

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Lucas W. Zartman
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Speedway Senior High School
(As it should appear in the official records)

School Mailing Address 5357 West 25th Street
(If address is P.O. Box, also include street address.)

City Speedway State IN Zip Code+4 (9 digits total) 46224-3998

County Marion County

Telephone (317) 244-7238 Fax (317) 486-4838

Web site/URL https://www.speedwayschools.org E-mail lzartman@speedwayschools.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Kyle Trebley E-mail ktrebley@speedwayschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School Town Of Speedway Tel. (317) 244-0236

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Laura Daghe
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	75	67	142
10	68	76	144
11	59	68	127
12 or higher	65	63	128
Total Students	267	274	541

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 24 % Black or African American
 - 17 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 48 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 4%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	23
(4) Total number of students in the school as of October 1, 2018	522
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):

Amharic, Bengali, Burmese, Creole, French, Fulani, Haitian Creole, Hausa, Ibo, Italian, Karen, Kinyarwanda, Mandarin, Mende, Spanish, Swahili, Tagalog, Tigrinya, Twi, Urhobo, Vietnamese, Yoruba

English Language Learners (ELL) in the school: 15 %
82 Total number ELL

7. Students eligible for free/reduced-priced meals: 57 %

Total number students who qualify: 309

8. Students receiving special education services: 13 %

71 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>12</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>28</u> Specific Learning Disability |
| <u>9</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>6</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	33
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	0
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	96%	95%	95%	95%
High school graduation rate	97%	99%	94%	94%	99%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	127
Enrolled in a 4-year college or university	58%
Enrolled in a community college	25%
Enrolled in career/technical training program	0%
Found employment	12%
Joined the military or other public service	5%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Speedway High School prepares students for college, careers, and to be positive contributors to their community by inspiring them to pursue excellence academically, culturally, emotionally, and socially.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

The Town of Speedway is a unique suburban/urban community that is an enclave of the city of Indianapolis. Speedway covers approximately 4.8 square miles with a population of approximately 12,000. Our diverse community is composed of mostly working and professional residents and is home to several major businesses such as the Indianapolis Motor Speedway (home to the Indianapolis 500), Dallara IndyCar Factory, Allison Transmission, Praxair, and Coca-Cola Consolidated. Four small neighborhood elementary schools and one junior high school feed into Speedway High School. We host a very diverse student population with an enrollment of approximately 540 students in grades nine through twelve. The majority of our student body is comprised of minorities, many from other countries, as we have a fast-growing English Language Learner (ELL) population illustrated by the 23 different languages represented in our building. The majority of our students also qualify for free or reduced lunch. While our ethnic and socioeconomic diversity presents some academic challenges, it is also a source of our strength as a school family. We offer 19 Advanced Placement (AP) courses and we believe that all of our students have the ability to be successful in our college preparatory curriculum, given the right foundational skills and proper support. Currently, approximately 60% of our student body is enrolled in at least one AP course and 45% of our most recent senior class earned a qualifying score of 3, 4, or 5 on at least one AP exam. Both of these statistics have increased dramatically over the last few years and we are confident that they will continue to improve as we further increase the rigor and viability within our courses.

Three years ago, our school adopted a vision that Speedway High School students would be the highest performing in the state. This was in response to our academic metrics, such as state standardized test scores, revealing that we had fallen below state averages. To accomplish our vision, we embarked on a journey to increase the rigor and viability within all of our courses and raise the expectations that we had for our students and the expectations they had for themselves. By rigor, we refer to the complexity of a task, using Depth of Knowledge (DOK) and Bloom's Taxonomy as references. By viability, we refer to the ability or likelihood of a student being able to successfully master a task or skill. In essence, we are driven by a constant desire to continuously raise the bar in regard to the expectations of the level of learning we have, while simultaneously building in supports that ensure all students can meet those expectations.

In developing the curriculum for each of our courses, we started by identifying the power standards, or "non-negotiables" as we call them, for each course. Staff worked collaboratively to ensure vertical and horizontal alignment throughout our departmental areas of study. We then identified the essential learning objectives for each identified standard, as well as determining how we would assess proficiency for each. We then developed, over the last three years, a multi-layered system of student supports that enables us to intervene and ensure that all students become proficient in the learning objectives being taught in our classrooms. An integral part of this process has been changing the instructional mindset from a focus on "Did I teach it?" to a focus on "Did students learn it?"

