

Brownsburg Community School Corporation

Brownsburg High School School Improvement Plan 2021-2022



This plan is written in compliance with IC 20-31-5-4, IC 20-31-4-6, IC 20-31-6, IC 20-19-3-12.2 and 511 IAC 6.3-3. Additional input on professional development was sought from IC 20-19-2-11, IC 20-20-31. The technology coordination plan complies with IC 20-20-13. Brownsburg High School suspends no federal rules or statutes. In compliance with 511 IAC 6.2-3-2, Brownsburg High School recognizes Sec. 2101(a)3(c)1(B)ii from the 2015 ESSA reauthorization supplants 511 IAC 10-6.

Curriculum:

Brownsburg High School is aligned to the Indiana Academic Standards as a curricular framework. These standards can be accessed through the Brownsburg School website at www.brownsburg.k12.in.us. Curriculum teams utilize an on-going curriculum revision process. This process involves researching best practices, participating in grade level study groups, and designing lessons and activities which incorporate differentiated instruction. The curriculum teams create curriculum calendars and develop common assessments. These curriculum maps and assessments are posted on a web-based curriculum mapping program called Curriculum Trak. It allows easy online access, standards mapping, vertical articulation, and a collaborative sharing platform for our staff members.

Requirements Pertaining to Goals and Objectives:

Brownsburg Community School Corporation, and specifically Brownsburg High School, demonstrates an exceptional history of academic excellence, both in student achievement and growth. Our continuing goal is to remain a top ranked school corporation in Indiana. We will continue to earn a corporation and school level A in the state's A-F accountability model. Our percentage of students passing ISTEP+/ILEARN will continue to rise from the new benchmark established in 2019. Our attendance rate will continue to remain at or above the 95% threshold. Our graduation rate will remain at or above 95%.

The curriculum, instructional strategies, professional development initiatives, and assessment program outlined below support all students and drive the school's continuous improvement process. Longitudinal goals (like continued ISTEP+/ILEARN success and Graduation Rate improvement) are supported by the daily, smaller, student-focused instructional goals generated through PLCs and RtI.

Reduction in Absenteeism

Brownsburg Community School Corporation, and specifically Brownsburg High School, has an exemplary attendance record. Chronic absenteeism is rare, and no identifiable pattern of contributing factors emerges. The relationships built between and among staff and students creates an environment that encourages regular attendance. In isolated instances where attendance does become a problem, we utilize the Hendricks County Juvenile Justice System's "Project Attend" to compel student attendance.

Name and Description and of Assessments in Addition to ISTEP+/ILEARN:

- **Accountability Assessments:** This school complies fully with the expectations regarding the administration of ISTEP+, ILEARN BIO, IAM, WIDA, and SAT.
- **SAT:** A nationally normed college readiness assessment administered in high school as the new state accountability assessment.
- **ACT:** A nationally normed college readiness assessment administered optionally in high school.
- **PSAT:** A nationally normed college readiness assessment and AP potential predictor administered in grade 10 and 11.

Professional Development Narrative:

- **Data Analysis**
 - Brownsburg High School, like all BCSC schools, participates in Professional Learning Communities (PLCs) weekly to provide time, structure, and collaborative opportunity for student-centered data analysis.

Working from a common curricular framework, aligned to state standards, teachers use PLC time to evaluate instructional effectiveness as measured by summative state assessments and local formative assessments of varying magnitude. Data is analyzed to determine core program effectiveness and remediative interventions necessary to close achievement gaps.

- Attached is a school level breakdown of key data points tracked as part of our on-going cycle of improvement.

