

Indiana State Board of Education Request For Freeway School Accreditation

Board Date: June 7, 2017

School: Bais Yaakov High School of Indiana (D196)
Administrator: Rivka Lerman
Address: 206 W 8th St
Mishawaka, IN 46544
Grade Span: 9-12
Public/Private: Private

The following executive summary has been compiled by the Indiana Department of Education's Office of School Accountability. It includes information presented by the school in its petition for freeway accreditation.

Identity:

Bais Yaakov High School of Indiana was founded in 1998 to serve the Orthodox Jewish community of nearby South Bend. Bais Yaakov is exclusively for female students in grades nine through twelve that graduated from the South Bend Hebrew Day School. The overall student enrollment of Bais Yaakov is 19 students. The mission statement of Bais Yaakov High School is as follows:

Bais Yaakov High School of Indiana is committed to providing a quality Jewish and general education within a Bais Yaakov framework for all girls in the South Bend community. We strive to inculcate in our students FIDELITY TO TORAH, COMMITMENT TO COMMUNITY INTEGRITY, AND A LOVE OF LEARNING.

Curriculum:

Bais Yaakov High School offers a rigorous dual curriculum daily with intensive Judaic coursework, and academic content covering the requirements to achieve an Academic Honors diploma. Bais Yaakov High School has aligned its academic curriculum and instruction with the Indiana Academic Standards.

Bais Yaakov has partnered with Indiana University South Bend, through its Advanced College Project, to offer many core courses as dual credit courses. Students of Bais Yaakov High School graduate with around 24 credits through Indiana University South Bend's Advanced College Project that may be applied to postsecondary education. Bais Yaakov High School also offers PSAT and SAT test preparatory courses to its students.

Beyond academics, Bais Yaakov High School requires all students to take part in at least one hour of community service weekly. Bais Yaakov High School enhances its academic program with many multifaceted extracurricular activities to foster character building, develop leadership qualities, and build teamwork. Bais Yaakov High School also makes character education a top priority, with weekly classes dedicated to emphasizing ethics and character development.

Testing History:

Performance results on the statewide assessment are not currently available for Bais Yaakov High School. Bais Yaakov High School did share cohort performance data on cumulative semester GPA's in Language Arts, performance in Calculus course with Advanced College Project, and four-year graduation rate data.

Cumulative GPA in Language Arts Courses for the 2015 Cohort

Year	Language Arts, Sem 1	Language Arts, Sem 2
2011-12	3.46	3.51
2012-13	3.61	3.59
2013-14	3.46	3.40
2014-15	3.47	3.52

Cumulative GPA for Students Enrolled in Calculus, by School Year

Year	Calculus GPA
2011-12	n/a
2012-13	4.0
2013-14	n/a
2014-15	4.0

Four Year Graduation Rate, as Reported by School*

Year	Percent Graduating
2011	100%
2012	n/a
2013	100%
2014	n/a
2015	100%

*School has not yet been required to submit graduate data to the Department

Staffing:

Bais Yaakov High School has 28 staff members, half of which is Judaic studies staff, and half of which is academic studies staff. Seven of the 14 academic staff at Bais Yaakov High School are licensed by the State of Indiana.

Waiver Requests:

Bais Yaakov High School did not indicate any statutes or regulations to waive or suspend.

Considerations:

With no data yet available and verified through the Department's data collection process, it is difficult to confirm whether Bais Yaakov High School will be able to meet the minimum educational benefits for average attendance rate, overall proficiency rate, and four-year adjusted cohort graduation rate within the five year contract period.

Recommendation:

Department and Board staffs jointly recommend full five year freeway accreditation for Bais Yaakov High School of Indiana.

Petition for Freeway School Status
Bais Yaakov High School of Indiana
Mishawaka, Indiana

EXECUTIVE SUMMARY

1. School Background

Bais Yaakov High School of Indiana, 'BYHSI,' located in Mishawaka, Indiana was founded in 1998 to serve the Orthodox Jewish community of nearby South Bend by providing a quality Jewish and General Studies education for female students in grades nine through twelve.

