

Brown Elementary School

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Higher Achievement-Together

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Brownsburg Community School Corporation Mission Statement

Brownsburg Community School Corporation will provide, within a secure environment, an engaging, relevant educational program with academic opportunities for all students to pursue their maximum intellectual potential. Social and physical opportunities will also be provided to students to encourage them to become well-rounded individuals. Reaching maximum achievement will prepare students to live productively and responsibly in a technical, global society.

Guiding Principles

1. Schools will provide students with differentiated, challenging opportunities for learning.
2. Schools will focus on the K-12 academic education of students.
3. Schools will support parents and the community in their roles in the character education, moral education, and social education of students.
4. Schools will support a variety of experiences to develop a total person, including physical, recreational, civic, and social activities.
5. Learning will be relevant and interrelated. A focus should be placed on the following skills: cooperation, teamwork, research, problem solving, ability to work independently, and communication.
6. Schools will empower students to shape and manage their future by encouraging prudent, intellectual risk-taking.
7. Schools will have a commitment to accountability and have meaningful metrics of success.

Brown Elementary Mission Statement

Brown Elementary provides a safe, nurturing environment where all students achieve to their maximum potential and are guided by moral principles.

Guiding Principles

Stakeholders have high expectations of students and want to enable students to become life-long learners. Teachers enable life-long learning in students through the implementation of a variety of creative teaching strategies and through the use of a relevant, interrelated, and rigorous curriculum. They provide students with more time to learn and with more time to access available technological resources. Teachers differentiate instruction and effectively assess students on an individual basis. Listening and learning skills are emphasized enabling students to tackle challenging work and to succeed at their academic and creative endeavors. In addition, as much time as possible is spent in special area classes where students are challenged physically and creatively.

Learning is fun at Brown Elementary and students are taught in an environment that exudes warmth and caring. Students learn in a clean attractive facility where physical and emotional safety are paramount.

Students are provided with faculty and staff members who act as positive role models and who guide students in public responsibility and citizenship. There is a mutual respect at Brown Elementary to respect friends, faculty, and staff. Students are encouraged to be responsible, to cooperate, and to persevere in the face of daily challenges.



Unique Local Insights

School and Community Description

The Brownsburg Community

Brownsburg is a rapidly growing town about seven miles west of Indianapolis in Hendricks County. The two townships, which comprise the Brownsburg Community School Corporation, Brown and Lincoln, have a combined population of about 32,000-37,000. The population of the town of Brownsburg is about 14,500-18,000.

Most of the people who live in Brownsburg commute to jobs in Indianapolis. Members of the community like the small town atmosphere that Brownsburg offers, and those who live in Brownsburg are typically very family oriented. They value education and they support our schools.

According to the Indiana Employment Security Division, the largest employers in Hendricks County include: Hendricks Regional Health, Duke Energy and Brightpoint-Distribution Center. The largest employers within the Brownsburg School District are: Brownsburg Schools, Home Goods (warehouse distribution center), Wal-Mart Retail and O'Reily Raceway Park. The latest data released by the Hendrick's County Auditor for 2007 showed that 81% of the property taxes were paid by homeowners, 2% agricultural, and 17% commercial and industrial. This set of percentages illustrates a major reason for the higher than average property tax rates in the community. School and town improvements that are funded by property tax revenues are paid primarily by the homeowners. As the community population continues to increase, so does the school corporation enrollment. From 2000-2004, Brownsburg Community School Corporation was the sixth fastest growing school corporation in Indiana. While recently the growth has slowed, Brownsburg is still considered to be among the faster growing communities.

The Brownsburg Community School Corporation

Brownsburg Community School Corporation is made up of six elementary schools, two middle schools, one high school, one alternative school, an educational center, maintenance and transportation facility, and a Central Office Administrative Center. The School Corporation, as of October 1, 2005 employed a total staff of 871 personnel, 862 full time and 9 part time. The enrollment for the School Corporation in 2008-2009 was 7,225. The projected enrollment for the 2009-2010 school year is 8,000, a 40 percent increase in student population over a ten year period. The elementary schools are Brown, Cardinal, Delaware Trail, Eagle, Reagan, and White Lick Elementary. The elementary schools contain kindergarten through fifth grades, a developmental preschool is housed at Brown and Eagle Elementaries, the middle schools have a sixth, seventh and eighth grade configuration. The high school serves students in grades 9-12. An alternative school, Harris Academy, also operates on site for high school students. In the Fall of 2009 a Senior Academy will open for services to our students in grade 12. In addition, the Challenger Learning Center, a facility for science and mathematics enrichment serves approximately 10,000 students each year from Brownsburg and the surrounding area.

Brown Elementary

Brown Elementary, designated a Four-Star School by the Indiana Department of Education for the past 8 years, serves over 600 students, grades Pre-K through five, in a renovated building opened in 1998. The facilities at Brown Elementary consists of 28 regular education classrooms, 3 special education rooms, 2 developmental preschool classrooms, resource room, cafeteria, gymnasium with locker rooms, art room, music room, Media Center with an attached production room and distance learning section, science lab, small group instruction room, Spanish language lab, two 30 station computer labs, clinic, and an administrative office area with 2 conference rooms. The staff at Brown Elementary is comprised of approximately 90 members in various capacities. 28 classroom teachers are supported by 4 special area teachers, 1 Learning Resource teacher, 20 instructional assistants, 1 counselor, 1 school nurse, 1 building technician, 2 administrators, a variety of therapists, secretaries, custodians, and cafeteria workers.

Educational Values

The educational values held to be important in Brownsburg are:

Learning-Centered Education – Our most important belief is that all children can and will learn. No school is successful until all of its students are successful.

Visionary Leadership- We will effectively set the direction for continuous improvement and will communicate a consistent set of values and expectations.

Organizational and Personal Learning – We will support continuous learning and will constantly search for ways to improve performance.

Valuing Staff and Partners - We will strive for win-win relationships where our aim is teamwork, cooperation, and a collaborative approach to working with each other.

Management for Innovation – We will encourage “out of the box” thinking and will support prudent risk-taking in our quest for improvement.

Systems Perspective – We will have systems in place that make it easy for people to do a good job, to eliminate error, and thus prevent problems before they occur.

Management by Fact – We will use rational methods of planning, decision-making and problem-solving supported by data.

Focus on the Future – We will plan for long-term success as well as short-term results.

Public Responsibility and Citizenship – We will be responsible, contributing, citizens of our community.

Agility – We will respond quickly to needs and will simplify processes whenever possible.

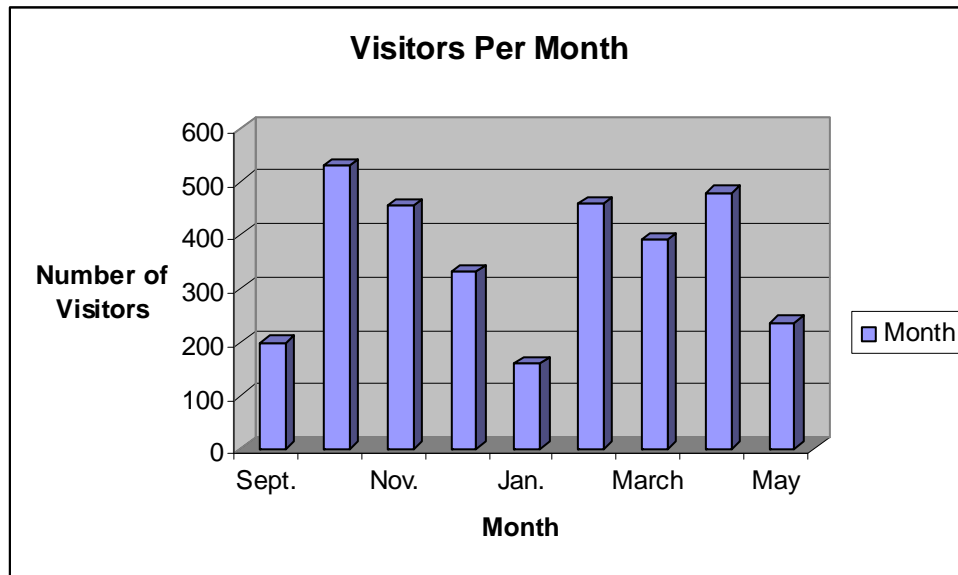
Focus on Results and Creating Value – We will achieve continuously improving, sustainable results in student learning.

Description and Location of Curriculum

Brownsburg Community School Corporation utilizes a curriculum revision process that extends over a six-year period. The curriculum review process begins with a Curriculum Retreat for elementary, middle school and high school department chairpersons. Throughout the school year, teachers and administrators are involved in researching best practices in curriculum and instruction and participate in across grade level study groups, collaboratively writing vision statements and belief statements, creating enduring understandings and essential questions, designing activities that incorporate differentiated instruction and writing real-world application performance assessment tasks. Brownsburg’s entire school curriculum can be accessed through Brownsburg’s website at www.brownsburg.k12.in.us. Printed copies are also available at the Brownsburg Public Library as well as in each school’s Media Center.

