Brownsburg Community School Corporation

West Middle School, 2713

School Improvement Plan

2023-2024

For implementation during the following years: 2023-2026

IDOE Template Additions:

Principal: Emily Cochran, ecochran@brownsburg.k12.in.us
Superintendent: Jim Snapp, jsnapp@brownsburg.k12.in.us
Contact for Grants: Laura Johnson, ljohnson@brownsburg.k12.in.us

This is an initial three (3) year plan. **No**	This is a review/update of a plan currently in use. **Yes**
This school is identified as the following by the federal government: **Not TSI, Not ATSI, Not CSI**	
(TSI/ATSI only) Underperforming student groups identified by the federal government: **Not Applicable**	
This school receives Title IA funding. **Yes**	Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? **TA**

Core Element: Curriculum	Yes/No
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes

Core Element: Instructional Program	Yes/No
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes
Instructional strategies provide students with multiple options for demonstrating their knowledge.	Yes
Instructional strategies foster active participation by students during the instructional process.	Yes

Teachers and staff promote authentic learning and student engagement across all content areas.	Yes
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes

Core Element: Technology	Yes/No
The school has a process for integrating technology into the instructional program to promote learning.	Yes
A plan is in place to provide in-service training in the use of technology.	Yes
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes
There are established procedures for maintaining technology equipment.	Yes
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes

Core Element: Career Awareness Activities
- Career Focused Clubs, Guest Speakers, Career-Focused Classroom Lessons, Career Interest Inventory

Core Element: Safe and Disciplined Environment	Yes/No
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes
A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes

A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes

Curriculum:

West Middle School is aligned to the Indiana Academic Standards as a 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, and 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 a web-based curriculum mapping program called Curriculum Trak. It allows easy online access, standards mapping, vertical articulation, and a collaborative sharing platform for our staff members.

Requirements Pertaining to Goals and Objectives:

Brownsburg Community School Corporation, and specifically West Middle School, demonstrates an exceptional history of academic excellence, both in student achievement and growth. Our continuing goal is to remain a top ranked school corporation in Indiana. We will continue to earn a corporation and school level A in the state's A-F accountability model. Our percentage of students passing ISTEP+/ILEARN will continue to rise from the new benchmark established in 2019. Our attendance rate will continue to remain at or above the 95% threshold.

The curriculum, instructional strategies, professional development initiatives, and assessment program outlined below support all students and drive the school's continuous improvement process. Longitudinal goals (like continued ISTEP+/ILEARN success and Graduation Rate improvement) are supported by the daily, smaller, student-focused instructional goals generated through PLCs and RtI.

Reduction in Absenteeism

Brownsburg Community School Corporation, and specifically West Middle School, has an exemplary attendance record. Chronic absenteeism is rare, and no identifiable pattern of contributing factors emerges. The relationships built between and among staff and students creates an environment that encourages regular attendance. In isolated instances where attendance does become a problem, we utilize the Hendricks County Juvenile Justice System's "Project Attend" to compel student attendance.

Name and Description and of Assessments in Addition to ISTEP+/ILEARN:

- Accountability Assessments: This school complies fully with the expectations regarding the administration of ILEARN, IAM, WIDA, and IREAD.

- ClearSight: A state normed ELA and Math assessment used in grades 3-8, Algebra I, and Eng10 as a formative benchmark and progress monitoring tool predictive of ISTEP+ and ILEARN.
- SRI: An adaptive reading assessment that develops a Lexile aligned instructional and independent reading baseline used in grades K-8.

Professional Development Narrative:

- ***Data Analysis***
  - West Middle School, like all BCSC schools, participates in Professional Learning Communities (PLCs) weekly to provide time, structure, and collaborative opportunity for student-centered data analysis. Working from a common curricular framework, aligned to state standards, teachers use PLC time to evaluate instructional effectiveness as measured by summative state assessments and local formative assessments of varying magnitude. Data is analyzed to determine core program effectiveness 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.
- ***Strategies, Programs, Services, and Activities***
  - West Middle School delivers a strong core program built upon a clear articulation and integration of the NCTM, NCTE, Common Core, and Indiana Academic Standards through a locally developed curricular framework. Students have enrichment and remediative opportunities throughout the secondary level, and routine acceleration has been the norm in Brownsburg for many years. Our mathematics sequence allows differentiated pathways which allow nearly all of our graduates to complete the Core 40 or Academic Honors Diploma requirements. Approximately 50% of any given graduating cohort completes their Algebra I high school requirement in middle school. Geometry, Biology, and World Langauges are additional examples of high school courses offered in middle school. Additionally, all ELA teachers have been trained in the Kristina Smeken's 6+1 Trait Writing framework. That approach is the foundation for our process writing instruction. We prioritize our core Literacy and Numeracy programs. Literacy and Numeracy receive full, uninterrupted 63 minute blocks daily. Our chief professional development goal is to sustain these core programs though continued staff training in common core alignment and 6+1 Trait Writing.
  - Professional development for 6+1 Writing will continue for staff members. Initial training took place for all English teachers in May, 2012. Formal training continued with two full day Professional Development opportunities each subsequent year, and maintenance training of new staff reoccurs at the start of each school year. Instructional Coaches/English Secondary Department Heads will also provide training to teachers by providing model lessons and planning sessions with a focus on implementation of this initiative.
  - West Middle 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 & AirWays 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.
  - West Middle School's second step in the district's RtI process is targeted placement of at-risk students into SEEK interventions for literacy and numeracy. The district philosophy prioritizes reading and math instruction, and students requiring intensive support receive reading and math interventions in

dedicated 30 minute long remediation/reteaching labs. Strengthening these RtI intervention strategies is a third prong of our overall professional development plan.

- o West Middle School's final component of the comprehensive school improvement process is an RtI tier #3 referral. For some students, those with the most serious of academic deficiencies, additional time on task before or after school may be necessary. We're in the process of developing a tier #3 response that provides additional time, as well as substantially different remediative interventions, prior to a special education referral.
- o Time spent in Language Arts and Math classes exceeds the district's required 60 minutes of core instruction per day. This increase in time spent in core subject areas has made a positive impact on student achievement and will remain as a key core program improvement.

- *Evaluation on the impact of these activities*
  - o On-going review of local formative assessments and standardized summative evaluations allows West Middle School staff to monitor core program 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*
  - o Principals will complete all IDOE Legal Standards for accreditation assurances by the appropriate deadline.

Cultural Competency

Brownsburg Community School Corporation has developed a character education plan for use with all of our students. This plan incorporates the use of district-wide PK-13 character traits and components of cultural competency training to provide a well-rounded program.

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.

The 2023 ILEARN and SAT gaps analysis is attached along with a data profile.

Provisions to Maximize Parental Participation

Parent participation is a key component to success within our school. School begins with Back to School Night/Open House when parents are given the opportunity to meet their child's teachers. During this event, teachers share classroom expectations, remediation opportunities, and other important class information. West Middle School has an active Parent Support Group. Parents with students enrolled in our school are automatically a member of this group. Parents are encouraged to volunteer at our schools. Our volunteers chaperone field trips, work the book store, and facilitate small groups in classrooms.

Provisions to Maintain a Safe and Disciplined Learning Environment

West Middle School conducts emergency preparedness drills during the school year. These drills include: fire, severe weather, violent intruder, and bus evacuation. The West Middle School 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 five person Brownsburg Community School Corporation Police Department operates daily out of our three secondary buildings. These officers are available throughout the school day to assist each building.

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

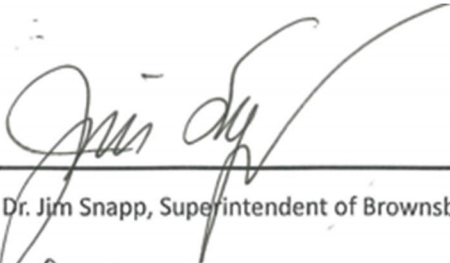## Provisions for the Coordination of Technology Initiatives

Brownsburg Community School Corporation submitted the required Online Technology Plan last year in full compliance with IC 20-20-13. That plan can be found in its entirely via the secure DOE online system. 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."
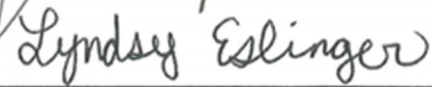
Statutory Requirements:

This plan was approved by the Brownsburg Community School Corporation's Board of School Trustees on September 11, 2023.

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

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Dr. Jim Snapp, Superintendent of Brownsburg Community School Corporation

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Lyndsy Eslinger, President Brownsburg Classroom Teachers Association