BYHSI is one of a number of institutions designed to serve the needs of the growing Jewish population in South Bend, which currently numbers approximately 2,000 with 100 Orthodox families.

These institutions, founded and supported by the community, demonstrate the value placed on providing a comprehensive education for each student. This is further demonstrated by the fact that our student body consists exclusively of graduates of the South Bend Hebrew Day School, 'SBHDS'. The current enrollment of our school is nineteen students, distributed over four grades.

Our students graduate with approximately 24 ACP college credits, which is a great advantage in their pursuit of a college degree. All of our students graduate and continue their education with a year of intensive study in Israel. Approximately 70% continue on to pursue degrees in conventional postsecondary education. The teaching staff consists of 15 Judaic Studies teachers, and 14 General Studies teachers, each one proficient and highly experienced in their field.

BYHSI is currently located in a newly constructed facility, built as an annex to the SBHDS in the spring of 2013. In addition to our classrooms, assembly room, and offices, BYHSI benefits from some of the SBHDS facilities, namely the technology lab, gym, and kitchen.

Due to the fact that the student body is small and fairly homogeneous, with all students belonging to the Orthodox Jewish Community in South Bend, the curriculum is enhanced by many multifaceted extra-curricular activities that take place after school hours. These events foster character building, developing leadership qualities and team work. Further, our students are expected to contribute to the community by providing at least one hour weekly of volunteer service.

2. Mission Statement

BYHSI is committed to providing a quality Jewish and general education within a Bais Yaakov framework for all girls in the South Bend community. We strive to inculcate in our students FIDELITY TO TORAH, COMMITMENT TO COMMUNITY, INTEGRITY, AND A LOVE OF LEARNING.

3. Educational Plan

Judaic and general studies classes are interspersed throughout the academic day.

The Judaic courses offered are extremely rigorous in nature, presuming fluency and high level comprehension of the Hebrew language. The courses in Bible/Prophets and Commentaries require the students to engage in higher order analytic thinking. Thorough knowledge/application of Jewish Law, Ethics, and Philosophy as well as a comprehensive study of Jewish History are emphasized. Many of the teachers take a strong interest in the students, mentoring them and serving as role models in character development and goal setting.

Most of the general studies teachers are currently or previously employed in local public and parochial high schools. The general studies Language Arts courses include: World Literature, American Literature, British Literature, as well as College Composition and College Literature. Our Math department offers Algebra I and II, Geometry, Trigonometry, ACP Finite Math, and ACP Calculus. Science courses include Biology, Earth Science, and Chemistry. The Social Studies courses include World History, ACP American History, ACP Government, and AP Economics. As a part of our ACP Government class, our students participate in Project Citizen. Project Citizen is a curricular program promoting competent participation with government at all levels, teaching participants how to monitor and influence public policy.

In addition to a comprehensive program of Hebrew language and grammar, the students benefit from Computer classes, Physical Education, Home Sciences, Art, Health and Wellness, Financial Literacy, ACP Psychology, and ACP Public Speaking.

We periodically invite guest lecturers to share their expertise in a particular subject. This includes annual lectures on topics of personal safety, self-care, and boundary setting. We have also invited a career counselor to set students on the path to choosing a career. Our students, with the encouragement and support of their families are fully committed to our rigorous dual curriculum and are noted for their diligence.

SCHOOL LEADERSHIP

1. Governing Body

The Board of Directors consists of local lay leaders, as well as Rabbinical advisors. Gerry Lerman, Rabbi Raphael Pollack, Razel Lerman, and Ahuva Sommer combine business and legal expertise, as well as intimate knowledge of the community and the goals and values of the international Bais Yaakov Movement to provide counsel and support for the administrative leadership of the school.