Parent and Volunteer Participation

The climate for learning at Brown Elementary is enhanced by involved parents. Parents are encouraged to become involved in the school community and councils, to help with homework, and to encourage and honor their child’s successes. All parents are members of The Brown Parent Support Group. Parents feel welcomed in our school and are encouraged to become a part of their child’s education in any way possible. Whether they can volunteer to work with small groups, assist the teacher with managerial tasks, attend field trips or only visit during lunchtime, their presence is a visible part of our school and a viable part of its success. The graph below illustrates parent involvement both as volunteers and visitors to Brown Elementary from September 19, 2009 to May 15, 2009.



Technology as a Learning Tool

Technology is an important and valuable part of Brown Elementary. Brown Elementary and Eagle Elementary partner for daily Spanish instruction. Through the use of intra campus telecommunication, we deliver instruction to two classrooms concurrently. The

instructor moves weekly to the opposite school so students have the opportunity of live instruction every other week. Without the use of telecommunication equipment, our program could not exist. The use of telecommunication has doubled the benefit of our instructional dollars. Students have weekly instruction in one of the two computer labs, access to four student computer stations in each classroom, and access to a laptop computer from one of the six portable laptop computer carts when doing whole class projects in the classroom. Students use Word, Excel, Power Point, Publisher, and student generated websites to present information in curricular assignments. Many classrooms also take advantage of a free virtual classroom called Moodle. In Moodle, students have the opportunity to interact with other students and their teacher while completing work that would traditionally be completed with pencils and paper. Students are assisted by our media director, as well as the classroom teacher, in the location of web sites for research assignments. Students present researched data through various pieces of equipment including the Elmo, Smart Board, graphing software, mapping software and a Promethean Board.

Teachers also use one of two Smart Boards, or on of the two Promethean Board to assist in their instruction. All computers are networked and Internet accessible. Students participate in daily morning announcements broadcast throughout the school. Students participate as news anchors, weather reporters, camera operators, teleprompters, sports casters, and leaders for the Pledge of Allegiance.

In addition to the technology provided by corporation funds, we also participated in a Patins Universal Design for Learning Grant where technology and software were placed in specific classrooms so that three levels of learners can benefit from the technology – high level learners, regular education, and learning disability students. This grant allowed us to install *Bookshare* for students who need assistance in reading grade level text. A Promethean Board, also purchased by PUDL grant funds, is being used in a classroom to maximize a differentiated curriculum. We installed *Kurzweil* for scanning curricular material for learners at varied levels to assist all students with test-taking and other digital text curricular needs.

The use of Distance Learning is prolific at Brown Elementary. Brown's Media Center provides experiences for the students as scheduled by the media director. Teachers schedule events based on curricular needs and state standards through our computer-based calendar system on GroupWise. There are numerous opportunities for teachers and staff to gain personal and professional growth in technological skills. Classes are offered regularly from a training facility for the purpose of honing skills in the Office Suite for the PC, as well as other training for digital cameras, using templates for creating lesson plans, creating websites, and advanced levels of each. In addition, staff participates monthly in a technology workshop designed to meet current needs in grade recording, media center equipment, computer lab equipment, on-line testing, Scholastic Reading Inventories Lexile Level instruction, and many other workshops as we incorporate equipment, software, and on-line services. Each session is designed to help teachers integrate technology into the curriculum.

Continuous assessment for future needs is crucial in remaining at the front of technological changes. The process for determining the need for the Internet,

telecommunication, and other technology will be done through teacher survey, scatter grams, needs assessment charts, parent surveys, and student surveys - tools we use continually to assess the technology needs of our school. Our school Computer Technology Leader(CTL) as well as our School Leadership Team, with the help of the corporation technology department, anticipate the trends in technology as it fits into curriculum design researched through professional journals, state/national technology conferences and in-services workshops, as well as through memberships in professional organizations. Annually we conduct self-studies using Victoria Bernhardt's (School Portfolio Toolkit) Continuous Improvement Continuums to determine the level of growth we have made in the various areas of school improvement. Technology integration into curriculum is one of the assessment areas. The need for telecommunications and internet use is paramount to our school programs, curriculum, and student achievement. It is as necessary as paper and pencil – and possibly more so for many students.

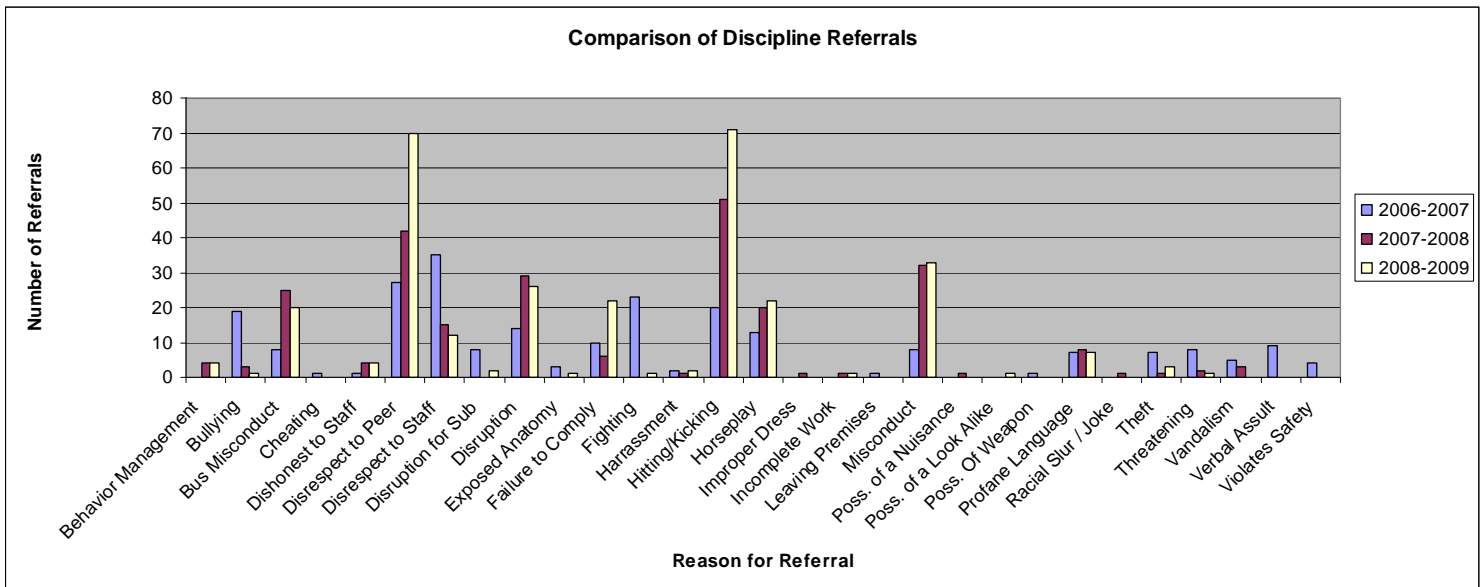
Safe Learning Environment

The Brownsburg Community School District and Brown Elementary are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan and regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and with school plans stressing safety for the students first. At least one coordinated drill is held regionally in which the district participates. Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff of 4 custodians performs basic cleaning operations in every classroom daily. Other aspects of the school/district safety program include:

- 3 District Security Officers
- Bus evacuation drills
- Fire safety inspections
- State wide tornado drill
- Building and classroom keys and key cards for staff
- Secure entrance with bell system for patrons
- Video monitoring of front door traffic, additional entry points, hallways, computer labs, media center, and buses
- Emergency Management Plan booklets
- Hazardous material checklist
- Visitor/ Volunteer sign in/sign out forms
- Staff and visitor identification badges
- Teacher and substitute teacher emergency procedure pamphlet
- Automated lockdown system to secure building in the event of an emergency

An important goal at Brown Elementary is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Brown Elementary offers many opportunities for student participation and recognition. Monthly Character Recognitions, Student Council’s “I Make A Difference” program, Math and Spell Bowls and an end of the year Honor Assembly are favorites. Students may participate in Student Council, Peer Friends, Knitting Club, class parties, Track and Field day, movie night, Brown Bonanza (silent auction and school-wide carnival), and other special events sponsored by the school.

Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. Student handbooks and other information about school and classroom rules are distributed at the beginning of the year and discussed on a regular basis. Parents and students sign an elementary school handbook form acknowledging that they not only have read the handbook but will follow all rules that are in the handbook. Individual classrooms work at the beginning of each school year to establish a class mission statement. These statements are made into large posters, signed by all of the students and then displayed in the classroom and hallway. These missions guide the students and teachers throughout each day. The following graph compares discipline incidents over the past 3 years, each taken from an August through April time frame.



