May Ben Davis High School students who are enrolled in a visual arts class gather their work from the school year for display at an art show. This event showcases the unique and diverse work of Ben Davis students and gives them a platform to speak to community members about their art and what role it plays in their life.

Book Fairs: Schools set up a mini-book store where students and families have opportunities to buy books to add to their personal libraries. Many schools have books fairs that take place multiple times throughout the year and that are tied to literacy nights where families come and participate in literacy related activities.

Ben Davis also communicates with families through a quarterly school newsletter, phone calls, messages on Skyward, and emails.

Our active booster clubs, BD Dads and Parent/Teacher Council are other ways that parents can get involved in the happenings at Ben Davis.

Providing Academic Performance Information

Fall Conferences: Every October, we invite families into school to learn about student progress and performance. Teachers and administrators meet with students and families in the evening. Translators are provided for families that speak languages other than English.

Skyward Access: MSD of Wayne Township's student information system where guardians can access real-time updates on their child's academic progress. Skyward can be accessed via a phone app or a parent portal website. In addition, teachers and guardians can communicate directly via the email feature in Skyward.

ACCESS 2.0/ACCESS Alternative Parent Information: English learner families receive a letter in December of each year providing them with the WIDA ACCESS 2.0 dates, along with helpful tips on how they can help their child be successful. In May/June of each year, English learner families receive a student report, which is an update of their child's English proficiency level, and a letter that provides instructions on how to interpret the meaning of the score report. These letters are sent in multiple languages per the parents request as determined by the original Home Language Survey.

Involving Families in Planning, Decision-making, and School Improvement

Leadership and decision making with input from a committee of persons interested in the school, including parents, teachers, community leaders, and administrators is the foundation for a successful school, district and community. (IC 20-31-5-1, ESSA, Title I Schoolwide)

School Improvement Planning Committee: Parents, community members, teachers and administrators meet yearly to complete a comprehensive review of school data, identify areas of strength, prioritize areas for growth, and determine updates to the school improvement initiatives.

District Broad-based Committees for High Ability, EL: Parents are invited to attend two evening English Learner Broad Based Committee meetings (one each semester) where the LAP Coordinator and LAP Parent Liaison discuss district happenings, data, and welcome parent input.

Skyward Advisory Committee: As new features become available in MSD of Wayne's student information system, Skyward, a group of guardians are gathered to discuss the new features. Discussion centers on the functionality of the feature, the need to adopt the feature and the rollout of communication on the feature.

Transition Supports - Required Content

Transitions between school buildings are a critical time to increase communication and support to ensure all students transition smoothly. (Title I Schoolwide)

Transition from Middle School 8th Grade to the Ninth Grade Center

Beginning in January, 8th graders watch promotional clips about the various academies/ teams offered at the Ninth Grade Center. The short videos include testimonials from former students, and information regarding the academic and career focus of each academy. The purpose of these videos is to be informational and persuasive to each students' potential college and career pathway they plan to pursue. This works in accordance with Ben Davis high school goals to Enroll, Enlist, and Employ our students upon graduation.

In early February, students visit Ben Davis University with their teachers. Students tour the campus, participate in S.T.E.M. activities, and listen to a presentation from the administration team and current seniors. Eighth grade teachers chaperon students as high school student leader's guide and explain the campus to students.

In February, a Ben Davis Ninth Grade Center counselor, in conjunction with Chapel Hill and Lynhurst counselors, assist students in choosing their 9th grade schedule. In addition, students visit the Ninth Grade Center with their teams during a school day in the spring. The Ninth Grade Center provides student leaders / teachers to lead tours around the campus. Following these tours, students listen to a presentation from the Ninth Grade Center principal. Chapel Hill and Lynhurst students are able to ask clarifying questions regarding their academic and extra-curricular choices at the Ninth Grade Center.

In April, 8th grade students visit the Ben Davis Career Center – Area 31. Students tour the campus and are exposed to various offerings / classrooms offered at the Career Center. Students also attend a presentation by the lead counselor and principal following the tour at the Career Center. Starting in April, students begin applying and interviewing for various opportunities at the Ninth Grade Center and High School. This includes: Advancing Via Individual Determination (AVID), Ben Davis University, and Vincennes College (VU) dual credit.

Cultural Competency - Required Content

Include culturally appropriate strategies for increasing student learning and methods to improve the cultural competency of the school's teachers, administrators, staff, parents, and students. (IC-20-31-6)

Student Population Breakdown - Updated Annually

These tables include the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population. (IC-20-31-6)

Program Enrollment	2018-2019 Number/Percent	2019-2020 Number/Percent	2020-2021 Number/Percent
All School	3236	3284	3280
English Learner (LAP) Program	444/14%	493/15.0%	14.2%
Special Education Program	505/16%	506/15.4%	15.7%

Ethnicity Enrollment	2018-2019 Number/Percent	2019-2020 Number/Percent	2020-2021 Number/Percent
All School	3236	3284	3280
Native American and Other	4	5/.2%	7/0.2%
Asian	26/1%	19/.6%	16/0.5%
Black	1179/36%	1223/37.2%	1263/38.5%
Hispanic	944/29%	988/30.1%	987/30.1%
Multiracial	174/5%	171/5.2%	171/5.2%
White	904/28%	873/26.6%	836/25.5%

Free-Reduced Meals Enrollment	2018-2019 Number/Percent	2019-2020 Number/Percent	2020-2021 Number/Percent
Free/Reduced Meals	2427/75%	2105/64.1%%	2037/62.1%
Paid Meals	804/25%	1179/35.9%	1243/37.9%

District Programs and Strategies in Place to Support Culturally Responsive Schools

Culturally appropriate strategies for increasing educational opportunities and educational performance for each group are incorporated into the school. (Updated Annually IC-20-31-6)

SIOP Training: To better support English learners in the district, the Language Assistance Program offers a yearly Sheltered Instruction Observation Protocol (SIOP) four day training. Classroom teachers are taught all eight components of the model: Lesson Preparation, Building Background, Comprehensible Input, Instructional Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. The district has revisited prior training in the SIOP model. To date we have three cohorts, consisting of instructional coaches, elementary, Middle School, and high school teachers who have been trained. The next cohort will start in the fall.

Interrupting Racism for our Children (formerly known as Undoring Racism): To examine and learn about our country's history of racism, systemic oppression, and white privilege. This two day workshop (virtual or in-person) brings to light a common definition of racism, the historical context of both racism and oppression, and how it is maintained in institutions to the detriment of Black, Indigenous, and People of Color. To date, we have had 19 District administrators, 29 Principals and Assistant Principals, 53 School Staff, and 8 Instructional Coaches participate in this professional learning experience, with a total of 109 staff members.

District Equity Team: The equity team is comprised of the superintendent, the superintendent's cabinet, district administrators, building administrators, teachers, and parent liaisons. The team meets four times during the first semester utilizing one of three books: *White Fragility*, *Biased*, and *So, You Want to Talk about Race* as vehicles to discuss perspectives on implicit bias, racism, cultural competence, cultural responsiveness, white privilege, equitable programming, systemic changes, and maintaining high expectations for all students. During the second semester, building administrators receive lessons for their school based teams to engage in monthly meetings.

High Ability Broad Based Planning Committee - Equity Working Group: The equity working group consists of various stakeholders working within the school district to examine the level of representation from all groups participating in the MSD of Wayne Township's high ability program. The team of teachers, administrators, and counselors review selection and identification processes and criteria, and provide input and feedback based on research and best practices to help ensure the selection process is equitable for all students.

Professional Development is geared around discussions of race, culture, white privilege and how our instructional practices and curriculum should reflect our population. From our leadership team

researching famous black people who would be famous, but who are not, to ensuring Ethnic Literature is taught as a separate class, and integrated in the curriculum, equity is a major focus. Furthermore, we read CRT and the brain to align our practices with our beliefs.

Strategies for Improving Cultural Competency - Updated Annually

Areas in which additional professional development are necessary to increase cultural competency in the school's educational environment are listed below. (Updated Annually IC-20-31-6)

The District Equity Team (DET) is comprised of the superintendent, all of the superintendent's cabinet, all district administrators, all building administrators, teachers, and parent liaisons. The team meets four times during the first semester utilizing one of the three books: *White Fragility, Biased, and So, You Want to Talk about Race* as vehicles to discuss perspectives on implicit bias, racism, cultural competence, cultural responsiveness, white privilege, equitable programming, systemic challenges, and maintaining high expectations for all students.

During the second semester, building administrators receive lessons for their school based equity teams to engage in monthly discussions and strategies to address equity issues and concerns with a clear effort to keep individuals on the journey towards equity. In addition, all DET members are invited to be a part of district wide affinity groups to develop a deeper understanding of both individual and group cultural identity and how cultural identity impacts our day to day lives.

Staff Circles: The district hosts virtual staff circles as another layer of equity work, in an effort to share information with all district staff members about the diversity, equity, and inclusion efforts of the district. MSD of Wayne Township Staff Circles are recorded and available on the equity youtube channel for all staff to review.

Staffing - Required Content

Recruitment

We have several measures in place to attract, nurture, and retain highly qualified teachers. Our school works closely with the district to attract highly qualified teachers. Teachers from throughout the state are aggressively recruited at college job fairs, interviews, and from a robust student teaching pool. The district creates and maintains a pool of highly qualified candidates who have been carefully screened to meet the high expectations of Wayne Township. After employment, Wayne Township requires all new employees to complete a two-year district level professional development

orientation as a form of ‘on-boarding.’ Additional support is provided through grade level teams, mentors, the support of an instructional coach, and a New Teacher Academy. (Title I Schoolwide)

Attendance - Required Content

Reduction of absenteeism is a top priority for our school. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

School Attendance - Goals

We have multi-year goals that include improvement in the Model Attendee Rate in our elementary and middle schools and goals for attendance improvement in our ninth grade center and high schools. Annually, we review these goals and the attendance improvement objectives and strategies described below. (IC 20-31-5-4, 511 IAC 6.2-3, ESSA) Attendance Goals are located in the “2 SIP State and Federal Accountability Goals” section of our plan.

Federal Accountability - Model Attendee Goals

The Federal Accountability grade includes a Model Attendee Rate. A Model Attendee must have been enrolled for at least 162 days and either be at 96% overall attendance rate or have improved his/her attendance by 3% from the previous school year. All students in Kindergarten through 8th grade are included in the school’s Model Attendee goal and the school accountability indicator.

Students Absent 10% or More of the School Year

	2018-2019	2019-2020	2020-2021
Number of Students	562	415	427
Percent of Students	21%	15%	14%

Programs/Objectives Currently in Place to Support Attendance - District Level

High School Attendance Strategies

- **Full Time Registered Nurses:** Our school has two full time registered nurses to meet health related issues that might impact students including: asthma, diabetes, seizure disorders, eye exams, maintain student immunization verifications, and monitor typical colds, flues and minor health related concerns.

- **In-School Dental Program:** The mobile dentist is an in-school dental program designed to support students' overall dental health. The program sets up a mini dental clinic in the school once or twice each year. The services include: complete oral exam, cleaning, fluoride, sealants, x-rays, fillings, pulpotomies, simple extractions, oral health education and a free toothbrush. The program is convenient for families and no cost to those on Medicaid.
- **Immunization Free Clinics:** Each year Wayne holds district-wide shot clinics offering free immunizations for students kindergarten through high school.
- **Summer Lunch Program:** Throughout the summer, our Child Nutrition Program offers a daily lunch at locations across the district for children under the age of 18.
- **Parent Letter for 3, 5, and 9 Days Absences:** The administration automatically generates letters to parents when students have 3, 5 or 9 days of absences. Letters are shared with parents reminding them of their child's absence. The administration tracks students' absences and utilizes school personnel to reach out and work with families.
- **Drivers License Suspension,** when students are deemed a habitual truant per school board policy, notification is sent to the Bureau of Motor Vehicles which will either prevent students from gaining permit/license or that will invalidate permit/license.
- **Legal Notice of "Truancy":** Legal notice is delivered to the home where students have excessive unexcused absences. The notice informs parents/students that if they reach 10 unexcused absences they may be referred for "Truancy".
- **Family Attendance Court:** District administration meets monthly with families of 9th grade students with significant attendance concerns. Student attendance patterns are reviewed and root causes are collaboratively considered. Goals for improvement are developed and strategies for monitoring continued improvement are determined.
- **"Truancy" Referral for Court:** Administration follows up on the legal notices that are sent to parents. When students are absent after being warned by legal notice the parent is referred for "Truancy". The school provides necessary attendance documentation, affidavits, and referral documentation to the Marion County Prosecutor's Office.

Strategies for Improving Attendance - School Level

- IMPACT classroom monitoring
- Counselor/Admin connected to IMPACT classes to work with students

Career Awareness and Development - Required Component

Grades 9-12

Career awareness activities are provided for students. Check all that apply.

