

# **School Improvement Plan - 2013-2014**

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## **Brownstown Central Middle Sch (3107)**

**Brownstown Cnt Com Sch Corp**

**Brownstown, IN**

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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# School Improvement Plan Introduction

Brownstown Central Middle Sch

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- Indiana Rules and Regulations

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
  - Academic expectations
  - Curriculum content
  - Instructional practices
  - Classroom assessment
  - Extra help
  - Student guidance
  - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

## **Using Data for Decision-Making**

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

## **Implementation Next Year**

Our work next year will be guided by the to-do list that we have developed for each strategy.

Questions about the School Improvement Plan should be directed to the building principal.

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

## Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

## Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

## Steering Team

- -
- Gina Bane - Community Representative (Business)
- Jessica Fritz - Teacher
- Jay Grider - Community Representative (Business)
- Alicia McCrary - School Counselor
- Glenn Pullen - Parent/Guardian
- Connie Reid - Teacher
- Mendy Stahl - Teacher
- Greg Walker - Administrator

## Strategy Chairs

- Karen Ault
- Mike Kelley
- Alicia McCrary
- Pat Sovern
- Tom Wischmeier

## Community Council

- Brenda Bean - Parent
- Kandi Bollinger - Parent and Medical Field
- Margo Brewer - Brownstown Town Board, Substitute Teacher
- Jeri Burbrink - Business Representative

- Rev. Chris Criminger - Parent geog. regions, Comm. Agency rep, Clergy
- Sharon DeHart - Teacher from receiving school
- Dan Hall - School Board representative
- Jerry Hounshel - Community agency representative
- Dana Jester - Parent of different grade levels
- Derrick Koch - Parent and Counselor at receiving school
- James Lasher - Military rep., Parent of students rep. diff. gr. levels,
- Shawna McCool - Parent
- Glen McGinnis - Business rep; parent
- Lin Montgomery - Community agency rep.- Drug-Free Council, State Program Rep.- State Drug Education
- Jim Myers - Parent
- John Nolting - Town board, business
- Glenn Pullen - Business professional, parent
- Stephanie Pullen - Parent , Business/industry rep.
- Scot Reid - Service Club representative
- Tammy Rogers - Parent
- Scott Shade - Industry and Parent
- Monty Silence - Parents of students representing different grade levels, Labor Representative
- Mary Ann Spray - School board representative, Community agency representative
- Stan Tormoehlen - Business and Parent
- Leroy Warren - Government official, Other federal, state, and local program representative
- Tom Wright - Service club rep., Comm. agency rep., Gov. official, DARE pgm. & School Safety Council, Journalist

# Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

## **We believe all students deserve:**

• A clean, safe environment that is pleasant, drug-free, stimulating, consistent, and structured with defined boundaries for behavior, • Opportunities to learn at their individual levels successfully, to create confidence in their abilities and talents, to participate in extra-curricular activities as well as cultural and social experiences, to receive individual attention, extra help, and time with the counselor, as needed, to have hygiene needs met, to belong and be a kid, to have access to needed school supplies, • A curriculum that is challenging yet attainable, that provides opportunity to use multiple information sources, and that incorporates high expectations for all students, • Respect and equal treatment by everyone, • An education by staff who are competent, positive role models, who are considerate of students's needs, • A supportive community, • A safe, stable home environment with parents/guardians who are positive role models and actively involved in the child's life and education, • Consideration for family time • An environment where the child is held accountable for his actions and readiness to learn.

## **All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:**

• Monitor environments for safety, cleanliness, and consistency, • Provide guidance, extra help, opportunities for students to show their talents, skills, and progress, • Are personable, flexible, knowledgeable, and understanding, • Educate creatively by engaging students in critical thinking and problem solving, • Expect completed homework and support students through clear goals and expectations, • Accept responsibility for all students's education, • Treat all students with acceptance, respect, and equality, • Show support and take responsibility for the educational development of students • Ensure that the children's hygiene and basic health needs are met • Serve as mentors who demonstrate professional behavior by being responsible, punctual, and working hard, • Smile • Listen and be fully engaged with the child, • Support the attendance goals of the state and federal education mandates.