We are driven by an overarching philosophy and belief that everything we do must be driven by student learning. This led to the development of six distinct facets to our multi-layered system of supports. These were developed within our Student Success Teams (SST) that meet each Monday morning for 50 minutes for professional development and collaboration. Each of our Success Teams oversees a specific aspect of our curriculum development and delivery, as well as the intervention and support programs that are in place to ensure student learning of our intended objectives. These teams follow a circular process of gathering data on current levels of student learning, developing strategies and ideas to build on strengths and address weaknesses in that learning, implementing those strategies and ideas, collecting data through assessment and analyzing the impact of those strategies, and then applying the new knowledge, gained from success or failure, in the next cycle of continuous improvement. The support programs born of this process are described below.

We believe in class instructional practices to be the most powerful and effective intervention tool that we have in our toolbox. Therefore, a significant amount of our professional development time is utilized training teachers on research-based best practices that they can implement on a regular basis within their classrooms such as checks for understanding, the feedback and revision loop process, formative assessment

practices, grading for learning, etc. This involves shaping the instructional mindset to understand and believe that a student's learning is the teacher's responsibility, not only the students'.

We do not allow our students to opt-out of their education meaning, any work that is assigned to a student must be completed and turned in. If a student fails to submit a complete assignment on time, the teacher enters them into the Study Tables system. This begins a process that sends an email notification to both the parent and the student with the details of the missing assignment and the student being assigned to an after school Study Tables session that is held twice per week. If the assignment is still not complete after the first communication, the teacher assigns the student again which results in a personal conversation between the student and his or her counselor at lunch, as well as another email to the parent. If the student still fails to complete the assignment after the second intervention, the parent is called by the assistant principal, and an in-person conference is required to develop a solution to the current situation and one that hopefully prevents future issues.

Tuesday through Friday, we have a 25 minute period which we use for enrichment and remediation for our students. Students are identified through frequent assessments and then assigned to specific groups based on their specific academic needs.

Students who need extra time and support to complete assignments and be academically successful are placed in a Basic Skills Development Class (BSD) class where they are able to get frequent one on one support based on their individual needs.

These ENL classes are for our ELL students with the purpose of helping them master the English language while also serving as a second English Language Arts class for those students who need extra support.

Lab classes are offered in both English and math for those students who are severely behind grade level. They correspond with the students' regular English or math class, giving them an extra period with their respective teachers to develop proficiency in the course.

The implementation of these multiple layers of support has led to dramatic increases in our students' academic achievement over the last few years. We have improved from the 50th percentile on state standardized test scores to the 90th percentile in the last three years. Similarly, we have doubled the number of students who are taking college-level AP classes over that time as well as doubled the percentage of students earning qualifying scores. Our efforts have also led to a dramatic increase in our attendance rates and a sixfold decrease in the number of course failures.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

All of our activities, conversations, and professional development are driven by one of four questions: 1.) What do we want students to learn?, 2.) How do we know they learned it?, 3.) What do we do if they don't?, and 4.) What do we do if they do?. Our deliberate adherence to these questions informs our discussions involving curriculum, instruction, and assessment. This helps us maintain our focus on our mission as professional educators ensuring that students learn the standards and learning objectives identified in our curriculum. This shift in mindset changes our focus from “what did we teach?” to “what did our students actually learn?” By approaching all instruction in this manner, we ensure that each staff member takes personal responsibility for our students' success.

The most rigorous courses that we offer at Speedway High School are our college-level AP courses. Regardless of the preparedness level of a student when they enter our doors, we believe that with proper preparation in foundational skills and with the proper support, most students have the inherent ability to be successful in an AP course. As such, each department is driven by the goal of preparing all students to be able to take and be successful in an AP course by his or her senior year.

All facets of our multi-layered support system are also foundational and utilized in all of the courses that we offer.

1b. Reading/English language arts

Speedway students, through the analysis of academic data and careful consultation with parents, teachers, and school counselors, are placed in appropriate English Language Arts (ELA) courses to best meet their individual needs. To accomplish this, students are placed in one of three courses at each grade level based on their current level of readiness. Our Honors courses consist of a Pre-AP English 9, Pre-AP English 10, AP Language Composition, and AP Literature and Composition. We also offer non-honors English 9, 10, 11, and 12 for students who are not yet ready for our honors courses. For a targeted group of students in need of more intensive skill support, we offer a co-taught ELA course for grades 9, 10, and 11, with teachers trained in ELA, Special Education, and ELL instruction. We also offer a specialized program for seniors who need additional support.

Our ELA curriculum is steeped in the fundamentals of reading and writing, with an overarching goal to prepare all students for the rigors of college coursework by their senior year (meaning that all seniors would be enrolled in either AP Language Composition or AP Literature or Composition). Therefore, students enrolled in all of our ELA courses are engaged in a curriculum that blends dynamic course instruction, dissects diverse and rigorous literature, involves intensive written activities that utilize all aspects of the writing process, and utilizes a wide array of speaking, listening, and thinking tasks that provide students with a foundation for future success. In addition, the curriculum of our non-honors courses is specifically designed in a manner to prepare students for future honors courses. Coursework in all classes is driven by stimulating literature selections that lead to a blending of instruction from Socratic seminars, teacher-student discussion, and student to student discussion that helps foster an environment of collaborative, inquisitive learning. Students then build upon this knowledge by frequently writing meaningful and articulate pieces that enhance understanding.