2. Administrators

Mrs. Rivky Lerman- Principal

- Graduate, Teachers' Training Institute
- 23 years of teaching experience
- 5 years serving as principal at BYHSI
- Judaic Studies and Hebrew Language teacher
- Responsible for overseeing total operations of the high school

Mrs. Dena Gewirtz- Educational Administrator

- BS in Mathematics, St. Thomas Aquinas College
- Algebra I and II, Financial Literacy teacher
- 12 years teaching experience
- Coordinates with business office administrator
- Advises on educational matters
- Mentors students

Mr. Anthony Koontz- Educational Coordinator

- MS and Ed Spec Degree in K-12 Educational Administration from Michigan State University
- Former school administrator with 23 years of secondary and central office experience

3. Staff and Teachers

Judaic Studies Staff

Rabbi Yaakov Bechhofer

- 11th grade Judaic studies teacher
- 10 years teaching at BYHSI
- 28 years of experience teaching high school

Mrs. Yehudis Bechhofer

- 9th and 10th grade Judaic studies teacher
- 17 years teaching at BYHSI
- 41 years teaching experience

Mrs. Aviva Berman

- 11th Grade Judaic Studies teacher
- Bachelor of Liberal Arts in Education from Thomas Edison State College
- Teaching Certificate from Me'ohr Bais Yaakov Teachers Seminary
- 3 years teaching at BYHSI

Rabbi Meir Bulman

- Jewish Law teacher
- 8 years teaching Jewish Law
- 5 years teaching at BYHSI
- Rabbinical ordination from Rabbi Moshe Heineman
- Rabbi of Hebrew Orthodox Congregation

Rabbi Levi Goldwasser

- 11th grade Judaic studies teacher
- 2 years teaching at BYHSI

Mrs. Aviva Hershberg

- Teaches 10-12 Jewish History
- 6 years teaching at BYHSI
- Bachelors of English Language and Literature with minor in Speech and Audiology, Brooklyn College
- Taught Canadian Civics and History courses as well as English Lit for 3 years in Ottawa, Canada

Miss Dalya Lerman

- 9th and 12th grade Judaic studies teacher
- 2 years teaching Judaic Studies in BYHSI
- Judaic Studies teaching certificate from Me'ohr Bais Yaakov Teacher's Seminary in Jerusalem

Mrs. Rivky Lerman

- 5 years serving as principal at BYHSI
- Judaic Studies and Hebrew Language Teacher
- Graduate of Teacher's Training Institute
- 23 years of teaching experience

Rabbi David Margulies

- 12th grade Judaic studies teacher
- 25 years high school teaching experience
- 5 years as Dean of Students at Yeshiva of South Bend

Mrs. Bina Margulies

- Judaic studies teacher
- 35 years teaching grades 3 through 12

Mrs. Rivkie Seligson

- 2 years teaching Judaic Studies at BYHSI
- Teacher's Certificate from Bnos Chava Teachers Seminary
- 15 years teaching experience

Miss Yocheved Minna Yachnes

- Judaic studies teacher
- 2 years teaching experience

Rabbi Ami Zeiger

- Teaches Judaic studies at BYHSI
- 6 years high school teaching experience

Mrs. Shira Zeiger

- 5 years teaching Judaic studies at BYHSI
- Masters in Special Education, Empire State College
- 13 years teaching in both regular and special education classrooms

Secular Studies Staff

ENGLISH/ LANGUAGE ARTS

Mrs. Joan Hatton

- 14 years teaching 9-12 English at BYHSI
- State of Indiana Life License
- Master's in Education
- 15 years teaching experience at Elkhart Memorial High School
- 11 years teaching ACP adjunct Indiana University

SOCIAL STUDIES

Mr. Nathan Blair

- 7 years teaching at BYHSI
- Licensed teacher for US History, Government, World History
- Master's Degree in Liberal Studies from IU South Bend
- Certified ACP American History and American Politics
- 15 years teaching AP US Government, World History, and US History

Mrs. Lori Hamann

- 2 years teaching at BYHSI
- 11th grade AP Economics instructor
- Masters of Education from University of Notre Dame
- Economics and Social Studies Teacher at Marian High School

MATHEMATICS

Mrs. Dvora Bulman

- 6 years teaching Biology and Geometry at BYHSI
- Bachelors of Science in computer science, University of MD
- Teaching certificate, Beth Jacob Jerusalem
- 15 years teaching experience

Mrs. Linda Flora

- 8 years teaching ACP Math at BYHSI
- Licensed teacher for K-12 Gifted /Talented, 7-12 Physics, and 7-12 Mathematics
- 37 years approved AP Instructor
- 28 years as adjunct instructor for Indiana University