## **In this environment where all adults are living by their core convictions, all students:**

• Are clean, alert, well-fed, healthy, happy, and drug-free, • Take advantage of extra help and opportunities for involvement in extra-curricular activities and are knowledgeable about post-secondary educational and career opportunities, • Make full use of the diverse curriculum and are able to apply knowledge to solve problems, • Make extra effort and go beyond the basic expectations, • Show their love of learning by attending every day, listening, asking questions, working responsibly, volunteering, setting high goals and achieving at that level, and passing ISTEP+, • Are knowledgeable about technology, • Show responsibility by using their planner, completing all assignments on time and to the best of their abilities, being on level each review, and making the best grades that they can, • Are honest, do not cheat, and have a positive attitude and good work ethic, • Respect themselves, others, and their environments, • Use manners, help, encourage, appreciate, and support others.

## **As a result of these efforts, our school's student achievement data is as follows:**

- % of students who make all C's or better: 100%
- % of students who pass all ISTEP+ content areas: 100%
- % of students who meet AR requirements: 100%
- % of students who meet the state and federal mandates for attendance: 100%
- % of students who are on-level for academics: 100%
- % of students who are 8th graders enrolled in Algebra I who pass the ECA: 100%

# Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

## All Free/Reduced Students - % passing LA ISTEP Tests--AYP

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 70        | 66     | 70        | 66     | 69        |        | 73        |        | 81        |        | 85        |        | 100         |

## All Free/Reduced Students - % passing Math ISTEP Tests--AYP

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 73        | 73     | 76        | 70     | 73        |        | 77        |        | 85        |        | 90        |        | 100         |

## All Special Needs students - passing LA ISTEP+ Test

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           | 35     | 38        | 29     | 32        |        | 44        |        | 46        |        | 55        |        | 100         |

**All Students - % making all C's or better on Trimester 1 & 2 grades in the four tested ISTEP subjects: LA, Math, Science and Social Studies**

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 72        | 68     | 74        | 72     | 75        |        | 78        |        | 81        |        | 85        |        | 100         |

**All Students - % passing Writing Applications standard on LA ISTEP Tests (seat data)**

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           |        |           | 66     | 69        |        | 74        |        | 77        |        | 81        |        | 100         |

**Special Needs students in the Class of 2018 - % passing LA Standard #1 on ISTEP+ (not IMAST) --READING: Word Recognition, Fluency, and Vocabulary Development**

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           | 33     | 40        | 60     | 62        |        | 65        |        | 75        |        | 81        |        | 100         |



## **Needs Assessment / Areas of Concern**

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

### **Local Areas of Concern**

#### **Required Areas of Concern**

**F. Encourage Rigorous Curriculum**

**G. Attendance**

**I. Focused Academic Area**

**U. Focused Student Group**

**X. Graduation Plan**

# Strategies

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment - Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

**Strategy Data:** Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

**Strategy To-Do Lists:** Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

## Required Strategies

### F. Encourage Rigorous Curriculum: Homework Intervention Plan

This Homework Intervention Plan is designed to target students who are not completing homework on a consistent level with an added emphasis on free and reduced lunch students. It is a tiered program that identifies students with an excessive amount of missing or incomplete assignments. Each tier progresses, beginning with the loss of morning time progressing up to supervised after school study time. Teachers monitor these sessions, check for homework completion, and provide homework assistance as needed. Students are evaluated on a regular basis.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### F. Encourage Rigorous Curriculum: Reading Standards for Literacy Across the Curriculum

Over the past two years, teachers learned a variety of specific reading strategies that incorporate both scaffolding techniques and direct, explicit instruction for students. Departments selected the 2-3 most effective reading strategies to implement for their content area. Throughout the year, teachers will continue to implement those selected strategies and submit documentation to the principal. Departments will share information with faculty.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### G. Attendance

The expectation for every student is 95% attendance or no more than 3 absences during a trimester. When a student has accumulated 3 absences in a trimester, attendance personnel will send a letter to the parent/guardian or make a parent contact. Reaching 5 absences in a trimester will result in a mandatory meeting of the parent/guardian and student with Attendance Review Committee. This committee may consist of the attendance personnel, administrator, counselor, and teacher(s). The committee may recommend the following: 1)Expulsion for the remainder of the trimester or 2)Written contract as an individual intervention plan. The recommendation of this committee will be presented to the principal or his designee for final determination. The results will be forwarded to the appropriate staff.

