

School Improvement Plan

Brown County Schools

March 1, 2016



Brown County Intermediate School

Trent Austin, Principal

**David Shaffer, Superintendent
Deborah Harman, Director of Student Learning
Judy Hardwick, School Board President**

TABLE OF CONTENTS

CONTINUOUS SCHOOL IMPROVEMENT TEAM

INTRODUCTION (AdvancED Standards 1-5)

Narrative description of the school, the community, and the educational programs

BCS AdvancED School Level Standards Committee Structure:

Description and location of curriculum

Titles and descriptions of assessment instruments to be used in addition to ISTEP+

STATE OF MISSION, VISION, AND COLLECTIVE COMMITMENTS (AdvancED Standards 1-5)

School Vision

School Mission

School's Collective Commitments and Norms

COMPREHENSIVE NEEDS ASSESSMENT OF CURRENT LEARNING ENVIRONMENT (AdvancED Standards 2-5)

Summary of data (AdvancED Standards 3, 5)

Data, including graphs, from the annual performance report

Data related to performance indicators other than those included in the annual performance report

Other information about educational programming and the learning environment

Conclusions about the current educational programming (AdvancED Standard 3)

Information about how the school's curriculum supports the achievement of Indiana's College and Career Readiness Standards

Information about how the school's instructional strategies support the achievement of Indiana's College and Career Readiness Standards

Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies

Parental participation in the school (AdvancED Standards 2, 4, 5)

Technology as a learning tool (AdvancED Standards 3, 4)

Safe and disciplined learning environment (AdvancED Standard 4)

Professional development (AdvancED Standard 3, 4)

Specific areas where improvement is needed immediately (AdvancED Standards 3, 5)

GOALS AND PLANS FOR CONTINUOUS SCHOOL IMPROVEMENT (AdvancED Standards 3, 5)

Benchmarks for Progress (AdvancED Standards 3, 5)

Academic Honors Diploma and Core 40 (AdvancED Standard 3)

Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma

Provisions to encourage all students to earn an Academic Honors Diploma or to complete the Core 40 curriculum

Proposed Interventions and Strategies (AdvancED Standard 3)

Professional Development (aligned with Benchmarks for Progress and Strategies/Proposed Interventions) (AdvancED Standards 3, 4)

Aligns with the core principles of professional development (AdvancED Standards 3, 4)

Includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students (AdvancED Standards 3, 4)

CULTURAL COMPETENCY COMPONENT OF SCHOOL PLAN (AdvancED Standards 3, 4, 5)

Identification: Racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups included in the school's student population (updated annually).

Culturally appropriate strategies for increasing educational opportunities and educational performance for each identified group.

Professional development necessary to increase cultural competency in the school's educational environment.

STATUTES AND RULES TO BE WAIVED

THREE-YEAR TIMELINE FOR IMPLEMENTATION, REVIEW, AND REVISION

CONTINUOUS SCHOOL IMPROVEMENT TEAM

Team Member	Position	AdvancED Standard	Signature
Trent Austin	Principal		
Nicole Wells	6th Grade Teacher	Standard 1	
Steffanie Davis	6th Grade Teacher	Standard 2	
Mitzi Garman	5th Grade Teacher	Standard 3	
Greg Pagnard	Assistant Principal	Standard 4	
Pam Lucas	5th Grade Teacher	Standard 5	

INTRODUCTION (AdvancED Standards 1-5)

A. Narrative description of the school, the community, and the educational programs

Brown County Intermediate School is situated in the town of Nashville, Indiana about 45 miles south of Indianapolis. Nashville has become a haven of local artists and shop merchants that cater to a tourist crowd coming to view local scenery, shop, and visit artist galleries. Many people moving to the community are retired, looking for a nice place to live, close to the opportunities offered by Indiana University, located just 20 miles to our west. The Brown County area boasts the largest state park in Indiana and offers many back-to-nature opportunities for visitors to the area. Families living here benefit from the natural surroundings and the accessibility to artistic opportunities. The community supports and expands the curriculum of all Brown County Schools in many ways.

Sports fitness programs benefit our children as well. Brown County Parks and Recreation and the YMCA provide a variety of recreational sports programming. BCIS is in close proximity of Bloomington (Indiana University), Franklin, Greenwood, Columbus, and Martinsville. This enables local residents the opportunity to enjoy the many cultural events offered in these cities. Residents may choose to attend plays, musicals, concerts, lectures series, or other events at Indiana University. Indianapolis is close enough to attend special events or to visit any one of several museums. There are many activities for residents and visitors to enjoy. For individuals who prefer sports, there are a variety of athletic offerings. Golfers may choose from the county's prestigious golf club or one of the many other courses scattered throughout the area. Winter sports lovers may enjoy cross-country skiing or travel to a nearby community to play hockey or to figure skate. Fishermen and boating enthusiasts can find enjoyment in the many private lakes and/or ponds as well as travel a short distance to Lake Monroe or Lake Lemon. Bicyclists can enjoy traveling through the hills of Brown County. Mountain bikers and hikers can enjoy the trails in the Hoosier 5 National Forest, Yellowwood State Forest or the Brown County State Park. A variety of wildlife makes hunting a popular activity for adults and youth. Other activities that residents can enjoy include the Bean Blossom Dragway, Bill Monroe Bluegrass Facilities, Flea Markets, Brown County Playhouse, 4-H, various art galleries, and shopping.

Our local Lions Club provides vision screening for 5th grade children. Social services are provided by many community groups to children in our school. The school partners with Centerstone, a group that dedicates itself in the education of children with emotional and behavioral concerns. The Department of Child Services works closely with us helping children who may need assistance or services. Each year they provide help for families during the Christmas season through funds raised by the community Christmas auction. Local churches donate clothing, including winter coats and gloves, for our health room. Backpacks and school supplies are also provided by community organizations and members.

The Brown County Intermediate School Partnership Committee (BCISPC) sponsors school functions, such as movie nights, skate parties, dances, and bowling. BCISPC also gives teachers money to spend in the classroom.

BCIS partners in many programs with our local high school. A special exploratory teaching program is run by our high school. It provides talented high school juniors and seniors who may be considering a career in education a chance to come into our classrooms and spend a portion of the school day at our school helping younger children.

Local musicians support the school by presenting programs on local musical traditions. BCIS students participate in an annual opera funded by the Howard Hughes Memorial Fund and presented by Dance Kaleidoscope. The Brown County Junior High performs and introduces students to musical instruments found in the band preparing them for band class at BCJH. Local businesses and the YMCA support the arts by displaying student created art. The Brown County Public Library supports our reading program by offering a summer reading program. Their librarian visits our school each spring to encourage our students to participate.

Finally, a number of parent volunteers assist teachers with many non-critical daily clerical needs, which include preparing class materials and serving as room parents.

BCS AdvancED School Level Standards Committee Structure:

Objective: To provide stakeholders at each school (staff, students, parents, and community) the opportunity to participate in a process for continuous school improvement using a shared committee structure aligned to the following five AdvancED Standards for Schools.

- (1) Purpose and Direction;
- (2) Governance and Leadership;
- (3) Teaching and Assessing for Learning;
- (4) Resources and Support Systems; and
- (5) Using Results for Continuous Improvement.

School level AdvancED standards committees are listed in the PL221 School Improvement Plan for each school. Each building has a five committees, one for each standard. All staff within the building serve on at least one committee. Each committee has one chairperson or two co-chairs. Committee chairs and co-chairs) also serve on the building’s PL221 team. This structure assures a connection between Indiana’s school improvement process (PL221) and continuous improvement through AdvancED accreditation.