- ***Strategies, Programs, Services, and Activities***

- Brownsburg High School delivers a strong core program built upon a clear articulation and integration of the NCTM, NCTE, Common Core, and Indiana Academic Standards through a locally developed curricular framework. Students have enrichment and remediative opportunities throughout the secondary level, and routine acceleration has been the norm in Brownsburg for many years. Our mathematics sequence allows differentiated pathways which allow nearly all of our graduates to complete the Core 40 or Academic Honors Diploma requirements, with 57.6% of graduates earning CCR credit in AP or dual credit courses.) Additionally, all ELA teachers have been trained in the Kristina Smeken's 6+1 Trait Writing framework. That approach is the foundation for our process writing instruction. We prioritize our core Literacy and Numeracy programs. Literacy and Numeracy receive full, uninterrupted 63 minute blocks daily. Our chief professional development goal is to sustain these core programs through continued staff training in common core alignment and 6+1 Trait Writing.
- Professional development for 6+1 Writing will continue for staff members. Initial training took place for all English teachers in May, 2012. Formal training continued with two full day Professional Development opportunities each subsequent year, and maintenance training of new staff reoccurs at the start of each school year. Instructional Coaches/English Secondary Department Heads will also provide training to teachers by providing model lessons and planning sessions with a focus on implementation of this initiative.
- Brownsburg High School adheres to Brownsburg Community School Corporation's district RtI model. At the high school level that entails school-wide formative assessment in each content area and student level data tracking of at risk characteristics (grades, GPA, attendance, credits earned). At-risk students are the focus of increased scrutiny at PLC meetings. PLC data analysis is another key area of professional development that will be emphasized as this important initiative is undertaken throughout the district.
- Brownsburg High School's next step in the district's RtI process is targeted placement of at-risk students into cadre groups for remediation/reteaching interventions in literacy and numeracy. Strengthening these RtI intervention strategies is a third prong of our overall professional development plan.
- Brownsburg High School's final component of the comprehensive school improvement process is an RtI tier #3 referral. For some students, those with the most serious of academic deficiencies, additional time on task before or after school may be necessary. We're in the process of developing a tier #3 response that provides additional time, as well as substantially different remediative interventions, prior to a special education referral.
- Additionally, Brownsburg High School offers students unique programming through alternative education opportunities. Harris Academy, a satellite of Brownsburg High School, allows students to work toward graduation credit and content proficiency using online education, non-traditional scheduling, and smaller teacher-led class. An additional partnership with Ben Davis High School's Area 31 Career Center offers vocational programming that allows students to earn dual credit through collegiate partnerships with Vincennes University, Ivy Tech College, or Kaplan College.
- Brownsburg High School has organized the administration and guidance department into grade level teams. Each class of students is assigned an assistant principal, a guidance counselor, an administrative

assistant, and a graduation coach. This four person team stays with the same group of students throughout their high school experience. Each team works to meet with the parents/guardians of every student on their team. This approach allows parents to know who to contact if they have questions or concerns and to build relationships between parents and the high school. By having this continuity throughout the four years of high school, administrators and counselors know their students and their academic needs. This benefits students who struggle to earn credits and also those students who need to be challenged to take AP/dual credit courses.

- Brownsburg High School is also pioneering a credit recovery process that delivers a highly student centered approach to remediation. By capitalizing on summer break and the balanced calendar recesses, the High School staff is able to extend the traditional course calendar and resolve credit deficiencies on a student by student basis. When this extended course calendar is insufficient to resolve student deficiencies, additional technology based instructional support is used to allow student to continue a course independently with the aims of satisfying seat time, developing proficiency, and accumulating credits towards graduation.
- ***Evaluation on the impact of these activities***
 - On-going review of local formative assessments and standardized summative evaluations allows Brownsburg High School staff to monitor core program and RtI progress on a continual basis. Weekly, small-scale PLC review of classroom best practices informs daily practice, quarterly or triannual formative assessments serve as benchmarking screeners that calibrate anecdotal recording keeping, and high-stakes summative assessments serve as a capstone evaluation of student learning and teacher content delivery.
- ***Assurances***
 - Principals have completed the IDOE Legal Standards for accreditation assurances.

Cultural Competency

A District Equity Leadership Team has been formed. This group has created trainings which address diversity, equity, and inclusion topics. These staff members have presented these trainings to their colleagues during staff meetings. Brownsburg Community School Corporation has developed a character education plan for use with all of our students. This plan incorporates the use of district-wide PK-13 character traits and components of cultural competency training to provide a well-rounded program.

Our students have opportunities to learn about a variety of cultures through art and music. Books, read alouds and class novels are selected which provide cultural exposure.

Provisions to Maximize Parental Participation

Parent participation is a key component to success within our school. School begins with Back to School Night/Open House when parents are given the opportunity to meet their child's teachers. During this event, teachers share classroom expectations, remediation opportunities, and other important class information. Brownsburg High School has an active Parent Support Group. Parents with students enrolled in our school are automatically a member of this group. Parents are encouraged to volunteer at our schools. Our volunteers chaperone field trips, work the book store, and facilitate small groups in classrooms.

Provisions to Maintain a Safe and Disciplined Learning Environment

Brownsburg High School conducts emergency preparedness drills during the school year. These drills include: fire, severe weather, violent intruder, and bus evacuation. The Brownsburg High School building has a secure entrance. This requires all visitors to enter through the office, identification is verified, and a visitor pass is given when appropriate. All other exterior doors are locked and must be unlocked using a school identification badge.

The five person Brownsburg Community School Corporation Police Department operates daily out of our three secondary buildings. These officers are available throughout the school day to assist each building.

Brownsburg High School implements a school-wide behavior plan which includes positive behavior support. At the beginning of each school year, behavioral expectations are shared with students through grade level meetings. Procedures and policies are shared with new students as they enroll. Reminders of expectations are posted throughout the school. Our behavior plan was created with input from all staff members. It is the expectation for all staff members to use the same plan to provide our students with consistency throughout the school day.