**Impact Level:** High Impact - Inside

**Focus:** General

### I. Focused Academic Area: Constructed and Extended Response Practice Across the Curriculum

All certified teachers will incorporate a minimum of one constructed and one extended response assignment into their lessons, both to be completed by the end of Trimester 2. Teachers will use their own subjects to design these response assignments. The Constructed Response (CR) assignment will align with the IDOE Reading Standards for Literacy, Key Ideas and Details, including 6-8.RT.1, 6-8.RT.2, and 6-8.RT.3. The Extended Response (ER) assignment will align with the IDOE Writing Standards for Literacy Text Types and Purposes, including 6-8.WT.1, 6-8.WT.2, and 6-8.WT.3. Using the ISTEP+ two point Constructed Response and the four point Extended Response rubrics, teachers will evaluate responses and share evaluation

results with students to assist them in understanding how to improve. This will be completed by the end of Trimester 2. Since this Constructed and Extended Response practice will occur in all grades and subjects, all students will practice the skills required for success at a rigorous level.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **U. Focused Student Group: Reading Instruction Program**

All 6th grade students will complete a concise reading assessment. Those students who show significant need (defined as 2 or more grade levels below current grade level) will be enrolled in an effective scientifically-based reading instructional program. Students will receive extra help and extra time on basic word recognition skills, vocabulary, and fluency skills. The reading teacher will assist students in setting individual goals for reading and will track their progress, growth, and results. This strategy will be implemented for all students but will impact free-reduced lunch students and special education students to a greater degree.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **X. Graduation Plan**

All students will develop a graduation plan that will start when they enter sixth grade and will be updated annually through eighth grade. These plans will be housed with the students' permanent records and will be developed by the students with help from the Guidance Counselor and other staff. At each grade level, the students will complete selected activities including career interest inventories, a learning style assessment, personality style assessment, and they will learn about the 21st Century Scholars program each year and complete an application if their families are eligible. As well, they will learn about other available post-secondary funding sources and understand the diploma types and start to make decisions that are best for them. The students will begin to develop an awareness of their personal strengths, abilities and interests as they commit to graduate from high school. The students will additionally acknowledge the important role of good citizenship, school attendance and learn and use good study habits. The graduation plans will be part of each individual conference that the Guidance Counselor will have with each eighth grade student prior to their diploma selection and high school registration.

**Impact Level:** High Impact - Outside

**Focus:** General

## Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

### Required Strategies

#### F. Encourage Rigorous Curriculum: Homework Intervention Plan

% of teachers supervising H.I.P.

| Baseline<br>12-13 | Follow Up<br>13-14<br>1st Semester / 1st Trimester |        | Follow Up<br>13-14<br>2nd Semester / Last Trimester |        |
|-------------------|--|--------|---|--------|
|                   | Target   | Actual | Target  | Actual |
| 100               | 100  |        | 100   |        |

% of students completing homework on a consistent level

| Baseline<br>12-13 | Follow Up<br>13-14<br>1st Semester / 1st Trimester |        | Follow Up<br>13-14<br>2nd Semester / Last Trimester |        |
|-------------------|--|--------|---|--------|
|                   | Target   | Actual | Target  | Actual |
| 86                | 100  |        | 100   |        |

#### F. Encourage Rigorous Curriculum: Reading Standards for Literacy Across the Curriculum

Percent of teachers formally incorporating at least two reading strategies into content lessons

| Baseline<br>12-13 | Follow Up<br>13-14<br>1st Semester / 1st Trimester |        | Follow Up<br>13-14<br>2nd Semester / Last Trimester |        |
|-------------------|--|--------|---|--------|
|                   | Target   | Actual | Target  | Actual |
| 84                | 100  |        | 100   |        |

#### I. Focused Academic Area: Constructed and Extended Response Practice Across the Curriculum

Percent of teachers submitting student writing samples

| Baseline<br>12-13 | Follow Up<br>13-14<br>1st Semester / 1st Trimester |        | Follow Up<br>13-14<br>2nd Semester / Last Trimester |        |
|-------------------|--|--------|---|--------|
| Actual            | Target   | Actual | Target  | Actual |
| 100               | 100  |        | 100   |        |