Discipline referrals have shown a marginal increase each year. An upward trend in referrals for hitting and kicking, disrespect to peers, and general misconduct has emerged in the past two years. This has been a topic of focus in school assemblies and will continue to be an area of concentration in weekly class meetings as well. We also track incidents of bullying. In 2006-2007, when our Olweus Bully Program began, Brown Elementary logged nineteen incidents of bullying over the course of the school year. Over the past two years, that number has sharply declined. Increased awareness, weekly

classroom meetings, and regular staff inservice trainings have all contributed to the decrease in bully incidents. In 2007-08, the number of reported bullying incidents decreased to three, and in 2008-09, one confirmed case of bullying was reported. Endorsed by the Indiana Department of Education, Olweus is a comprehensive, school-wide program designed for use in elementary schools. Reduction and prevention of bullying problems among elementary children and improvement of peer relationships at school are major goals. The program has been found to reduce bullying among children, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy. Key components of the program include the formation of a school anti-bullying committee, training of these members, professional development for all additional staff members, student surveying, school-wide discipline plan and rules, parent involvement, weekly class meetings and student interventions. Additional information can be found at <http://www.clemson.edu/olweus/> .

While incidents of hitting and kicking and disrespect to peers has increased, the number of incidents of disrespect to staff has shown a steady decline. There were thirty-five incidents reported in 2007, but that number was down dramatically to 12 in 2008-09.

Student Programs

Brown Elementary provides a variety of programs to assist students in being successful each and every day. Brown is home to the Brownsburg Community School Corporation's Developmental Preschool. The preschool classrooms are located in Lincoln Elementary, which is next door to Brown. Lincoln Elementary is also the site of the Brownsburg Parks and Recreation Department Offices and the Community Activity Center. One wing of the school and the gymnasium are being used for the preschool special education programs. The staff and students are part of our staff and patron population. The program consists of two classrooms and a speech therapy office. There are four sessions each day for the students. Students receive a preschool based curriculum and individual therapies as outlined in their IEPs. Currently the program has had approximately 50 students enrolled for the 2008-2009 school year. There are also many students serviced in community based preschool program and preschoolers who come on site for speech-only services. Both of the preschool teachers went through the Indiana Department of Education's ECERS (Early Childhood Environmental Rating Scales) evaluation. Each received a rating over the desired score of five. This program will be moving into other BCSC buildings next year.

Brownsburg Community School Corporation initiated new high-ability programming in the 2004-2005 school year. Two members of our staff teach a multi-grade (2/3 or 4/5) class. Students are identified as high ability learners through cognitive school index range, scores on ISTEP and NWEA, and teacher recommendations of classroom performance. Teachers and parents have the opportunity to appeal the decision of the selection committee. The purpose of these classrooms is to give high-ability students the opportunity to go beyond the grade level curriculum. Other classrooms are comprised of a heterogeneous mix of students, although consideration is given to student test scores and classroom performance when making classroom assignments to better enable teachers to tier lessons for differentiated instruction, as well as to work with inclusionary instruction for students with special needs. At the kindergarten level, Brown offers two full-day, everyday kindergarten classes (FDE). Students are identified for the FDE

kindergarten program through a screening process using the Dynamic Indicator of Basic Early Literacy Skills (DIBELS), which is administered to all kindergarteners upon enrollment in our school. Those children whose early literacy skills demonstrate the greatest need for early literacy intervention are selected to participate in the FDE kindergarten program. Brown Elementary has many different programs and strategies to help meet students' needs at various levels. Brown Elementary will continue to provide daily remediation and enrichment activities for all students in grades 1-5. Additional academic support is offered through the After School Study Club for grades 4 and 5 and summer school for at-risk students.

Students at Brown Elementary receive a high level of support services from an outstanding staff. The school counselor works with individual students, small groups, and meets with all students who are new to Brown Elementary. Brown also has a dedicated group of teachers who work with the counselor, school psychologist, and school administrators on the Response to Intervention team (RtI) to intervene when students demonstrate a need for additional academic support. Three times each year, students participate in benchmark testing in the areas of reading and math to monitor student performance and identify those students who fail to meet grade level benchmarks. These students are referred to the building Response to Intervention team, who determines appropriate intervention strategies to address the students' academic needs. Student progress for those participating in intervention is carefully monitored by classroom teachers on a regular basis and reported back to the RtI team for review. Intervention strategies for students who fail to make progress are examined and intensified as needed. In the rare case that a child fails to progress despite intensive intervention, the child may be referred for further evaluation to consider whether a specific learning disability may be interfering with the child's academic progress.

Brown Elementary is a definite support facility for the active after-school programs that service many of the students attending the school as well as students in the corporation. There are activities such as foreign language classes, YMCA (childcare before and after school), intramural sports, Junior Basketball (a community league for children), ISTEP remediation classes, After School Study Club, summer school, acting classes and scouting.

Staff, Student and Parent Survey Results

The Brownsburg Community School Corporation implemented a redistricting plan in 2008 which shuffled many students to different schools when we opened our sixth elementary school. Many families left Brown to attend other district schools. A parent survey was conducted in May 2009 to determine all current parent opinions of our school. Student and staff surveys will be conducted in the spring of 2010 to add to our survey data.

Brown Elementary
Parent Questionnaire Responses

In May 2009, Brown Elementary School parents completed an online survey about our school programs and classroom instruction. A total of 179 parents responded. Parents were most agreeable (85%+) to the following items:

- My child is often given choices about how to show what they have learned such as tests, projects, portfolios, presentations, etc. 85%
- My child uses technology as a learning tool at Brown. 92%
- My child's teacher expects them to do quality work. 93%
- The staff at Brown stresses character education. 87%
- My child feels safe at Brown. 96%
- My child feels socially accepted at Brown. 91%
- My child has at least 2 good friends. 89%

Parents responded close to the neutral or disagreeable range (15-20%) concerning the following items:

- My child is appropriately challenged in their school work. 17%
- My child is asked to solve real world problems rather than simply memorizing facts for a test. 19%
- My child can get help when they are having difficulty with subject material. 18%
- The students at Brown show respect for each other. 21%
- I know who to talk with at Brown to get answers to my questions. 15%

Parents were also asked to respond to two open-ended questions. The responses were synthesized and the results follow.

Please comment on the positive experiences you have had at Brown Elementary this year, either in the classroom or in the school as a whole. Areas of significance are: Teachers – caring, patient, give feedback, open to dialog; administrators – visible, helpful, open door, communicate information; support staff is friendly, helpful; positive volunteer experiences; Preschool is positive and communicates with parents; facilities; technology; challenging/appropriate curriculum

Please list any suggestions you have to help us improve in our mission of Higher Achievement ~ Together. The most common issues revolved around the corporation's paperless initiative. Many respondents would prefer to go back to the paper version of newsletters, would prefer a blog, or have difficulty opening the documents and feel that they do not have the information they need. One parent suggested a "How To" guide to be able to have directions for operating some of the technology – My Lunch Money, PowerSchool, etc. Items related to curriculum included challenging students outside of the multi-grade classes, emphasizing phonemic awareness and science, more active learning, appropriate amount of homework, more attention to struggling students and better communication to parents when teachers flexibly group or when a student is struggling. Comments about school programs included a request for change to the dismissal car rider procedures, integrating multi-grade students more frequently with their grade level peers, more than one parent/teacher conference, less movies/games/spirit days, etc. to focus on curriculum, more fun activities for students, and a summer school program that is more convenient.

The majority of parents who responded to this survey have been at Brown Elementary for 3 or more years so the responses are a very valid representation of our typical operations. 96% of respondents indicated that they feel welcome at Brown Elementary which is something we strive for each and every day.

It is evident that the parents at Brown Elementary have a very good opinion of their school. These responses support the beliefs that we have about ourselves but confirm the work we do each day with students. The suggestions from this survey will be taken into consideration by various school committees in the 2009-2010 school year to address as appropriate. A student and staff survey will be conducted during the spring of the 2009-2010 school year and then a parent/ student, staff survey cycle will take place on a two year rotation for school improvement planning.

Cultural Competency

The staff of Brown Elementary works diligently to meet the needs of all students in our care. Because of our changing demographics, there is an increased need to learn about and understand students from different economic and cultural backgrounds. There have been several important initiatives that have begun to date:

CaRE Committee (Care, Respect and Empathy) - This school committee initiates many activities and programs that build awareness and acceptance among and between students and/or staff. Welcoming of new students and parents, building staff relationships, mentoring by peers, bully intervention program and use of the Wise Skills character education program all provide growth and greater understanding in this area.