Provisions for the Coordination of Technology Initiatives

Brownsburg Community School Corporation submitted the required Online Technology Plan last year in full compliance with IC 20-20-13. That plan can be found in its entirety via the secure DOE online system. The document details our comprehensive plan for coordination of technology initiatives. That coordination is best summarized in Section II of the plan:

“Wireless networking throughout the campus will allow users to access network resources from personal and school-owned devices. Virtual desktop infrastructure will serve as a secure conduit through which BCSC programs and services will be accessed on and off campus. Software selection and implementation will be closely tied to state curriculum standards. Electronic assessments delivered through BCSC workstations will provide immediate, quantifiable results which will be key to tailoring each student's educational experience to ensure that the maximum educational potential has been achieved. Video projection systems in every classroom, coupled with wireless slate devices, provide for larger than life demonstrations as well as engaging educational lesson plans.”

Courses Offered and Encouragement Toward Core40 or Academic Honors

An exhaustive description of all of Brownsburg High School's courses leading to Academic Honors, Core40, Core40 technical, and General diploma types is available at:

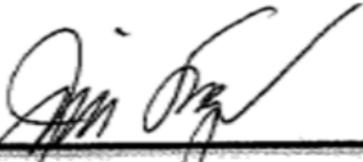
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A review thereof would detail the 27 AP courses and 26 collegiate dual credit courses offered at Brownsburg High School through our partnerships with College Board, Indiana University, IUPUI, Ivy Tech College, Purdue University, Marian University, Ball State University, and Vincennes University. We expect and encourage all students to attain Academic Honors or Core 40 diplomas.

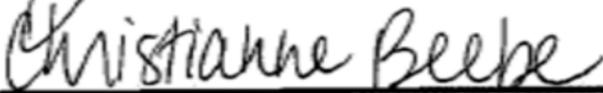
Statutory Requirements:

This plan was approved by the Brownsburg Community School Corporation's Board of School Trustees on September 13, 2021.

It can be accessed easily, and in easily comprehensible language, online at <http://www.brownsburg.k12.in.us/>



Dr. Jim Snapp, Superintendent of Brownsburg Community School Corporation



Mrs. Christianne Beebe, BCTA Representative

Brownsburg High School

2709



	2013-14	2014-15	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Target
Attendance	96.70%	96.00%	96.34%	96.36%	96.24%	96.13%	97.39%	95.00%	97.00%
Discipline ISS/OSS/EXP	248/131/22	274/175/29	298/199/26	286/219/14	277/167/26	341/131/11	277/154/25	182/132/0	Decline Yearly
AYP	A, 4.00 4.00 ELA 4.00 Math 4.00 Grad 4.00 CCR	A, 3.90 3.50 ELA 4.00 Math 4.00 Grad 4.00 CCR	A, 91.8 points	A, 96.0 points	A, 95.3 points	A, 91 points	A, 91.1 Hold Harmless	No Accountability Issued Due to Covid	Yes
PL221									Exemplary (A)
4-Star	Yes	Yes	Yes	Yes	Yes	Not Awarded	Not Awarded	Not Awarded by IDOE	Yes
Grad Cohort Taking AP	CCR 57.6%	Pending	CCR 78.6%	CCR 83.5%	CCR 82.4%	CCR 84.3%	Pending	Pending	
Grad Cohort Passing AP (3+)									Indiana Goal 25%
Grad Cohort Graduated	97.50%	97.20%	98.9%	97.3%	96.4%	99.1%	Pending	Pending	
ECA Algebra I	84.60%	82.80%	No Test	No Test	No Test	No Test	Covid-19	No Test	
ECA Biology	73.70%	56.40%	No Test	No Test	No Test	No Test	Covid-19	No Test	
ECA Eng10	89.00%	90.60%	No Test	No Test	No Test	No Test	Covid-19	No Test	
ISTEP+ Passing Both	No Test	No Test	53.31%	61.89%	54.02%	59.86%	Covid-19	58.50%	
10th Grade ISTEP+ Math	No Test	No Test	57.04%	64.74%	63.72%	56.29%	Covid-19	60.40%	
10th Grade ISTEP+ ELA	No Test	No Test	76.67%	81.46%	77.96%	77.54%	Covid-19	83.10%	
All BHS ISTEP+ Biology	No Test	No Test	83.22%	77.94%	74.61%	70.08%	Covid-19	64.20%	

*The AP, ECA, SAT, ACT, and Graduation data above is drawn from IDOE Compass.

*2018-2019 ISTEP+ is last drawn from Pearson GRT.

*The ECA scores are drawn from IDOE Compass. These are first time testers.

*The 2011-12 ECA data is not the official Compass data. It's the Spring first time tester results from Itester. It excludes the 1st time testers that took it ECA in Early winter in 2011-12 which should be included.