**U. Focused Student Group: Reading Instruction Program**

% of teachers who differentiate instruction based upon data regarding students' reading needs.

| Baseline<br>12-13 | Follow Up<br>13-14<br>1st Semester / 1st Trimester |        | Follow Up<br>13-14<br>2nd Semester / Last Trimester |        |
|-------------------|--|--------|---|--------|
| Actual            | Target   | Actual | Target  | Actual |
| 80                | 90   |        | 100   |        |

% of special needs students who pass the LA Standard #1 on the ISTEP+

| Baseline<br>12-13 | Follow Up<br>13-14<br>1st Semester / 1st Trimester |        | Follow Up<br>13-14<br>2nd Semester / Last Trimester |        |
|-------------------|--|--------|---|--------|
| Actual            | Target   | Actual | Target  | Actual |
| 60                | 68   |        | 75  |        |

## To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

Report by strategy. Showing completed and yet-to-be-completed action steps.

## Attendance

**Aug 12, 2013:** Conduct attendance review conferences as needed with parents and students with attendance issues **Person:** Mike Kelley  
**Aug 12, 2013:** Track daily attendance **Person:** Mike Kelley  
**Aug 12, 2013:** Track tardies to school and class **Person:** Mike Kelley  
**Nov 30, 2013:** Collect fall data: Attendance rate **Person:** Mike Kelley  
**Jun 30, 2014:** Collect spring data: Attendance rate **Person:** Mike Kelley

## Encourage Rigorous Curriculum

**Apr 1, 2013:** Collect baseline data: % of students completing homework on a consistent level **Person:**  
**Apr 1, 2013:** Collect baseline data: % of teachers supervising H.I.P. **Person:** Tom Wischmeier  
**May 25, 2013:** Revise Homework Intervention Plan **Person:** Tom Wischmeier  
**May 25, 2013:** Update Record Keeping Binder **Person:** Alisha Griffin  
**Aug 6, 2013:** Notify Parents of HIP program **Person:** Greg Walker  
**Aug 9, 2013:** Create HIP supervision schedule **Person:** Tom Wischmeier  
**Sep 1, 2013:** Place HIP binder and materials in Office **Person:** Tom Wischmeier  
**Sep 3, 2013:** Inform teachers that electronic submission will be replaced by putting documentation in their Brownstown Central Evaluation Binders. **Person:** Karen Ault  
**Sep 3, 2013:** Use documentation from 2012-2013 to organize examples of specifically taught reading strategies **Person:** Karen Ault  
**Sep 5, 2013:** Notify parents of HIP status **Person:** Mike Kelley  
**Sep 14, 2013:** Re-identify students who are not completing homework on a consistent level **Person:** Tom Wischmeier  
**Nov 8, 2013:** Incorporate at least two specifically taught reading strategies (individual teachers). **Person:** Greg Walker  
**Nov 22, 2013:** Put documentation of specifically taught reading strategies in Brownstown Central Evaluation Binder **Person:** Greg Walker  
**Nov 30, 2013:** Collect fall data: % of students completing homework on a consistent level **Person:**  
**Nov 30, 2013:** Collect fall data: % of teachers supervising H.I.P. **Person:**  
**Nov 30, 2013:** Collect fall data: Percent of teachers formally incorporating at least two reading strategies into content lessons **Person:** Karen Ault  
**Dec 4, 2013:** Use documentation from 2012-2013 to organize examples of specifically taught reading strategies **Person:** Karen Ault  
**Feb 11, 2014:** Incorporate at least two additional or expanded specifically taught reading strategies (individual teachers). **Person:** Greg Walker  
**May 2, 2014:** Put documentation of specifically taught reading strategies in Brownstown Central Evaluation Binder **Person:** Greg Walker  
**Jun 30, 2014:** Collect spring data: % of students completing homework on a consistent level **Person:**  
**Jun 30, 2014:** Collect spring data: % of teachers supervising H.I.P. **Person:**  
**Jun 30, 2014:** Collect spring data: Percent of teachers formally incorporating at least two reading strategies into content lessons **Person:** Karen Ault