Students are assessed, through both formative and summative assessments, to ensure that they are learning the intended learning objectives. These assessments include teacher-designed assessments, STAR Reading, Indiana standardized tests (ISTEP), PSAT, SAT, ACT, and Pivot INSPECT. The data from these assessments is then utilized to inform and drive class instruction.

To ensure student success and increase student achievement, teachers work in a collaborative team

environment to create and deliver frequent formative assessments in order to identify students needing additional support. Teachers then work together to develop intervention strategies to ensure mastery of the intended learning objectives. These students are then provided specific, targeted academic support on a two-week rotation utilizing PLUG time.

1c. Mathematics

Our math sequence consists of incoming freshmen choosing either Geometry or Pre-AP Geometry. Students enrolled in Pre-Algebra in junior high, take Geometry as high school freshmen. Students who successfully completed Algebra I in junior high, enroll in Pre-AP Geometry. Students who did not take Algebra 1 in 8th grade still have the opportunity to double in Geometry and Algebra 1 if they desire to reach AP Calculus AB by their senior year. Sophomores who have previously completed Algebra 1 choose either Algebra 2 or Pre-AP Algebra 2, and those who have not, enroll in Algebra 1. Juniors then choose between Pre-Calculus, Algebra 2, Pre-AP Algebra 2, or AP Statistics. Seniors then have a choice of taking either AP Calculus, AP Statistics, AP Computer Science Principles, Pre-Calculus, or Trigonometry/Finite.

Our focused core curriculum within our math department aligns with current Indiana State Standards, from which we created a curriculum map and pacing guide specific to our building and specific to the identified needs of our students. Each course's pacing guide includes unpacked power standards and learning objectives, a review of prior skills and knowledge, a balance of computational and procedural skills with conceptual understanding and real-world problem-solving, and an emphasis on pre-skills needed for the next course in our math sequence. This prior, current, and future skills approach is utilized because it best balances the wide-ranging needs of our students. Continual focus on the K-12 Mathematical Process Standards is emphasized as we have found it to be an integral part of helping math make sense to students.

This emphasis on the process standards makes up a large part of our daily teaching strategies utilized in our classrooms as we encourage frequent communication from our students, both orally and in writing, of their math thinking as we believe that explaining how to arrive at an answer and why to choose a certain approach to problem-solving is just as important as the actual answer. Along with direct instruction, we utilize technology supports (such as Delta Math or IXL), teacher-created activities, and flexible grouping in order for students to practice the skills being delivered. In addition, teachers utilize interleaved practice in the classroom throughout the year to increase student comprehension and retention.

Our teachers use a variety of assessments administered in a variety of ways (pencil/paper, electronically, and verbally). Daily instruction usually includes some type of formative assessment, such as proficiency quiz, exit tickets, activities with manipulatives, electronic assessments such as quizizz or kahoot, or strategic questioning in class. These daily results drive our instruction the next day and individual instruction is customized based on student need. Proficiency quiz data is tracked and shared with all math and support teachers. In addition, two types of summative assessments are utilized, individual unit assessments and comprehensive assessments based on power standards covered earlier in the year. All assessments are standards-based (including process standards), whether they are paper/pencil or electronic, and include a mix of Depth of Knowledge (DOK) 1, 2, and 3 level questions. The comprehensive assessments are used to guide our instruction for both the next unit and any standardized tests students might take during the year.

Several interventions are utilized for struggling students or those who don't show proficiency through our assessments. For instance, students in Algebra 1, Algebra 2, and Geometry are given a proficiency quiz every 2 weeks on the most current standards and learning objectives. Any student who fails to show proficiency is then assigned to PLUG Time for the next 2 weeks or if they are enrolled in Math Lab and receive the extra support there. These students are then reassessed at the end of the 2 weeks to ensure proficiency was achieved.

1d. Science

Depending on students' level of readiness, incoming freshmen choose either Pre-AP Biology or Integrated Chemistry and Physics (ICP) as their science course. Sophomores who have completed their biology requirement choose between AP Biology or Chemistry, while all other sophomores enroll in either Biology

or Pre-AP Biology. Based on previous courses completed, juniors and seniors choose between AP Biology, AP Chemistry, AP Environmental Science, AP Physics, Chemistry, Environmental Science, or Human Anatomy and Physiology.