Building Standards Committee Structure					
Role	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Chair(s):	Nicole Wells	Steffanie Davis	Mitzi Garman	Greg Pagnard	Pam Lucas
Members:	Mary Kurdziel	Annette Fields	Lauren Lockdall	Kristen Cole	Katie Yoder
	Christina Cook	Mike Taylor	Trisha Ulrich	Becky Higgins	Dawn Faust

	Alyson Kiser	Jeff Lepore	Chris Miller	Karena Sarber	Sheila Popplewell
	Kimmy Clayton	Colton Sample	Bridget Rinehimer	David Edens	Felicia Branson
	Teresa Carson	Misty Burns	Vickie Beach	Dorothy Parry	Jennifer Krueger
	Lisa Lewis	Sue Thompson	Debbie Hilligoss	Samantha Prather	Christi Crimmins
	Vicki Reinking	Laura Mercer	Kristi Roush		

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)			
Role	Standard #1	Powerful Practices	Indicator/Evidence
Chair(s): Nicole Wells			
Members (Teachers, Staff, Parents): Mary Kurdziel Alyson Kiser Christina Cook Kimmy Clayton Teresa Carson Lisa Lewis Vicki Reinking	1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> ● Parent/Teacher communication ● Weekly newsletters ● Updating of teacher websites: new feeds, assignment calendar, resources, and documents ● Filling out agendas 	<ul style="list-style-type: none"> ● Morning Announcements ● Mission Statement ● Vision Statement ● Skyward Message Center ● Curriculum Maps ● Weekly Newsletters ● Remind 101 ● Teacher Websites ● Parent E-mails and Phone Calls ● School Website ● Unit Plans

	<p>1.2 The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.</p>	<ul style="list-style-type: none"> ● Collaboration between teaching staff members ● E-mail communication between staff members ● General Education Intervention staff meetings ● Academic ability grouping ● Departmentalization focused on academic ability ● Differentiated Learning ● Language Arts divided into reading, word study, and vocabulary ● Writing and Grammar ● Positive Behavior Intervention System Implementation ● Collaboration with teachers, administrators and all building staff members ● BCIS Partnership Committee supports staff and students financially and organizes school-wide activities ● Academic leaders collaborate with staff on a regular basis ● Staff on and off campus professional development 	<ul style="list-style-type: none"> ● Mission Statement ● Vision Statement ● Lesson plans ● General Education Intervention documentation ● Curriculum maps ● Unit plans ● Positive Behavior Intervention procedures ● Ruth Lilly Health Education visits ● Eva Kor presentation ● Colts Camp ● Academic Teams/Bowls ● International Fair ● Talent Show ● Spelling Bee ● Battle of the Brains ● Student Council ● Red Ribbon Week ● Google Classroom ● Canvas
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	<p>1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.</p>	<ul style="list-style-type: none"> ● Leadership evaluation and feedback to staff members ● New technology implementation ● Improvement of physical building ● General Education Intervention participation ● Shared professional development during staff meeting ● Leadership and student interaction ● Tutoring services ● Staff collaboration between buildings and grade levels ● Promotes student learning achievements 	<ul style="list-style-type: none"> ● Staff evaluations ● Utilization of technology in the classroom ● IXL, Study Island, BrainPOP, EdPuzzle, World Book, Culture Grams, Sum Dog, Xtra Math, etc. ● General Education Intervention documents ● Staff meetings ● Principal/Assistant Principal readily accessible to staff and students everyday ● Lunch/recess duties ● Detention duties ● Morning and afternoon bus duties
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Building-Level Standards Committee Work (Please duplicate for each Standard Committee)			
Role	Standard #2	Powerful Practices	Indicator/Evidence
<p>Chair(s): Steffanie Davis</p>			
<p>Members: (Teachers, Staff, Parents):</p>	<p>2.1 The governing body establishes</p>	<ul style="list-style-type: none"> ● Staff meeting to update Student Handbook 	<ul style="list-style-type: none"> ● Student Handbook ● Governing body policies, procedures, and practices

<p>Annette Fields Mike Taylor Jeff Lepore Colton Sample Misty Burns Sue Thompson Laura Mercer</p>	<p>policies and supports practices that ensure effective administration of the school.</p>	<ul style="list-style-type: none"> ● Student Handbooks are reviewed with students ● Families and students sign a paper verifying they have read and understand school policies in handbook. ● Parent and student signature for Internet use and policies ● Parent and student signature acknowledging General Field Trip policies ● Monthly Staff Meetings ● Teacher committees to write, update, and change school policies and procedures: <ul style="list-style-type: none"> - School Safety Committee - Lunchroom Procedure Committee - Recess Procedure Committee - Field Trip Committee ● Weekly teacher newsletters and websites ● School Vision statement announced daily by student led and produced media broadcast 	<p>posted on school website and in handbooks</p> <ul style="list-style-type: none"> ● Classroom teacher policies, procedures, and practices sent home and posted on teacher website ● Posted classroom rules ● Teacher Websites ● Teacher Newsletters ● Remind 101 ● Group e-mails to parents ● Log of Parent Contact ● Internet Policy ● Detention Log ● School Safety Plan ● Lunchroom Procedures ● Recess Procedures ● Field Trip letters ● Staff Meeting agendas ● Active Shooter Training ● Lockdown Training
	<p>2.2 The governing body operates</p>	<ul style="list-style-type: none"> ● Mentoring of new staff ● New teachers and teachers on improvement plans meet with 	<ul style="list-style-type: none"> ● Technology e-mails offering tech reminders and help sessions

	<p>responsibly and functions effectively.</p>	<p>principals to review plans and personal levels of effectiveness</p> <ul style="list-style-type: none"> ● Staff Coaches available to staff: <ul style="list-style-type: none"> ○ Math ○ Language Arts ○ High Ability ○ Technology ● Professional development activities that support innovation <ul style="list-style-type: none"> ○ Focus on Inclusion Conference ○ AdvancED Conference ○ Autism Training ● Common planning time among grade level/subjects ● Use time management tools ● Regular, informal meetings among stakeholders about behavior and academic progress of students ● Flexible Block with Teaming concept and schedule 	<ul style="list-style-type: none"> ● Common classroom resources: <ul style="list-style-type: none"> Brainpop Xtra Math IXL Study Island Pearson Google Classroom ● Time management tools: <ul style="list-style-type: none"> ○ Special schedules ○ Duty Schedules ○ Library Schedule ○ Classroom Schedule ○ 2 hour Delay Schedule ○ A.M. and P.M.Convocation schedules ○ Bell system ○ Outlook Calendar Invitations ○ Google Drive and Docs ● Common behavior plans among grade levels ● Weekly/Daily Lesson plans ● Lesson plans correlated to state standards ● Curriculum Calendar ● Unit Plans
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	<p>2.3 The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.</p>	<ul style="list-style-type: none"> ● Leadership roles assigned to all staff throughout the school: <ul style="list-style-type: none"> -Instructional coaches -Committee chairs -GEI Team ● Teaming concept allows a team of teachers to share a group of students to ensure each student's academic and behavior progress throughout the year ● Full-inclusion classrooms ● Advanced Placement classrooms ● Flexible blocking with teaming schedule where students are able to have differentiated instruction ● Staff led professional development on various topics ● Student Council activities ● ISTEP Remediation tutoring by teachers ● Teacher led after school activities: <ul style="list-style-type: none"> - tutoring - book clubs - music lessons - Rock band ● Partnership with Junior High and High School to offer Band, Choir, Technology, and a variety of sports to the intermediate school students ● Partnership with Big Brothers and Big Sisters to mentor and be good 	<ul style="list-style-type: none"> ● Special schedules ● Duty Schedules ● Library Schedule ● Classroom Schedule ● 2 hour Delay Schedule ● A.M. and P.M.Convocation schedules ● ISTEP testing Schedule ● Bell system ● Outlook Calendar Invitations ● Google Drive and Docs ● Meeting agendas ● Student Council agenda ● Tutoring schedules and plans ● Elective class and program descriptions and announcements
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		<p>role models to intermediate students</p>	
	<p>2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.</p>	<ul style="list-style-type: none"> ● School Vision statement announced daily by student led and produced media broadcast ● Faculty and staff have high expectations for student behavior and academics ● Principal meets with struggling students to improve and promote behavior and/or academic success ● Teaming concept allows a team of teachers to share a group of students to ensure and behavior progress throughout the year ● Instructional time is protected by alternate schedules ● Grade, team, and subject meetings and collaboration to assess and monitor student progress ● Staff follows the Assessment Calendar ● Quarterly reward incentive for student academic success ● School-wide convocations to promote school purpose and direction ● Staff led professional development on various topics ● Implementation of PBIS 	<ul style="list-style-type: none"> ● Daily news and announcements ● Meeting minutes and agendas ● Emails regarding student progress ● Alternate schedules ● Honor Roll student list ● Student Council minutes and agenda ● PBIS Action Plan ● Big Brother and Big Sister match ups ● Assessment Calendar <ul style="list-style-type: none"> -Running Records -Spelling Inventory -STEEP ● Award Ceremonies ● E-mails ● Outlook Invitations ● Pitch-in sign up in teacher's lounge