## Focused Academic Area

**Aug 9, 2013:** Assist teachers as needed in the implementation of the writing strategy **Person:** Karen Ault  
**Aug 9, 2013:** Peer coaching on constructed and extended responses **Person:** Karen Ault  
**Aug 9, 2013:** Reminder of strategy requirements at opening staff meeting **Person:** Karen Ault  
**Sep 9, 2013:** Assist teachers as needed in the implementation of the writing strategy **Person:** Karen Ault

**Sep 9, 2013:** Peer coaching on constructed and extended responses **Person:** Karen Ault  
**Oct 9, 2013:** Assist teachers as needed in the implementation of the writing strategy **Person:** Karen Ault  
**Oct 9, 2013:** Peer coaching on constructed and extended responses **Person:** Karen Ault  
**Nov 9, 2013:** Assist teachers as needed in the implementation of the writing strategy **Person:** Karen Ault  
**Nov 9, 2013:** Peer coaching on constructed and extended responses **Person:** Karen Ault  
**Nov 30, 2013:** Collect fall data: Percent of teachers submitting student writing samples **Person:** Karen Ault  
**Dec 9, 2013:** Assist teachers as needed in the implementation of the writing strategy **Person:** Karen Ault  
**Dec 9, 2013:** Peer coaching on constructed and extended responses **Person:** Karen Ault  
**Jan 9, 2014:** Assist teachers as needed in the implementation of the writing strategy **Person:** Karen Ault  
**Jan 9, 2014:** Peer coaching on constructed and extended responses **Person:** Karen Ault  
**Feb 9, 2014:** Assist teachers as needed in the implementation of the writing strategy **Person:** Karen Ault  
**Feb 9, 2014:** Peer coaching on constructed and extended responses **Person:** Karen Ault  
**Mar 9, 2014:** Assist teachers as needed in the implementation of the writing strategy **Person:** Karen Ault  
**Mar 9, 2014:** Peer coaching on constructed and extended responses **Person:** Karen Ault  
**Apr 9, 2014:** Assist teachers as needed in the implementation of the writing strategy **Person:** Karen Ault  
**Apr 9, 2014:** Peer coaching on constructed and extended responses **Person:** Karen Ault  
**May 9, 2014:** Assist teachers as needed in the implementation of the writing strategy **Person:** Karen Ault  
**May 9, 2014:** Peer coaching on constructed and extended responses **Person:** Karen Ault  
**Jun 30, 2014:** Collect spring data: Percent of teachers submitting student writing samples **Person:** Karen Ault

## Focused Student Group

**May 20, 2013:** Review student progress toward reading goal with Focused Student Group **Person:** Pat Sovern  
**May 20, 2013:** Set new reading goals for students for the summer and the fall **Person:** Brandon Allman  
**Aug 3, 2013:** Review ISTEP+ results for the focused student group and determine students for the Foundational Reading Lab  
**Person:** Pat Sovern  
**Sep 6, 2013:** Assess students for reading levels and group students based on results **Person:** Pat Sovern, LA teachers  
**Oct 1, 2013:** Administer summative assessments to determine mastery **Person:** Pat Sovern  
**Oct 1, 2013:** Review Language Arts Acuity Test A for the focused student group. Determine which students need to continue in the Foundational Reading Lab. **Person:** Pat Sovern, Brandon Allman  
**Oct 17, 2013:** Hold progress meeting with grade level teachers. **Person:** Pat Sovern  
**Nov 8, 2013:** Track student progress during Trimester 1. **Person:** Pat Sovern  
**Nov 30, 2013:** Collect fall data: % of special needs students who pass the LA Standard #1 on the ISTEP+ **Person:** Pat Sovern  
**Nov 30, 2013:** Collect fall data: % of teachers who differentiate instruction based upon data regarding students' reading needs.  
**Person:** Pat Sovern  
**Dec 2, 2013:** Hold progress meeting with grade level teachers. **Person:** Pat Sovern  
**Dec 3, 2013:** Review Language Arts Acuity B scores for the focused student group. Determine which students need to continue in the foundational Reading Lab. **Person:** Pat Sovern, Brandon Allman  
**Jan 7, 2014:** Hold progress meeting with grade level teachers. **Person:** Pat Sovern  
**Jan 10, 2014:** Administer summative assessments to determine mastery. **Person:** Pat Sovern  
**Feb 10, 2014:** Review Language Arts Acuity C scores for the focused student group. Determine which student should continue in the Foundational Reading Lab. **Person:** Pat Sovern, Brandon Allman  
**Feb 21, 2014:** Track student progress during Trimester 2. **Person:** Pat Sovern  
**Apr 4, 2014:** Administer summative assessments to determine mastery **Person:** Pat Sovern  
**Apr 10, 2014:** Hold progress meeting with grade level teachers. **Person:** Pat Sovern  
**May 16, 2014:** Track student progress during trimester 3. **Person:** Pat Sovern  
**May 20, 2014:** Administer End of year reading fluency/comprehension test to determine growth throughout the year. **Person:** Pat Sovern, LA teachers  
**May 20, 2014:** Review individual reading goals and set new goals for the summer and fall. **Person:** Pat Sovern, LA teachers  
**Jun 30, 2014:** Collect spring data: % of special needs students who pass the LA Standard #1 on the ISTEP+ **Person:** Pat Sovern  
**Jun 30, 2014:** Collect spring data: % of teachers who differentiate instruction based upon data regarding students' reading needs.  
**Person:** Pat Sovern