In June of 2009, 2 members of the Brown staff will participate in a corporation “Train the Trainers” workshop designed to provide schools with tools to use in moving their staff forward in their knowledge and understanding of working with children and families from diverse backgrounds. These trainers will then provide continuous professional development for all staff during the 2009-2010 using the strategies learned in the workshop.

Information About Success of Former Students

Elementary personnel have begun to design a uniform survey instrument to be used with middle school students who attended one of Brownsburg’s five elementary schools. Survey results will determine students’ attitudes and beliefs about their elementary experiences. Survey results will be reported in the 2009-2010 NCA plan report.

Available Data on Student, School, and Community Characteristics

Enrollment and Demographics

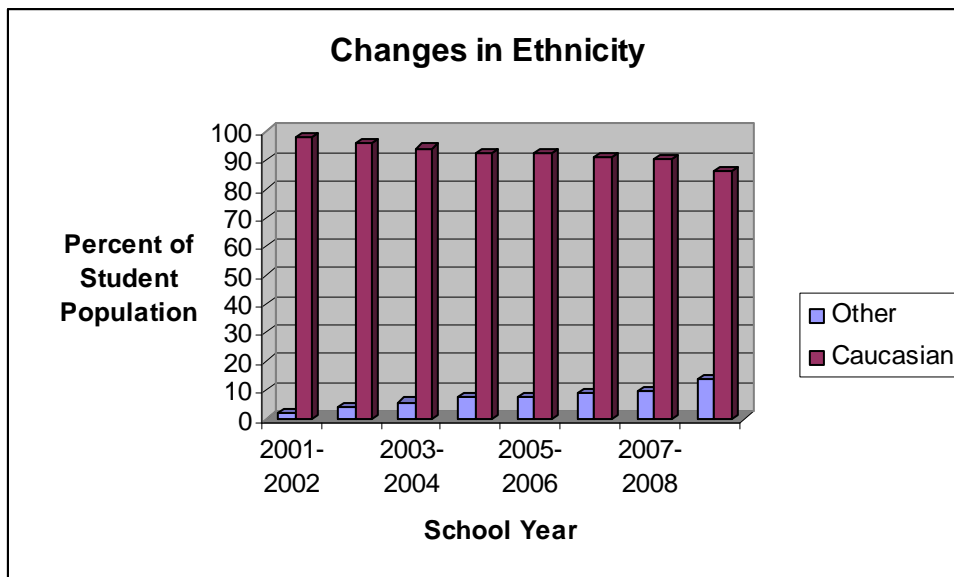
At the present time, student enrollment PK-5 is 639 students. We experienced a decrease in our population for the 2008-2009 school year due to the fact that the corporation implemented a redistricting plan for the opening of a sixth elementary building. Prior to

this drop, there had been a steady increase as more residents are moving into our community. From 2005-2006 school year until the 2007-2008 school year, we continued to increase enrollment by approximately 35 students per year. This year approximately 100 students from outside BCSC moved into our school after the first student day in August.

Enrollment Data	
Year	Total Enrollment
1998-99	340
1999-00	600
2000-01	635
2001-02	655
2002-03	666
2003-04	698
2004-05	771
2005-06	661
2006-07	701
2007-08	732
2008-09	691

2008-09 Ethnic Breakdown	
White	508
Black	21
Hispanic	26
Asian	11
Native American	2
Multi-racial	23

While still predominantly a Caucasian community, Brownsburg is seeing its population become more diverse. Over the past 5 years, the school has seen a change in its students' ethnic backgrounds. Designated as a site for 1 of 2 elementary ESL programs, Brown has seen a steady increase in its minority population, particularly students from Hispanic and African American backgrounds. The following chart demonstrates how the "Other" category is continually growing in our school



The number of students on Free & Reduced lunch status has increased each year but remains fairly low. In 1999, we began as a school with 3% of our population receiving assistance. During the 2007-2008 school year (prior to redistricting), 12% of our students received assistance. During the 2008-2009 school year our percent of students receiving free and reduced lunch rose to 21%. While these numbers are not overly high, their increase poses challenges that we must face as we move into the coming years. Our


professional development activities addressed in the Cultural Competency section will provide us with new strategies to meet the needs of all learners.

Attendance

Brown Elementary School has success with its attendance each school year. Our lowest percentage of yearly attendance was recorded in the 1998 and 2001 school years. That percentage was at 96.9 which fell above the state average but 0.8th percentile. Daily phone calls to parents who do not report their child’s absence and contracts with families who have excessive numbers of absences all contribute to high attendance in our school. Project ATTEND, a partnership with the Hendrick’s County Probation Department, provides support to students, parents and the school if attendance becomes an issue.

Year	95th Percentile	Attendance Rate State Average (Public and Nonpublic)	Brown Elementary School 2706
2007-08	<u>97.6%</u>	95.9%	<u>96.8%</u>
2006-07	<u>97.7%</u>	95.8%	<u>96.9%</u>
2005-06	<u>98.2%</u>	96.0%	<u>97.2%</u>
2004-05	<u>97.7%</u>	95.9%	<u>97.2%</u>
2003-04	<u>97.8%</u>	95.9%	<u>97.6%</u>
2002-03	<u>97.5%</u>	95.8%	<u>97.4%</u>
2001-02	<u>97.6%</u>	95.9%	<u>96.9%</u>
2000-01	<u>97.6%</u>	95.7%	<u>97.2%</u>
1999-00	<u>97.7%</u>	95.9%	<u>97.6%</u>
1998-99	<u>97.6%</u>	95.7%	<u>96.9%</u>

Each year it has been eligible, Brown Elementary has achieved Four-Star status from the Indiana Department of Education. Our current school information is listed below which contributes to our success within the state.

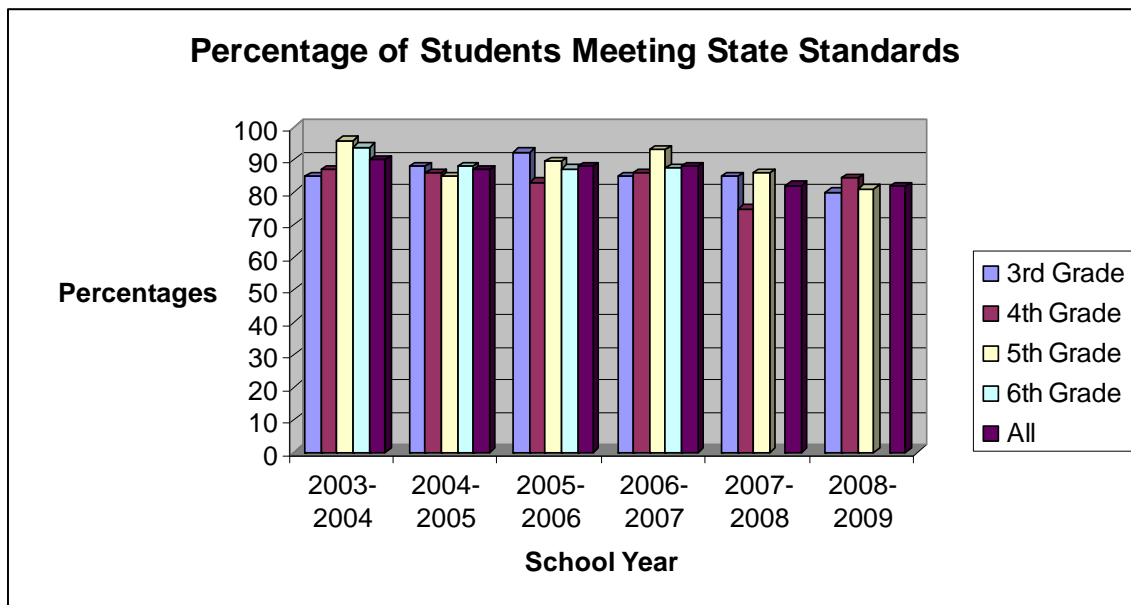
Four Star Award Information 2007									
Year	English/LA T-Score	Math T-Score	Pct Pass Both English and Math	Attendance Rate	AYP	English/LA T-Score Cut	Math T-Score Cut	Pct Pass Both English and Math Cut	Attendance Rate Cut
2007 	65	60	83%	.9692	Yes	57	56	75%	0.9676

Performance Data				
Year	Attendance Rate			
1998-99	96.9%			
1999-00	97.6%	18113%		★★★★★
2000-01	97.2%	29245%		★★★★★
2001-02	96.9%	25254%		★★★★★
2002-03	97.4%	35 85%		★★★★★
2003-04	97.6%	55298%		★★★★★
2004-05	97.2%	68329%		★★★★★

Further information on the school’s achievement data can be accessed from the Indiana Department of Education’s School Performance website: <http://www.doe.in.gov/data/>

Indiana Statewide Test of Educational Progress (ISTEP+)

Student achievement data is readily available. Knowing what is important to disaggregate is more challenging. The Brownsburg Community School Corporation has purchased a data warehouse program which allows us easier access to available data on student achievement. All administrators are trained in the use of this warehouse to retrieve data for their school. The following graph documents student mastery of skills at grades 3, 4, 5 and 6 as measured by the ISTEP+. Over the past seven years the percentage of students meeting state standards in grades 3-5 has remained fairly constant in the mid to high eighties. The fifth graders also take a state Science test and 86% of our students met the state standard for the years 2003 and 2004, 78% met standards in 2005, 82% in 2006, 92% in 2007, and 79% in 2008/ .