The Science Department's goal is to build upon students' knowledge within each course of a sequence in order to prepare all students to be able to successfully complete an Advanced Placement course by the end of their senior year. To accomplish this, teachers work collaboratively to develop the curriculum by identifying non-negotiable power standards for each course along with the corresponding essential learning objectives. In addition, the department works as a team to identify and enhance scientific methods and techniques that need to be taught and mastered for students to successfully ascend through the most challenging sequence possible. Common departmental instructional practices include engaging students in inquiry-based learning as well as encouraging students to write and design experimental procedures. Technology such as ProBeware is utilized for authentic laboratory data collection and analysis, giving students the best possible preparation for post-secondary school opportunities.

Common assessments are utilized in each course at each grade level to ensure that students are proficient in the skills needed to progress through the most challenging sequence that meets the needs of each individual student. Additionally, teachers utilize small formative assessments to check for understanding and mastery and then group students according to results for remediation or enrichment purposes. Google forms are employed throughout the department as a quick and easy way to track, retrieve, and analyze such data. Students who master materials are given more rigorous challenging work to complete, while students who have not yet achieved mastery are retaught and reassessed. This is done in class or through the use of PLUG Time.

1e. Social studies/history/civic learning and engagement

Within the area of Social Studies, freshmen and sophomores are able to choose between honors or non-honors courses with approximately 60% of our students enrolling in the honors option. Freshmen enroll in either Geography and History of the World or AP World History, and sophomores have a choice between US History and AP US History. Over 90% of our Juniors enroll in an AP course choosing either AP Psychology or AP Micro/Macro Economics. To meet state graduation requirements, seniors then choose between AP Government, AP Micro/Macro Economics, or Government/Economics.

The purpose of the core curriculum within the social studies department is to develop knowledgeable citizens with a strong academic and literacy foundation. This foundation is created by developing students' ability to read critically, analyze and evaluate source documents, write thoughtfully, and to think critically in order to formulate an opinion or argument. The AP curriculum also drives the development of our non-AP course curriculum with the goal of preparing all students for the rigor of AP coursework by their senior year.

Teachers utilize writing rubrics provided by College Board, as well as those produced by International Baccalaureate, in order to assess students' writing ability and to actively engage them in the feedback and revision process. These rubrics are used within both formative and summative assessments to guide both students and teachers. The utilization of rubrics enables teachers to identify areas of strength and weakness in writing, analysis, and sourcing, which then allows teachers to identify students needing enrichment or remediation. Depending on the level of need, these interventions are delivered in class, during PLUG Time, or before or after school.

1f. For secondary schools:

Speedway High School supports college and career readiness in a variety of ways. Along with our school curriculum, our partnerships with our career center and local businesses enable our students to have unique opportunities that establish pre-apprenticeships and earn industry-recognized credentials. At the high school, we offer Advanced Manufacturing courses that not only award college dual credit, but also provide industry certifications. Students enrolled in Introduction to Advanced Manufacturing and Logistics can earn a Logistics Operations certification and a Certified Logistics Associate certification. All freshmen entering SHS are enrolled in Digital Applications which enables them to earn Microsoft Certifications in Excel,

Word, and PowerPoint. This certification is recognized by Indiana Department of Workforce Development as an industry-recognized credential. Beginning junior year, our students have access to the Area 31 Career Center at Ben Davis, which offers our students hands-on learning and real work experience. For the current school year, we have a record number of students attending Area 31. These students are participating in programs ranging from Pharmacy Tech and Health Occupations to TV Broadcasting and Cosmetology. After completing their Area 31 programs, these students will graduate ready to enter the workforce or enroll in a post-secondary institution at an advanced level. As a school community, we have also partnered with local industries such as Allison Transmission, Praxair, and Coca-Cola Consolidated. Our students have apprenticeship and employment opportunities with these specific companies and it allows our students to be in a position to earn a high wage either immediately after high school or after additional post-secondary training.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Speedway High School offers fine arts electives that cover a wide spectrum of interests. All music and art courses are available to our entire student body and satisfy the fine arts requirement for the Academic Honors Diploma. For art, SHS offers the following courses: Drawing and Painting; Digital Design; Ceramics; AP Art History and AP Art Studio and Design. Students grades 9-12 have the option to participate in Drawing and Painting and Digital Design. Students in grades 10-12 may participate in Ceramics and both AP art classes. For music, SHS offers Advanced Concert Band; Jazz Ensemble; Dance Performance; Beginning Chorus; and Advanced Chorus. The music department also produces multiple musical and theatrical productions with students enrolled in both music and art classes.