## Graduation Plan

**Aug 6, 2013:** Facilitate the signing of the 6th grade graduation promises at 6th grade Orientation **Person:** Alicia McCrary  
**Aug 6, 2013:** Provide and explain to 6th grade parents and students about the 21st Century Scholars Program **Person:** Alicia McCrary  
**Aug 16, 2013:** Discuss the role of good citizenship, attendance, and good study habits with 6th grade students **Person:** Mendy Stahl

**Sep 27, 2013:** Visit 6th grade classrooms for a followup to 21st Century Scholas application **Person:** Alicia McCrary

**Oct 4, 2013:** Grade 8 -- Coordinate the Finance Park curriculum and field trip with the business education department **Person:** Alicia McCrary

**Oct 4, 2013:** Grade 8 -- Organize a field trip to Ivy Tech, IUPUI, Jackson County Learning Center, and Industries in Seymour **Person:** Alicia McCrary

**Oct 17, 2013:** Grade 7 -- Contact student coordinator for the 21st Century Scholars program to set her presentations to 7th grade students **Person:** Alicia McCrary

**Oct 28, 2013:** Grade 8 -- Conduct career interest inventories with grade 8 students. **Person:** Alicia McCrary

**Oct 28, 2013:** Grade 8 -- Deliver the previously prepared powerpoint on the Global economy and the importance of higher education. **Person:** Alicia McCrary

**Oct 28, 2013:** Grade 8 -- present high school diploma types to all 8th grade students **Person:** Alicia McCrary

**Nov 11, 2013:** Grade 8 -- facilitate the completion of the graduation plan insert data with all students **Person:** Alicia McCrary

**Jan 10, 2014:** Arrange high school scheduling with the high school guidance counselors **Person:** Alicia McCrary

**Jan 10, 2014:** Grade 8 --Complete individual 8th grade conferences to review the graduation plan, select diploma type, and prepare for high school scheduling **Person:** Alicia McCrary

**Jan 17, 2014:** Grade 8 -- transfer graduation plans of grade 8 to the high school to use during parent/student scheduling appointments **Person:** Alicia McCrary

**Jan 24, 2014:** Grade 6 -- Conduct career interest inventories **Person:** Alicia McCrary

**Jan 24, 2014:** Grade 6 -- Start the graduation plan insert data **Person:** Alicia McCrary

**Feb 20, 2014:** Grade 7 -- Conduct learning styles assessment for aoll 7th grade students **Person:** Alicia McCrary

**Feb 20, 2014:** Grade 8 -- Conduct career exploration via Learn More Indiana or the Indiana Career Explorer **Person:** John Lawson

**Feb 20, 2014:** Grade 8 -- Conduct classroom guidance with all 8th graders on their personal strengths, abilities, and interests as they begin to explore careers for their future **Person:** Alicia McCrary