		<ul style="list-style-type: none"> ● Student Council activities promote positive student behavior and citizenship ● Partnership with Big Brothers and Big Sisters to mentor and be good role models to intermediate students ● Principals, staff, and faculty strive to meet personal needs of students: <ul style="list-style-type: none"> - Backpack program - Personal hygiene facilities and products available - school counselor -partnership with Centerstone - Hat and glove Tree - Angel Tree ● Staff and faculty gatherings promote bonding, boost morale, and collegiality <ul style="list-style-type: none"> - monthly Birthday pitch-ins - informal gatherings - Holiday celebrations - Exercise groups 	
	<p>2.5 Leadership engages stakeholders effectively in</p>	<ul style="list-style-type: none"> ● All stakeholders are invited to participate in the following school sponsored events: <ul style="list-style-type: none"> - Parent-teacher conferences 	<ul style="list-style-type: none"> ● E-mails and invitations to school events ● Posting of school events on school website

	<p>support of the school's purpose and direction.</p>	<ul style="list-style-type: none"> - Open House - Thanksgiving Lunch - Talent Show - Award Ceremonies - Band and Choir Concerts - Spell and Math Bowl - International Fair - Science Fair - History Day - Intermediate school sports programs - Book Fair ● Posting of school events on school website ● Principal group e-mails parents about school events ● Teacher websites ● Teacher Newsletters ● Postcards sent to parents/guardians with positive comments about students ● BCISPC hosts Family movie nights, and Skate Nights, and provides financial assistance for student activities and teacher materials ● BC Public Library librarian comes quarterly to tell stories that relate to curriculum 	<ul style="list-style-type: none"> ● Principal and teacher e-mails and parent contacts ● BCISPC notes, agendas, and handouts ● Foster Grandparent schedule ● Librarian e-mails and schedule for storytelling ● Parent-teacher conference logs
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		<ul style="list-style-type: none"> ● Partnership with Centerstone and Department of Child Services to help students in need of services ● Foster Grandparent program 	
	2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"> ● Full-inclusion classrooms ● Advanced Placement classrooms ● Flexible blocking with teaming schedule where students are able to have differentiated instruction ● Teachers analyze, write, and are evaluated on Student Learning Objectives ● Evaluations done by principal ● Post-evaluation meetings between teacher and principal ● Colleague classroom observations ● Principal has open-door policy where teachers can share classroom concerns, frustrations, ideas, and achievements to ensure student success 	<ul style="list-style-type: none"> ● Flexible BLock with Team Concept Schedule ● 2 hour delay Schedule ● Convocation Schedule ● BCS Educator Evaluation and Development Model ● PIVOT

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)			
Role	Standard #3	Powerful Practices	Indicator/Evidence

<p>Chair(s): Mitzi Garman</p>	<p>3.1 The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.</p>	<ul style="list-style-type: none"> ● Full-inclusion ● Flexible blocking in teaming schedule where students are able to have differentiated instruction. ● Flexible Ability Grouping within each classroom ● Workshop Models of teaching ● Student abilities matched to appropriate instructional level materials for reading and word study. ● Continuous and long-term technology implementation for all learners. 	<ul style="list-style-type: none"> ● Survey Results ● Lesson Plans ● Advanced courses ● Multi-pointed assessment data ● Curriculum Calendars ● Unit Maps ● ipads, Chromebooks, and laptop computers. ● Web based learning <ul style="list-style-type: none"> ○ IXL ○ Brain Pop ○ Study Island ○ Sumdog ● Independent reading levels ● Leveled word study assessments ● STEEP data ● Classroom organizational systems ● Student-led daily media broadcasts
<p>Members (Teachers, Staff, Parents): Lauren Lockdall Trisha Ulrich Chris Miller Bridget Rinehimer Vickie Beach Debbie Hilligoss</p>	<p>3.2 Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of</p>	<ul style="list-style-type: none"> ● Full-inclusion ● Flexible blocking in teaming schedule where students are able to have differentiated instruction. ● Flexible Ability Grouping within each classroom ● Workshop Models of teaching ● Student abilities matched to appropriate instructional 	<ul style="list-style-type: none"> ● ISTEP results ● COGAT results ● Common assessments across subject within grade-level ● Common assessments <ul style="list-style-type: none"> ○ Fountas & Pinnell Running Record ○ Words Their Way Spelling Inventory ○ STEEP

Kristi Roush	student learning and an examination of professional practice.	<p>level materials for reading and word study.</p> <ul style="list-style-type: none"> ● collaboration 	<ul style="list-style-type: none"> ● Curriculum calendars ● Unit maps ● Lesson plans aligned to curriculum maps and state standards ● BCS Educator Evaluation and Development Model
	3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations	<ul style="list-style-type: none"> ● Workshop model of teaching ● Use of technology for instruction ● Use of technology for student learning <ul style="list-style-type: none"> ○ Study Island ○ IXL ○ Sumdog ● Use of technology for research and research-related skills ● Hands on activities 	<ul style="list-style-type: none"> ● RISE-model ● Daily use of technology as teaching model including, but not limited to : Brainpop, Study Island, Socrative, Xtramath ● All rooms equipped with multiple technological tools. ● Students have daily access to one-on-one computers and/or ipads. ● Survey results ● Students work posted reflecting understanding of standards. ● Lesson plans ● Leveled Libraries
	3.4 School leaders monitor and support the improvement of instructional practices of	<ul style="list-style-type: none"> ● Professional development/coaching by: <ul style="list-style-type: none"> ○ Instructional Coaches <ul style="list-style-type: none"> ■ High Ability ■ Literacy ■ Math ■ Technology 	<ul style="list-style-type: none"> ● Survey results ● Common planning time ● Common assessments ● Curriculum calendar ● Unit maps ● BCS Educator Evaluation and Development Model

	<p>teachers to ensure student success</p>	<ul style="list-style-type: none"> ○ Book studies ● Professional workshops on content-specific standards 	<ul style="list-style-type: none"> ○ Administrative informal and formal observations
	<p>3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.</p>	<ul style="list-style-type: none"> ● Common planning time built into schedule across subject and grade levels. ● Schoolwide departmentalization. ● Across grade-level collaboration 	<ul style="list-style-type: none"> ● Co-teaching model used within special education teams ● Weekly subject-level meetings ● General Education Intervention Meetings ● Case Conferences ● Survey results
	<p>3.6 Teachers implement the school's instructional process in support of student learning.</p>	<ul style="list-style-type: none"> ● Guided reading ● Shared reading ● Writing groups ● Math groups ● Utilization of paraprofessionals and special education staff in both supplemental and co-teaching roles. ● Support in science and social studies 	<ul style="list-style-type: none"> ● Survey results ● Lessons aligned with standards ● Shared Google documents across multiple grade-levels/disciplines to make consistent lesson plans. ● Standards posted ● Lesson plans that include expectations of performance ● Instructions on smart boards as students enter class/expectations ● Exit slips