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Ben Davis High School - SIP Report

	Job-site tours-not this year due to Covid
	Guest Speakers-not this year due to Covid
X	Career-focused clubs (i.e. Robotics, Agriculture Garden, STEM, etc.)
X	Industry-related Project-Based Learning
X	Online career navigation program
X	Job shadowing
X	Career-related courses
	Career Day/Fair or Community Day
	Other:
	Other:

State Accountability Goals: Ben Davis High School

Performance Domain - Percent Passing							
	Scores 2017-2018	Benchmark 2018-2019	Benchmark 2019-2020	Goal 2020-2021	Benchmark 2021-2022	Benchmark 2022-2023	Goal 2023-2024
ELA	31.4	32	33	34	35	36	37
Math	15.2	16	17	18	19	20	21
Growth Domain - Percentage Rate							
*	Scores 2017-2018	Benchmark 2018-2019	Benchmark 2019-2020	Goal 2020-2021	Benchmark 2021-2022	Benchmark 2022-2023	Goal 2023-2024
ELA - Top 75	75.2	75.5	75.5	75.5	75.5	75.5	75.5
ELA - B 25%	89.9	90	90	90	90	90	90
Math - Top 75%	68.7	70	70	70	70	70	70
Math - B 25%	89	90	90	90	90	90	90
Multiple Measures Domain							
	Scores 2017-2018	Benchmark 2018-2019	Benchmark 2019-2020	Goal 2020-2021	Benchmark 2021-2022	Benchmark 2022-2023	Goal 2023-2024
CCR Points	100	100	100	100	100	100	100
4 Year Grad %	92.8	93	93.4	93.5	94	94.5	95
5 Year Imp Points	101.3	102	102	102	102	102	102
Attendance Goal - Percentage Rate							
	Scores 2017-2018	Benchmark 2018-2019	Benchmark 2019-2020	Goal 2020-2021	Benchmark 2021-2022	Benchmark 2022-2023	Goal 2023-2024
State Attendance	93.2	93.4	93.6	93.8	94	94.4	95

Federal Accountability Goals: Ben Davis High School

Academic Achievement Indicators - Percent Passing

	Scores 2017-2018	Benchmark 2018-2019	Benchmark 2019-2020	Goal 2020-2021	Benchmark 2021-2022	Benchmark 2022-2023	Goal 2023-2024
ELA	31.4	32	33	34	35	36	37
Math	15.2	16	17	18	19	20	21

Graduation Rate Indicator - Percentage Rate

	Scores 2017-2018	Benchmark 2018-2019	Benchmark 2019-2020	Goal 2020-2021	Benchmark 2021-2022	Benchmark 2022-2023	Goal 2023-2024
4 Year Rate	68.3	70	70.2	70.4	70.6	70.8	71
5 Year Imp	1.2	1.3	1.4	1.5	1.6	1.7	1.8
Total	69.5	71.3	71.6	71.9	72.2	72.5	72.9

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College and Career Readiness Indicator - Percentage Rate

Goal 25%	Scores 2017-2018	Benchmark 2018-2019	Benchmark 2019-2020	Goal 2020-2021	Benchmark 2021-2022	Benchmark 2022-2023	Goal 2023-2024
CCR	54.3	55	56	57	58	59	60

Progress in Achieving English Language Proficiency - Proficiency Rate

Goal 70%	Scores 2017-2018	Benchmark 2018-2019	Benchmark 2019-2020	Goal 2020-2021	Benchmark 2021-2022	Benchmark 2022-2023	Goal 2023-2024
Met Goal or Achieved Proficiency	10.8	11	11.2	11.4	11.6	11.8	12

Federal Accountability Goals: Ben Davis High School

Subgroup Grades							
	Scores 2017-2018	Benchmark 2018-2019	Benchmark 2019-2020	Goal 2020-2021	Benchmark 2021-2022	Benchmark 2022-2023	Goal 2023-2024
Overall Points (Total Student Group)	67.2	70	75	80	85	90	90
American Indian / Alaskan Native							
Black	68.4	70	75	80	85	90	90
Multiracial	74	75	75	80	85	90	90
White	72.7	73	75	80	85	90	90
Free/ Reduced Lunch	68.4	70	75	80	85	90	90
Asian							
Hispanic Ethnicity	64.6	70	75	80	85	90	90
Native Hawaiian or Other Pacific Islander							
English Language Learner	58.6	65	72	77	85	90	90
Special Education	60.1	65	72	77	85	90	90
Letter Grade Points							
A	100 - 90 points						
B	89 - 80 points						
C	79 - 70 points						
D	69 - 60 points						
F	59 and below						

Ben Davis High School

SIP Professional Learning/Action Plan

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Priorities for Improvement

Priority 1

Create a Relationship Based Culture (BC) steeped in brain research and cultural responsiveness.

Priority 2

Expand opportunities to push for Innovation (becoming a WHY school) and integrating curriculum (STEM) to provide relevance for scholars.

Priority 1: Establish Relationship Based Culture

Student-Focused Outcome

What do you intend to change for students in your school?

Students will... have less off task behaviors and graduate at a higher rate because we have a strong Relationship Based Culture.

Outcomes for Staff

What adult-focused outcomes will establish the conditions necessary to achieve the student-focused outcomes?

Knowledge

Conceptual understanding of information, theories, principles, and research

- Will understand brain research
- Understand themselves and their own triggers
- Understand cultural responsiveness

Attitudes

Beliefs about the value of particular information or strategies

- Will value IMPACT and the ability to form relationships in this setting
- Will believe that students behavior is a sign of the brain functioning over choice
- Will want to learn about multiple cultures and value those in the classroom and beyond

Skills

- Implement classroom management policies that are culturally responsive and align with brain research

Strategies and processes to apply knowledge	<ul style="list-style-type: none"> ● Implement instructional practices that align with a Relationship Based Culture ● Continue to learn about marginalized and important people in specific fields of study
Behaviors Consistent application of knowledge and skills	<ul style="list-style-type: none"> ● Staff will form strong professional relationships so that every student has a champion in the school ● Staff will utilize relationships to encourage students to attend school, to understand themselves, and to help them on their path to graduation and beyond

Theory of Change

Briefly outline the steps it will take to achieve your intended outcome for students. Add or delete rows if needed.

1 - Continue to learn about brain research
2 - Continue to learn why teaching black history is important for all staff and students
3 - Take the next steps from theory to practice-collaborating in PD through Instructional Rounding (continued from the previous year); staff will put their actionable goals into action in 2021-22 and a few groups will begin the rounding process based on looking for implicit bias. Staff will follow the data team process built around their goals.
4 - Continue to know ourselves, our triggers, and how to practice self care
<p>Student-Focused Outcome</p> <p>1) As a result of implementing a relationship based culture through IMPACT mentorship and a culturally responsive curriculum and instruction, we will see our graduation rate increase to 93%.</p>

Action Plan

Objective 1:

Learning Design, Approach, or Activity	<ul style="list-style-type: none"> ● In cross content teams that have recently been formed, teams will review our previous book studies (Strengths Finders, Trauma Informed Schools and CRT and the Brain) and review their actionable equity goals they wrote in 2021.. They will participate in 4 quarters of learning. In Q 1 and 3, staff will choose a tiered equity group (Equity 101 or Action Research) and in Q 3 and 4, they will resume meeting with their
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	<p>cross content teams to review the work.</p> <ul style="list-style-type: none"> ● We will add training in restorative practices, utilizing our new SEL coaches and other partners used through the district ● We will continue to offer IMPACT PD to help staff build relationships and provide information about a CCR culture at BD
Evidence-Based Rationale	<ul style="list-style-type: none"> ● Research on the brain shows that having one caring adult can change the chemistry of the brain. Our IMPACT classes are based on this idea. We have taken it a step further and are now looking at how to incorporate these theories into practice in the classroom and around the school.
Administrator Role	<ul style="list-style-type: none"> ● The administrative team will 1) organize the leaders for the equity groups and cross content teams, provide PD for the leaders on instructional rounding and RBC, and support them in the instructional rounding. We will provide the resources and time needed. And 2) the administrative team will also do instructional rounding of our own practices to ensure our practices reflect a RBC and look for inherent bias in our school. We will also provide training in restorative practices.
Coach Role	<ul style="list-style-type: none"> ● We will need the coaches to help train the teacher leaders and monitor the instructional rounding as the administrators want to be removed so it is not evaluative in nature. We will also use the new SEL coach to help train staff in restorative practices.
Leadership Team Role	<ul style="list-style-type: none"> ● Leadership team will participate as teachers and teacher leaders.
Measure of Success / Impact Gauge	<ul style="list-style-type: none"> ● The instructional rounding will have a feedback component. We have also discussed asking staff to complete a reflection over the process. All staff will go through the 6 step data team process with their action goals to measure their effectiveness.
Timeline	<ul style="list-style-type: none"> ● Quarter 1 we will review last year's learning and train the leaders and begin the tiered process meeting at least 2 times a month, Q2 the teams will meet every Tuesday in cross content teams to review work, Q3, they will continue working on their actionable goals and Q4, they will do a reflection over the process with their cross content teams.

Priority 2: Establish representation of diverse perspectives in the curriculum

Student-Focused Outcome

What do you intend to change for students in your school?

Students will...have a clear path for graduation and beyond, and be more engaged in school as shown by a higher graduation rate because the curriculum (STEM) is relevant and mirrors the culture of the students.

Outcomes for Staff

What adult-focused outcomes will establish the conditions necessary to achieve the student-focused outcomes?

<p>Knowledge Conceptual understanding of information, theories, principles, and research</p>	<ul style="list-style-type: none"> ● Staff will continue to learn about marginalized people in their field of study. ● Staff will be innovative in combining curriculum where relevant in teaching cross curricular units of study ● We will bring back our DMR teams in English and math to look closely at these areas and how they can improve STEM across the school. We will use the math DMR team to focus on the district math goals
<p>Attitudes Beliefs about the value of particular information or strategies</p>	<ul style="list-style-type: none"> ● Staff will appreciate the importance of learning about Black History and expand it to other marginalized groups as appropriate. ● Staff will see the relevance in cross content curriculum ● Staff will review English and math literacy to determine how to increase CCR rate for students and meet the district goals outlined above
<p>Skills Strategies and processes to apply knowledge</p>	<ul style="list-style-type: none"> ● Staff need to continue to learn about history-especially important people in their fields of study ● Staff will be able to collaborate with other teachers and departments ● Staff will analyze math and English data as part of a larger data team process
<p>Behaviors Consistent application of knowledge and skills</p>	<ul style="list-style-type: none"> ● Staff will use time allotted to meet and plan with teachers from other departments ● Staff will continue to teach each other about marginalized historical figures.

Theory of Change

Briefly outline the steps it will take to achieve your intended outcome for students.

Add or delete rows if needed.

1 - We will utilize Tuesday leadership meetings to review what will be organized in department meetings concerning innovation and historical practices
2 - We will utilize Thursday department meetings to implement what was discussed in the Tuesday meeting
Student-Focused Outcome Students will...be in school more, be more engaged in school and have a clear path to graduation and beyond

Action Plan

Objective 1:

Learning Design, Approach, or Activity	<ul style="list-style-type: none"> We will use our leadership meetings on Tuesday and department meetings on Thursday to train the leadership team on 1) cultural heritage of people in their fields and 2) innovation in cross curricular planning and implementation 3) DMR processes
Evidence-Based Rationale	<ul style="list-style-type: none"> Principal Kafele's video why teaching black history is vital is a great research based video on why it is important for us, as educators, to continue to learn about and teach about the many great people of color in our history. STEM and the importance of collaborating and teaching with a team approach has been well documented by the state and others
Administrator Role	<ul style="list-style-type: none"> We will be learners in this process and provide the time needed for innovation and collaboration
Coach Role	<ul style="list-style-type: none"> The coaches come to every Tuesday meeting so they can help learn and support as needed. They continue to meet with the AP over PD on a regular basis
Leadership Team Role	<ul style="list-style-type: none"> This learning will continue to take place in our leadership meetings and be disseminated through their department meetings.
Measure of Success / Impact Gauge	<ul style="list-style-type: none"> When the curriculum is relevant, students enjoy and understand at deeper levels. We expect failure rates to drop and graduation rates to improve.
Timeline	<ul style="list-style-type: none"> Starting with the leadership retreat, and running all year, this work will take place 1 full day and every Tuesday. The previous year we were sidetracked in this work, and we need to ensure that this year we are

including curriculum for ALL students across the board. We will be auditing during this timeline.

Summary of Priorities -

A summary of priorities that will be addressed in the Professional Learning Action Plan, including priorities that address (1) student achievement in relation to **rigorous state academic standards** and (2) the needs of those children who are failing or are at-risk of **failing to meet the rigorous state academic standards**.

Priorities for Improvement	Highlight any that apply
<p>Priority 1 We will create a strong Relationship Based Culture through IMPACT, through knowing ourselves, through understanding the brain, and through implementing instructional practices that reflect a culturally responsive RBC. We will monitor our practices to ensure we are delivering at a high level. Students will each have a champion, will know they are valued, will have help and support in understanding their behaviors, and will graduate more and have less off task behaviors.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance <input type="checkbox"/> ILEARN Performance <input type="checkbox"/> Graduation
<p>Priority 2 We will continue to learn about black history and other marginalized groups so that the curriculum is relevant to students. We will also plan cross content teamed STEM units to increase relevance and analyze our ELA and math data as part of a DMR process. When students find relevance in the curriculum, they will come to school and when they come to school, they graduate.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance <input type="checkbox"/> ILEARN Performance <input type="checkbox"/> Graduation