Mrs. Dena Gewirtz

- Teaches Algebra I and II, and Financial Literacy at BYHSI
- Bachelors of Science in Mathematics, St Thomas Aquinas College
- 12 years teaching experience

SCIENCE

Mr. Jeff Kindelan

- 1 year teaching Chemistry at BYHSI
- Licensed teacher for Chemistry, Physics, Mathematics, Health, Earth Science, Business, Language Arts
- Currently teaches Chemistry, Earth Science, and Economics at Clay High School

Ms. Anita Nash

- 4 years teaching Earth Science at BYHSI
- Master of Science in Education from IU South Bend
- State of Indiana Life Licensed teacher
- 30 years experience in classroom teaching

DIRECTED ELECTIVES

Mrs. Ellen Augustine

- Public Speaking Teacher at BYHSI
- Master's Degree in English and Choral Music
- 36 Years high school teaching experience in Public Speaking, English, and Theater
- State of Indiana Life License

Mrs. Laurie Baron

- Health and Wellness teacher at BYHSI
- MSW from Boston University
- Teacher's assistant at University of California

Mrs. Rochel Goldberg

- 9 years teaching at BYHSI
- Hebrew Language teacher 9-11

Mrs. Elisheva Lerman

- Licensed Lawyer, Haifa University
- 1 Year teaching experience at BYHSI
- 12th grade Hebrew Language teacher

Dr. Alan Wax

- 14 years teaching 12th grade ACP Psychology at BYHSI
- PhD Developmental Psychology
- Licensed Psychologist, State of Indiana- 1989
- HSPP endorsement, State of Indiana-1993
- Adjunct Assistant Professor of Psychology, IU South Bend

Mrs. Tova Yachnes

- 9 years teaching Technology for BYHSI
- Computer programming certificate-Cope Institute, NY
- Teacher's Certificate- Machon Sara Schneirer
- Computer Programmer for Focal Systems Consulting Firm, 1988-1996
- Computer Programmer for Steel Warehouse, 1997-2000

CURRENT STUDENT POPULATION

1. Enrollment & Demographic Data

<u>Year</u>	<u>Students</u>
2015/2016	19
2014/2015	23
2013/2014	16
2012/2013	17

2. Performance Data

- I. THUS FAR, WE HAVE NOT ADMINISTERED ANY STATEWIDE ASSESSMENT. WE MUST RECEIVE APPROVAL IN ORDER TO ADMINISTER THE STATEWIDE ASSESSMENT.

II. Cumulative Semester GPA's in Language Arts

Senior Class of 2015

<u>Year</u>	<u>Semester 1</u>	<u>Semester 2</u>
2011-2012	3.46	3.51
2012-2013	3.61	3.59
2013-2014	3.46	3.40
2014-2015	3.47	3.52

- III. Over the last few years, our students have done exceptionally well in their ACP courses; class average for Calculus:

<u>Year</u>	<u>Calculus</u>
2011-2012	n/a
2012-2013	4.0
2013-2014	n/a
2014-2015	4.0

IV. Graduation Rate- 4 Years

<u>Incoming 9th Grade</u>	<u>Departing 12th Grade</u>		<u>%</u>
Fall 2007	2011	3	100
Fall 2008	2012	0	n/a
Fall 2009	2013	7	100
Fall 2010	2014	0	n/a
Fall 2011	2015	8	100

Freeway Application

2. CURRICULUM

Provide as Attachment II, an overview of the planned curriculum, including a course scope and sequence by subject for each grade level the school serves. Identify the course outcomes.

See attachment II

Specify instructional strategies that your school will implement to support the education plan, and demonstrate why these strategies are appropriate for your student population.

Our students, virtually without exception, are from homes which place strong emphasis on education. The families of our students are fully invested/committed to the school's academic standards, and reinforce the message that diligence and student effort are lauded. This attitude supports and reinforces our philosophy that family and school are partners working in tandem to facilitate their student's success. We are mandated to offer a rigorous dual curriculum, with intensive Judaic coursework, and program content covering Indiana Core 40 academic standards with Honors. The students perform superior quality work, earning A's on college level courses, as well as achieving at a high level in their Judaic courses. Both of these are evidenced by the acceptance of our graduates in a wide range of post high school seminaries and colleges, where they perform with distinction, as well as by their successes in career and family as they emerge into adulthood.