		<ul style="list-style-type: none"> ● Special Area teachers support students in the classroom for math and reading <ul style="list-style-type: none"> ○ Music ○ Art ○ Physical Education ○ Speech & Language 	<ul style="list-style-type: none"> ● Tutoring after school
	<p>3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</p>	<ul style="list-style-type: none"> ● Instructional Coaches <ul style="list-style-type: none"> ○ High Ability ○ Literacy ○ Math ○ Technology ● Balanced Literacy Workshop Training ● New teacher orientation ● Big Brothers/Big Sisters ● Teacher mentors ● Building leaders ● Centerstone ● Spell bowl coaches ● Math bowl coaches ● Science bowl coaches 	<ul style="list-style-type: none"> ● Staff meetings/agendas ● Weekly meetings ● High school students involved in positive experiences with our students in the building. ● Resource room
	<p>3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their</p>	<ul style="list-style-type: none"> ● Varied activities with families <ul style="list-style-type: none"> ○ Open house ○ Thanksgiving luncheon ○ Science fair ○ Book fair ○ Celebrate America ○ Battle of the Brains ○ Spelling Bee 	<ul style="list-style-type: none"> ● Survey results ● Parent-Teacher Conferences ● PTO program ● Varied activities and communications modes with families <ul style="list-style-type: none"> ○ Teacher websites ○ Online newsletters

	children's learning progress.	<ul style="list-style-type: none"> ○ Talent show ○ Award ceremonies ● Positive phone calls/emails/postcards ● Parent/Teacher committee 	<ul style="list-style-type: none"> ○ Weekly teacher newsletters ○ school calendar ○ GEI meetings ○ Online gradebook ○ Progress reports/ midterms ○ Remind 101 ○ Mass texting ● Agendas ● Movie Night ● BCIS Bash ● Field trips with parents
	3.9 The school has formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	<ul style="list-style-type: none"> ● Fourth-grade tours ● Teacher "get-to-know-me" activities ● Team meetings <ul style="list-style-type: none"> ○ GEI ○ Case Conference ● Grade level meetings ● Parent teacher conferences ● Centerstone Staff ● Bus drivers ● Fund-raising ● After-school activities 	<ul style="list-style-type: none"> ● Survey Results ● Homeroom teacher ● Special Education teacher ● School counselor ● Conferencing notes ● Teacher to parent emails ● Positive post cards ● Academics teams ● Choir ● Band ● Book Clubs ● Tutoring ● Jump Rope for Heart
	3.10 Grading and reporting are based on clearly defined criteria	<ul style="list-style-type: none"> ● Running records ● Pre/post test ● On demand writing ● Cumulative math tests 	<ul style="list-style-type: none"> ● Survey results ● Teacher created rubrics ● DOE rubrics

	that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> ● ISTEOP data ● Progress monitoring 	<ul style="list-style-type: none"> ● Consistent grading categories across grade levels ● Fountas and Pinnell benchmark grades ● Words Their Way Spelling benchmark grades ● Midterms/Progress Reports ● Binders for progress monitoring ● Grading scale listed in the handbook ● ISTEOP ● Mailed Report Cards
	3.11 All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> ● Corporation training ● Professional development can be accessed based on individual request ● conferences ● Building level instructional coaches available upon needs ● Cross grade level planning ● Grade level planning 	<ul style="list-style-type: none"> ● Corporation-wide active-shooter training ● Survey results ● Bullying Hurts program ● Professional books ● Staff Meetings ● Professional Growth Points ● Staff are members of professional organizations. ● Professional developers and community members brought in for training.
	3.12 The school provides and coordinates learning support services to meet the unique	<ul style="list-style-type: none"> ● Flexible blocking in teaming schedule where students are able to have differentiated instruction. ● Flexible Ability Grouping within each classroom 	<ul style="list-style-type: none"> ● Survey results ● Steep results ● Running Record results ● Cumulative test results ● ISTEP+ results ● Words Their Way results

	learning needs of students.	<ul style="list-style-type: none"> ● G/T High Ability Program ● Speech/Language/Hearing services ● OT and PT services ● Visual and Hearing Impairment services ● Special education services ● ESL services available ● Centerstone counselors ● GEI team 	<ul style="list-style-type: none"> ● GEI results ● lesson plans ● Classroom organizational systems ● CPR training for staff
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Building-Level Standards Committee Work (Please duplicate for each Standard Committee)			
Role	Standard #4	Powerful Practices	Indicator/Evidence
Chair(s): Greg Pagnard	4.1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	<ul style="list-style-type: none"> ● Fulfilling IEP goals using qualified support staff. ● Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff 	<ul style="list-style-type: none"> ● School counselor ● Documentation of highly qualified staff ● Occupational Therapist ● Documentation of highly qualified staff.

<p>Members (Teachers, Staff, Parents): Kristen Cole Becky Higgins Karena Sarber David Edens Dorothy Parry Samantha Prather</p>	<p>4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.</p>	<ul style="list-style-type: none"> ● Flexible Block Scheduling with Teaming Concept. ● Departmentalizing grades 5-6 ● School Schedule ● Staff workroom for all staff. 	<ul style="list-style-type: none"> ● Length of school day ● Ipads in math classrooms ● Computer Carts ● Leveled Libraries in language arts classrooms ● School calendar
	<p>4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.</p>	<ul style="list-style-type: none"> ● Rooms are cleaned daily ● Three custodial staff members. ● Resource officer through the local sheriff's office visits weekly to work with students. ● Documentation of all student and staff procedures. ● Communication with state police through Paul Suding. ● Recycling Club ● Teachers and staff have been issued key cards to gain access to the main and secondary entrances to the school 	<ul style="list-style-type: none"> ● New hand dryers ● Hand sanitizer stationed around the building ● Adaptive/Handicapped accessible shower ● Documentation of emergency procedures ● Documentation of compliance with local and state inspection requirements ● Cameras installed throughout the building, inside and outside ● Office door buzzer ● Safety box that is accessible to all law enforcement located on the outside of the building. ● Walk throughs with state police to establish a safe learning environment.

			<ul style="list-style-type: none"> ● Recycling boxes in each classroom ● All school staff participated in active shooter training
	<p>4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.</p>	<ul style="list-style-type: none"> ● Student led media presentation ● Teachers Updated Web Page ● Social Media ● Computer based educational programs and tests 	<ul style="list-style-type: none"> ● Media presentation on School Server ● School Web Page ● Communication through text messaging/email service/ Remind 101 to alert parents of upcoming events and assignments ● Study Island ● Brain Pop ● Xtra Math ● STEEP Testing ● Socrative ● ABC Mouse ● Starfall ● STAR ● Touchmath ● Frog Street
	<p>4.5 The technology infrastructure supports the school's teaching, learning, and</p>	<ul style="list-style-type: none"> ● Technology available in every classroom ● Instructional Technology Coaches ● Corporation technology support staff 	<ul style="list-style-type: none"> ● Skyward ● School News program ● Google Classroom and Canvas as Learning Management Systems.

	operational needs.		<ul style="list-style-type: none"> ● Interactive BrightLink 450 projectors and Epson document cameras connected to the Internet used in all classrooms ● Destiny will be used as a media center resource ● Teachers will be trained in the use of Study Island and Brain Pop as teaching tools ● Teacher laptops ● Technology support procedures
	4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> ● Installment of equipment to support students who have disabilities ● Provide contact information for families who need outside resources ● Moderate and Severe Life Skills Classroom ● 5 special education teachers ● Creation of a PBIS program 	<ul style="list-style-type: none"> ● School Counselor ● Center Stone ● Autism Consultant ● Occupational Therapist ● Backpack coalition ● District RN ● Health Room Assistant ● Adaptive playground ● Mailbox for students to report incidences of bullying.
	4.7 The school provides services that support the	<ul style="list-style-type: none"> ● School counselor ● Referral system for GEI meetings 	<ul style="list-style-type: none"> ● District sponsored tutoring ● History Day ● Science Fair

	counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> ● Referral system for IEP 	<ul style="list-style-type: none"> ● Spell Bowl ● Math Bowl ● District sponsored tutoring ● College Go Week ● Parent Teacher Conferences. ● Disability Awareness Week (Autism April 4-8)
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Building-Level Standards Committee Work (Please duplicate for each Standard Committee)			
Role	Standard #5	Powerful Practices	Indicator/Evidence
Chair(s): Pam Lucas			
Members (Teachers, Staff, Parents): Katie Yoder Dawn Faust Sheila Popplewell Felicia Branson Jennifer Krueger Christi Crimmins	5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> ● School personnel maintain and use an assessment system that includes locally-developed and standardized assessments about student learning ● The system ensures consistent measurement across classrooms and courses ● English Second Language (ESL) assessment as needed. ● All students participate in ISTEP+ 	<ul style="list-style-type: none"> ● Brown County Schools assessment calendar ● Grade-level curriculum unit maps ● Common assessments ● Canvas ● Google Classroom ● Study Island ● Teacher observations ● Achievement testing (WIAT)