Speedway High School offers physical education programming that includes Physical Education I & II, Elective Physical Education, and Advanced Physical Education (Weight Training). Health and Wellness is a semester course required for all freshmen. Health education teaches students behaviors that protect, promote, and maintain healthy behaviors. Students are also taught water safety and swimming in their Health class.

Speedway High School offers Spanish as its primary world language. Spanish courses that are available are Spanish I; Spanish II; Honors Spanish III (Dual Credit); Honors Spanish IV (Dual Credit); AP Spanish Language; and AP Spanish Literature. Native Spanish speakers may enroll in higher-level Spanish courses based on assessments and their mastery of the language. Traditional non-Spanish speakers begin with Spanish I or Spanish II and as they continue the language sequence, take either Honors Spanish IV (Dual Credit) or AP Spanish Language senior year. Students who are not interested in Spanish, but wish to learn a language, are reviewed on an individual basis to look for other language options available online. Our district has covered the cost for students studying German and French.

Speedway High School has an expansive Engineering and Technology Department that offers Project Lead The Way (PLTW) and Advanced Manufacturing courses. Our Engineering PLTW classes follow a succinct sequence that enables our students to earn a Technical Honors Diploma and dual credits without having to leave SHS. Introduction to Engineering and Design (IED) is the first course in the PLTW sequence and is open to freshmen students. IED offers 3 college credits from Ivy Tech Community College. Principles of Engineering (POE) is the next course in the PLTW sequence and also offers 3 dual credits from Ivy Tech. The third course in the sequence is Civil Engineering and Architecture (CEA) and it too offers 3 college credits from Ivy Tech. The final course in the PLTW sequence is Engineering Design and Development (EDD). This course offers no dual credits, but allows students who have been in PLTW classes for three consecutive years, to work in teams to research, design, test, and construct a solution to an open-ended engineering problem. Several students in our PLTW program also participate in Robotics, an extracurricular club at SHS.

Advanced Manufacturing courses within the Engineering and Technology Department also offer dual college credits through Ivy Tech. The first course in the manufacturing sequence is Introduction to Advanced Manufacturing and Logistics and students are able to earn 6 college credits from Ivy Tech.

Advanced Manufacturing I is the next course in the sequence and it too offers 6 college credits. The third and final course in our manufacturing sequence is Advanced Manufacturing II, which offers 3 college credits. Other courses within the department include Introduction to Transportation; Architectural Drafting and Design I; and Architectural and Design II. We also offer a 0 period Innovations course titled Introduction to Design Processes that meets each day before school from 7:00 AM - 7:50 AM. In this class, students utilize the design process to analyze, research, and develop ideas that produce product solutions.

Regarding Library/Media, the high school media center offers an exhaustive collection of media resources that support both leisure reading and instructional support across all curriculum fields for all students in grades 9-12. The high school media center collection is supported in print form through working relationships with Follett Learning and the Junior Library Guild. In addition, an extensive collection of digital resources includes database offerings from Gale in Context Education, InfoBase Learning, and a partnership of digital resources offered through the Indianapolis-Marion County Public Library and the Indiana State Library. Students have both in-school and remote access to all digital resources. Our library is an open-access facility where all reading materials and desktop technologies are available to all students during all school hours.

In terms of a media curriculum, Speedway High School offers Student Media (School Newspaper) and Student Media (School Yearbook). Both courses are student-centered and student-driven and enable students to demonstrate their ability to do journalistic writing and design for high school media for the school newspaper and yearbook.

Speedway High School offers Prep for College and Careers (PCC) and Basic Skills Development (BSD). Prep for College and Careers allows students to research colleges and universities and explore various career interests. Basic Skills Development helps students with life skills such as time management, study skills, and organization. Students are able to build perseverance and resilience through their BSD course that helps them be successful in other classes and future endeavors. These courses are available to our general student body, grades 9-12.

3. Academic Supports:

3a. Students performing below grade level

Students performing below grade level are supported in a variety of ways. First, our teachers are intentional when it comes to building relationships with students, getting to know and understand them, and support them during the 50 minutes of class time each day. Additionally, a 25-minute PLUG Time is built into the day four days each week, and that time is prescriptively used for remediation and enrichment. Teachers use data collected through the week during their formative classroom assessments to identify learning gaps. Students with similar needs report to the same teacher during the PLUG Time for re-teaching and additional practice on those pertinent standards and skills. For students who have demonstrated the need for additional support on a more consistent and intensive basis, we offer Math and English Lab courses with the student's classroom teacher where students are presented the content through additional methods and in smaller groups. This provides students with opportunities to speak with the teacher in one on one settings and pose questions in an environment where others likely have similar questions. Our students with exceptionalities and those recommended by guidance for focused support may be enrolled in Basic Skills Development classes, which are purposefully kept small and led by a Special Ed teacher and a paraprofessional. Lastly, since all students sometimes perform below their current ability, we offer teacher-driven and peer tutoring that can be scheduled or voluntarily attended through our Study Tables system. While initially designed as a safety net and encouragement for completion of missing work, Study Tables are now utilized as a support for any student, especially those who are falling behind.