It has been difficult to look at trend data for our school over the past several years. Our corporation has administered CTB testing when funds permitted us to do so but it was not always done each year for comparative data. ISTEP began as a norm referenced test

which we could compare to other students across the nation but then it became a criterion-referenced test which we could only use for statewide comparisons. Currently, we have 5 years of ISTEP data which we can use to look at some trends as well as cohort groups. By examining the Indiana Performance Index (IPI) we were able to start looking at grade level scores by subtests in English/Language Arts and Mathematics. The following charts demonstrate grade level performance each year in those subtests. Also included is information we have tracked as to student performance on the yearly writing prompt. The percentage of students scoring a 4 or higher is documented, as well as the number of students scoring a 6, the highest possible score on the rubric.

Indiana Performance Index (IPI): The IPI is the expected number of items correct had 100 similar items been taken for the given Academic Standard. Listed below are the mean IPI scores for the specified grade level for each Academic Standard.

	2003	2004	2005	2006	2007	2008
	3rd grade	3rd grade	3rd grade	3rd grade	3rd grade	3rd grade
Vocabulary	85.6	86.1	85.6	80	90	81.9
Comprehension	82.2	84.3	83.7	84	89	81.4
Literary Response & Analysis	85.9	86	88.4	n/a	89	80.4
Writing/Process	84	81.9	83.9	80	90	81.1
Writing/Application	69.8	70.5	73.8	85	91	68.3
Writing Application: % of students earning score > 4	82.3% (8 scores of 6)	77.87 % (15 scores of 6)	92.3% (20 scores of 6)	72.8% (7 scores of 6)	62.3 % (6 scores of 6)	60% (5 scores of 6)
Language Conventions	90.3	89.8	91.7	85	89	86.5
Number Sense	87.1	88.5	92.9	86	90	82.9
Computation	91.6	91	93.9	86	89	83.7
Algebra & Functions	78.2	78.9	87.1	86	90	79.2
Geometry	89.7	87.6	87.7	86	88	78.3
Measurement	79.5	80.1	85.8	86	87	75.7
Problem Solving	71.5	69.6	68	85	89	46.7
Data Analysis & Probability	n/a					

	2003	2004	2005	2006	2007	2008
	4th grade	4th grade	4th grade	4th grade	4th grade	4th grade
Vocabulary		86.5	86.9	85	85	85.8
Comprehension		76.3	81	86	86	78.4
Literary Response & Analysis		81.3	79.7	86	84	83.6
Writing/Process		82.7	80.1	87	86	78.5
Writing/Application		66.8	61.5	87	86	68.9
Writing Application: % of students earning score \geq 4		83.48 % (5 scores of 6)	55.66% (4 scores of 6)	68.6% (0 scores of 6)	60% (3 scores of 6)	63.6% (6 scores of 6)
Language Conventions		87.1	77.5	87	87	84.1
Number Sense		79.7	78.5	88	83	72.4
Computation		86.8	83.8	92	83	78
Algebra & Functions		82.7	78.6	87	83	71.1
Geometry		64.8	64.2	88	86	76.3
Measurement		80.4	77.2	91	78	69.1
Problem Solving		62.9	46.6	90	83	39.3
Data Analysis & Probability		n/a				

	2003	2004	2005	2006	2007	2008
	5th grade	5th grade	5th grade	5th grade	5th grade	5th grade
Vocabulary		78.3	82.4	90	89	77.2
Comprehension		72.8	72.6	91	90	73
Literary Response & Analysis		75.8	77.8	88	91	75.2
Writing/Process		82.7	84.7	90	89	82.6
Writing/Application		58.8	59.8	92	91	59.1
Writing Application: % of students earning score \geq 4		73.58% (3 scores of 6)	85.58% (2 scores of 6)	73.2% (8 scores of 6)	83 % (6 scores of 6)	72.6% (10 scores of 6)
Language Conventions		82.2	82.4	92	90	78.9
Number Sense		75.5	80.6	91	93	74.8
Computation		84	85.5	89	89	77.3
Algebra & Functions		67.7	73.5	96	92	67
Geometry		68.8	79.7	90	94	70.9
Measurement		68.3	71.5	93	95	61.2
Problem Solving		82.8	56.5	95	94	52
Data Analysis & Probability		58.4	83.6	94	92	79

Northwest Educational Assessment (NWEA)

In the Fall of 2005, our corporation began using the Northwest Educational Assessment. Baseline data from this assessment in 2005 determined that its results were consistent with our ISTEP findings.

A rise in the percentage of students scoring in the LO category from Fall 2005 to Fall 2006 indicated that Problem Solving was an area for focus. As we begin to look at Spring to Spring comparisons, the numbers of students in the LO and AV goal categories is relatively stable. It is interesting to note that the number of students in the HI category drops in every grade from last spring to this spring which indicates a need to examine our fall 2009 data very closely to determine a baseline and work with students to make gains.

NWEA Spring 2008	Problem Solving		
	LO	AV	HI
2nd Grade	27	31	62
3rd Grade	28	28	79
4th Grade	21	28	59
5th Grade	14	23	67

NWEA Spring 2009	Problem Solving		
	LO	AV	HI
2nd Grade	30	21	43
3rd Grade	27	22	58
4th Grade	22	29	51
5th Grade	13	17	54

During our redistricting, Brown Elementary became a Title I school. Currently, our percentage of students on free/reduced lunch status is at 21%, the highest we have ever known. It is possible this has affected our student performance and we will look closely at the student scores in the fall as well to be sure that we can address any needs that may present themselves. Teachers have also begun using strategies from Singapore Math which have shown great gains when used with all learners.

In the area of reading, previous data pointed to comprehension as a strong need for our students. The NWEA assessment divides comprehension into two types of texts – informational and literary. It is important to know that when looking at the comparison data that approximately 150 transferred out of Brown before the start of the 2008 year due to a district-wide redistricting plan so all categories will show a drop because we have fewer students participating in the testing sessions.

NWEA Spring 2008	Inform. Text Comp		
	LO	AV	HI
2nd Grade	28	31	61
3rd Grade	17	30	88
4th Grade	21	32	55
5th Grade	12	26	66

NWEA Spring 2008	Literary Text Comp		
	LO	AV	HI
2nd Grade	25	25	70
3rd Grade	16	30	88
4th Grade	13	23	72
5th Grade	6	19	79

NWEA Spring 2009	Inform. Text Comp	Inform. Text Comp	Inform. Text Comp
	LO	AV	HI
2nd Grade	33	25	36
3rd Grade	22	28	57
4th Grade	18	29	55
5th Grade	15	21	48

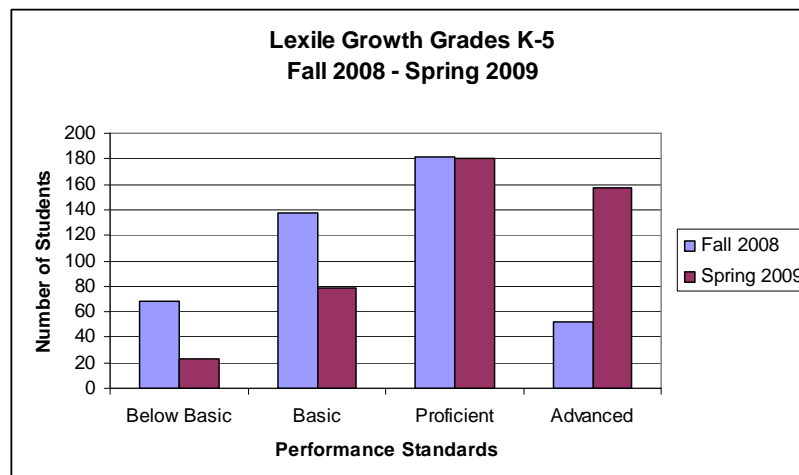
NWEA Spring 2009	Literary Text Comp	Literary Text Comp	Literary Text Comp
	LO	AV	HI
2nd Grade	26	18	50
3rd Grade	20	31	56
4th Grade	15	19	49
5th Grade	16	16	52

For comparison, it is easy to see that a majority of students perform in the average or high range in each text area. However, 20-25% of the students in each grade level are still in the Low range which is something that must be addressed. Strategies to improve these comprehension areas will be noted in our Improvement Goals.