Many of our instructional strategies are possible only because of our small class size, where student discovery is emphasized, and where all students contribute to class discussions. Teacher to student ratio is 1:4. Students receive personalized instruction with enrichment. Group learning, independent learning, 3-D demonstrations, lab experiments, Power Point and Movie Maker presentations created by the students, and visual displays are among the mediums utilized to instruct and reinforce for students who learn best via a range of modalities.

Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.

Differentiated instruction is incorporated regularly. Students are grouped by ability and/or learning style to process material and reinforce it in a manner that best meets their needs. This collaborative method facilitates a strong grasp of the material as students are invested in its acquisition. Material is classified

by complexity, scope and quantity to ensure optimal success for each student. The students most capable academically are expected to exhibit critical thinking, sophisticated analysis and reasoning, hypothesizing, testing and emergent conclusions. Assignments are layered so that students can complete them with an appropriate degree of rigor with regard to memory and complexity.

Teachers help students acquire note taking strategies, memorization techniques and study skills to ensure and optimize success.

Present evidence that the education program is evidence-based and is rigorous, engaging and effective for the student population.

The academic program is specifically matched to the Indiana State Standards which are research based. Many of our core subjects are taught at an Honors level, as dual credit courses in conjunction with Indiana University's ACP program.

Our students consistently demonstrate exceptional motivation, dedication and desire to succeed. Throughout both the Judaic and general studies classes, intellectual curiosity is encouraged, and critical thinking, reading and writing strategies are taught.

Students are given opportunities to adapt theories to real life situations and scenarios, to apply reasoning they have acquired in class to execute various tasks. Our extra-curricular program is designed to allow the students the opportunity to utilize various skills such as technology, logic and reasoning and character development. As an example, our students recently hosted an inter school convention for 100 attendees from multiple states across the country. Their education gave them the tools to plan an effective and impactful program with lectures, workshops and sophisticated displays using a variety of artistic mediums and technology. Concurrently, the students performed a historical play at a theater in downtown South Bend, where their musical, dramatic, artistic, technological and organizational skills were tested and honed. They also researched diligently to achieve historical accuracy throughout every aspect of the performance.

On the curricular spectrum, our political science students' participation in the national program, Project Citizen, is one example of a curricular program wherein the students choose a topic to research, debate, present and plan an effective lobby, using Power Point to cogently express their position with videos and statements to support their opinion. They demonstrate understanding of the topic, of research and communication techniques, as well as how to harness technology to support/reflect their views. They

also demonstrate a clear understanding of the mechanics of government, as they suggest approaches that could be taken to use executive, legislative and judicial channels as well as media and grassroots to further their proposals. Some topics that the students have presented in recent years include: medically assisted suicide, school choice etc.

Outline the strategies your school will implement to ensure that character education is a priority in curriculum. The strategy should address issues related to character education including hygiene; alcohol and drugs; diseases transmitted sexually; honesty; respect; and abstinence and restraint.

Character education is a top priority in our school. On all grade levels, classes are held weekly that are dedicated to emphasizing ethics and character development, including the importance of integrity, self-respect, the value of morals and family tradition as well as the fundamentals of effective written and oral communication skills.

In Earth and Space science class, the students are reminded to appreciate that they are stewards of a beautiful world, and to recognize their responsibility to care for and respect the environment. In Biology class, as the students learn about the systems of the human body, they are introduced to relevant topics of self-care, hygiene, nutrition, disease transmission, and the dangers of drug and alcohol abuse. These topics and more are reinforced and elaborated upon in our grade eleven Health and Wellness class. On a number of occasions, we have welcomed student nurses in our community to address our students on a variety of issues ranging from driving safety to exercise and nutrition.

Yearly, we invite an experienced social worker to our school to present seminars on topics of Emotional and Physical wellness and self-care, including a presentation for our seniors on establishing safe boundaries and preserving their own dignity and safety as they prepare to depart overseas to continue their education in a dormitory type setting.