		<ul style="list-style-type: none"> ● Students are referred for an individual multidisciplinary educational evaluation as considered necessary by the General Education Intervention team 	<ul style="list-style-type: none"> ● Attendance and behavior reports ● ISTEP+ ● ISTEOP ● Dibels ● Fountas & Pinnell Benchmark Assessment System ● Spelling Inventories ● Exam category averages in Skyward grading program ● GEI reports ● WIDA Assessment
	<p>5.2 Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.</p>	<ul style="list-style-type: none"> ● School personnel use a range of data sources to design, implement and evaluate student learning, instruction, the effectiveness of programs and organizational conditions ● Teachers and staff examine grade-level data for their grade and previous grade level(s) ● As a whole school, we examine results of state and local assessments ● Analysis of data guides differentiated instruction of students 	<ul style="list-style-type: none"> ● ISTEOP ● ISTEP+ ● Fountas & Pinnell Benchmark Assessment System ● Spelling Inventories ● Narrative Story Retellings ● Reading Logs ● Exam category averages in Skyward grading program ● Agendas from faculty meetings ● Resource Room ● ISTEP Remediation tutoring by teachers

		<ul style="list-style-type: none"> ● Staff led professional development on various topics 	<ul style="list-style-type: none"> ● Full-inclusion classrooms ● Advanced Placement classrooms ● Special education progress monitoring of IEP goals
	5.3 Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> ● Faculty meetings ● Staff members attend professional development opportunities and then share information with staff ● Data from standardized assessments are readily available ● Instructional leaders share information with members of their team and grade level 	<ul style="list-style-type: none"> ● ISTEP+ data from previous years ● Agendas/notes from various professional development opportunities ● Agendas from faculty meetings specifically about the evaluation, interpretation, and use of data
	5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> ● Common subject and grade level unit assessments ● Mid-term and end of grading period assessments ● A variety of formative assessments ● Principal meets with struggling students to improve and promote behavior and/or academic success 	<ul style="list-style-type: none"> ● Individualized Education Plan ● Case conferences ● GEI (General Education Intervention Team) ● High Ability Assessments- Kingore, Iowa, CogAT

		<ul style="list-style-type: none"> ● Teaming concept allows a team of teachers to share a group of students to monitor behavior and academic progress throughout the year ● Grade, team, and subject meetings and collaboration to assess and monitor student progress 	<ul style="list-style-type: none"> ● Fountas & Pinnell Benchmark Assessment System ● ISTEOP ● Study Island ● Common assessments ● Canvas ● Google Classroom ● Data reports disaggregate student performance growth ● Grades ● Teacher observations ● Transition conferences for 6th grade students with IEP's ● PBIS
	<p>5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the</p>	<ul style="list-style-type: none"> ● Student recognition programs for academic achievement, attendance, and citizenship ● Principal provides informational letters to parents about conditions that support student learning, such as upcoming events, 	<ul style="list-style-type: none"> ● School handbook ● School newsletters ● Classroom newsletters ● School website-online calendar, schedule, and news ● Classroom websites

	<p>achievement of school improvement goals to stakeholders.</p>	<p>activities, programs and testing schedules</p> <ul style="list-style-type: none"> ● School Board meetings ● Every teacher maintains a school website to share information ● Parents have access to student grades through the Skyward portal ● Teachers keep grades current in Skyward ● Teachers communicate with parents in various ways, such as conferences, progress reports, emails, letters home, and phone calls ● Superintendent maintains a column in the local newspaper ● Administrative staff, including the superintendent and principals, share information through the corporation/school websites ● Paper printouts of grades/newsletters for parents without internet access 	<ul style="list-style-type: none"> ● Parent-Teacher conference participation data ● Parents and students are informed and involved in developing Individualized Education Plans ● Skyward parent and student portal ● Report cards ● Achievement certificates ● Honor roll certificates ● Communication from superintendent to stakeholders ● School Board minutes and agendas ● Agenda and notes from BCIS Partnership Committee meetings
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B. Description and location of curriculum

Brown County Schools Curriculum consists of a collaborative structure of learning objectives recommended by the professional staff and approved by the Board of School Trustees. Learning objectives are based upon the Indiana Academic Standards for each grade level and subject. Work is currently being done in Skyward, our web based information hub and Web Manager, our link to the community and BCIS parents/ students. Classroom teachers continually update materials and units of study to ensure that the Indiana Academic Standards are incorporated into instruction. Instructional practices are differentiated based on the individual needs and learning styles of all students. The educational program is guided by the curriculum developed by the district. This curriculum is framed by the Indiana State Academic Standards. Technology-based Study Island supports the Science, Math, Language Arts, and Social Studies curriculum. BrainPOP is another instructional tool offered to our staff and students. A variety of learning opportunities are available for our high ability and special needs students. A continuum of services address the learning needs of students with cognitive disabilities, emotional disabilities, speech /language impairments, specific learning disabilities, autism spectrum disorders, or other disabilities are also implemented at BCIS.

C. Titles and descriptions of assessment instruments to be used in addition to ISTEP+

District Local Assessments

STEEP (System to Enhance Educational Performance)

STEEP is a comprehensive system to assist teachers, administrators and other professionals to provide the right type of assistance to the right students at the right time. It provides evidenced based tools that help schools to implement the ambitious goals set forth in NCLB and IDEA. The first phase of the STEEP RTI process focuses on prevention and early detection of academic issues through universal screening using curriculum-based measures in reading, math, and writing. STEEP assessments are a foundation for implementing a school-wide model of determining each student's unique needs and if academic intervention is needed to enhance classroom instruction.

CogAT and IOWA

The Cognitive Abilities Test (CogAT) is designed to measure students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative and Nonverbal. Although its primary goal is to assess students' reasoning abilities, CogAT can also provide predicted achievement scores when administered with the Iowa Tests of Basic Skills. CogAT is often used to help educators make student placement decisions, especially when selecting students for High Ability programs.

Fountas and Pinnell Benchmark Assessment System

The Fountas & Pinnell Benchmark Assessment System is a formative reading assessment comprised of 58 high-quality, original titles, or "little books" divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary, and comprehension skills for students in kindergarten through 8th grade. The set of books, recording forms, and other materials serve as an assessment tool for teachers, literacy specialists, and clinicians to use in determining students' developmental reading levels for the purpose of informing instruction and documenting reading progress.

Spelling Inventories

Spelling assessments are drawn from Donald Bear's Words Their Way. Three levels of spelling inventory are used with students K-6 to determine a level of spelling development. The Primary Spelling Inventory is used with students in Kindergarten -1, the Elementary Spelling Inventory is administered to students Grade 2, Grade 3, and Grade 4 and the Upper Level Spelling Inventory is given to Grade 5 and Grade 6. Following administration of the grade level inventory, teachers maintain the flexibility to use any inventory that corresponds to a level above or below a student's grade level grouping to further determine instructional needs.

Common Formative Assessments

The Narrative Writing Continuum:

The Reading and Writing Project at Teacher's College, Columbia University In 2006, the TCRWP drafted and piloted an assessment tool to better track student growth in narrative writing. A continuum was developed for assessing K-8 writing, which began to describe the developmental pathways along which young writers tend to travel. It offers not only benchmarks for student work, but a vision and a vocabulary for what the very next steps from those benchmarks might be, making differentiation of instruction much more realizable.