Scholastic Management System – Scholastic Reading Inventory

An assessment tool available to us this year in the area of reading comprehension is the Scholastic Management System – Scholastic Reading Inventory (SRI). This is a computerized assessment tool students have utilized since the Fall of 2005. Comparison data is analyzed each year by classroom teachers and students as they chart Lexile growth over the course of the year. Students use this data to set and monitor their own reading goals and classroom teachers may use it to flexibly group students for reading instruction or differentiation of lessons.

Parent reports are sent home so that parents also know the Lexile level of their child and can assist them in choosing books at their appropriate reading levels outside of school. This chart indicates the number of students, K-5, who score in each of the Performance Standard areas. It is important to note that the number of Below Basic and Basic students dropped significantly over the course of this year! The number of students scoring in the Proficient range stayed the same while the Advanced standard was met by almost 160 students, an increase of over 100 children.



School and Community Partnerships

Brown Elementary envisions our families, staff, and community working together to help our children succeed. The result of a successful partnership is overall continuous improvement of student achievement. Brown Elementary has developed several longstanding partnerships such as those we enjoy with our Parent Support Group, Brownsburg Parks and Recreation and the Brownsburg Public Library. Teachers will continue to seek partnerships that enhance student learning and help in the achievement of student-based goals. Teachers will continue to recruit partners to help implement curriculum and will continue brainstorming in order to determine how all of our partnerships affect student achievement and the school vision. The following is a list of successful partnerships from the 2008-2009 school year:

- | | |
|---------------------------|--|
| PAWS to READ | Brownsburg Fire Territory |
| Hendricks County Power | Knitting Club/Malawi, Africa |
| Brownsburg Meadows | American Legion Headquarters |
| Brownsburg Public Library | Hendricks Co. Waste Management Services. |
| Brownsburg Optimist Club | Indianapolis Colts |
| Hendricks Regional Health | OASIS Tutoring Program |
| Sheltering Wings | Hendricks County Habitat for Humanity |
| Brownsburg Lions Club | Hendricks Co. Mental Health Assoc. |
| Brownsburg Parks and Rec. | Hendricks County Humane Society |

Professional Development

Professional development opportunities for staff are plentiful. To date, staff has participated in 241 professional development activities which impact student learning, instructional delivery, school environment, diversity training, technology and bully prevention.



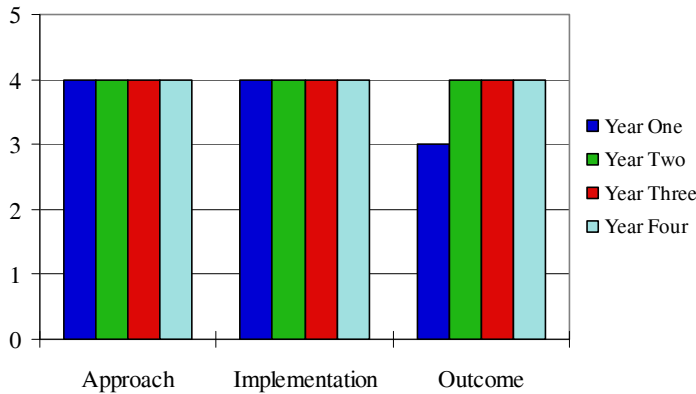
Specific Professional Development activities for the 2009-2010 school year are listed in our Action Plan. Topics for further development include reading instruction, reading comprehension strategies, and mathematics instruction. Training in the area of diversity, differentiated instruction, technology, and bullying will continue into the 2009-2010 school year.

Continuous Improvement Continuums

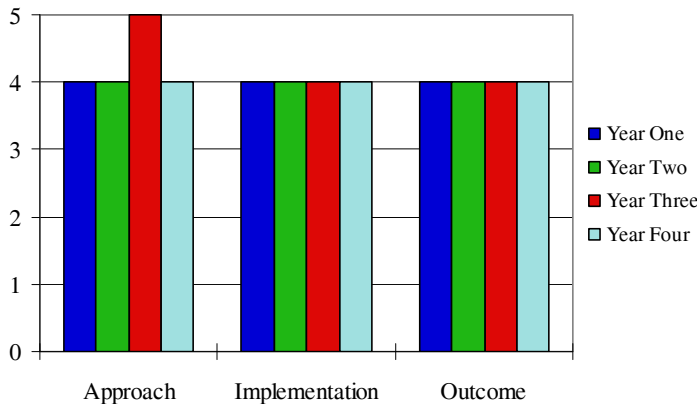
In 2001 the staff at Brown Elementary began to assess its internal system with the Continuous Improvement Continuums (CIC) as a part of the Victoria Bernhardt model for school improvement. Every other year the staff has assessed its growth in each of 7 areas: Information and Analysis, Student Achievement, Quality Planning, Professional Development, Leadership, Partnership Development and Continuous Improvement & Evaluation.

The following graphs document the changes in our self-assessment over four years, including the 2007-2008 school year.

Information & Analysis

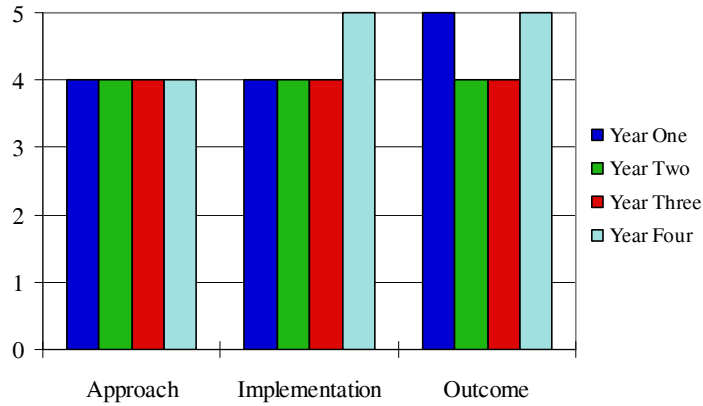


Student Achievement

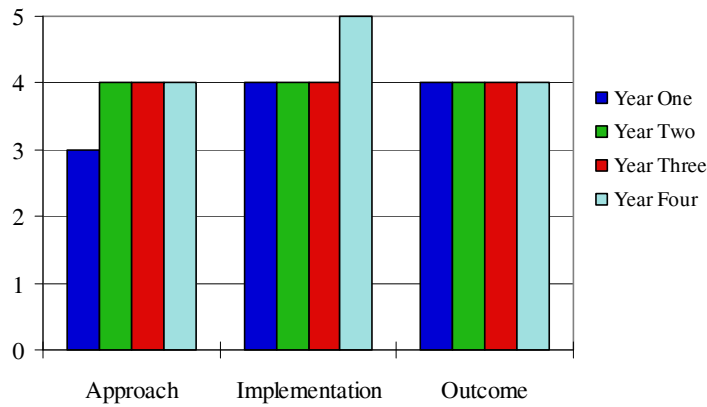


In examining our data, it is evident that we are fairly stable in our approach, implementation and outcomes for both the Information & Analysis continuum and the Student Achievement continuum.

Quality Planning

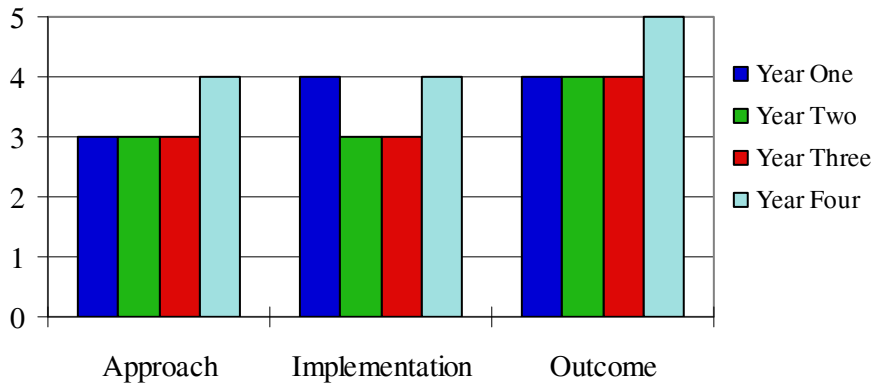


Professional Development

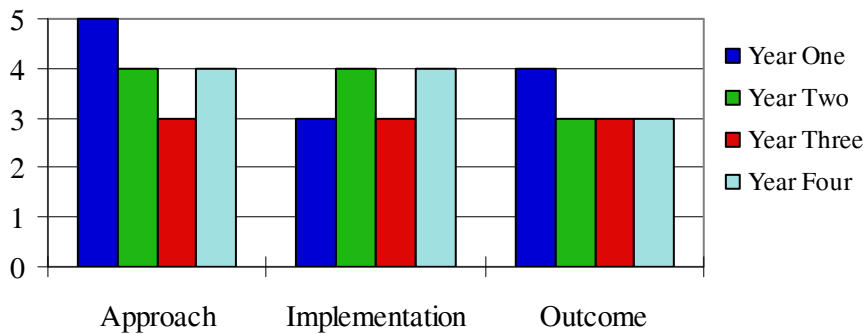


In the areas of Quality Planning and Professional Development a 4 was a consistent evaluation of our school. However, this year, several ratings at a level 5 were noted. Staff feel that we are implementing a higher level of quality planning and that implementation is evident in our outcomes. In the area of Professional Development there is a consensus that we implement professional develop for the staff in an appropriate and consistent manner.

