

Brownsburg Community  
School Corporation

West Middle School  
School Improvement Plan  
2011-2012



This plan is written in compliance with IC 20-31-4-6, IC 20-31-6 and 511 IAC 6.2-3. Additional input on professional development was sought from IC 20-19-2-11, IC 20-20-31. The technology coordination plan complies with IC 20-20-13.

## Statutes and Rules Suspended From Operation of West Middle School:

No statutes or rules are suspended from the operation of this West Middle School.

## Curriculum:

West Middle School uses the Indiana Academic Standards and the Common Core State Standards as the curricular framework. These standards can be accessed through the Brownsburg School website at [www.brownsburg.k12.in.us](http://www.brownsburg.k12.in.us). Curriculum teams utilize an on-going curriculum revision process. This process involves researching best practices, participating in grade level study groups, designing lessons and activities which incorporate differentiated instruction. The curriculum teams create curriculum calendars and develop common assessments. These curriculum maps and assessments are posted on the intranet for easy access for our staff members.

## Name and Description and of Assessments in Addition to ISTEP+

- **Accountability Assessments:** West Middle School complies fully with the expectations regarding the administration of ISTEP+, IMAST, ISTAR, IREAD, and ECAs.
- **Phelps (PKRS-II):** A nationally normed readiness assessment used at kindergarten registration as an at-risk screener.
- **Dibels Literacy:** A nationally normed pre-reading and reading assessment used in grades K-5 as a benchmark screener and progress monitoring tool.
- **Dibels Math:** A nationally normed number operations, geometry, and measurement assessment used in grades K-5 as a benchmark screener.
- **Acuity Predictive:** A state normed ELA, Math, Science, and Social Studies assessment used in grade 3-8 & Algebra I as a formative benchmark and progress monitoring tool predictive of ISTEP+.
- **SRI:** An adaptive reading assessment that develops a Lexile aligned instructional and independent reading baseline used in grade K-8.
- **SAT:** A nationally normed college readiness assessment administered optionally in high school.
- **ACT:** A nationally normed college readiness assessment administered optionally in high school.
- **PSAT:** A nationally normed college readiness assessment and AP potential predictor administered in grade 10.

## Professional Development Narrative:

- **Data Analysis**
  - West Middle School, like all BCSC schools, participates in Professional Learning Communities (PLCs) weekly to provide time, structure, and collaborative opportunity for student-centered data analysis. Working from a common curricular framework, aligned to state standards, teachers use PLC time to evaluate instructional effectiveness as measured by summative state assessments and local formative assessments of varying magnitude. Data is analyzed to determine core program effectiveness for all students, and remediative interventions necessary to close achievement gaps.
  - Attached is a school level breakdown of key data points tracked as part of our on-going cycle of improvement.
  - In the next chart you will be able to see West Middle School's current school data and our goals for accomplishment in the 2011-12 school year:

**WMS Middle School**



	2009-10	2010-11	2011-12	2012-13	2013-14	3 Year Target
Attendance	95.67%	96.58%				<b>97.00%</b>
Discipline ISS/OSS/EXP	108/69/3	140/55/4				<b>Decline Yearly</b>
Acuity Predictive Math	N/A	N/A	91	92	93	<b>93.00%</b>
Acuity Predictive ELA	N/A	N/A	91	92	93	<b>93.00%</b>
AYP	Yes 21/21	Yes 23/23				<b>Yes</b>
PL221	Academic Progress	A (Exemplary Progress)				<b>Exemplary (A)</b>
4-Star	Yes	TBD				<b>Yes</b>

ISTEP+ Passing Both	<b>80.99%</b>	<b>86.75%</b>	91	92	93	<b>93.00%</b>
ISTEP+ Passing Both -Black	58.33%	76.32%	<i>Close 25% of GAP</i>			
ISTEP+ Passing Both -Asian	NA	80.00%	<i>Close 25% of GAP</i>			
ISTEP+ Passing Both -Hispanic	55.00%	67.74%	<i>Close 25% of GAP</i>			
ISTEP+ Passing Both -White	84.06%	89.14%	<i>Close 25% of GAP</i>			
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ISTEP+ Science (6th)	<b>75.35%</b>	<b>81.51%</b>				<b>93.00%</b>
ISTEP+ Social Studies (7th)	<b>83.20%</b>	<b>91.78%</b>				<b>93.00%</b>

In the next section we will share our literacy and numeracy goals to close achievement gaps in our various cell groups. With clear targeted goals, we can identify specific students for individualized intervention plans. These clear teaching targets, coupled with defined and specific outcomes will assist our teaching staff in closing all achievement gaps between the Federal and State identified groups of students.