Spelling High Frequency Words Grades 3-8:

The Reading and Writing Project at Teacher's College, Columbia University The assessment is used to determine the number of high-frequency words that students control in spelling. Control means they recognize them immediately when reading a text, and write them automatically when writing. If a student is able to spell a word automatically, attention is freed to focus on the message they are attempting to write. Therefore, this assessment can be used throughout the year to record students' growth in control of high frequency words.

Narrative Story Retelling

Children who are able to use narrative frameworks to guide their comprehension of narratives they read or hear have better recall for information and are able to focus on what is important, (Hudson & Nelson, 1983; Lahey & Bloom, 1994; Nelson & Gruendel, 1986). This suggests that a child's ability to use a narrative framework will impact classroom performance, whether the task involves reading comprehension or composing a story.

Rubrics and Reading Logs

Brown County teachers K-6 have started working to develop a continuum of rubrics and reading logs that can be used as resources for assessing student work with increased reliability and validity within reading and writing across grade levels. Drafts will be linked by a common purpose for each tool and a set of expectations driven by the Indiana Academic Standards.

STATE OF MISSION, VISION, AND COLLECTIVE COMMITMENTS (AdvancED Standards 1-5)

A. School Vision

Brown County Schools will prepare students to achieve success through quality instruction.

B. School Mission

Brown County Schools provides a safe and supportive learning environment with high expectations effectively meeting the needs of our students and helping them reach their individual academic goals.

C. School's Collective Commitments and Norms

LEARNING

- o Every child can learn, and we must teach in the way the child learns.
- o Every child must be given the tools to pursue lifelong learning.
- o Every child must be given an opportunity to reach his/her potential in the academic, physical, social, and emotional domains.
- o We believe we can learn from our children and they learn from us.

COMMUNITY

- o Learning is the shared responsibility of the child, parents, school, and community.
- o A safe, nurturing school environment is essential to learning.
- o Everyone is encouraged to respect each other's rights and ideas.
- o The school is an integral part of a larger community.

COMPREHENSIVE NEEDS ASSESSMENT OF CURRENT LEARNING ENVIRONMENT (AdvancED Standards 2-5)

A. Summary of data (AdvancED Standards 3, 5)

Data from the annual performance report

- Students at Brown County Intermediate School have consistently performed above state averages in English/Language Arts and Math.
- The Annual Performance Report indicates that the student/teacher ratio is 24. This indicated the student/teacher ratio is below the state average of 28. Current class size averages 21-28 students.
- The attendance rate at Brown County Intermediate School was slightly above the state average in 2013-2014.
- BCIS experienced a decline in enrollment between the 2013-2014 and 2014-2015 school year.
- BCIS had 11 students with unexcused absences in the 2013-2014 school year.

Data related to performance indicators other than those included in the annual performance report

- STEEP and CoGat data

Other information about educational programming and the learning environment

- BCIS has full inclusion in the general education classroom.
- BCIS has a severe special education classroom with three paraprofessionals and a full-time special education teacher.

A Data Walkthrough of the School Community (Advanced Standards 3, 5)

Attendance Center:						
Student Achievement Results						
Indicator		Year: 2012-2013	Year: 2013-2014	Year: 2014-2015	Facts About Our Data	
State Assessment Data						
White	ELA	n/a	85.1	69.2		
	Math	n/a	91.7	71.3		
Black	ELA	n/a	suppressed	suppressed		
	Math	n/a	suppressed	suppressed		
Hispanic	ELA	n/a	suppressed	suppressed		
	Math	n/a	suppressed	suppressed		
Asian	ELA	n/a	suppressed	suppressed		
	Math	n/a	suppressed	suppressed		
Multiracial	ELA	n/a	suppressed	suppressed		
	Math	n/a	suppressed	suppressed		
SES	Reading and Math	n/a	80.4	58.4		
Special Education	ELA	n/a	70.7	34.9		
	Math	n/a	81.8	40.4		
Grade 5 Cohort	ELA	n/a	84.5	64.8		
	Math	n/a	91.2	76.7		
Grade 6 Cohort	ELA	n/a	86.9	73.5		
	Math	n/a	90.8	65.6		

Student Engagement Data				
Average Daily Attendance	n/a	96.2	96.4	
Percentage of Students in Extracurricular Activities	n/a			
Percentage of Students Enrolled in Most Rigorous Courses Offered	n/a			
Student Discipline				
Number of Out-of-School Suspensions	n/a	14		
Number of Expulsions	n/a	0	1	
Survey Data				
Student Satisfaction or Perception Assessment	n/a			
Alumni Satisfaction or Perception Assessment	n/a			
Parent Satisfaction or Perception Assessment	n/a			
Teacher Satisfaction or Perception Assessment	n/a			
Administration Satisfaction or Perception Assessment	n/a			
Community Satisfaction or Perception Assessment	n/a			
Student Demographic Data				
Total Number of Students Enrolled	n/a	326	317	
Percent Free and Reduced	n/a	57.1	53.9	
Percent Mobility	n/a			
Percent Special Education	n/a	30.1	30.3	

Percent English as a Second Language	n/a	0.6	0.3	
Percent White	n/a	92.9	91.8	
Percent Black	n/a	0.0	0.3	
Percent Hispanic	n/a	2.8	2.4	
Percent Asian	n/a	1.5	1.0	
Percent American Indian	n/a	0.9	0.7	
Percent Native Hawaiian or Other Pacific Islander	n/a	0.0	0.0	
Percent Multiracial	n/a	1.8	3.8	

B. Conclusions about the current educational programming (AdvancED Standard 3)
 Information about how the school's curriculum supports the achievement of Indiana's College and Career Readiness Standards

Brown County Intermediate School conforms to the Indiana's Academic Standards by offering a variety of academic programs to meet the educational need of our student population. Our goal is to have all students meet or exceed grade level expectations (or those expectations established in Individual Education Programs). We offer the following resources to accomplish this goal at BCIS:

- Reading and Writing Curriculum Calendar
- Unit Curriculum Maps for each subject and grade level
- Math Bowl
- Science Bowl
- Spell Bowl
- Spelling Bee
- Battle of the Brains
- Hlstory Day
- Guided Reading Book Sets

- Classroom Library
- Benchmark Literacy
- Independent Reading Level Book Shopping
- Professional Development Resources
- Xtramath
- STEM labs
- Individualized Online Learning Programs
 - IXL
 - Study Island
 - Sumdog
- Learning Management Systems
 - Google Classroom
 - Canvas

C. Information about how the school's instructional strategies support the achievement of Indiana's College and Career Readiness Standards

We believe in meeting students where they are in the learning continuum and helping them grow to their highest level of success through teaching methods that allow for individualization.

- Flexible and Creative Scheduling for Students achieving above and below grade level
- Full-inclusion
- Instructional coaches
- Tutoring Services
 - Literacy Coalition
 - Individual Teachers
- Hands-on manipulatives
- iPads

- Chromebooks

D. Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies

Students are performing above state average in all ISTEP assessment categories. (Insert additional info on STEEP and Cogat data).

E. Parental participation in the school (AdvancED Standards 2, 4, 5)

Technology is used to communicate school activities with parents through text messaging/email service/Remind 101 to alert parents of upcoming events and assignments. Parents can access grades through skyward access for parents. ISTEP+ results are mailed directly to parents and parents have access to ISTEP results from a link on the school's web page to the IDOE. Student agendas are used by BCIS to communicate to parents. BCIS still holds parent teacher conferences with all parents in October. Individual conferences are scheduled as needed. Parents are treated to Thanksgiving dinner, weekly newsletters, GEI team meetings, open house, and the BCIS Partnership Committee. Parents are also invited to Math Bowl, Spell Bowl, Science Bowl, History Day, International Fair, awards programs, bookfair, College Go Week, Choir, Band, Athletic events. Parents also serve on the School Improvement Committee.