3b. Students performing above grade level

Every decision we make in the school is viewed within the following framework: What do we want students to learn? How do we know if they learned it? What do we do for the ones that didn't? What do we do for the ones that did?

The time committed to the final question is a significant part of what drives our success. No one in our building, staff or student, is the finished article. We are all learning and working to improve ourselves and our educational community. Through our open access policy, students are free to challenge themselves with AP curriculum and attempt coursework that engages learners at the highest levels. We continually look for opportunities to offer more AP options and encourage students to take the most rigorous courses possible. While many schools limit the type of student who can enroll in AP classes, we cast a wide net and expect students to encounter difficulties and frustrations. We then offer continuous, layered supports to offset those difficulties.

Just as with our students currently below grade level, our 25-minute PLUG Time provides our students above grade level with time to get enrichment from their teachers with additional lessons and in one-on-one and small group settings. Teachers offer after school and virtual review sessions when a student wants to keep learning outside of the school day. Additionally, our Study Tables system ensures that students who otherwise might attempt to slide by on intelligence with minimal performance, are also required to meet the teacher's deadlines and expectations of quality for their own betterment and in preparation for their future.

3c. Special education

The Special Education department prides itself on the development of relationships with students and families. This begins with our welcoming transition conferences during the spring semester of our students' 8th grade year and continues throughout their high school career.

Once the students are with us, we offer a variety of programming and flexible supports that reflect our students' exceptionalities. To ensure a solid academic foundation, we offer inclusive Algebra and English 9/10 with team teaching, featuring two licensed teachers with a small group of students. We use this time to identify struggling readers and provide them extra support through these classes. In addition, we are careful to explain individual IEPs to the general education teachers, so that they can better account for our students' learning styles and accommodations for activities. We also offer support services in classes with more high need students via paraprofessionals who push in.

Our Basic Skills Development (BSD) classes are capped at small numbers to enable us to reteach skills and track assignment completion with individual students. Our Accommodations Lab provides students with a quiet, small group setting for tests and quizzes. The paraprofessional who supervises the Lab assists in BSDs during periods without assessments, providing additional assistance to students. We work with the guidance department and ensure emotional support for our students when necessary, as well as prioritizing scheduling for our students into courses where they are most likely to succeed.

We continuously develop remediation plans for individual students using data from classroom performance and a variety of assessments (i.e., STAR Reading, STAR Math, Standardized Tests). We also monitor literacy skills and provide interventions to close the reading gap with individual students. Our PLUG Time is used for additional academic support and we also teach Social Skills to a small group of students and remain available throughout the day for behavioral support as needed.

3d. ELLs, if a special program or intervention is offered

Our English Language Learner program takes pride in our role of helping our students gain confidence in their communication skills and begin the process of understanding and succeeding in our school and community. The English 9 and 10 classes with many of our ELL students are team-taught by a licensed ELL and Special Education teacher with small class sizes, and our designated ELL classes are co-taught with an ELL teacher and paraprofessional to ensure that students have opportunities to ask specific questions about classwork, school systems, and their life outside of school. We incorporate frequent use of technology such as Chromebooks, the Promethean board, instructional videos, audio lessons, and ample visuals/pictures to ensure understanding and retention.

Our students are supported during their day with a for-credit Basic Skills Development class as well as

targeted inclusion support by paraprofessionals and Special Education staff. Monitoring academic growth is key to our efforts and we make use of ACCESS, STAR, ISTEP, and formative assessment data from classwork when recommending Math and Reading Labs for students' schedules. The PLUG Time remediation provides another checkpoint with licensed Math, English, or ELL teachers. The school's Study Tables system is essential for our students' success, as it establishes a culture of accountability and follow-through for students who are arriving from situations with extremely disparate conditions and expectations. However, along with our adherence to high standards and challenging curriculum, we remain flexible and encourage students to display their mastery of the content in varied and unique ways, appropriate for their current language levels.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Across the curriculum and through extracurricular activities, our school engages students by receiving them at their current levels of understanding and proficiency and supporting them as they reach for new heights. Students are encouraged to join teams and clubs, as that ownership develops the feeling and belief that Speedway is their school, as well as facilitating the development of well-rounded citizens. Through our open-access philosophy, students are guided to “rigor up” into courses that challenge them academically and enhance their potential. Teachers develop lessons and activities that pertain to the students’ lives and unique interests, enabling an interaction with the subject and content that fosters learning in a way that builds a culture of academic excellence, while avoiding the tedious or overtly time-consuming tasks that often accompany an elite view of “Honors” or “Advanced” coursework.