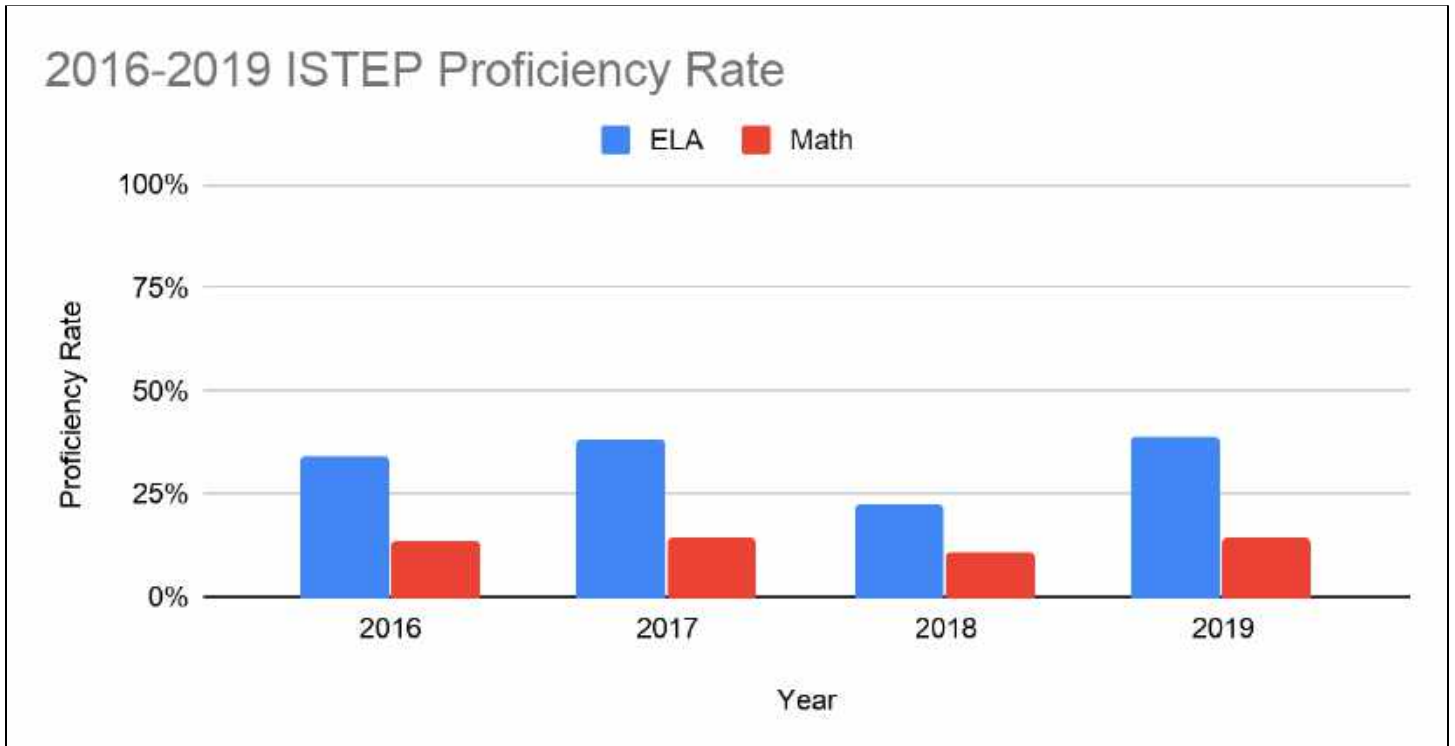
2019 Data

Ben Davis High School

School-at-a-glance	2
ELA/Math Proficiency Data	2
ELA	3
Disaggregated Data	4
English Learners	4
Ethnicity	5
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Disaggregated Data	10
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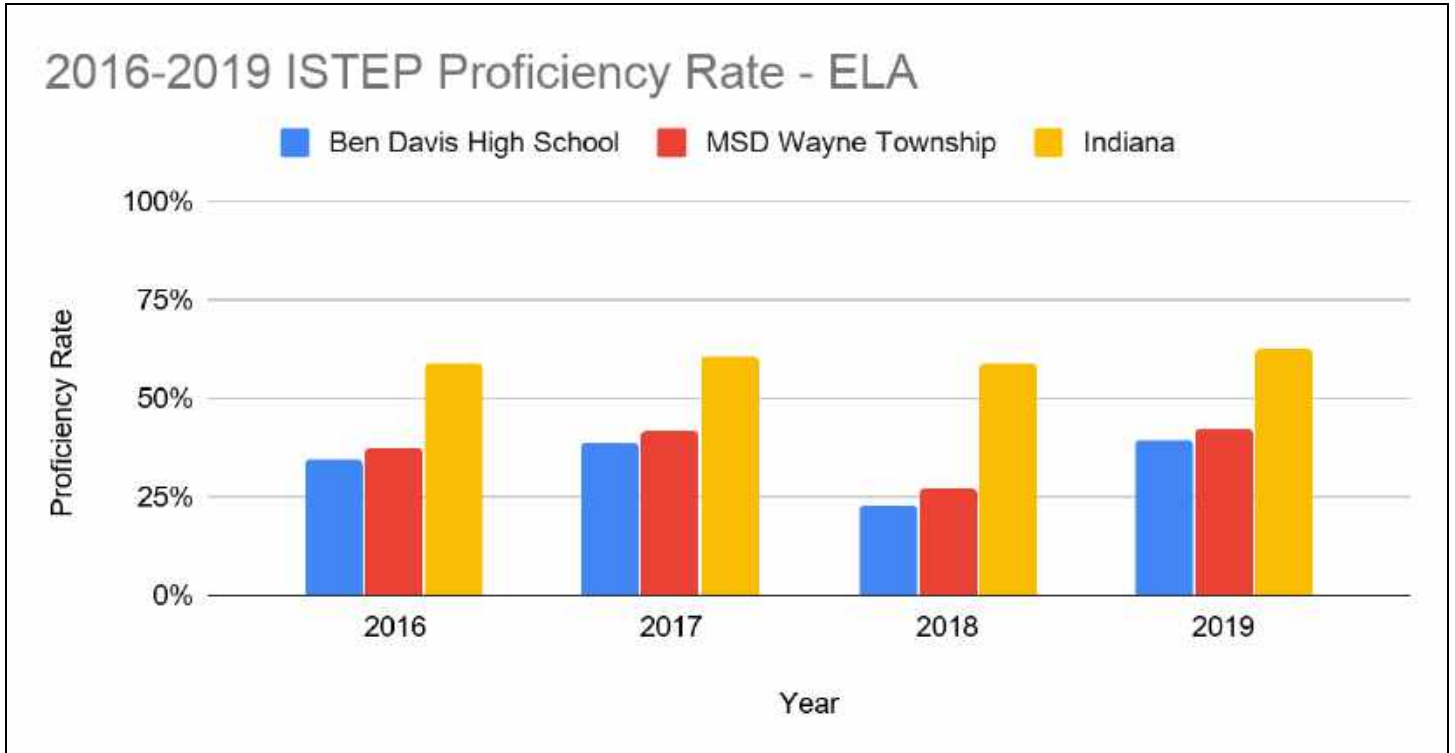
School-at-a-glance

ELA/Math Proficiency Data



ELA

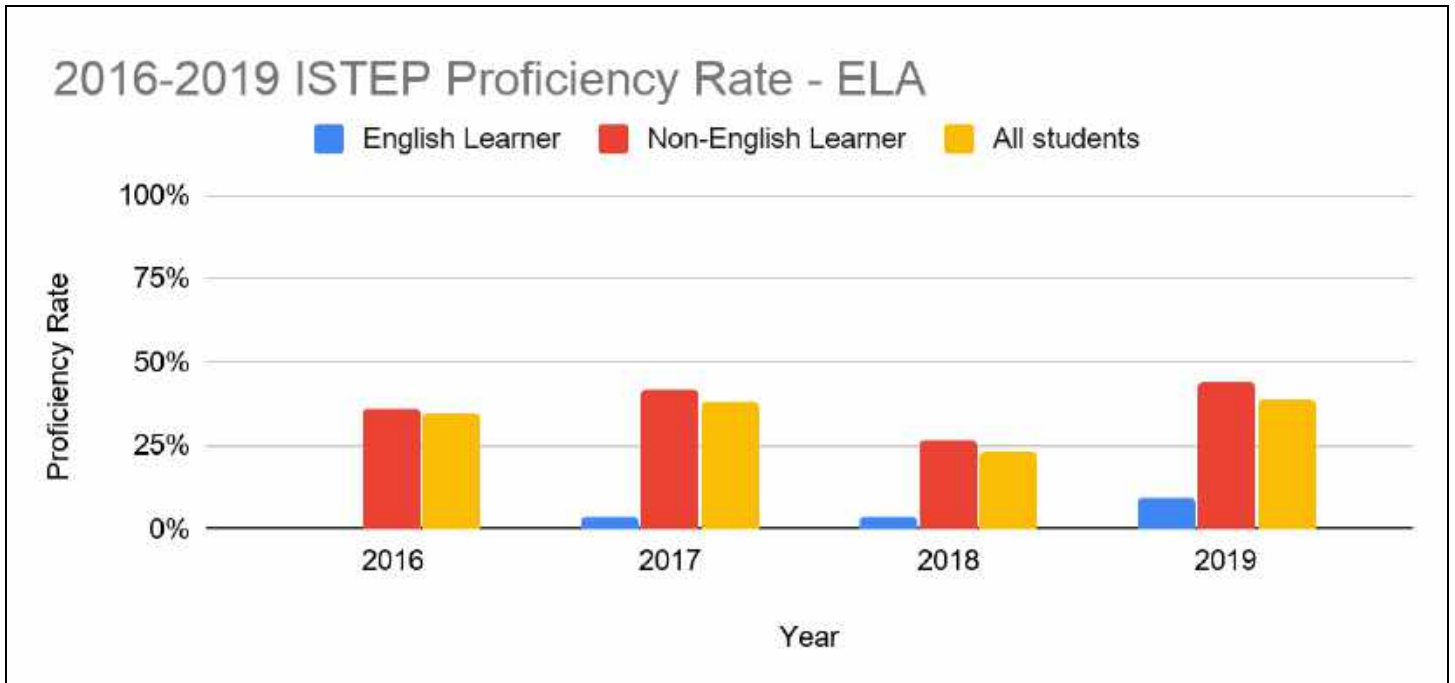
Comparison to MSD Wayne Township and Indiana