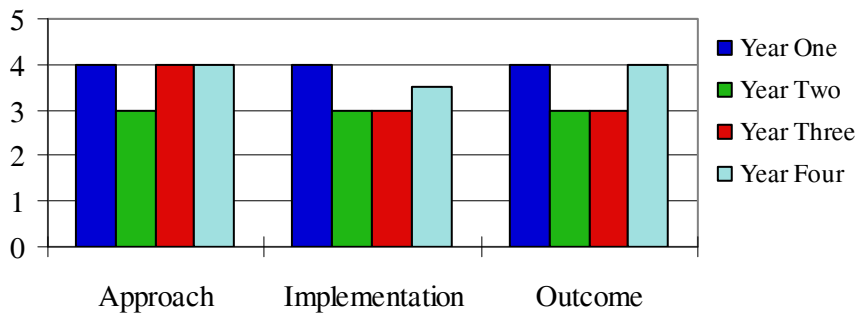
Leadership



Partnership Development



Continuous Improvement & Evaluation



We have made some positive gains in the area of leadership this year. Staff has become more involved in decision making and teacher leaders are evident. Our Partnership Development is an area in need of attention. Through the Board's service learning goal, many classrooms will take a more active role in seeking out partnerships in the community. Our last continuum indicates an increase our approach, implementation and outcome for Continuous Improvement & Evaluation.

The School Improvement Committee will further investigate some of the thoughts behind these ratings with staff and determine if specific goals need to be set in future action plans.

Goal: All students will improve their reading comprehension skills across all curricular areas.

Support Data (from the Profile)

1. Indiana Statewide Test for Educational Progress (Profile Page #18)
2. NWEA (Profile Page #21)

Standardized Assessments

1. Indiana Statewide Test for Educational Progress
2. NWEA
3. DIBELS

Local Assessments

1. Scholastic Reading Inventory
2. Reading Counts
3. Harcourt Assessments

Intervention:

Ongoing student assessment to monitor progress and guide instruction

Research/Best Practice for Intervention:

Rasinski, T. (2004). *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension*. USA: Scholastic.
 Koality Kids: Shipley, J., (2000). *Systems Check: Classroom Resource Guide*. USA: Shipley & Assoc.
 McClanahan, E., Wicks, C., (1993). *Future Force*. USA: Pacl Publishing.
 Peregoy, J. et al. (2001). *Plugged In*. USA: Class Action.
 Dudley-Marling, C., Paugh, P. (2004). *A Classroom Teacher's Guide to Struggling Readers*. USA: Heinemann.

Activities to Implement the Intervention

Person(s) Accountable

Timeline
Begin **End**

Resources

Staff Development

<p>1. Students will complete Scholastic Reading Inventory assessments (SRI) at the beginning and end of the school year.</p> <ul style="list-style-type: none"> • Grades 2-5: Beginning and end of year (minimum) • Grade 1: October, and as deemed appropriate by the classroom teacher thereafter • Kindergarten: only those children being considered for high ability placement for the following school year 	<p>1. Teachers, Students</p>	<p>1. August, 2009</p>	<p>1. May, 2010</p>	<p>1. Scholastic Management System</p>	<p>1. Training for new teachers on Scholastic Management System</p>
<p>2. Students will set personal reading goals and monitor progress.</p>	<p>2. Teachers, Students</p>	<p>2. Aug. 2009</p>	<p>2. May, 2010</p>	<p>2. None Needed</p>	<p>2. New teachers trained on Koality Kids goal setting</p>
<p>3. Harcourt reading assessments to be administered three times yearly (beginning, middle, and end of year).</p>	<p>3-6. Classroom Teachers, Instructional Assistants, Title I Assistants</p>	<p>3. Aug., 2009</p>	<p>3. May, 2010</p>	<p>3. Basal reading assessments</p>	<p>3. Prof. Development on designated assessment tools for all classroom teachers, Inst. Assistants, and Title I Assistants</p>
<p>4. Students will participate in 3 universal screenings per year using DIBELS assessments</p>	<p>3-6. Classroom Teachers, Instructional Assistants, Title I Assistants</p>	<p>4. Aug., 2009</p>	<p>4. May, 2010</p>	<p>4, 5. DIBELS download materials, management system</p>	
<p>5. Students identified as needing reading intervention will participate in progress monitoring assessments on a weekly or bi-weekly basis, as prescribed by the RtI team.</p>	<p>3-6. Classroom Teachers, Instructional Assistants, Title I Assistants</p>	<p>5. Aug., 2009</p>	<p>5. May, 2010</p>	<p>7. My Reading Coach</p>	
<p>6. Students who do not demonstrate mastery on corporation skill checkpoint assessments will participate in daily remediation activities.</p>	<p>3-6. Classroom Teachers, Instructional Assistants, Title I Assistants</p>	<p>6. Aug., 2009</p>	<p>6. May, 2010</p>	<p>8. ENL support materials: • Zip Zoom • Reading A-Z • Rosetta Stone</p>	
<p>7. Students identified as lacking foundational phonics and vocabulary skills will participate in My Reading Coach daily.</p>	<p>7. Classroom teachers, RtI team, Inst. Assistants, Title I Assistants</p>	<p>7. Aug., 2009</p>	<p>7. May, 2010</p>		

Goal: All students will improve their reading comprehension skills across all curricular areas.

Support Data (from the Profile) 3. ISTEP+ (Profile Page #18) 4. NWEA (Profile Page #21)	Standardized Assessments 1. Indiana Statewide Test of Educational Progress 2. NWEA 3.	Local Assessments 4. Scholastic Reading Inventory 5. Reading Counts 6. Harcourt Assessments
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Intervention: Students will participate in a variety of activities that will foster a love of reading.	Research/Best Practice for Intervention: Krashen, S. (2004). False claims about literacy development: <i>Educational Leadership</i> . 61. 18-21. Zemelman, S., Daniels, H., Hyde, A. (1998). <i>Best Practice: New Standards for Teaching and Learning in America's Schools</i> . USA: Heinemann.
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Activities to Implement the Intervention	Person(s) Accountable	Timeline		Resources	Staff Development
		Begin	End		
1. Teachers will read aloud to students daily. 2. Students will engage in self-selected reading in the classroom daily. 3. Students will participate in Reading Buddies program, pairing older students with younger readers to provide fluency practice for younger and older students.	1. Classroom Teachers 2. Classroom Teachers 3. Classroom Teachers	1. August , 2009 2. August , 2009 3. August , 2009	1. May, 2010 2. May, 2010 3. May, 2010		

Goal: All students will improve their reading comprehension skills across all curricular areas.						
Support Data (from the Profile) 5. Indiana Statewide Test for Educational Progress (Profile Page #18) 6. NWEA (Profile Page #21)		Standardized Assessments 1. Indiana Statewide Test for Educational Progress 2. NWEA 3.			Local Assessments 7. Scholastic Reading Inventory 8. Reading Counts 9. Harcourt Assessments	
Intervention: Reader's Workshop					Research/Best Practice for Intervention: Serafini, F. (2004). <i>Lessons in Comprehension: Explicit Instruction in the Reading Workshop</i> . USA: Heinemann. Zemelman, S., Daniels, H., Hyde, A. (1998). <i>Best Practice: New Standards for Teaching and Learning in America's Schools</i> . USA: Heinemann.	
Activities to Implement the Intervention		Person(s) Accountable	Timeline Begin End		Resources	Staff Development
1. Teachers will use Reader's Workshop instructional strategies to better allow for differentiation: • Literature circles/book clubs • Leveled readers		1. Classroom Teachers	1. August, 2009	1. May, 2010	1. Leveled readers Reading A-Z	3. New teachers will be provided with opportunities to observe Reader's Workshop procedures in mentor teacher's classroom. 5. Regular technology inservices on implementation of technology in instruction 7. Teachers will participate in a book study on effective strategies to teach reading comprehension skills.
2. Teachers will use the Harcourt Reading Program as the foundational piece for reading instruction in the classroom.		2. School Administrators, teachers	2. August, 2009	2. May, 2010	5. Raz Kids, Blogs, Googlesites, audio recorders, Smartboard, Promethean Board, Moodle	
3. New teachers will work under the leadership of a mentor teacher to learn the strategies of Reader's Workshop.		3. Teachers	3. August, 2009	3. May, 2010		
4. Teachers will teach "Writing to a Prompt" as a writing genre within Reader's/Writer's Workshop.		4. Teachers	4. August, 2009	4. May, 2010	7. <i>7 Keys to Comprehension</i> by Susan Zimmerman and Cheryse Hutchings (Gr. 4-5) <i>Research-Based Methods of Reading Instruction</i> by Sharon Vaughn and Sylvia Linan-Thompson (Gr. K-3)	
5. Teachers will use technology to impact reading and writing instruction.		5. Teachers	5. August, 2009	5. May, 2010		
6. Students will practice oral reading fluency with parent and community volunteers.			6. August, 2009	6. May, 2010		
7. Teachers will implement effective, research-based instructional strategies in reading comprehension		7. Teachers, Administrators	7. August, 2009	7. May, 2010		