Our teachers build strong relationships, and their attention and care for each student is supported by a system of supports and interventions that identify students when they first begin to struggle. The Study Tables program provides additional time and guidance for students who are finding it difficult to submit completed assignments by the due dates. This system engages the students and their parents in the academic realm, well before a student’s understanding or grade has fallen behind to the point that it would be difficult to catch up. The immediate attention and support that the teachers’ use of the system facilitates also allows counselors and administration to intervene well before a situation has arrived at a crisis moment.

By intervening and addressing situations while there are relatively low stakes (a missing assignment, several tardy incidents or absences) and without discussion of immediate punishment, students are able to practice restoring themselves onto the path to success without the cloud of conflict skewing their perception. Realizing their ability to participate in solving their problems dovetails with the confidence they find as they achieve at high levels in their academics, creating an environment where students demonstrate decreasing levels of apathy and anxiety. This ability to “show what you know” then further expands into classroom activities and higher stakes situations, and students continue to achieve at increasingly higher levels. That growth and empowerment – based on their own achievements - fuels their engagement.

Lastly, but no less importantly, we take time to celebrate students’ individual and collective achievements. This is evident through our recognition opportunities that occur daily and at important milestones such as the ceremony for our teacher-nominated Students of the Quarter, our lunch time recognition of students identified as Most Improved, and the end of year Honor Night that recognizes major awards for consistency and commitment to excellence.

2. Engaging Families and Community:

The sense of community and the town’s support of Speedway Schools is what has enabled the school district to remain independent throughout the decades when periods of consolidation arose in Marion County. Additionally, school district leadership has maintained the prioritization of neighborhood schools and small class sizes to ensure accessibility and personal relationships among staff and parents.

Along with the generational constituency, our student body also reflects the diverse paths that have led the rest of us to Speedway. With a student population that is over 50% minority and 50% free and reduced lunch, and including students who are sitting in our classrooms within days of arriving in our country for the first time, we have no choice but to be intentional and clear in our purpose when engaging with our families and community.

For student-specific information and time-sensitive concerns, we utilize personal emails, phone calls, and face to face meetings, depending on the level of personalization that would be most likely to elicit the desired outcome and that reflects the urgency of the matter. An excellent example of this comes from our parent notification system in the Study Tables program. In essence, we develop our parents' trust and support because our system only asks them to love their student and send them to us each day, as we believe

educating them is our responsibility.

We also work diligently to create meaningful partnerships with our surrounding business community. For instance, Praxair sponsors a 3-D printing lab in our Technical Education department and sends their engineers into our classes to help educate and mentor our students. Our local Coca-Cola company sends representatives into our building to present career opportunities to our students and also host groups of our students in informational tours of their company. They also guarantee interviews to any of our students who we recommend for employment. Similarly, Allison Transmission hosts groups of our students each year, presenting them with tours of their facilities and an overview of the multiple career opportunities within their organization. In addition, in 2019, we formed an advisory committee consisting of leaders within all of our major community businesses with the intent of increasing the opportunities available to our students to be exposed to a wide variety of careers as well as build partnerships for internship and employment opportunities for our students.

Because of the socio-economic challenges that many of our students emanate from, we believe it is important to provide them exposure to the multitude of post-secondary options that they have available to them when they graduate from us. We frequently bring in representatives from colleges and universities, the military branches, and industries to ensure that our students have the information to pursue meaningful careers that they are passionate about.

3. Creating Professional Culture:

The Speedway School Board approved the creation and implementation of a dynamic Professional Learning Community (PLC) structure several years ago that provides 50 minutes of professional development and collaboration each Monday morning throughout the school year. Over the last few years, we have transitioned this time into our Student Success Teams model that has empowered our administration and teachers to develop and create a professional and instructional learning framework that blends the use of research-driven academic programming with a ‘trial and error’ approach that is constantly evaluated through student data. Our approach is driven by the belief that failure is not something that should be feared, but should be embraced for the learning that is developed from it. This belief has helped us establish a culture where teachers feel safe and confident in trying new approaches in order to improve upon student learning. Understanding that teachers, in a collaborative setting, are often able to problem-solve and develop action plans that best fit the needs of their students, this blended approach has proven successful for us and has been the engine that has driven our dramatic increases in our students’ academic performance.

