

Brownsburg Community
School Corporation

Brown Elementary 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 Brown Elementary School:

No statutes or rules are suspended from the operation of this Brown Elementary School.

Curriculum:

Brown Elementary 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. 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:** Brown Elementary 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**
 - Brown Elementary 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. Brown Elementary School has consistently been strong in the fifth grade, particularly in the area of mathematics with slightly more than 94% of the students passing ISTEP+ math in 2010 and 2011. The same has been true for Brown Elementary for third grade ISTEP+ ELA, with 94.6% and 93.14% passing respectively in 2010 and 2011. The greatest challenge facing Brown Elementary has historically been fourth grade passing both math and ELA portions of ISTEP+. At the start of the 2010-2011 school year, teachers with a track record of proven success with student achievement were placed in the fourth grade. Additionally, data analysis already beginning to occur during the new weekly PLC meetings is

further allowing the fourth grade teachers to disaggregate the data and deliver instruction based on the specific individual needs of the students.

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

- Brown Elementary School delivers a strong core program built upon a clear articulation and integration of the Indiana Academic Standards and a locally developed curricular framework. Our elementary mathematics program, the University of Chicago's Everyday Math, covers the breadth of grade level appropriate content, with remediation and enrichment materials built into a well-rehearsed and scripted spiral. 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 receives a full, uninterrupted 90 minute block daily. Numeracy received a full, uninterrupted 70+ minute block daily. Our chief professional development goal is to sustain these core programs through continued staff training in Everyday Math and 6+1 Trait Writing.
- Brown Elementary School employs a full time instructional coach who models lessons for teachers based on 6+1 Writing, literacy stations, and Everyday Math curriculum. The instructional coach is also able to deliver job embedded professional development for teachers to further enhance and target the learning needs of specific students.
- Brown Elementary School adheres to Brownsburg Community School Corporation's district RtI model. At the elementary level that entails school wide benchmark screenings in literacy and numeracy through the Dibels assessments. Students identified as at-risk (Strategic or Intensive) are progress monitored every two weeks. 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.
- Brown Elementary School second step in the district's RtI process is targeted placement of at-risk students into learning labs for literacy and numeracy. The district philosophy prioritizes reading and math instruction, and students requiring intensive support forgo science or social studies to receive reading and math interventions in dedicated 30 minute long remediation/reteaching labs. Strengthening these RtI intervention strategies is a third prong of our overall professional development plan.
- Brown Elementary 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 Brown Elementary 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***

- Principals have 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 Back to School Night 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. Brown Elementary 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 an amazing array of opportunities by the amount of fundraising and volunteer potential provided. Parents are encouraged to volunteer at our schools. Our volunteers chaperone field trips, handle fundraising, help with beginning of the school year transitions for primary students, perform various clerical tasks for teachers, tutor individual students and facilitate small groups in classroom.

Provisions to Maintain a Safe and Disciplined Learning Environment

Brown Elementary School conducts emergency preparedness drills during the school year. These drills include: fire, severe weather, violent intruder, and bus evacuation. At Brown Elementary 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.

Brown Elementary 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 its 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.”

Brown Elementary



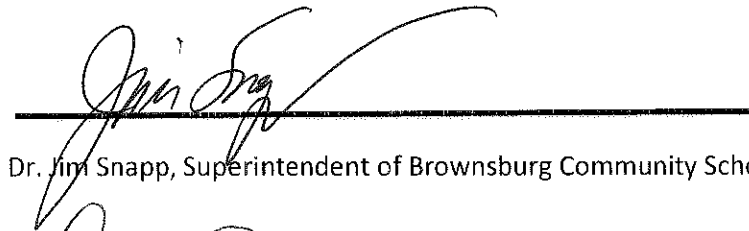
	2009-10	2010-11	2011-12	2012-13	2013-14	3 Year Target
Attendance	96.76%	96.98%				97.00%
Discipline ISS/OSS/EXP	9/7/0	18/5/0				Decline Yearly
Dibels EOY Benchmark	82.50%	82.76%	91	92	93	93.00%
AYP	Yes 15/15	Yes 13/13				Yes
PL221	Exemplary	A (Exemplary Progress)				Exemplary (A)
4-Star	No	TBD				Yes

ISTEP+ Passing Both	84.60%	87.86%	91	92	93	93.00%
ISTEP+ Passing Both -Black	58.33%	75.00%	<i>Close 25% of GAP</i>			
ISTEP+ Passing Both -Asian	NA	100.00%	<i>Close 25% of GAP</i>			
ISTEP+ Passing Both -Hispanic	NA	64.29%	<i>Close 25% of GAP</i>			
ISTEP+ Passing Both -White	86.78%	90.25%	<i>Close 25% of GAP</i>			
ISTEP+ Passing Both -Multiracial	NA	83.33%	<i>Close 25% of GAP</i>			
ISTEP+ Passing Both -F/R Lunch	68.49%	75.00%	<i>Close 25% of GAP</i>			
ISTEP+ Passing Both -Paid Lunch	88.64%	90.52%	<i>Close 25% of GAP</i>			
ISTEP+ Passing Both -SpEd	60.00%	63.64%	<i>Close 25% of GAP</i>			
ISTEP+ Passing Both -GenEd	87.01%	89.92%	<i>Close 25% of GAP</i>			
ISTEP+ Passing Both -ENL	76.92%	77.78%	<i>Close 25% of GAP</i>			
ISTEP+ Passing Both -NotENL	84.96%	88.55%	<i>Close 25% of GAP</i>			
ISTEP+ Math	89.30%	91.07%	92	93	94	94.00%
ISTEP+ Math 3rd Grade	89.00%	89.69%				
ISTEP+ Math 4th Grade	84.30%	88.89%				
ISTEP+ Math 5th Grade	94.70%	94.12%				
ISTEP+ ELA	88.50%	92.14%	93	94	95	95.00%
ISTEP+ ELA 3rd Grade	86.60%	93.81%				
ISTEP+ ELA 4th Grade	88.20%	88.89%				
ISTEP+ ELA 5th Grade	90.50%	93.14%				
ISTEP+ Science (4th)	83.33%	81.48%				93.00%
ISTEP+ Social Studies (5th)	90.53%	88.24%				93.00%
IREAD Grade 3	NA	NA				100.00%

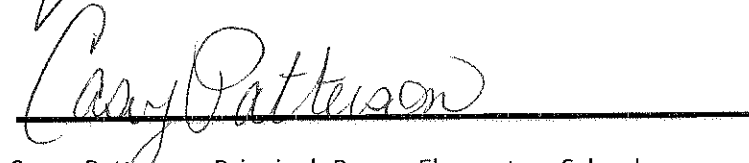
Statutory Requirements:

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

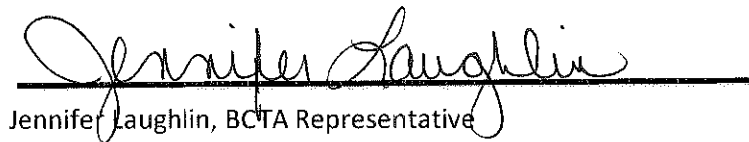
It can be accessed easily, and in easily comprehensible language, online at <http://www.brownsburg.k12.in.us/>



Dr. Jim Snapp, Superintendent of Brownsburg Community School Corporation



Casey Patterson, Principal- Brown Elementary School



Jennifer Laughlin, BCTA Representative