Goal: All students will improve their mathematics problem solving skills in application across the curriculum.						
Support Data (from the Profile) 7. ISTEP+ Problem Solving (Profile Page #18) 8. NWEA (Profile Page #21)		Standardized Assessments 2. Indiana Statewide Test of Educational Progress 2. NWEA 3. Math Basic Skills Practice (MBSP)		Local Assessments 10. Chapter Pre/Post tests 11. District benchmark assessments		
Intervention: Visual Model Drawing				Research/Best Practice for Intervention: Van De Walle, J. (2004). Elementary and Middle School Mathematics: Teaching Developmentally. USA: Pearson. Zemelman, S., Daniels, H., Hyde, A. (1998). Best Practice: New Standards for Teaching and Learning in America's Schools. USA: Heinemann.		
Activities to Implement the Intervention		Person(s) Accountable	Timeline Begin End		Resources	Staff Development
1. Teachers will utilize Visual Model Drawing as a means of instruction		1. Classroom Teachers	1. August, 2009	1. May, 2010	<i>8-Step Model Drawing: Singapore's Best Problem-Solving Math Strategies</i> by Bob Hogan and Char Forsten	1. Visual model drawing staff development for all teachers in Nov., 2009

Goal: All students will improve their mathematics problem solving skills in application across the curriculum.

Support Data (from the Profile) 9. ISTEP+ Problem Solving (Profile Page #18) 10. NWEA (Profile Page #21)	Standardized Assessments 3. Indiana Statewide Test of Educational Progress 2. NWEA 3.	Local Assessments 12. Chapter Pre/Post tests 13. District benchmark assessments
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Intervention: 1. Hands-on approach to problem solving	Research/Best Practice for Intervention: Zemelman, S., Daniels, H., Hyde, A. (1998). Best Practice: New Standards for Teaching and Learning in America's Schools. USA: Heinemann.
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Activities to Implement the Intervention	Person(s) Accountable	Timeline Begin End		Resources	Staff Development
2. Hands-On Equations	1. Classroom Teachers	1. August 2009	1. May, 2010	1. Hands-On Equations kits for all 3-5 classrooms	1. Professional development offered in one-hour mini-sessions on Hands-On Equations
3. School-Wide Math Pentathlon Activities	2. Classroom Teachers	2. August 2009	2. May, 2010	2. Math Pentathlon sets for all 1-5 classrooms	2. Mini-workshops led by teachers on Math Pentathlon games to be used in classrooms.

Goal: All students will improve their mathematics problem solving skills in application across the curriculum.						
Support Data (from the Profile) 11. ISTEP+ Problem Solving (Profile Page #18) 12. NWEA (Profile Page #21)		Standardized Assessments 4. Indiana Statewide Test of Educational Progress 2. NWEA 3.		Local Assessments 14. Chapter Pre/Post tests 15. District benchmark assessments		
Intervention: Frequent reinforcement of Problem Solving Skills and Strategies				Research/Best Practice for Intervention: Van De Walle, J. (2004). Elementary and Middle School Mathematics: Teaching Developmentally. USA: Pearson. Zemelman, S., Daniels, H., Hyde, A. (1998). Best Practice: New Standards for Teaching and Learning in America's Schools. USA: Heinemann.		
Activities to Implement the Intervention		Person(s) Accountable	Timeline Begin		End	
<p>Daily instruction and reinforcement in problem solving strategies.</p> <p>Students will be accountable for age-appropriate math facts on a weekly basis:</p> <ul style="list-style-type: none"> • Daily fact practice parent signature sheets • FASTT Math • Weekly math fact quizzes <p>Students who do not demonstrate mastery on corporation skill checkpoint assessments will participate in daily remediation activities.</p> <p>Students identified as lacking foundational mathematics skills will participate in Success Maker daily.</p>		Classroom Teachers	August , 2009	May, 2010	<p>Marcy Cook instructional materials available for check out in media center</p> <p>Number tiles sets for each classroom</p> <p>TOPS Decks</p> <p>Star Math</p> <p>Mountain Math Series</p> <p>Problem Solver (1 set per grade)</p> <p>FASTT Math</p> <p>Problem of the Day</p> <p>Read it/Draw it/Solve it</p> <p>Success Maker</p>	<p>Prof. Development mini-workshops for new teachers and veteran teachers to share effective instructional methods</p> <p>Professional Development for all staff in using FASTT Math and Success Maker.</p>

Goal: All students will attend school in a safe, secure and caring learning environment.

Support Data (from the Profile) 13. Discipline Incidents p. 9-11 14. Student Survey Responses p. 13	Standardized Assessments 5. 2. 3.	Local Assessments 16. 17.
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Intervention:	Research/Best Practice for Intervention: 1. Olweus, Dan. (1993) Bullying at School. USA: Blackwell Publishing. 2. Lindsey, Randall et al. (2005). The Culturally Proficient School. USA: Corwin Press
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Activities to Implement the Intervention	Person(s) Accountable	Timeline Begin End		Resources	Staff Development
<u>Olweus Bullying Prevention Program</u> <ul style="list-style-type: none"> ▪ School Committee ▪ Weekly Classroom Meetings ▪ Classroom Presentations/Direct Teaching ▪ Bully Box 	Counselor, Committee, classroom teachers	August 2009	June 2010	Grade level crates of materials provided by committee; videos; Morning Meeting book	Monthly Staff Development with information on activities and resources to use in the classroom
<u>Secure Environment</u> <ul style="list-style-type: none"> ▪ Locked entry and doorbell ▪ Visitor sign in and badges ▪ Card Reader entries – no extra keys ▪ Security cameras throughout building ▪ Visible security presence in a positive way ▪ Routine practice of emergency procedures 	Administrators	August 2009	June 2010		
<u>Caring Environment</u> <ul style="list-style-type: none"> ▪ Service Learning – all students Kdg - 5 participate ▪ Character Education program – monthly life skill; school wide recognition ▪ Gold Coin – St. Council ▪ Survivor Games & Track & Field Day– annual teamwork activities to build classroom/grade level unity ▪ PALS Lessons ▪ I CARE Lessons ▪ P.E. Peer friends ▪ Coins for a Cure ▪ Riley Caring and Sharing ▪ Jump Rope for Heart ▪ Brownsburg Cheer Committee food drive 	All school staff	August 2009	June 2010	<ul style="list-style-type: none"> • Life Skills • Wise Skills binders • Character Ed. Certificates • Awards for Gold Coin & Character Ed. • Parent Volunteers 	

Goal: All students will attend school in a safe, secure and caring learning environment.						
Support Data (from the Profile) 15. Discipline Incidents p. 9-11 16. Student Survey Responses p. 13		Standardized Assessments 6. 2. 3.		Local Assessments 18. 19.		
Intervention:				Research/Best Practice for Intervention: 3. Olweus, Dan. (1993) Bullying at School. USA: Blackwell Publishing. 4. Lindsey, Randall et al. (2005). The Culturally Proficient School. USA: Corwin Press		
Activities to Implement the Intervention		Person(s) Accountable	Timeline Begin End		Resources	Staff Development
<u>Welcoming New Students/Families</u> <ul style="list-style-type: none"> ▪ New student tours ▪ Welcome packets ▪ Parent Information Night ▪ Lunch Bunch – meeting with the counselor for new students ▪ “Phone a Friend” – 2 times a year, CaRE committee members call new families to check in, invite them to a special event, answer questions, etc. ▪ Peer Buddies – pair new students with a classmate to build relationships 		All School Staff	August 2009	June 2010	Materials for welcome packets	
<u>Cultural Competence</u> <ul style="list-style-type: none"> ▪ Staff inservices to build cultural competence in the school ▪ Investigate opportunities for celebrating the diversity in our school – ie. International Fair, Career Day, etc. 		CaRe committee; administration	August 2009	June 2010	June 2009 training for 2 staff members who will become building trainers	