F. Technology as a learning tool (AdvancED Standards 3, 4)

Description of how BCIS integrates technology and Internet into the Curriculum.

- Interactive BrightLink 450 projectors and Epson document cameras connected to the Internet used in all classrooms.
- Interactive software used in all classrooms.
- Software programs utilized on mobile laptops.

- Teachers will use laptops and/or iPads to access internet sites that will enrich and/or support the Indiana Academic Standards and the Brown County Schools local curriculum.
- Students will use laptop computers, Chromebooks, and/or iPads to develop their skills in computer applications, word processing, keyboarding, and multi-media presentations (Power Point, Publisher, etc.).
- Instructional Technology Coach
- Teachers will be trained in the use of Study Island, IXL, and Brain Pop as teaching tools.
- Teachers will be trained on the use of Google Classroom and Canvas as Learning Management Systems.
- Teachers communicate through a text messaging/email service called Remind 101 to alert parents of upcoming events and assignments
- Teachers update classroom websites to inform parents of classroom activities and assignments
- Professional Development strategies to be used in providing in-service to staff and teachers:
- Building instructional technology coach will provide training for staff on all new applications and educational websites.
- The technology team will assess needs from staff and base training upon the results of that assessment.
- Teachers will attend in-service training offered by the building instructional technology coach, corporation technology team and/or media assistant.
- Professional development opportunities may take place during after-school sessions and faculty meetings.
- How the program will be continuously assessed and evaluated.
- There will be a yearly needs analysis conducted of the technology and Internet curriculum.
- PL221 goals, data analysis, Indiana Academic Standards, and Brown County Schools Curriculum will help evaluate and determine the direction of the programs.

G. Safe and disciplined learning environment (AdvancED Standard 4)

Discuss the building committees in this section supporting your work to provide a safe and disciplined learning environment, including your Safety and Bullying Committees.

H. Professional development (Advanced Standard 3, 4)

Brown County Intermediate maintains a systematic professional development plan that:

- informs teachers of Scientifically Based Research (SBRR) and translates it to practice
- prepares teachers to administer assessments and use data to differentiate instruction
- enables teachers to implement all parts of the curriculum in each core area effectively
- provides coaching and grade level collaboration among teachers
- The Brown County School Corporation was an affiliate of the Columbia University's Teacher's College Writing and Reading Project. Staff Developers from Columbia University have worked with our teachers through embedded professional development opportunities where coaching, implementation of instructional routines/techniques and planning are the focus.
- Grade level collaboration days are held weekly among teachers at the building level or the district level to plan units of study, observe instructional strategies modeled in classrooms, and learn new methods of both formative and interim assessment.
- The District's Director of Assessment/Title I Coordinator works with the literacy staff developer to build agendas for these meetings seeking input from the building principal and teachers across the year. The following is a summary of the professional development activities in the area of Balanced Literacy which support both school and district level reading and writing goals in currently in place
- Balanced Literacy Components Description Professional Development 2014-2015 Plans for 2015-2016 Writing Workshop/ Benchmark Literacy
- Includes:
 - 45 minute time frame
 - 5 days per week
 - using the BCS Curriculum Calendar

- mini-lesson
- independent writing time
- teacher conferring one-to-one
- small groups
- Introduced, discussed, modeled, and practiced during:
- collaboration
- several teachers have been to an institute at TC
- curriculum has been written by teachers, for teachers
- teacher access to professional collection in all buildings
- Review structures within workshop model as applied to writing
- Study strategies for increasing direct instruction in direct grammar instruction within Writing Workshop
- Study rubric design in the area of writing
- Examine conferencing strategies that are data driven. Reading Workshop/ Benchmark Literacy
- Includes:
- 45 minute time frame 5 days per week following the BCS Curriculum Calendar for reading
- Daily assessment-based mini-lesson (may include all or some of students)
- Independent reading time
- Teacher conferring one-to-one
- Small group work
- Individual assessment of student reading using running record forms
- Conduct more informal reading records using teacher chosen benchmark texts
- Analyze miscues on instructional level reading record forms in order to inform instruction.
- Introduced, discussed, modeled, and practiced during:
- Collaboration
- Past sessions with TC staff developer
- Attendance at prior TC Reading Institutes (selected teachers)

- Draft reading curriculum is written (includes, correlation to standards, overview of units, goals or bends for the unit, and sample teaching points)
- Professional Book Collection for each teacher
- Multiple teacher resources available in each building (books, videos)
- Review structures within workshop model as applied to reading
- Study strategies for increasing direct instruction in direct grammar instruction within Reading Workshop
- Study rubric design in the area of reading
- Examine conferencing strategies that are data driven.
- Examine validity and reliability of reading records within and across grade levels Read Aloud
- Includes:
 - read aloud from a variety of texts
- Introduced and modeled during:
 - Collaboration
- Continue to use best practices in the use of a read aloud as a content literacy strategy.
- Balanced Literacy Components Description Professional Development 2014-2015 Plans for 2015-2016 Interactive Read Aloud
- Includes:
 - Teach reading skills and strategies through an interactive read aloud
- Introduced and modeled for some grade levels during:
 - collaboration
- Continue to use best practices in interactive read aloud as a context for content literacy instruction.
- Shared Reading
- Includes:
 - A lesson in 5 - 6, 1 cycle or more per month.
- Possible texts/genres (fiction, non-fiction, poetry, test prep, passage relating to a content area/subject)

- Introduced, discussed, and modeled at ALL grade levels during:
- Collaboration
- Planning strategies, resources and templates provided to each teacher
- Planning time for yearlong mapping during collaboration
- Discussion of length of cycles, purpose, text choice and variety of skills and strategies that can be taught
- Continue to use best practices in shared reading as a context for content literacy instruction.
- Study shared reading as a context for teaching grammar.
- Language Conventions
- Teach language conventions within
- Writing Workshop during the appropriate phase of the writing process.
- During other parts of balanced literacy (interactive writing, shared reading, etc.)
- Use the language conventions continuum to support strategic language instruction.
- Discussion and Study
- During grade level collaboration
- Building based collaboration
- Hold collaborations to investigate strategies for teaching language conventions systematically within Balanced Literacy. Small Group Instruction Guided Reading Strategy Lessons Interventions
- At least one time per week with students who are reading below grade level and others as needed to move through reading levels
- guided reading
- strategy lessons
- interventions (Embedded in General Education)
- Guided Reading has been introduced, discussed, modeled and practiced at ALL levels during:
- collaboration and/or
- Strategy lessons have been introduced, discussed and modeled at ALL grade levels during

- collaboration
- Use the Fountas and Pinnell Observational Checklist to document reading behaviors of students at a variety of reading levels during small group reading instructional contexts.

H. Specific areas where improvement is needed immediately (AdvancED Standards 3. 5)

GOALS AND PLANS FOR CONTINUOUS SCHOOL IMPROVEMENT (AdvancED Standards 3, 5)

Schoolwide Goals (AdvancED Standard 3)	
Corporation Goals:	1. Students will demonstrate growth in literacy (90% proficiency).
	2. Students will demonstrate growth in mathematical skills (90% proficiency).
	3. Faculty and staff will engage in a collaborative culture for improved student learning.
Building Goals:	1. All students will demonstrate “typical” to “high” growth in performance on local and state reading assessments.
	2. All students will demonstrate “typical” to “high” growth in performance on local and state math assessments.
	3. Create a positive behavior intervention program.