**Feb 25, 2014:** Grade 7 -- Review appropriate strategies for each student's learning style to actively use in learning and studying **Person:** Alicia McCrary

**Mar 6, 2014:** Grade 7 -- Conduct the drive of your life activity with all 7th grade students **Person:** John Lawson

**Apr 25, 2014:** Conduct the drive of you life activity with all 7th grade students **Person:** John Lawson

**Apr 25, 2014:** Grade 7 -- Print out a copy of the personality style for all 7th graders to file in the Graduation plan **Person:** John Lawson

**May 9, 2014:** Grade 7 -- Record learning styles and personality styles on Graduation plan inserts **Person:** Alicia McCrary

**May 19, 2014:** Evaluate the Graduation plan components with high school guidance counselors and administrators **Person:** Alicia McCrary

**May 20, 2014:** Grade 7 -- Provide instruction on post-secondary funding sources to all 7th graders **Person:** Alicia McCrary

**May 20, 2014:** Grade 7 and 8 -- Conduct career exploration via Learn More Indiana or the Indiana Career explorer **Person:** John Lawson



## Professional Development Summary

**Alignment with the School Improvement Plan:** The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

**Effective Learning Process:** The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

**Professional Growth Environment:** Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring to their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

### F. Encourage Rigorous Curriculum: Homework Intervention Plan

No professional development is needed for this strategy.

### F. Encourage Rigorous Curriculum: Reading Standards for Literacy Across the Curriculum

No professional development is needed for this strategy.

### G. Attendance

No professional development is needed for this strategy.

### I. Focused Academic Area: Constructed and Extended Response Practice Across the Curriculum

**Peer coaching on constructed and extended responses**

**Brief Description:** Assist teachers in developing a constructed response and an extended response assignment for their core academic subject.

**Intended Participants:** Teachers

**Dates:** Aug 9, 2013; Sep 9, 2013; Oct 9, 2013; Nov 9, 2013; Dec 9, 2013; Jan 9, 2014; Feb 9, 2014; Mar 9, 2014; Apr 9, 2014; May 9, 2014

**Activity Purpose:** Skill Building, Feedback/Support, Refinement

**Activity Format:** Peer Coaching

**Funding:**

**Does this activity occur during the school day?** Yes

## **U. Focused Student Group: Reading Instruction Program**

No professional development is needed for this strategy.

## **X. Graduation Plan**

No professional development is needed for this strategy.

# Relationship Report:

## Areas of Concern / Strategies / Achievement Goals

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

### Local Areas of Concern

### Required Areas of Concern

#### F. Encourage Rigorous Curriculum (IN Rules)

##### Data Targets Influenced by This Concern:

- All Students -- % making all C's or better on Trimester 1 & 2 grades in the four tested ISTEP subjects: LA, Math, Science and Social Studies
- All Students -- % passing Writing Applications standard on LA ISTEP Tests (seat data)
- Special Needs students in the Class of 2018 -- % passing LA Standard #1 on ISTEP+ (not IMAST) --READING: Word Recognition, Fluency, and Vocabulary Development

##### Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Homework Intervention Plan
- F. Encourage Rigorous Curriculum: Reading Standards for Literacy Across the Curriculum

#### G. Attendance (IN Rules)

##### Data Targets Influenced by This Concern:

- All Free/Reduced Students -- % passing LA ISTEP Tests--AYP
- All Free/Reduced Students -- % passing Math ISTEP Tests--AYP
- All Special Needs students -- passing LA ISTEP+ Test
- All Students -- % making all C's or better on Trimester 1 & 2 grades in the four tested ISTEP subjects: LA, Math, Science and Social Studies
- All Students -- % passing Writing Applications standard on LA ISTEP Tests (seat data)
- Special Needs students in the Class of 2018 -- % passing LA Standard #1 on ISTEP+ (not IMAST) --READING: Word Recognition, Fluency, and Vocabulary Development