Each school year has a few part or full day seminars devoted to special programming which reinforces, in an impactful manner, various lifelong values of respect, harmony, tolerance and faith. These seminars invariably include lectures delivered by guest speakers as well as various workshops and interactive activities.

Our students act upon the values of charity, kindness, generosity, and brotherhood, by participating in community service and volunteer work. They visit the elderly, engaging them with conversation and

song. Our students also lead youth groups, mentor young students in the community, and help struggling families in challenging circumstances.

4. GRADUATION REQUIREMENTS

Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities.

Bais Yaakov High School's curricular offerings meet and exceed the IDOE mandated Core 40 requirements. We offer a dual curriculum which demands a level of commitment and motivation that will serve our students well in a postsecondary setting. We also offer PSAT and SAT test preparatory courses to give our students the tools to succeed on those exams.

For many years, BYHSI has participated in the Indiana University ACP (Advanced College Project) program, and a number of our teachers are certified as adjunct professors at IU. The students in those classes are registered as IU ACP students, and are earning dual high school and college credits. With rare exceptions, our students graduate with 27 college credits, and are prepared to continue on the path to earn a college diploma.

State the school's plan for offering courses that will allow a student to become eligible to receive an academic honors diploma, technical honors diploma and international baccalaureate diploma.

Our curriculum has been designed to meet or exceed the IDOE Core 40 with academic honors diploma requirements and our students regularly graduate with the academic honors diploma. At this time, there is no plan allowing students to qualify for technical honors or international baccalaureate diplomas.

Explain what systems and structures the school will implement for students at risk of not meeting the proposed graduation requirements.

Our small school size enables us to closely monitor the progress of each student. If a student is struggling in a particular area, support is put into place immediately, whether via extra tutorials, or by implementing alternative teacher methods and materials. Thus, all the students meet the statewide graduation requirements.

5. SUPPLEMENTAL PROGRAMMING

Describe the extracurricular activities or programming the school offers.

Our program offers many opportunities for the students to be creative. These extracurricular activities also build camaraderie and unity, enabling the students to become a cohesive team. Many of our supplemental programs contain an academic component as well.

All of our students participate in a full length production each year, performed in a theatre.

Students also enjoy a weekend retreat in May, wherein the school rents a vacation home at Lake Michigan. Students and staff enjoy nature, while being offered an exciting and inspiring program, including workshops and guest lecturers.

We have multiple programs throughout the year celebrating Jewish holidays. These events generally take place during evening hours, with all students in attendance.

Music, art, and writing all feature prominently in our extracurricular activities enabling the students to hone their talents and enhance the various programs.

Describe any other student-focused activities and programs offered by the school that are integral to the educational and social development of students.

The students regularly participate in fundraising projects, to help defray the costs of the above noted activities. A typical fundraising event might be a bake sale. The students plan, advertise, implement and organize the fundraiser on their own, and this allows them to practice many important life skills.

The senior class produces a yearbook that is published at the close of the school year. With the help of a yearbook advisor and through our partnership with an online yearbook company, the students compile a book containing articles, poems, memories and photos of their high school years. Originality and creativity are emphasized, and in addition, the students learn about organization and meeting deadlines.

Our school newspaper contains selections of inspiration, thought, intellect and humor. Produced by our student editors with contributions from fellow classmates, the students take great pride in their paper.

As already mentioned in Question 2, our students participate in community service and volunteer work on a regular basis.

6. SCHOOL CULTURE

Describe the culture of the school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.

Bais Yaakov High School of Indiana is an Orthodox Jewish School for girls which emphasizes firm commitment to the Jewish religion. The students, all from local Orthodox Jewish families, have chosen to attend our school because they ascribe to these values, and are interested in our dual curriculum approach. Our teachers serve as role models in their commitment to faith and education. The small school size serves as a benefit to the students, as each student receives personalized guidance to help her achieve her potential- intellectually, emotionally, and socially. Our alumnae become productive, accomplished adults in whom our community takes great pride; our school culture contributes to this achievement.