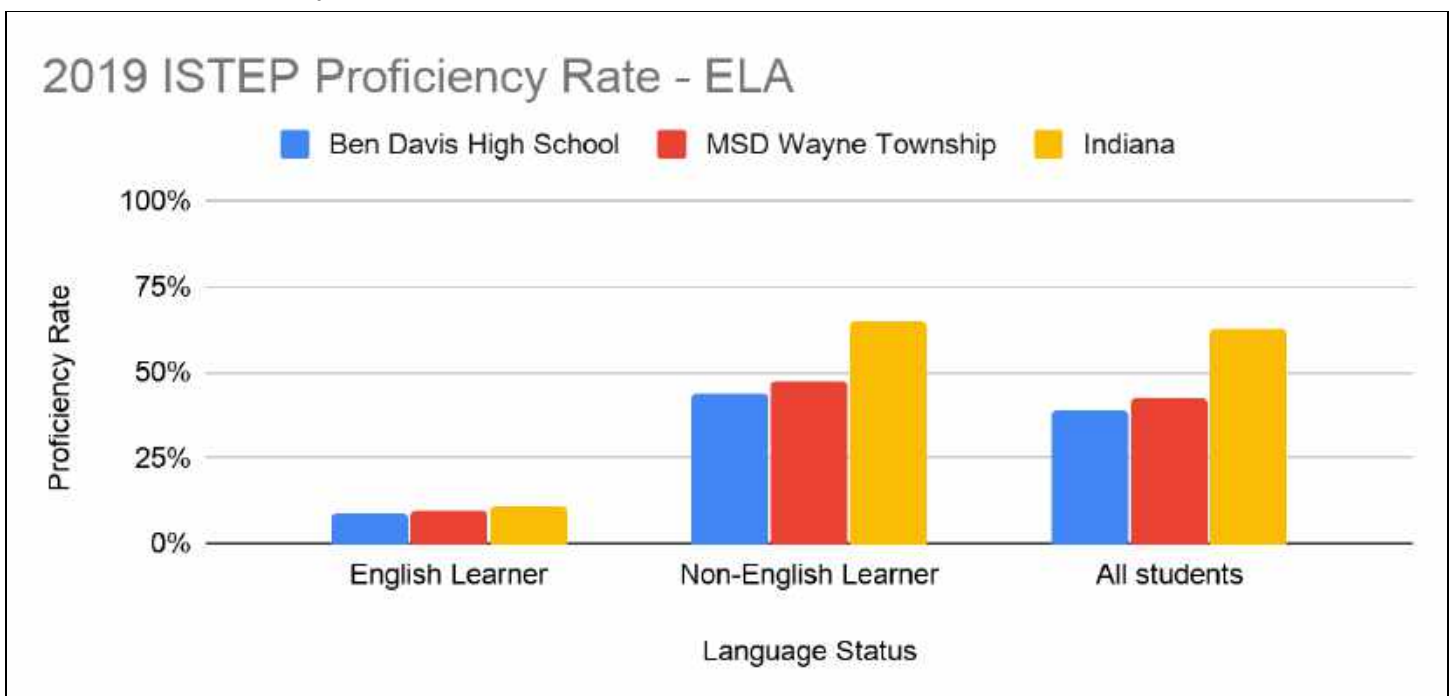
Disaggregated Data

English Learners

School Trends 2016-2019

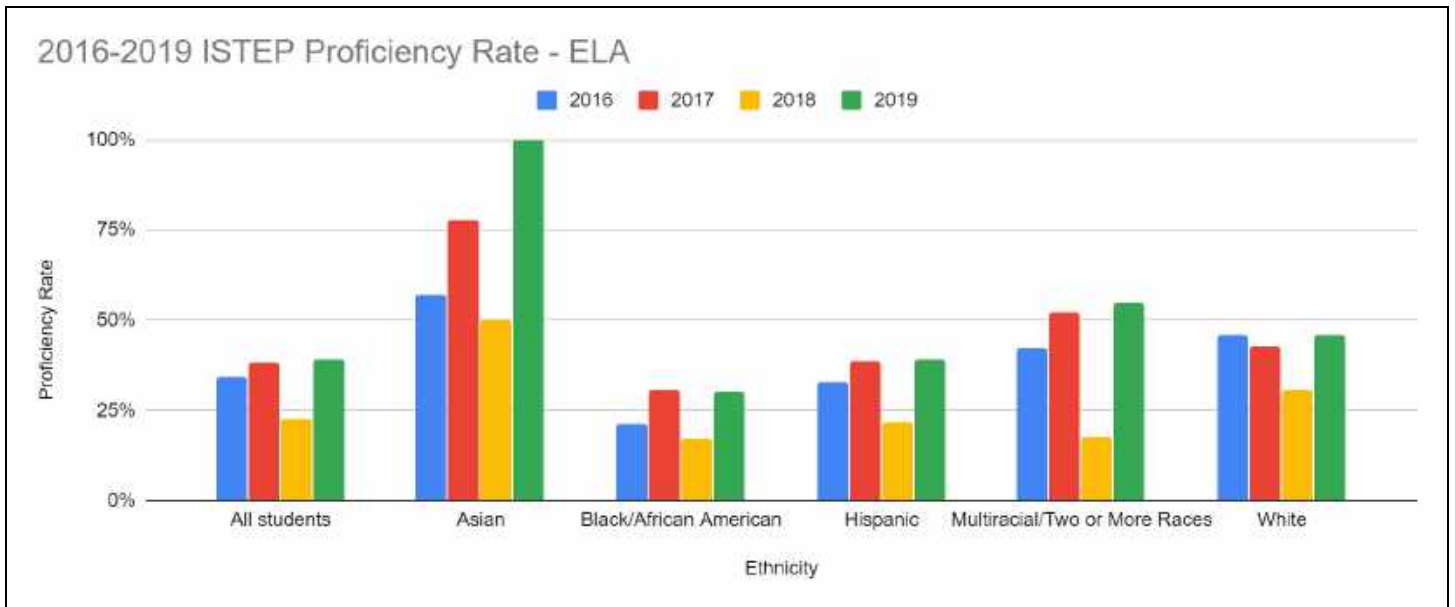


Comparison to MSD Wayne Township and Indiana

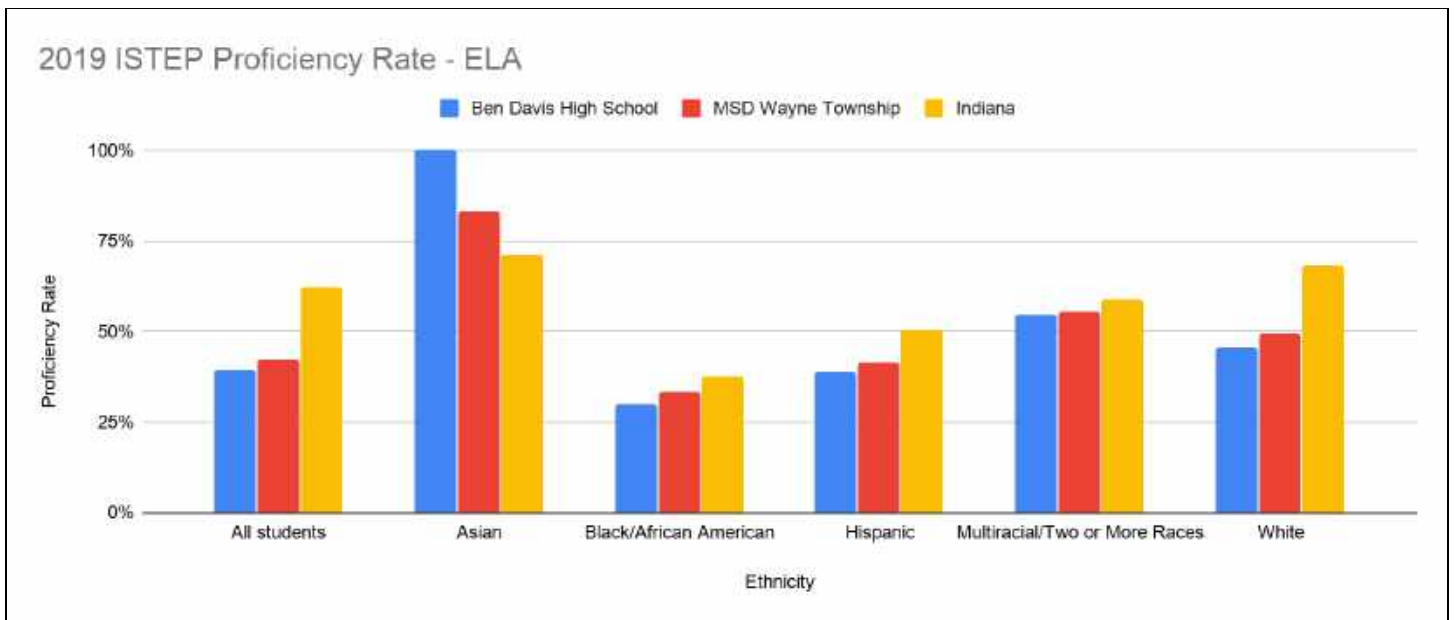


Ethnicity

School Trends 2016-2019

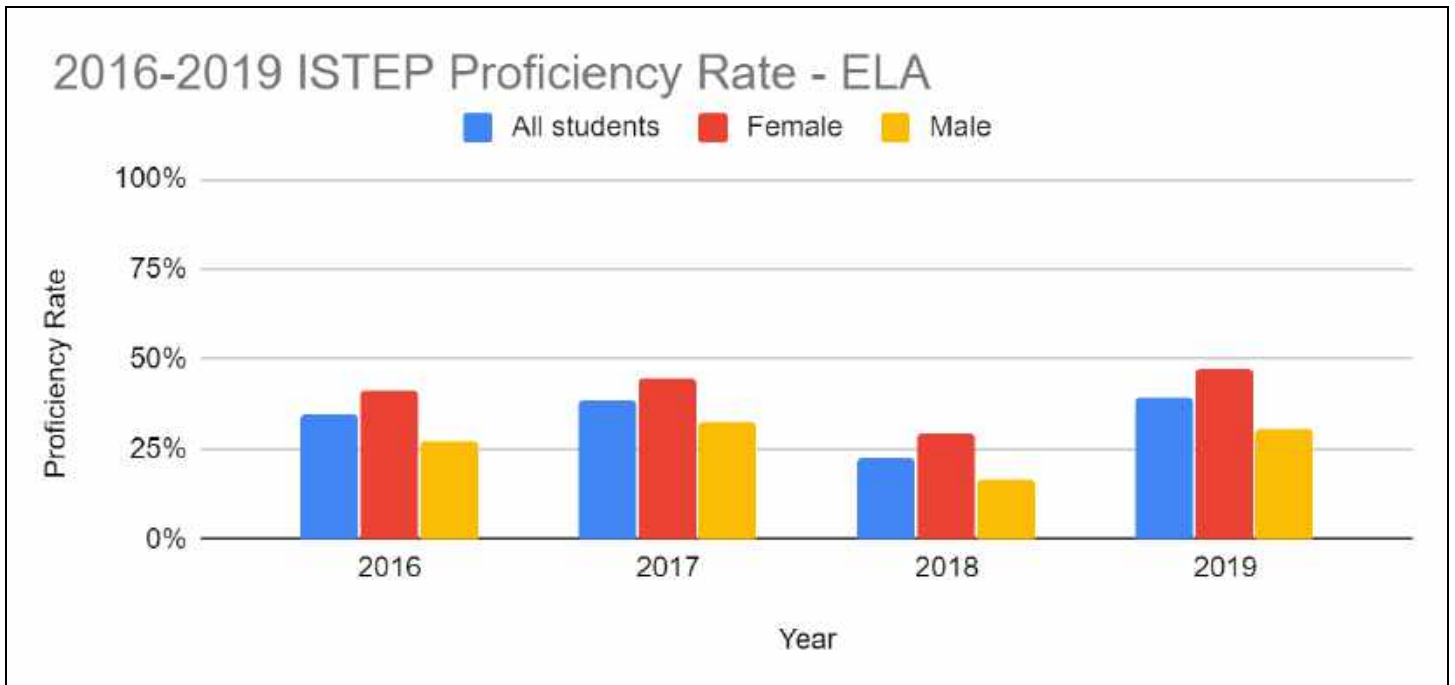


Comparison to MSD Wayne Township and Indiana

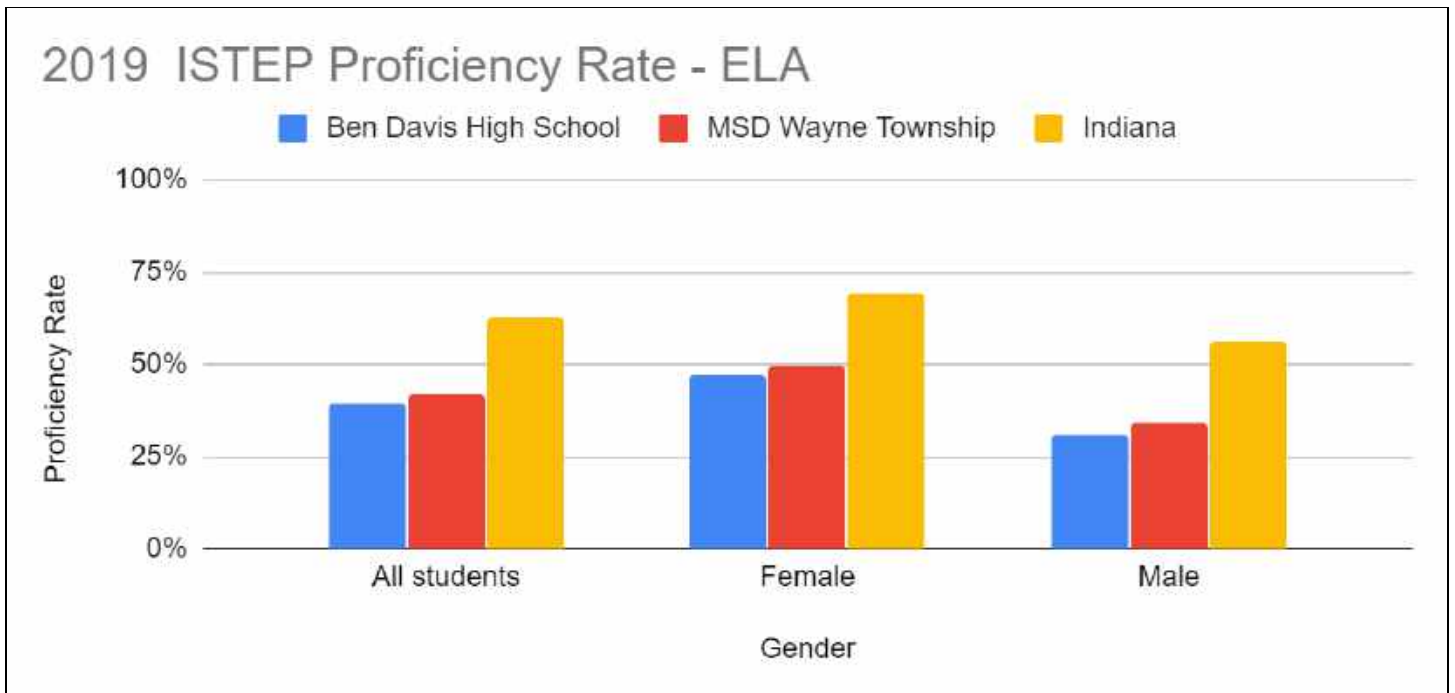


Gender

School Trends 2016-2019

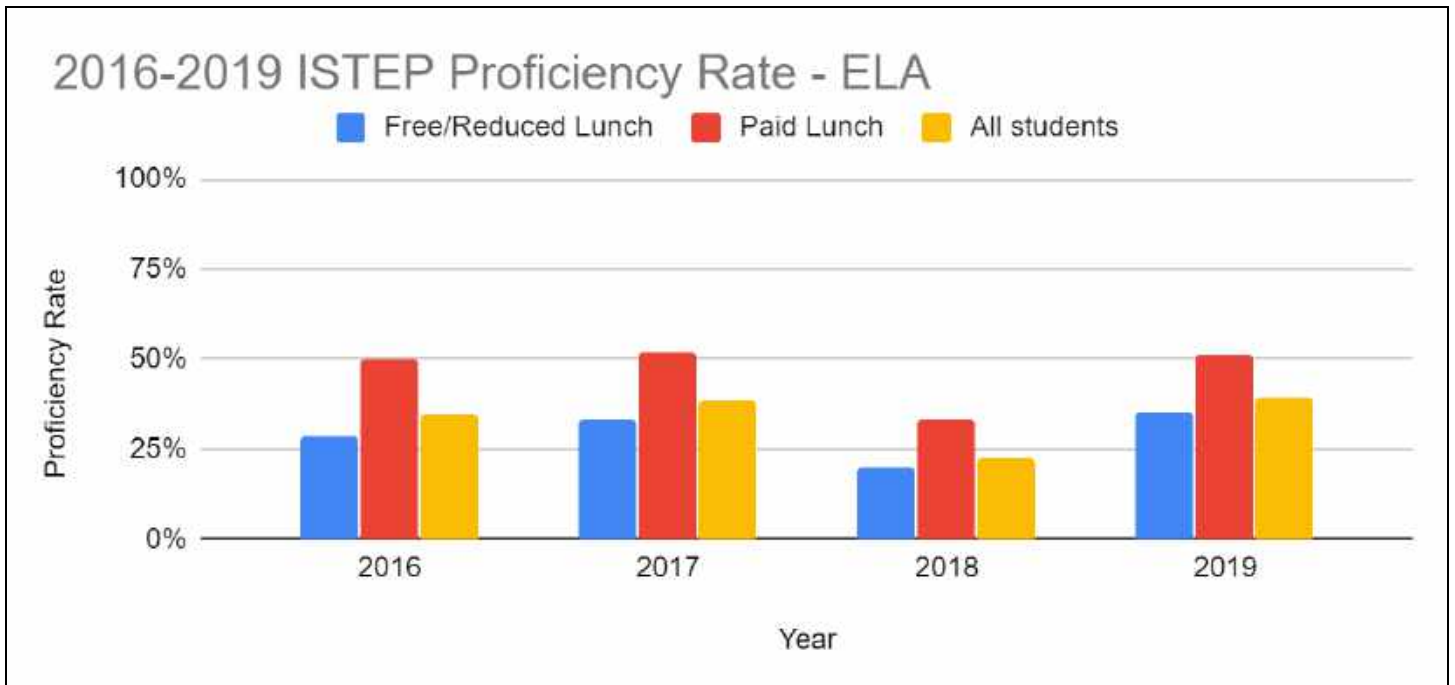