##### Strategies to Impact This Concern:

- G. Attendance

#### I. Focused Academic Area (IN Rules)

##### Data Targets Influenced by This Concern:

- All Free/Reduced Students -- % passing LA ISTEP Tests--AYP
- All Free/Reduced Students -- % passing Math ISTEP Tests--AYP
- All Special Needs students -- passing LA ISTEP+ Test
- All Students -- % making all C's or better on Trimester 1 & 2 grades in the four tested ISTEP subjects: LA, Math, Science and Social Studies
- All Students -- % passing Writing Applications standard on LA ISTEP Tests (seat data)
- Special Needs students in the Class of 2018 -- % passing LA Standard #1 on ISTEP+ (not IMAST) --READING: Word Recognition, Fluency, and Vocabulary Development

**Strategies to Impact This Concern:**

- I. Focused Academic Area: Constructed and Extended Response Practice Across the Curriculum

**U. Focused Student Group (IN Rules)**

**Data Targets Influenced by This Concern:**

- All Free/Reduced Students -- % passing LA ISTEP Tests--AYP
- All Free/Reduced Students -- % passing Math ISTEP Tests--AYP

**Strategies to Impact This Concern:**

- U. Focused Student Group: Reading Instruction Program

**X. Graduation Plan (IN Rules)**

**Data Targets Influenced by This Concern:**

- All Students -- % making all C's or better on Trimester 1 & 2 grades in the four tested ISTEP subjects: LA, Math, Science and Social Studies

**Strategies to Impact This Concern:**

- X. Graduation Plan

## Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

|  |  |
|--|--|
| <p>A. Where is the public copy of your school's curriculum located?</p>  | <p>The curriculum is located in our conference room, which makes it accessible for any parent/guardian or teacher or staff member who might have a desire to see it or review it during a conference or team meeting.</p>  |
| <p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul> | <p>None</p>  |
| <p>C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?</p>  | <p>Yes, BCMS is averaging over 96% attendance in 12-13. Students complete six-week goal setting activities in which, among other data pieces, they review their attendance and set new goals for the next cycle.</p>   |
| <p>D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>  | <p>Star Reading and Star Math are both given to students on a case by case basis. Typically they are given to the students in extra support classes in language arts and math. The Standardized Test for Achievement in Reading (STAR) is a computerized assessment used throughout the district to identify students who are reading below grade level so that appropriate supportive interventions may be implemented. STAR Math computerized tests are administered to students and used to identify those who demonstrate need for support and intervention in math. Acuity A, B, and C are given to all grades in math and language arts. In addition, in Grade 6, Acuity is given twice in science; and in Grade 7, Acuity is given twice in social studies.</p> |

## Continuous Improvement Timeline

| DISCUSSION TOPIC  | FACILITATOR TRAINING (Steering Teams) |                             |                                  | FACULTY AND COMMUNITY COUNCIL DISCUSSIONS |
|---|---------------------------------------|-----------------------------|----------------------------------|---|
|   | ORIGINAL PLAN                         | REVIEW & REVISE             |                                  |   |
|   | 1st Year Schools                      | 2nd and 3rd Year Schools    | Alumni Schools                   |   |
| New Principal and Steering Team Member Training   | n/a                                   | Aug                         | Aug                              | n/a                                       |
| <b>First Year:</b><br>Rationale + Organizational Structure<br><b>After First Year:</b><br>Kick Off / Year End Data Review (Transcripts / ISTEP / ECA) | Session 1 - Aug                       | Session 1 - Aug             | Session 1 – Aug AM               | First 2 weeks of Sept                     |
| Vision  | Session 2 – Sept                      | n/a                         | Session 1 – Aug PM               | First 2 weeks of Oct*                     |
| Data Targets  | Session 3 - Oct                       | Session 1 - Aug             | Session 1 – Aug AM               | First 2 weeks in Nov                      |
| Areas of Concern  | Session 4 - Dec                       | n/a                         | Session 2 – Dec PM               | First 2 weeks in Jan*                     |
| Strategy Selection  | Session 5 - Jan                       | Session 2 - Dec             | Session 2 – Dec AM               | First 2 weeks in Feb                      |
| Conference on Learning  | Jan                                   | Jan                         | Jan                              |   |
| Strategy Selection: Title & Description   | Feb                                   | Feb                         | n/a                              | First 2 weeks in Mar                      |
| Strategy Implementation Plans   | Mar Strategy Chair Training           | Mar Strategy Chair Training | Optional Strategy Chair Training | First week of Apr                         |

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2013-2014 school year