Speedway teachers, administrators, and support staff have created an environment that fosters collaboration, encourages accountability, and challenges all parties not to accept anything less than the best effort of themselves as well as from all other stakeholders around them. This attitude has resulted in a school-wide level of commitment that in turn has resulted in academic excellence that can be measured in a multitude of metrics. These results are shared frequently with staff so that they can see the tangible results of their efforts and develop ownership in the practices and programs that are utilized... this is important as in the end, it is the people, not the programs that make a difference. As a reflection of this, the administrative team works diligently to remove all non-instructional tasks from teachers that are not directly related to teaching and student learning.

The Speedway community is immensely supportive of our school as evidenced by its financial support of our school system through the passage of two consecutive tax referendums and the community’s further generosity of collectively contributing over \$40,000 each year to our Scholarships for Speedway foundation which provides scholarships to our graduating seniors. This support not only affirms the community's belief in the Speedway Schools’ leadership but more importantly, empowers teachers with the ability to work in a small school setting with small class sizes that provides them great flexibility in designing instructional methods that best fit the needs of each individual student. Speedway team members are rewarded monetarily with salaries and benefits that are at the top, or near the top of all Indiana school systems which not only enables us to hire and retain the best teachers, but also contributes to making them feel valued for the work and dedication they put in for our students.

4. School Leadership:

At Speedway High School, our leadership team is guided by a belief that everything we do must be driven by student learning. Deeply ingrained in this, is our belief that every student should be treated as if they were our own child, and it is therefore our job to ensure their success. We emphasize student learning and student achievement through quality instruction, student-teacher relationships, and enrichment/remedial support. To accomplish this, we track and analyze data points from all aspects of our students' experience. We firmly believe that what gets measured and tracked, gets improved. Our belief is that there are no limits to growing potential. The only limits that our students and staff have are the limitations that we place upon them and upon ourselves. This drives our inherent push to always improve upon the current reality that the data presents. This overarching philosophy leads us to believe that every problem or challenge we face has a solution and that we, as the professional educators, are the ones with the ability and control to develop the solution.

Overseeing the implementation of this philosophy throughout our school is the principal. The main role of the principal is that of the instructional leader. The principal leads in the development of the school-wide curriculum and instructional practices and in the delivery of professional development to staff. The principal takes the lead in tracking and analyzing the multitudes of data points that are collected and then developing and overseeing the responses to that data. This is done by creating a cadence of accountability within all aspects of our staff's interactions with students. These processes are interwoven with the sole purpose of improving the outcomes of our students and to make people believe that the impossible is possible.

In addition to the principal, integral members of the leadership team consist of the assistant principal and the Director of Student Services. The assistant principal works to ensure that all facets of the day-to-day operation of the school work efficiently to cultivate an environment most conducive to student safety and learning. In this role, he is responsible for developing and maintaining processes that encourage student attendance, punctuality, and appropriate behavior, including positive interactions among students and between students and staff. He supervises the Study Tables program, which exemplifies the school's philosophical beliefs on correcting unsuccessful behaviors early in tier two with consistent communication and consequences that refocus discussion toward student learning.

The Director of Student Services helps ensure that all students learn and achieve at high levels through his oversight of the systematic provision of student support services in areas that help lead to academic success. Those areas include academic development, career development, and social/emotional development. The Director of Student Services is also charged with overseeing our school counseling department and ensuring that programming includes individual counseling and conferencing, career exploration, peer mediation, conflict resolution, and post-secondary planning. He also oversees the master schedule, course offerings, our open-access Advanced Placement (AP) program, summer school, credit recovery, our career center program, and standardized testing.

All three members of the leadership team take an active part in our constant progress monitoring of our students and in the identification and delivery of needed supports.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

We are strong believers that it is the people (teachers, support staff, etc.) that make the biggest difference in our students' academic performance, not the programs. Our success is driven by putting great teachers in each classroom and then giving them the support they need to provide quality instruction, so that they may ensure their students are successful. Because of this, we can confidently say that the biggest factor and driving force behind our tremendous improvement in our students' academic performance is the work and collaboration that our teachers do inside of our Student Success Teams. What started as a PLC model many years ago, has been slowly modified into our own unique system that we utilize to oversee all aspects of our curriculum, instruction, assessment, and interventions. Each SST has a specific focus in relation to student learning and meets on a regular basis during our designated Monday morning professional development time, with a focus on improving upon our current levels of performance. Our other interventions and programs, such as PLUG time, Study Tables, and our AP program, have been tremendously successful in improving the academic performance of our students as a direct result of the Student Success Teams' involvement in their development, implementation, data tracking, and constant enhancement.

Each SST develops one or two SMART goals at the beginning of each year to help inform the team's direction, increase ownership and buy-in, and to create an aura of accountability around their work. Data is tracked and analyzed throughout the school to help evaluate current practices and drive discussions around improvement.