## Student Achievement Performance Goal

### Literacy

**Goal 1:** To improve student literacy of all students and close the achievement gap between the following breakout groups on ISTEP+ English Language Arts:

- Free & Reduced student performance compared to Paid student performance ( 7<sup>th</sup> – 75% -> 94% 8<sup>th</sup> – 76% -> 95%)
- Special Education student performance compared to General Education student performance (7<sup>th</sup> – 70% -> 91% 8<sup>th</sup> – No Cell group)
- Black and Hispanic student performance compared to Caucasian performance ( Black 7<sup>th</sup> – 90% -> 92% 8<sup>th</sup> – 88% -> 90%; Hispanic 7<sup>th</sup> – 64% ->92% 8<sup>th</sup> – 80% -> 90%)

### Numeracy

**Goal 1:** To improve student numeracy of all students and close the achievement gap between the following breakout groups:

- Free & Reduced student performance compared to Paid student performance (7<sup>th</sup> – 90% -> 96% 8<sup>th</sup> - 80% -> 90%)
- Special Education student performance compared to General Education student performance (7<sup>th</sup> – 90% -> 95% 8<sup>th</sup> – No Cell group)
- Black and Hispanic student performance compared to Caucasian performance ( Black: 7<sup>th</sup> – 90% -> 96% 8<sup>th</sup> – 88% -> 90%; Hispanic 7<sup>th</sup> – 91% -> 96% 8<sup>th</sup> – Gap is closed at 90% so both to 91%)

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

- West Middle School delivers a strong core program built upon a clear articulation and integration of the NCTM, NCTE, Common Core, and Indiana Academic Standards through a locally developed curricular framework. Students have enrichment and remediative opportunities throughout the secondary level, and routine acceleration has been the norm in Brownsburg for many years. Our mathematics sequence allows differentiated pathways which allow nearly all (99.4%) of our graduates to complete the Core 40 or Academic Honors Diploma requirements. Approximately 50% of any given graduating cohort completes their Algebra I high school requirement in middle school. Geometry, Biology, Chinese, and Spanish are additional examples of high school courses offered in middle school. Additionally, all ELA teachers have been trained in the Kristina Smeken's 6+1 Trait Writing framework. That approach is the foundation for our process writing instruction. We prioritize our core Literacy and Numeracy programs. Literacy and Numeracy receive full, uninterrupted 63 minute blocks daily. Our chief professional development goal is to sustain these core programs through continued staff training in common core alignment and 6+1 Trait Writing.
- West Middle School adheres to Brownsburg Community School Corporation's district RtI model. At the middle level that entails school wide benchmark screenings in literacy and numeracy through the Acuity assessments. Students identified as at-risk (Strategic or Intensive) are progress monitored routinely. Additionally, they are the focus of increased scrutiny at PLC meetings. PLC data analysis is another key area of professional development that will be emphasized as this important initiative is undertaken throughout the district.
- West Middle School second step in the district's RtI process is targeted placement of at-risk students into SEEK interventions for literacy and numeracy. The district philosophy prioritizes reading and math instruction, and students requiring intensive support receive reading and math interventions in dedicated 45 minute long remediation/reteaching labs. Strengthening these RtI intervention strategies is a third prong of our overall professional development plan.
- West Middle School's final component of the comprehensive school improvement process is an RtI tier #3 referral. For some students, those with the most serious of academic deficiencies, additional time on task before or after school may be necessary. We're in the process of developing a tier #3 response that

provides additional time, as well as substantially different remediative interventions, prior to a special education referral.

- ***Evaluation on the impact of these activities***
  - On-going review of local formative assessments and standardized summative evaluations allows West Middle School staff to monitor core and RtI progress on a continual basis. Weekly, small-scale PLC review of classroom best practices informs daily practice, quarterly or triannual formative assessments serve as benchmarking screeners that calibrate anecdotal recording keeping, and high stakes summative assessments serve as a capstone evaluation of student learning and teacher content delivery.
  
- ***Assurances***
  - Principal has completed the IDOE Legal Standards for Accreditation assurances.

## **Cultural Competency**

Many staff members have participated in cultural competency training through the University of Indianapolis. These staff members have presented lessons to their colleagues during staff meetings. During the past school year, Brownsburg Community School Corporation developed a new character education plan for use with all of our students. This plan incorporates the use of character traits, Olweus anti-bullying strategies, and components of cultural competency training to provide a well-rounded program which is being implemented during the 2011-2012 school year.