Comparison to MSD Wayne Township and Indiana

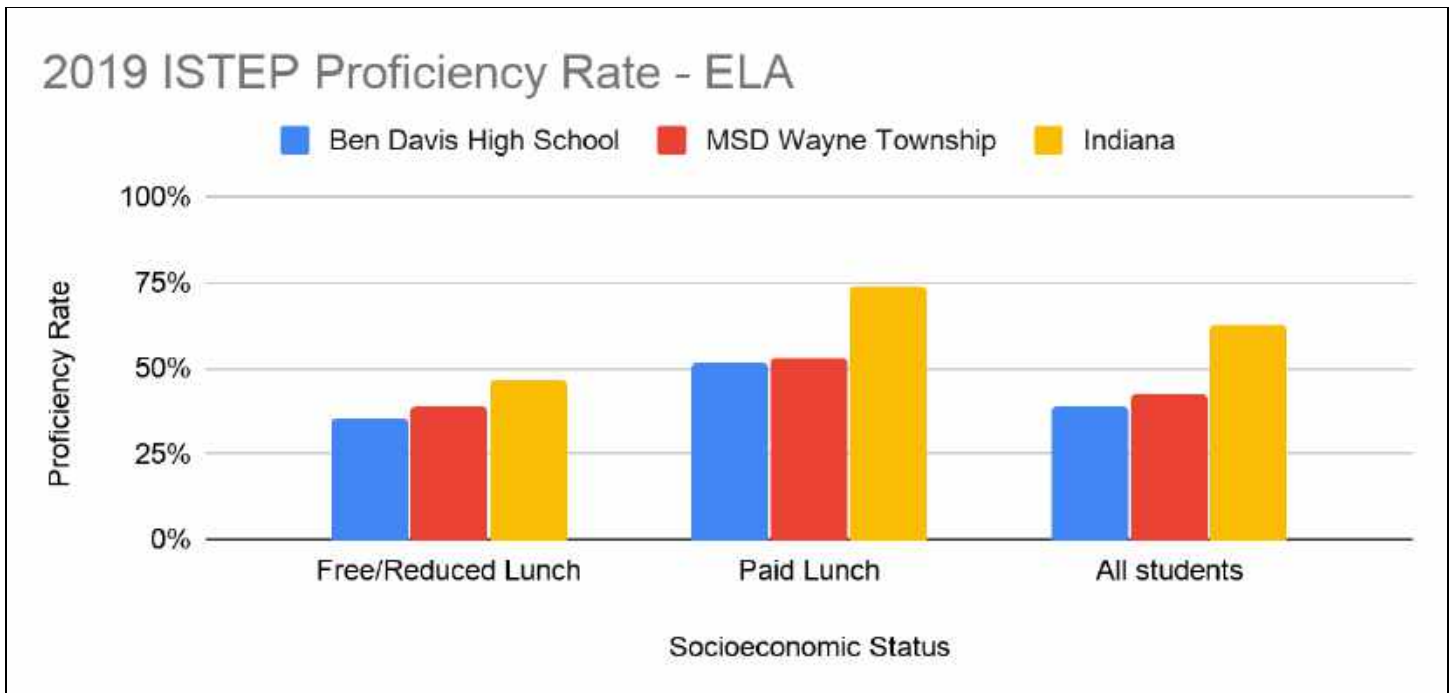


Socioeconomic

School Trends 2016-2019

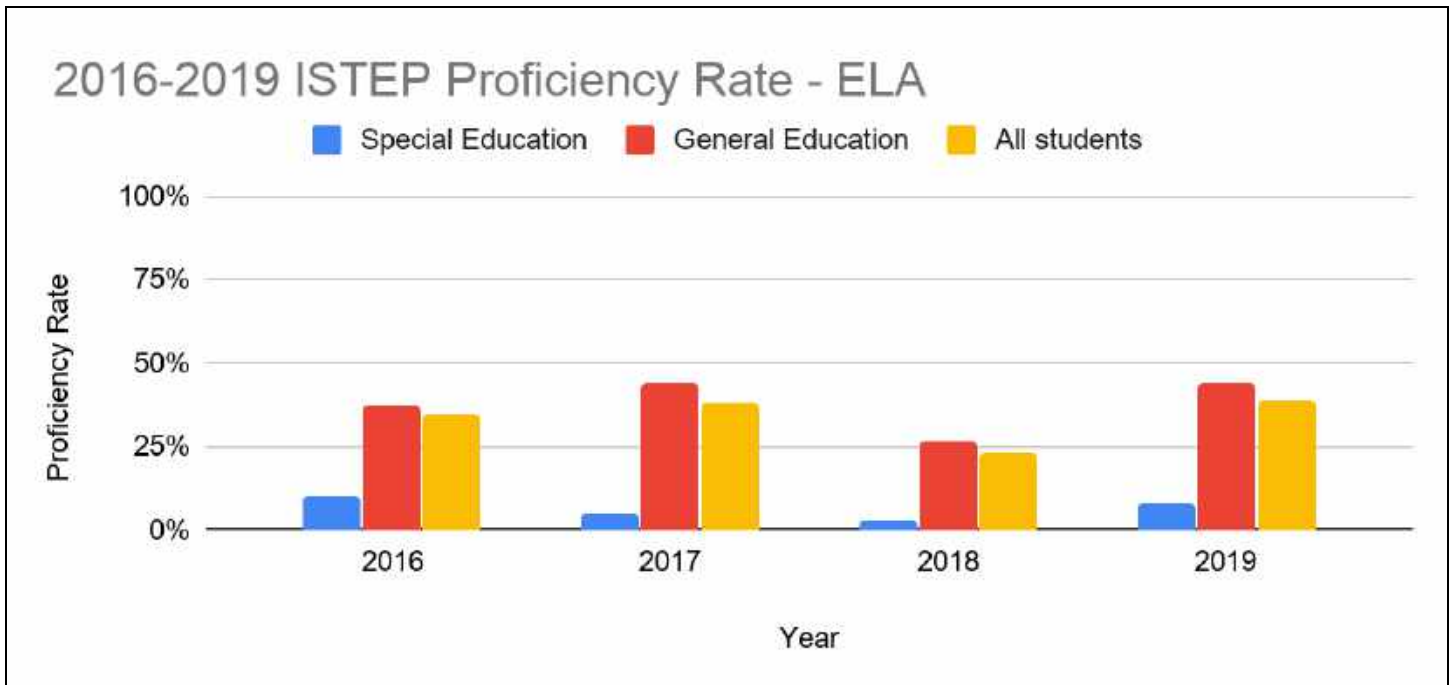


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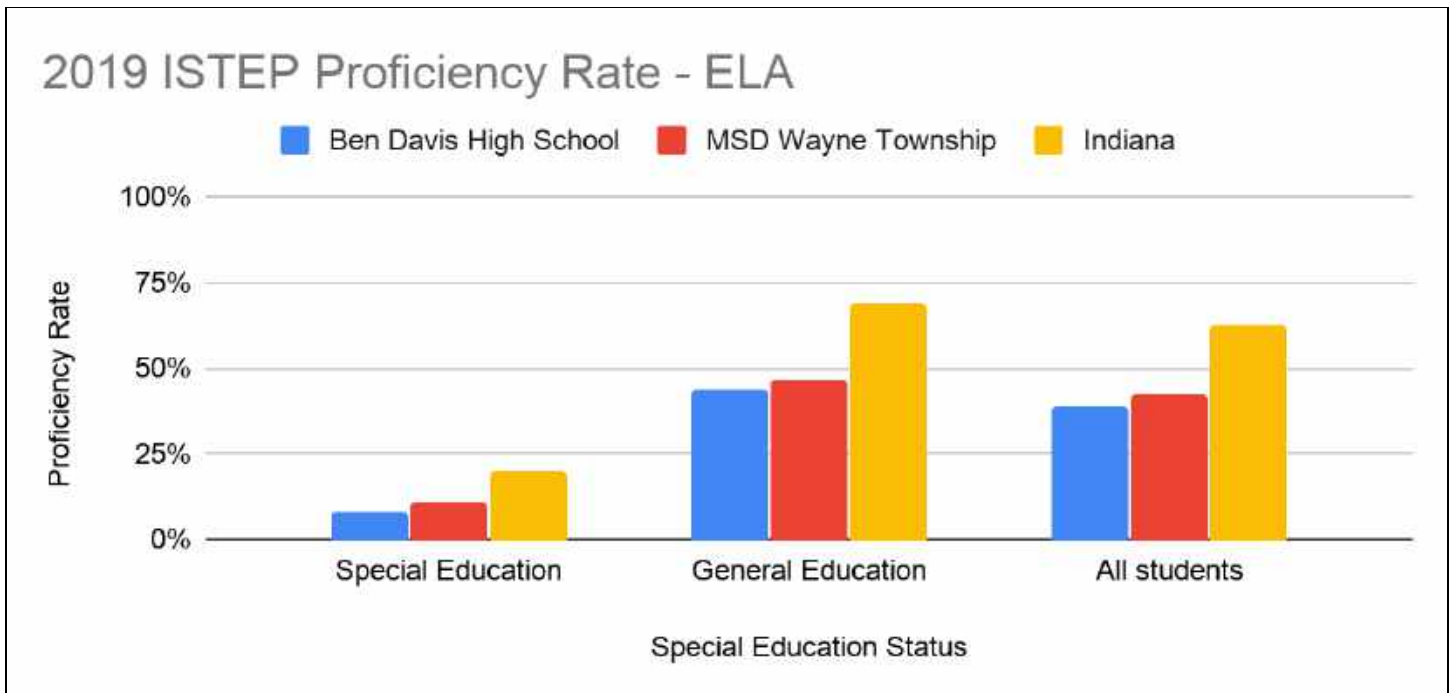


Special Education

School Trends 2016-2019

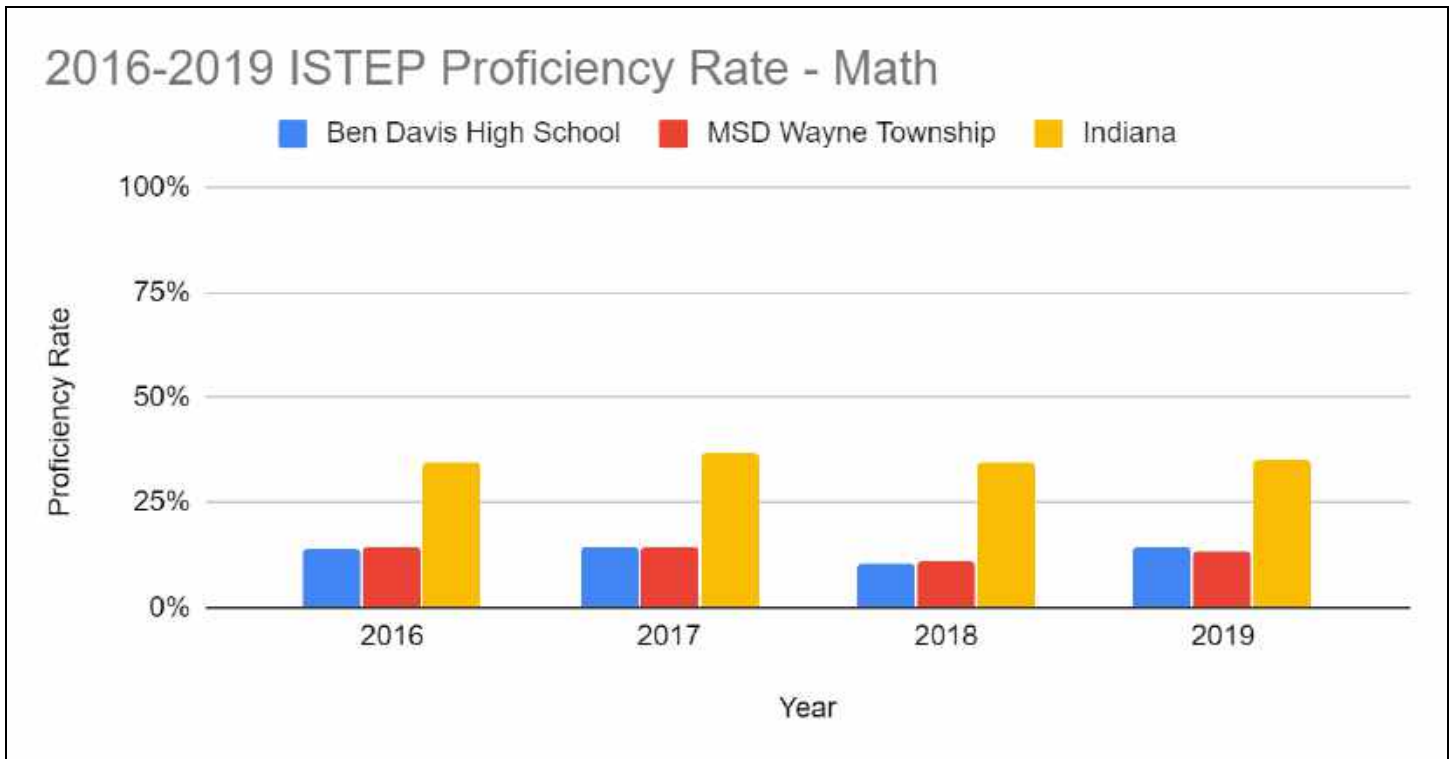


Comparison to MSD Wayne Township and Indiana



Math

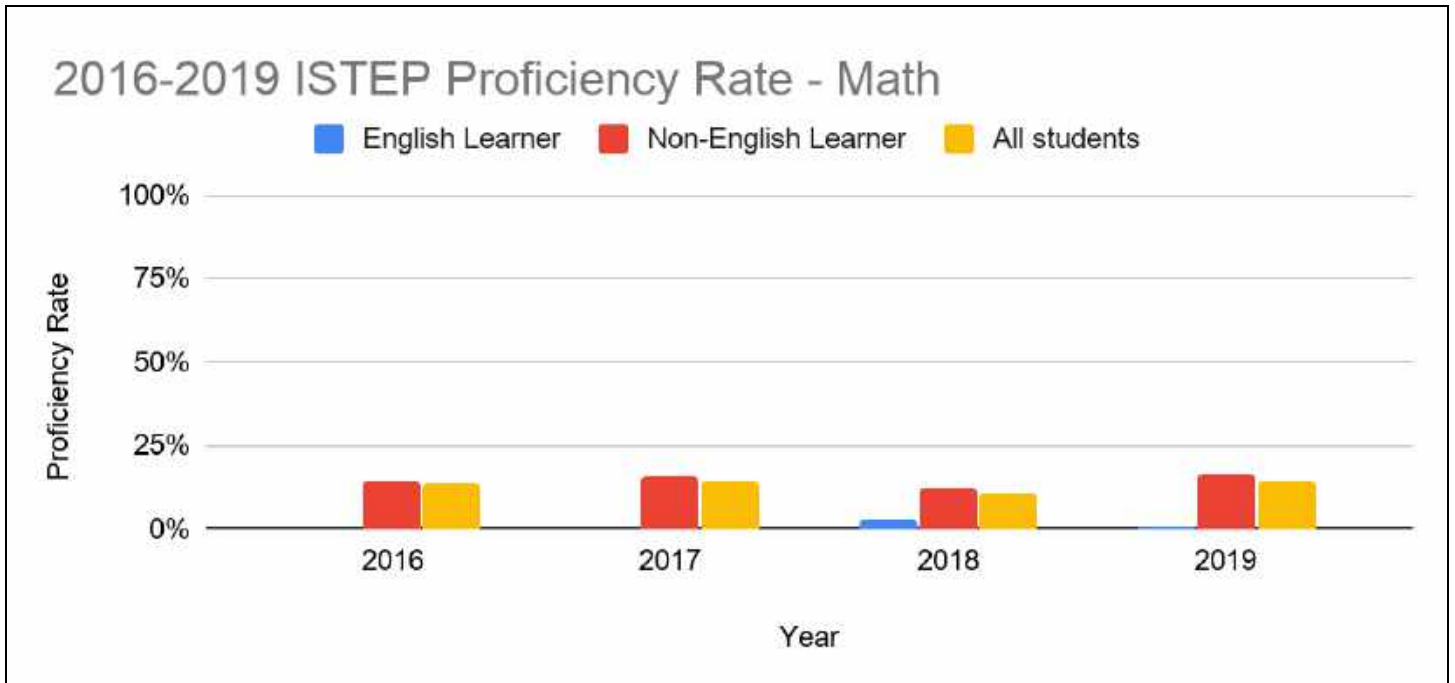
Comparison to MSD Wayne Township and Indiana