Goals	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
<p>Current Reality: Data indicates some students demonstrate levels of “low” or “no” growth on local and state assessments</p> <p>Goal 1: All students will demonstrate “typical” to “high” growth in performance on local and state reading assessments.</p>	<ol style="list-style-type: none"> 1. Screen all students using Curriculum-Based Measures (CBMs) in reading to predict academic proficiency. 2. Use individual student assessment data to drive decisions regarding differentiation instruction in reading. 	<ol style="list-style-type: none"> 1. All teachers but primarily language arts, social studies, science and special education teachers. 	<ol style="list-style-type: none"> 1. Release date of 2016-2018 ISTEP+ English Language Arts results. 2. ISTEOP screening results for school years 2016-2018 	<ol style="list-style-type: none"> 1. Increase in the number of students reaching “typical” or “high” growth on ISTEP+. 2. Increase in the number of students reaching ‘at grade level’ achievement on ISTEOP language assessments. 3. Increase total student mastery range on local reading level assessments.
<p>Current Reality: Data indicates some students demonstrate levels of “low” or “no” growth on local and state assessments</p> <p>Goal 2: All students will demonstrate “typical” to “high” growth in</p>	<ol style="list-style-type: none"> 1. Provide systematic small group instruction in math computation and problem solving 2. Screen all students using Curriculum-Based Measures (CBMs) in math to predict academic proficiency in math. 	<ol style="list-style-type: none"> 1. Math and special education teachers 	<ol style="list-style-type: none"> 1. Release date of 2016-2018 ISTEP+ Math results. 2. ISTEOP screening results for school years 2016-2018 	<ol style="list-style-type: none"> 1. Increase in the number of students reaching “typical” or “high” growth on ISTEP+. 2. Increase in the number of students reaching ‘at grade level’ achievement on ISTEOP math assessments.

<p>performance on local and state math assessments.</p>	<p>3. Use individual student assessment data to drive decisions regarding differentiated instruction in math.</p>			
<p>Current Reality:</p> <p>Goal 3: Create a positive behavior intervention program.</p>	<p>1. Partnership with CenterStone to secure grant funding and support services. 2. Create a PBIS committee. 3. Partnership with Brown County Junior High School to insure flow and consistency in the program grades 5-8. 4. Create targeted PBIS goals and strategies. 5. Implementation of PBIS Program.</p>	<p>1. PBIS Committee Members: Alyson Kiser, Greg Pagnard, Jeff Lepore, Lauren Lockdall, Mary Kurdziel, Mike Taylor, Mitzi Garman, Sheila Popplewell and Trent Austin 2. Implementation will be the responsibility of all BCIS staff members.</p>	<p>1. Fully implement PBIS initiatives at the start of 2016 school year. 2. Reduce student suspension and lunch/recess detentions by 10% each year between 2016 and 2019.</p>	<p>1. 30% reduction in student suspensions and lunch/recess detentions over a three year period beginning with the 2016-17 school year. 2. Consistent increase in the number of students who earn positive behavior rewards over a three year period.</p>

A. Professional Development (aligned with Benchmarks for Progress and Strategies/Proposed Interventions)
(AdvancED Standards 3, 4)

Brown County Intermediate maintains a systematic professional development plan that:

- informs teachers of Scientifically Based Research (SBRR) and translates it to practice
- prepares teachers to administer assessments and use data to differentiate instruction
- enables teachers to implement all parts of the curriculum in each core area effectively
- provides coaching and grade level collaboration among teachers

The Brown County School Corporation was an affiliate of the Columbia University's Teacher's College Writing and Reading Project. Staff Developers from Columbia University have worked with our teachers through embedded professional development opportunities where coaching, implementation of instructional routines/techniques and planning are the focus.

Grade level collaboration days are held weekly among teachers at the building level or the district level to plan units of study, observe instructional strategies modeled in classrooms, and learn new methods of both formative and interim assessment.

The District's Director of Student Learning works with the literacy staff developer to build agendas for these meetings seeking input from the building principal and teachers across the year. The following is a summary of the professional development activities in the area of Balanced Literacy which support both school and district level reading and writing goals in currently in place.

B. Aligns with the core principles of professional development (AdvancED Standards 3, 4)

Goals and plans for continuous school improvement should align to the following **five core principles** of professional development cited in the 2013 Center for Public Education Report, "Teaching The Teachers; Effective Professional Development in an Era of High Stakes Accountability".

Principle 1: The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with issues of implementation.

Principle 2: There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.

Principle 3: Teachers' initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice.

Principle: 4 Modeling has been found to be a highly effective way to introduce a new concept and help teachers understand a new practice.

Principle: 5 The content presented to teachers shouldn't be generic, but instead grounded in the teacher's discipline (for middle school and high school teachers) or grade-level (for elementary school teachers).

CULTURAL COMPETENCY COMPONENT OF SCHOOL PLAN (Advanced Standards 3, 4, 5)

- A. Identification: Racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups included in the school's student population (updated annually).

Cultural competence is defined as a set of congruent behaviors, attitude, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations (Cross et al., 1989, Isaacs and Benjamin, 1991). Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes (Davis, 1997 referring to health outcomes).

There are five essential elements that contribute to a system's ability to become more culturally competent. The system should

1. Value diversity
2. Have the capacity for cultural self-assessment
3. Be conscious of the “dynamics” inherent when cultures interact
4. Institutionalize cultural knowledge
5. Develop adaptations to service delivery reflecting an understanding of the diversity between and within cultures

Cross T., Bazron, B., Dennis, K., & Isaacs, M. (1989). *Towards a culturally competent system of care, volume I*. Washington, D.C.: Georgetown University Child Development Center, CASSP Technical Assistance Center.

Isaacs, M. and Benjamin, M. (1991). *Towards a culturally competent system of care, volume II, programs which utilize culturally competent principles*. Washington D.C.: Georgetown University Child Development Center, CASSP Technical Assistance Center.

- B. Culturally appropriate strategies for increasing educational opportunities and educational performance for each identified group.

(As recommended by the National Center for Cultural Competence)

1. Convene a cultural competence committee or task force within your program or organization.
 - The Leadership Team for BCIS will serve as the task force that addresses cultural competence issues.
2. Ensure that the organization has a mission statement that commits to cultural competence as an integral component of all its activities.
 - The belief statements for Brown County Intermediate School commit to cultural competence as it encompasses all students.
 - The belief statements continue to support cultural competence:
 - We believe that students learn in a variety of ways.

- We believe that teachers strive to meet the needs of all learners.
- We believe that community members share the goal of quality education.
- We believe in providing a safe and secure school environment.
- We believe in settings the standard high- no excuses.

3. Network and dialogue with similar organizations and programs that have begun the journey toward developing and implementing culturally competent service delivery systems.

4. Determine the culturally, linguistically, racially, and ethnically diverse groups within the locale serve by the organization.

- Cultural groups within the Brown County Intermediate School community:
 - Special Education Students
 - Non-Special Education Students
 - Students who receive a Free or Reduced Lunch
 - Students who pay full price for lunch
 - Female Students
 - Male Students
 - Students who reside with one parent
 - Students who reside with two parents
 - Students who reside with a family member other than a parent
 - Students who live in foster care placement
 - Students who are transient
 - Students who are raised by a caregiver(s) with limited education
 - Students who are raised by a caregiver(s) with high school or advanced education
- Racial groups within the Brown County Intermediate School community
 - Caucasian

- Hispanic
- Asian
- American Indian/Alaskan
- Multi-Racial

- Ethnic groups within the Brown County Intermediate School community
 - A wide variety of religious representations
 - Limited, but evident, variety of international representations

5. Implement long-term plan for cultural competence as determined by the BCIS Leadership Team and the entire staff of Brown County Intermediate School. Summary of classroom initiatives that are currently being implemented that address issues of cultural competence:

- BCIS reaches out to parents of children with exceptional learning needs. Information is shared with parents about how to help their children at home during parent/teacher conferences, GEI conferences, case conferences and other school events.
- BCIS implements a bullying curriculum which includes many different tiers to address the various issues of bullying within a school or home setting.

C. Professional development necessary to increase cultural competency in the school's educational environment.

Brown County Intermediate maintains a systematic professional development plan that:

- informs teachers of Scientifically Based Research (SBRR) and translates it to practice
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STATUTES AND RULES TO BE WAIVED (Section 4 Executive Summary ASSIST)

THREE-YEAR TIMELINE FOR IMPLEMENTATION, REVIEW, AND REVISION (Goals and Plan Builder)