Our students have opportunities to learn about a variety of cultures through art and music. Books, read alouds and class novels, are selected which provide cultural exposure. Parents of diverse ethnicity are invited to serve on school and/or corporation committees.

## **Provisions to Maximize Parental Participation**

Parent participation is a key component to success within our school. School begins with Open House when parents are given the opportunity to meet their child's teachers. During this event, teachers share classroom expectations, remediation opportunities, and other important class information. West Middle School has an active Parent Support Group. Parents with students enrolled in our school are automatically a member of this group. Our PSG provides our school with Senior Scholarships for graduating former West Middle School Students, student recognitions, grade level socials, social supervision, staff recognitions, landscaping support, Bulldog Dads Supervision at sporting events, fund raising support, team parents, book store clerks and clerical support as needed. Parents are encouraged to volunteer at our schools. We meet with our parent in the fall to explain their child's data and needed progress. In the spring, we meet to report the progress of their child on his/her goals. We communicate with our parents weekly through an electronic new letter called the Purple Press and have an extended version monthly called the Bulldog Broadcaster. We utilize School Messenger to send short email and phone messages to keep parents informed of activities and events and if there is an emergency situation. Teachers and Teams of Teacher use links to the school website to update parents on curriculum, projects and assignments. PowerSchool informs parents of their student's progress academically.

## **Provisions to Maintain a Safe and Disciplined Learning Environment**

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

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

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

## **Provisions for the Coordination of Technology Initiatives**

Brownsburg Community School Corporation submitted the required Online Technology Plan last year in full compliance with IC 20-20-13. That plan can be found in it's entirety via the secure DOE online system at:

<https://dc.doe.state.in.us/DOEOnline/Main.aspx?pageid=268>. The document details our comprehensive plan for coordination of Technology Initiatives. That coordination is best summarized in Section II of the plan:

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

## **Courses Offered and Encouragement toward Core40 or Academic Honors**

At West Middle School a catalog of course descriptions can be found as a link in the Guidance tab of the website. The course catalog is available at: <http://sites.google.com/site/bwmsguidance/bwms-course-selection>. Our courses are aligned to provide an excellent transition to Brownsburg High School. An exhaustive description of all of Brownsburg High School's courses leading to Academic Honors, Core40, Core40 technical, and General diploma types is available at: <http://www.brownsburg.k12.in.us/attachments/article/163/POSVersion1.4.11-Final.pdf> A review thereof would detail the 25 AP courses and 26 collegiate dual credit courses offered at Brownsburg High School through our partnerships with College Board, Indiana University, IUPUI, Ivy Tech College, Purdue University, Marian University, Ball State University, and Vincennes University.

We expect and encourage all students to attain Academic Honors or Core 40 diplomas. Among the graduating cohort of 2010:

- 40.7% earned an Academic Honors' Diploma
- 58.6% earned a Core 40 Diploma
- 0.6% (3 students) earned a General Diploma

**WMS Middle  
School**



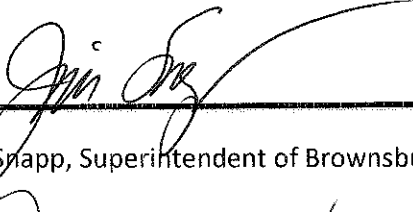
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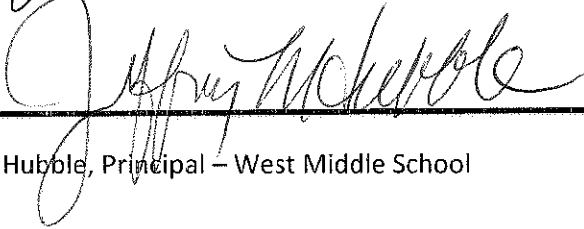
**Statutory Requirements:**

This plan was approved by the Brownsburg Community School Corporation's Board of School trustees on Monday, September 12, 2011.

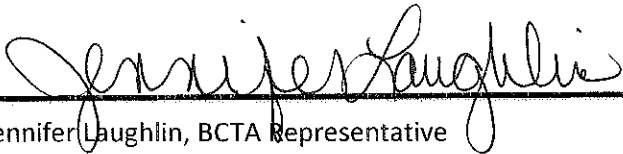
It can be accessed easily, and in easily comprehensible language, online at <http://www.brownsburg.k12.in.us/>



Dr. Jim Snapp, Superintendent of Brownsburg Community School Corporation



Jeff Hubble, Principal – West Middle School



Jennifer Laughlin, BCTA Representative