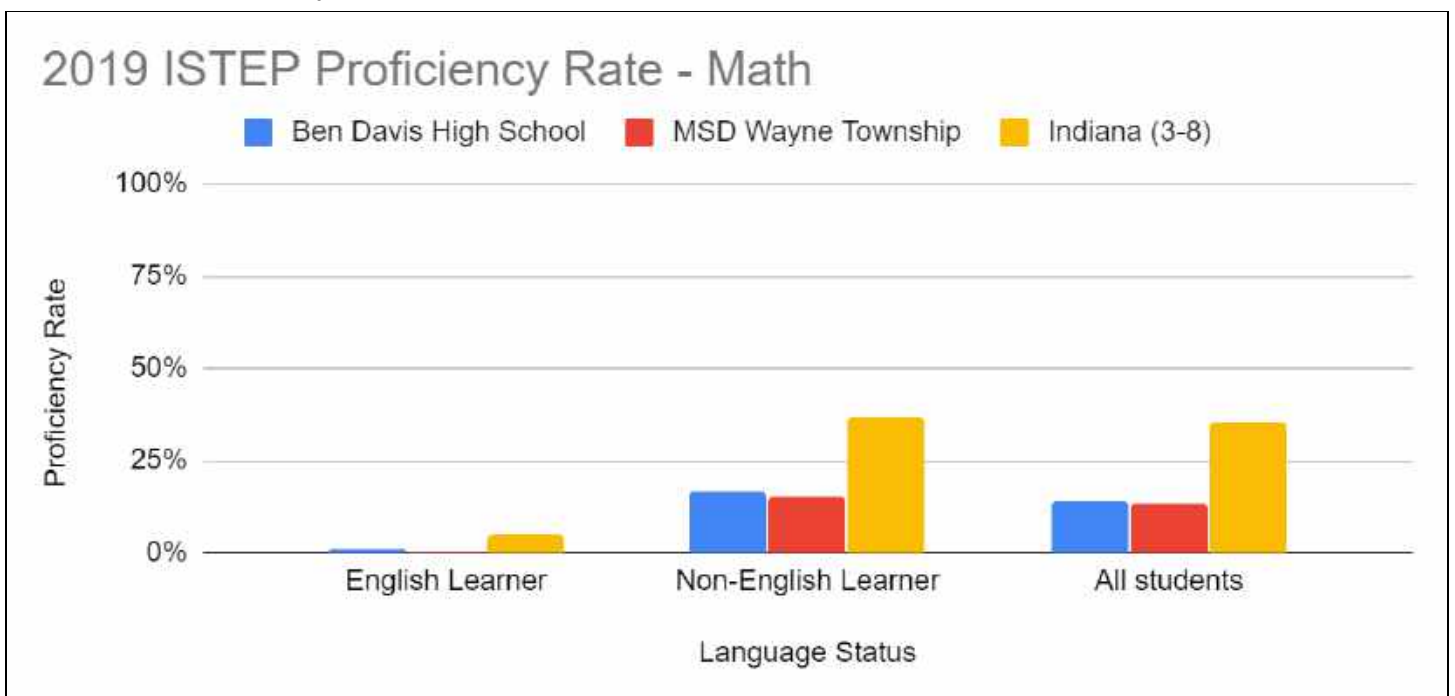
Disaggregated Data

English Learners

School Trends 2016-2019

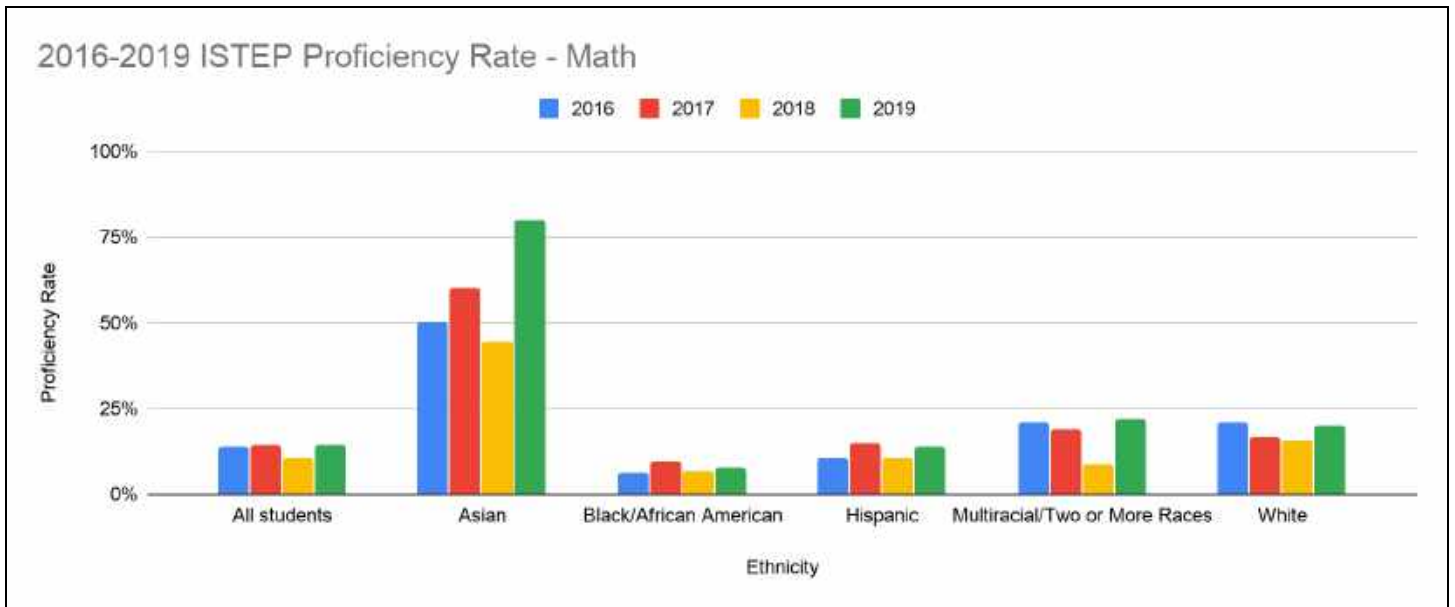


Comparison to MSD Wayne Township and Indiana

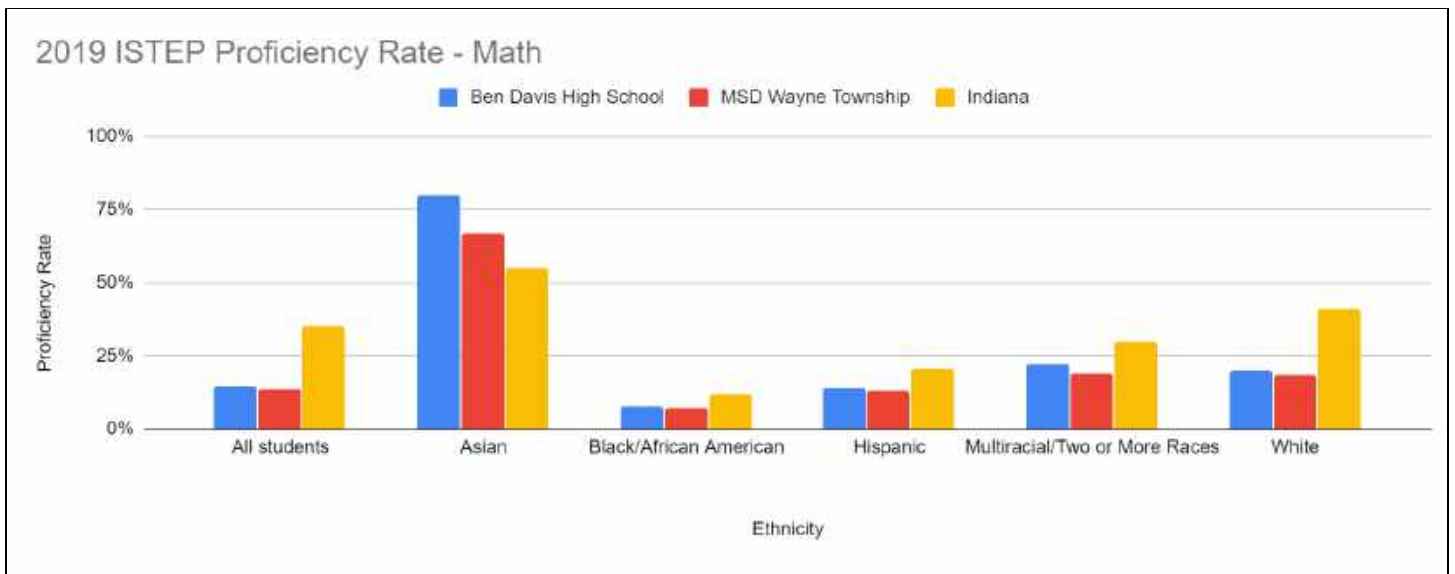


Ethnicity

School Trends 2016-2019

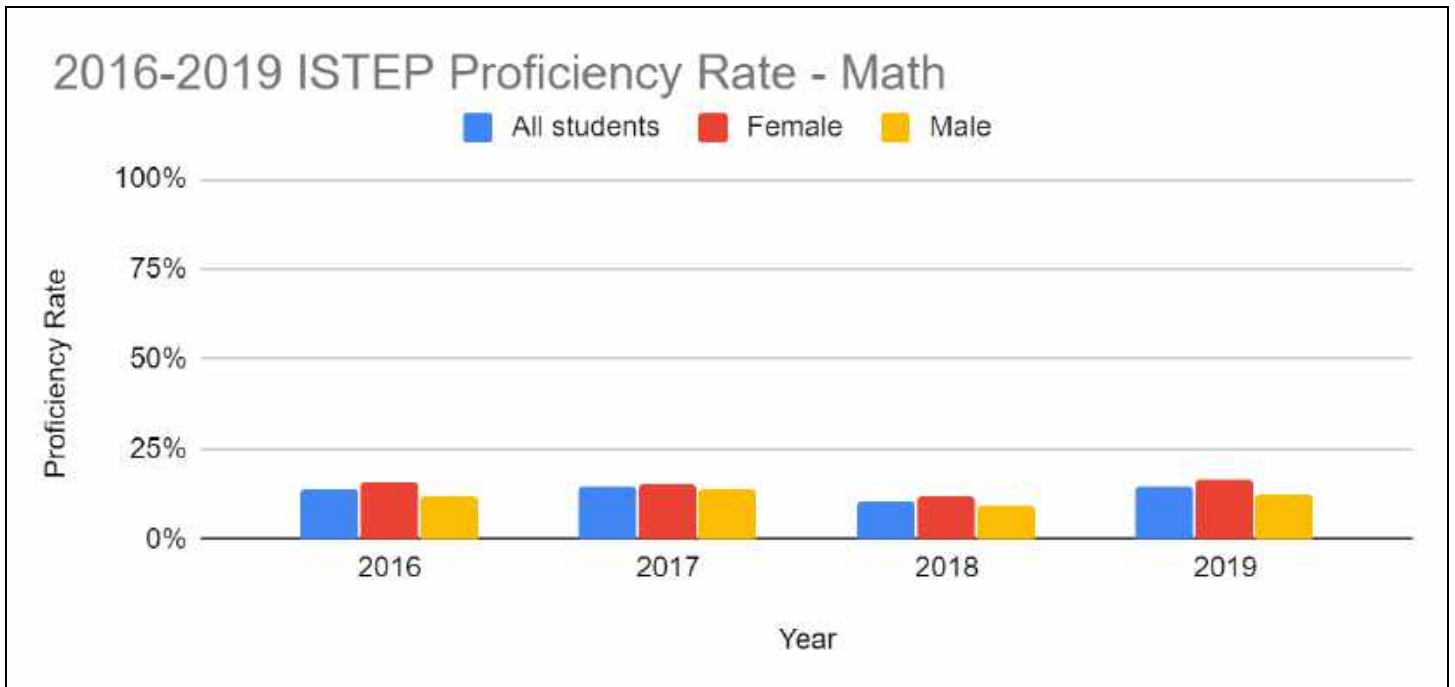


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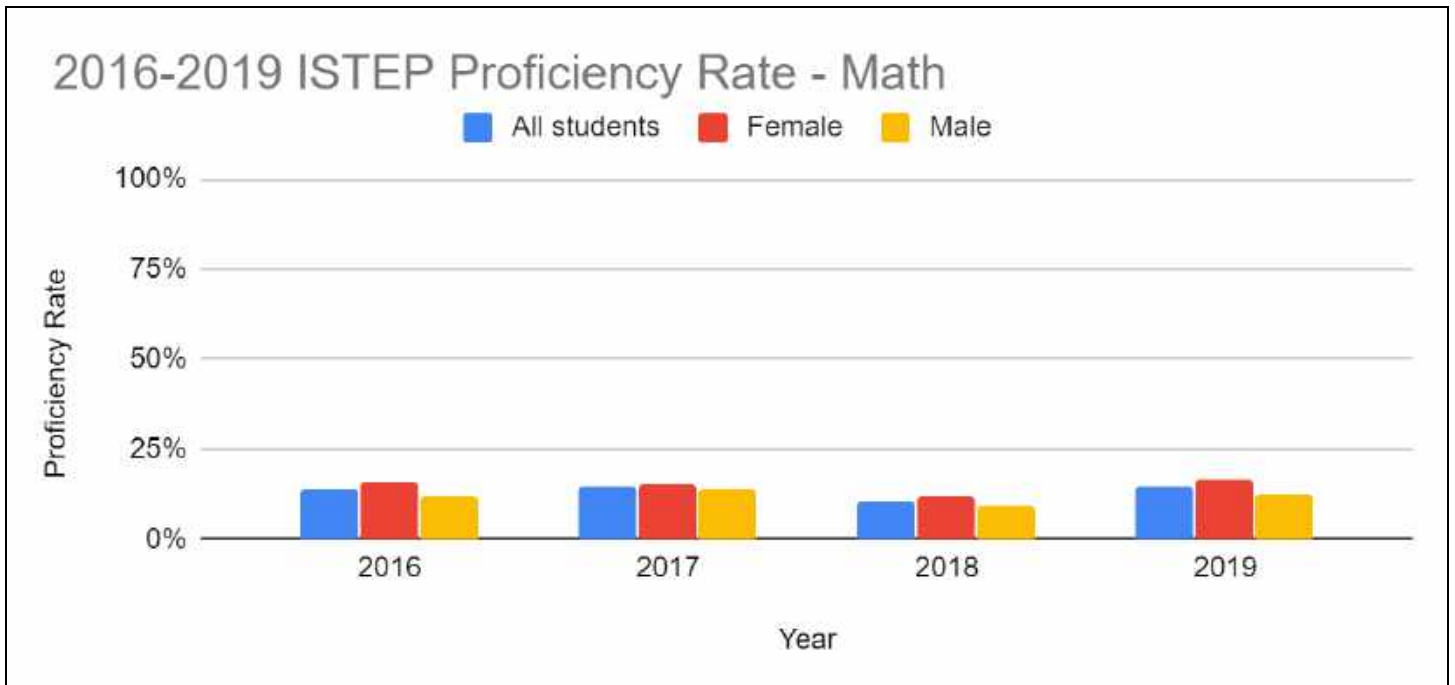


Gender

School Trends 2016-2019

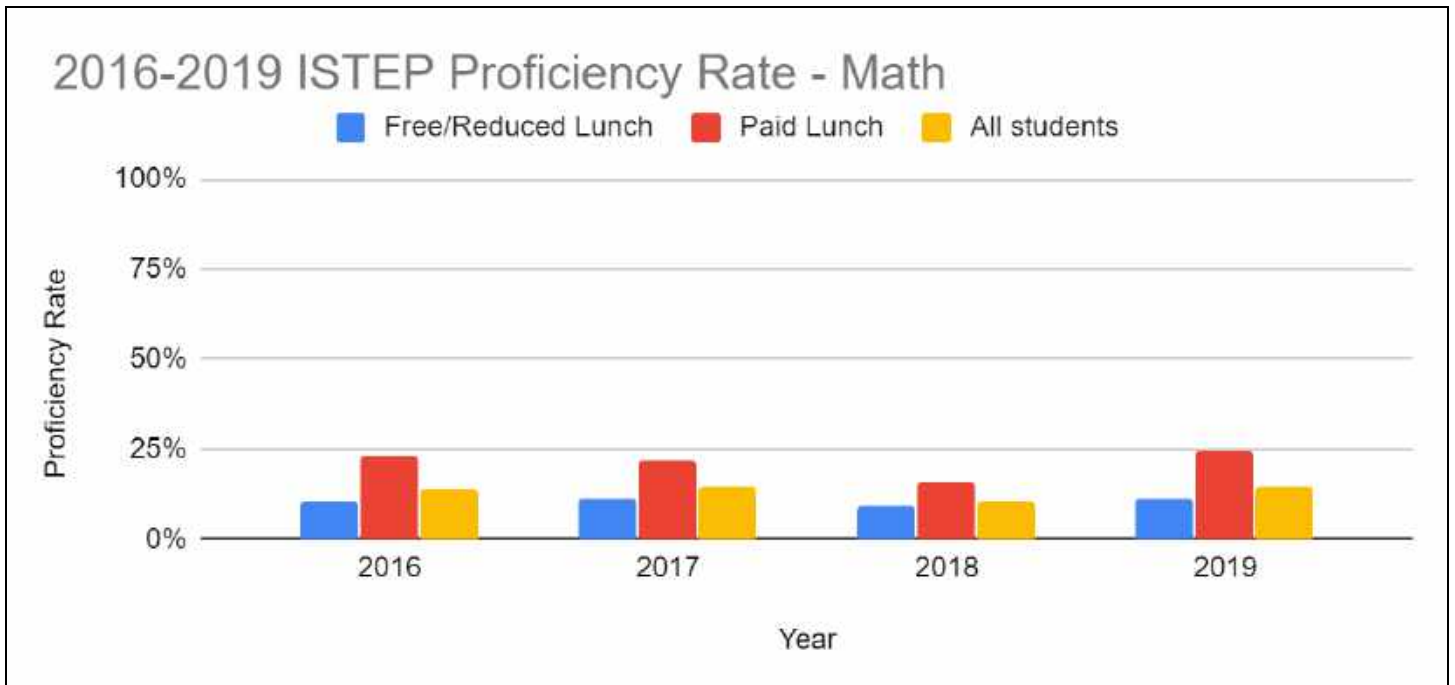


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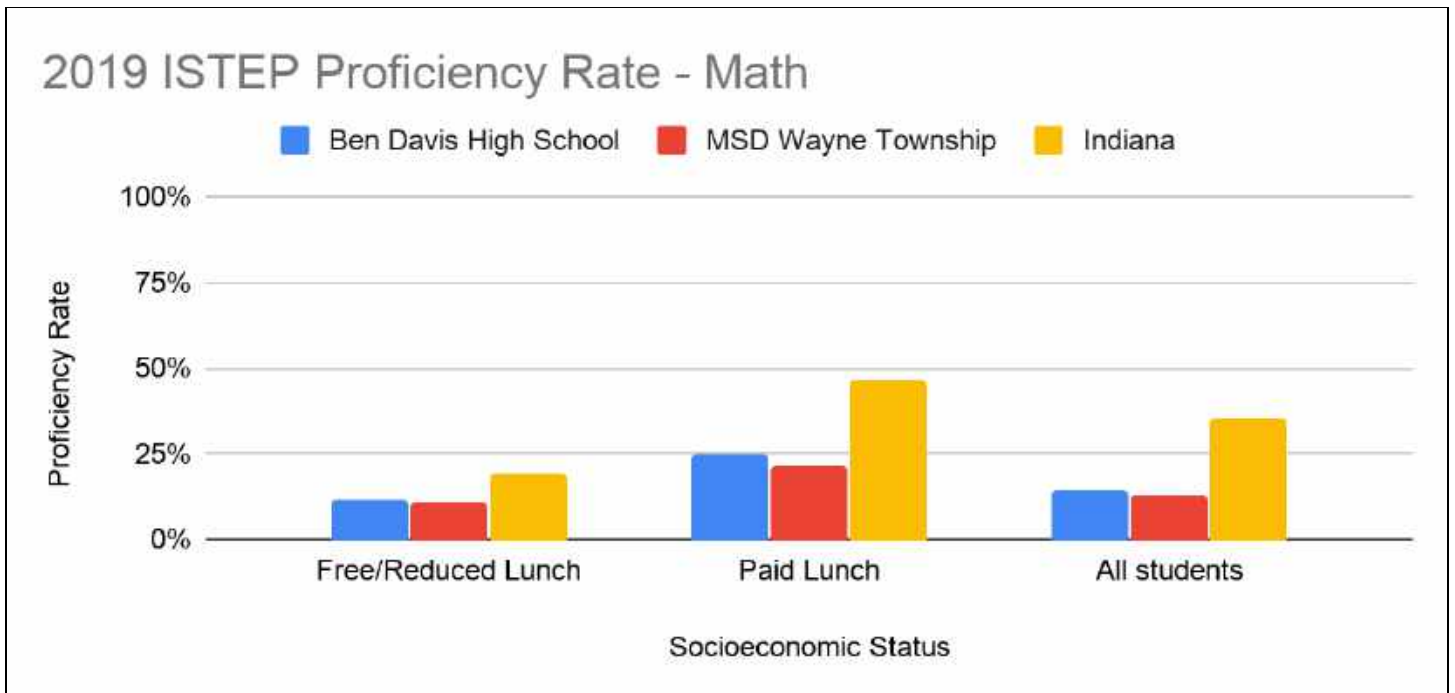


Socioeconomic

School Trends 2016-2019

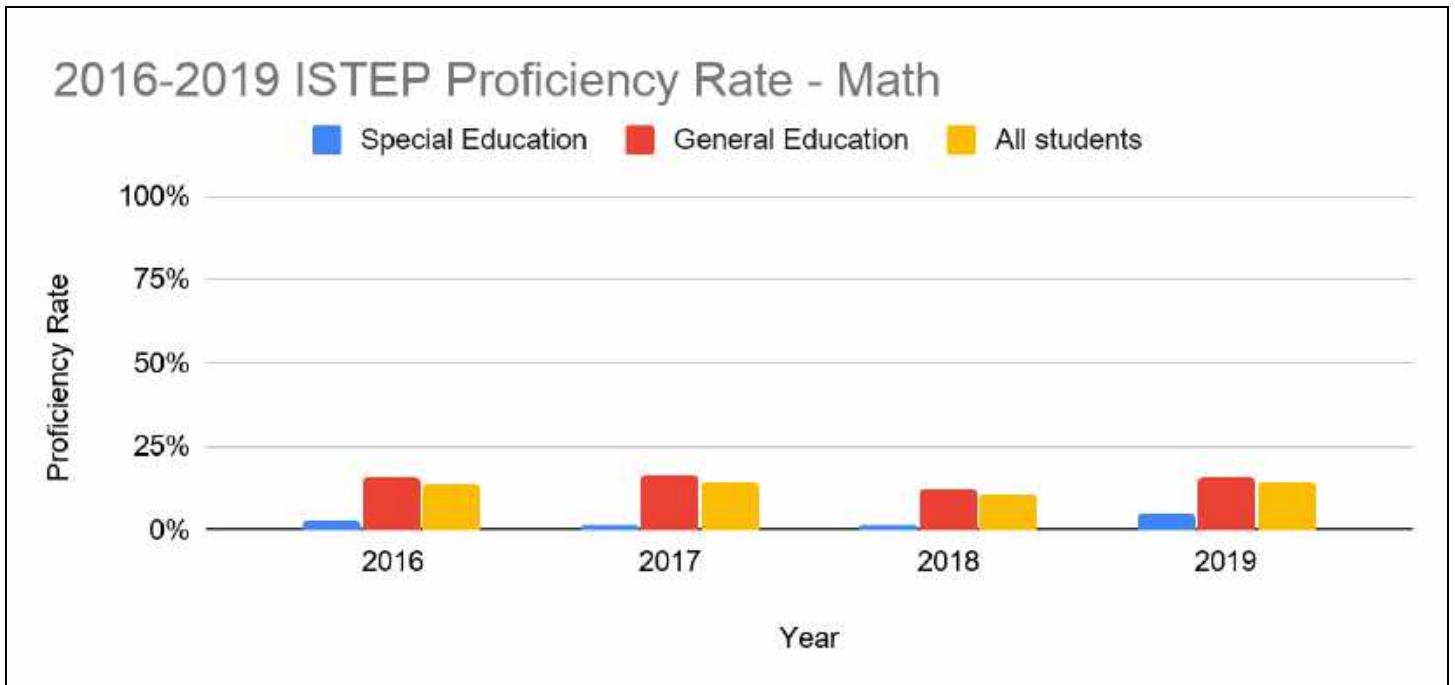


Comparison to MSD Wayne Township and Indiana

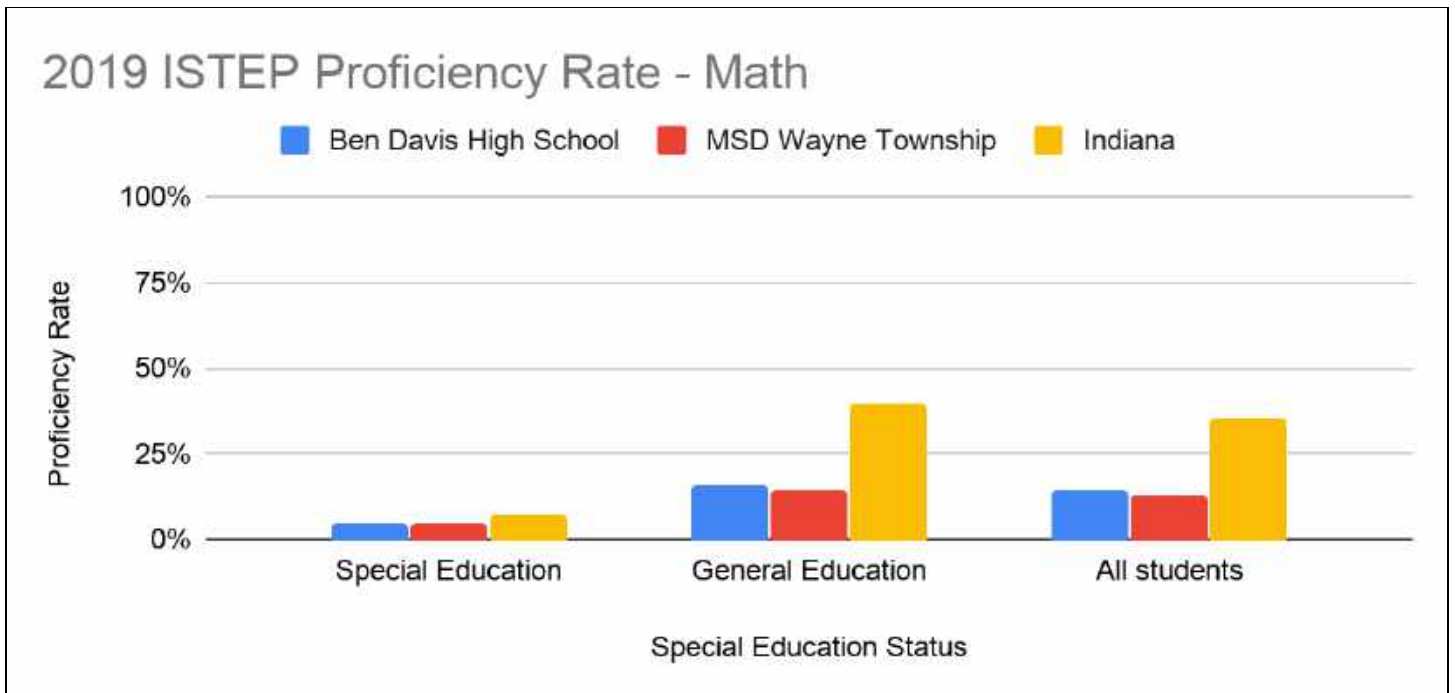


Special Education

School Trends 2016-2019

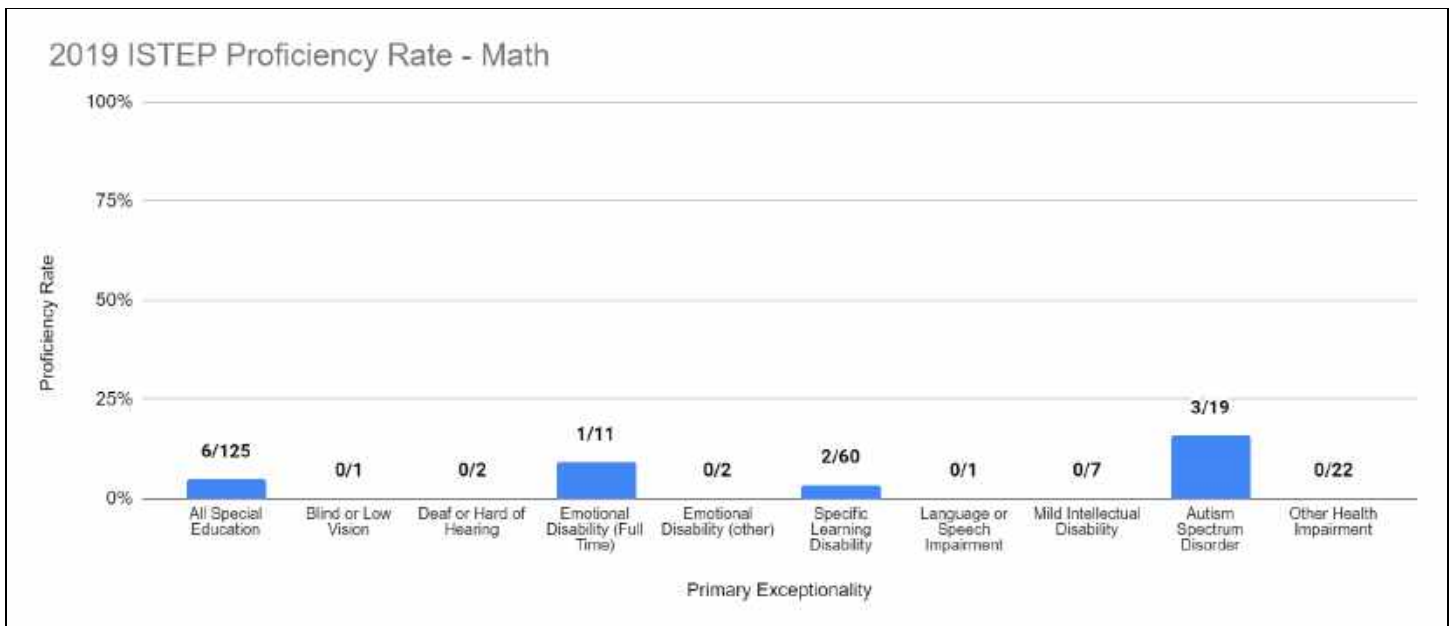
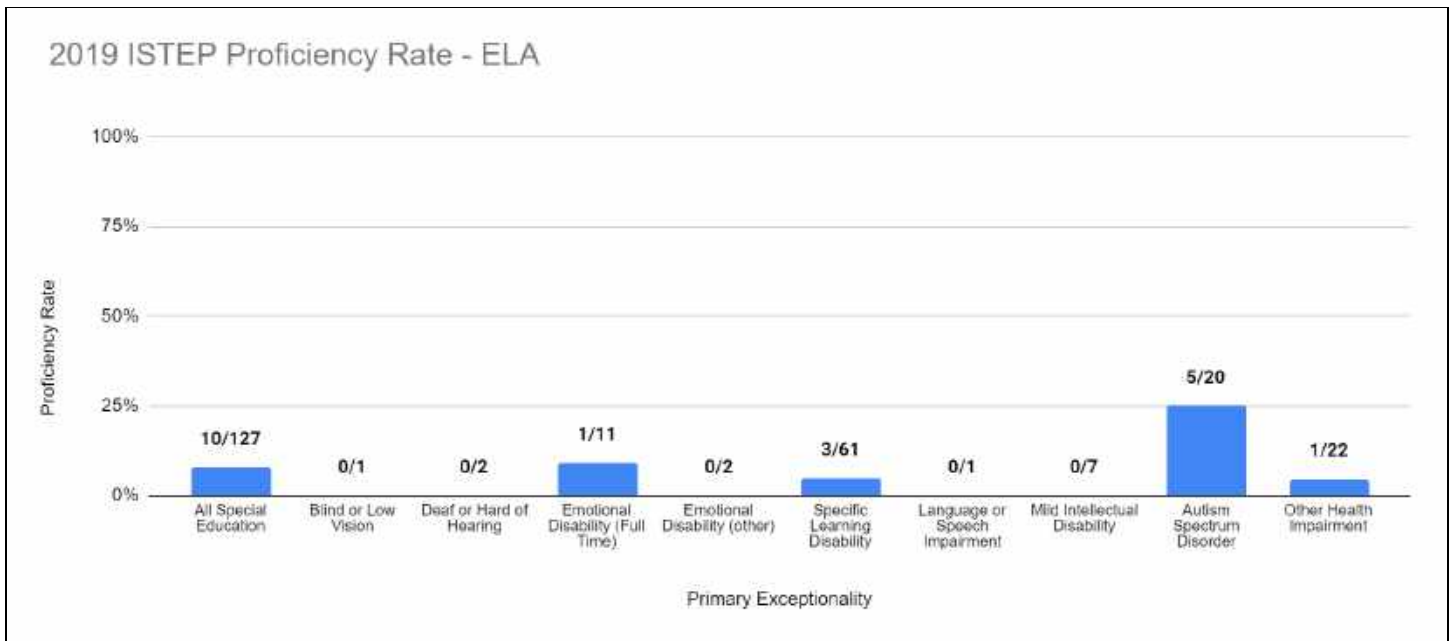


Comparison to MSD Wayne Township and Indiana



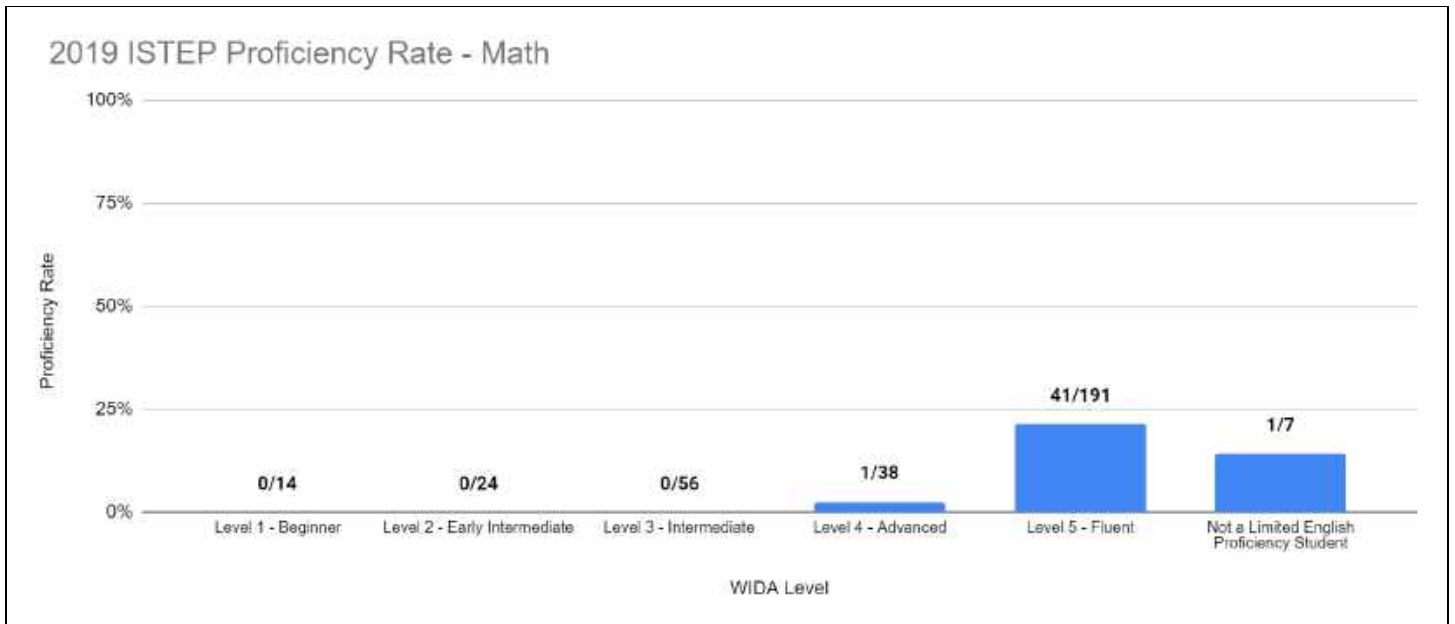
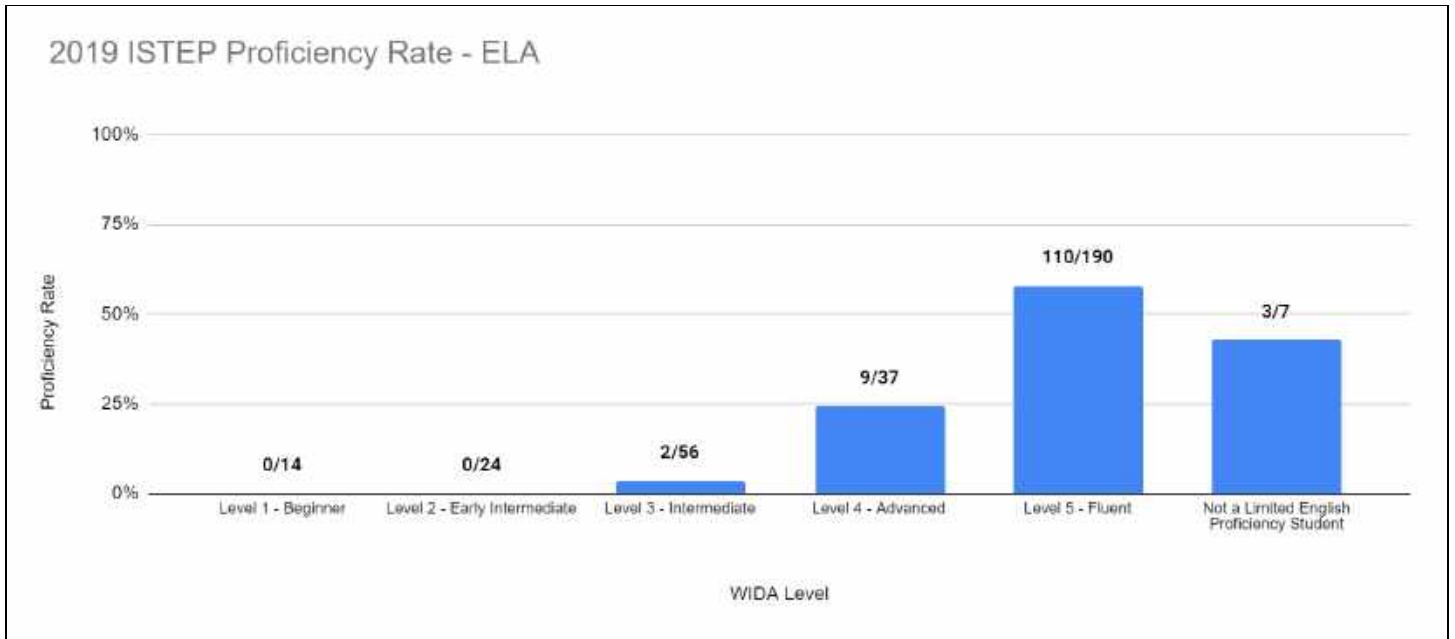
Primary Exceptionality

For district-level primary exceptionality data, see these charts: [ELA](#) and [Math](#)



WIDA Levels

For district-level WIDA level data, see these charts: [ELA](#) and [Math](#)





**IDOE School Improvement and Professional Development
Corporation Level Assurance Form
Superintendent / Exclusive Representative Signatures**

Used ONLY When Exclusive Representative Signs Once For ALL Schools.

Corporation Number	5375
Corporation Name	M.S.D. of Wayne Township

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

Superintendent Name (Print)	Jeffrey K. Butts
Superintendent Signature	<i>Jeffrey K. Butts</i>
Date Signed	9-13-2021

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

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

Exclusive Representative Name (Print)	Michael Scott Hatfield
Exclusive Representative Signature	<i>Michael Scott Hatfield</i>
Date Signed	9-13-2021

This signed form should be kept on file at the district office **AND** copies provided to each building principal to keep on file.

Principals will electronically assure that this form is signed and on file at the district office during the Legal Standard 1 School Improvement Plan Submission process.

It is NOT necessary to return this form to the Indiana Department of Education.

Resolution of the Board of Education
to Accept the School Improvement Plan for 2021-2024

IC 20-31-5-1

This resolution is adopted by the Board of Education for the Metropolitan School District of Wayne Township, Marion County, Indiana.

WHEREAS a three-year Strategic and Continuous School Improvement Plan has been developed and coordinated by the building principal with input from a committee of persons which included administrators, teachers, parents, and community/business leaders for each schools within the Metropolitan School District of Wayne Township, Marion County, Indiana as required by IC 20-31-5-1 and

WHERE AS the Superintendent of Schools has, as required by IC 20-31-5-3, reviewed the plan to ensure that the plan aligns with the school corporation's objectives, goals and expectations, and

WHERE AS the governing body is required under IC 20-31-5-3, to review and approve the said plan, and

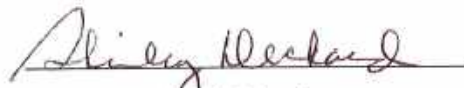
WHERE As the governing body reviewed this plan at the Office of the Superintendent of Schools, 1220 South High School Road, Indianapolis, Indiana 46241.

THEREFORE BE IT RESOLVED that the governing body will submit these plans to the Indiana Department of Education as required under 511 IAC 6.2-6 and directs that a copy of the school plan remain on file for public review in the Office of the Principal within each Metropolitan School District of Wayne Township school.

Approved this 13th day of September, 2021.

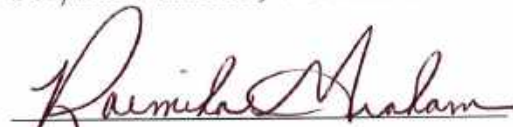
ABSENT


Michael Nance, President


Shirley Deckard, Member


Benjamin Wakefield, Vice President


Karen Burke, Member


Raimeka Graham, Secretary


Brandon Bowman, Member


Susan Graves, Member

Appendix Document in the School Improvement Plans of: Ben Davis High School, Ben Davis University, Achieve Virtual Education Academy, Ben Davis Ninth Grade Center, Chapel Hill 7th & 8th Grade Center, Lynhurst 7th & 8th Grade Center, Bridgeport Elementary, Chapel Glen Elementary, Chapelwood Elementary, Garden City Elementary, Maplewood Elementary, McClelland Elementary, Rhoades Elementary, Robey Elementary, Stout Field Elementary, Westlake Elementary